



March 28, 2025

Ms. Ebony Walters
Education Policy Analyst
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

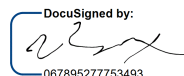
Dear Ms. Walters:

Chamberlain University (Chamberlain) holds operating approval with the Maryland Higher Education Commission for its Bachelor of Science in Nursing (BSN) degree program since 2014. Additionally, Chamberlain holds a registration approval for its distance education programs that are conferred from Chamberlain's principal campus in Addison, Illinois. Due to increased student need and in order to allow students to timely complete their required clinical placements, Chamberlain is requesting approval of a clinical placement site so that more than 10 students in the BSN program's Online Option can conduct their clinicals at the same address in the same session.

Enclosed please find Chamberlain University's completed *Initial Approval for Out-of-State Degree Granting Institutions to Operate in Maryland* application and supporting documents for a clinical practicum site at Sinai Hospital, 2401 Belvedere Ave, Baltimore, MD 21215 for the BSN degree program.

Please let me know if you have any questions.

Sincerely,

DocuSigned by:


067895277753493...
Dr. Karen Cox
President
Chamberlain University
karencox@chamberlain.edu



Cover Sheet for Out-of-State Institutions

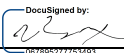
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal : Chamberlain University

Each action below requires a separate proposal and cover sheet.

☐ New Academic Program	☐ Substantial Change to a Degree Program
☐ New Area of Concentration	☐ Substantial Change to an Area of Concentration
☐ New Degree Level Approval	☐ Substantial Change to a Certificate Program
☐ New Stand-Alone Certificate	☐ Cooperative Degree Program
☐ Off Campus Program	☐ Offer Program at Regional Higher Education Center

Payment ☒ Yes	Payment ☐ R*STARS #	Payment	Date
Submitted: No	Type: ☒ Check #259262 and 259263	Amount: \$7,500 and \$7,500	Submitted:

Department Proposing Program	College of Nursing – Chamberlain University
Degree Level and Degree Type	Bachelor of Science in Nursing (BSN)
Title of Proposed Program	Bachelor of Science in Nursing (BSN) Degree Program (Online Option)
Total Number of Credits	122
Program Modality	☐ On-campus ☒ Distance Education (fully online) ☐ Both
Program Resources	☒ Using Existing Resources ☐ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	☐ Fall ☐ Spring ☐ Summer Year: <u>Upon Approval</u>
Provide Link to Most Recent Academic Catalog	URL: https://catalog.chamberlain.edu/academic-catalog/
Preferred Contact for this Proposal	Name: Corinne Yamamoto
	Title: Director, Licensing and Accreditation
	Phone: 630-353-3720
	Email: corinne.yamamoto@adtalem.com
President/Chief Executive	Type Name: Karen Cox, President - Chamberlain University
	Signature:  Date: 03/28/2025
	Date of Approval/Endorsement by Governing Board:

MARYLAND HIGHER EDUCATION COMMISSION
Application for Initial Approval for Out-of-State Degree-Granting
Institutions to Operate in Maryland

Please Note: A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland.

PROPOSED LOCATION IN MARYLAND.

Please provide the full mailing address below. If a specific facility is yet to be identified, please provide as a minimum, the county or city in which you plan to operate:

Chamberlain University's Bachelor of Science in Nursing - Online does not have a facility in Maryland. This application is for approval of a practicum site at the following address:

Sinai Hospital
2401 Belvedere Ave, Baltimore, MD 21215

[If these programs/classes are to be offered at a military installation and the recruitment and enrollment of students is limited to active duty personnel, their dependents, or civilians employed at the installation, and if the institution waives its right to claim veterans' benefits for enrolled students, do not complete this application. Complete an Application for Exemption to COMAR 13B.02.01 instead.]

PROPOSED START DATE: Upon Approval

Applications must be submitted at least 5 months prior to the proposed start date.

INSITUATION APPLYING FOR APPROVAL.	
Name of Institution: <u>Chamberlain University</u>	
Does the institution currently have an Extended Approval? (If yes, when is the end date)	
Chamberlain University holds an Extended Approval for the Tyson Corner, VA Campus to offer BSN practicum experiences in Maryland through 08/31/2029. Chamberlain also has MHEC out-of-state online approval to offer the Bachelor of Science in Nursing online through 06/30/2025.	
Web Address: <u>https://www.chamberlain.edu/</u>	
OPEID Code: <u>000638500</u> U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.	
Chief Executives Officer: <u>Dr. Karen Cox, President</u>	
Mailing Address: 233 South Wacker Drive Suite 800 Chicago, IL 60606	
Telephone: <u>877-751-5783</u>	Email: <u>karencox@chamberlain.edu</u>

Institutional Liaison: Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:

Name: Corinne Yamamoto

Title: Director, Licensing and Accreditation

Mailing Address:

233 South Wacker Drive

Suite 800

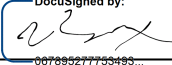
Chicago, IL 60606

Telephone: 630-353-3720

Email: corinne.yamamoto@adtalem.com

*******CERTIFICATION*******

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

03/28/2025	Dr. Karen Cox
Date	Printed Name of Chief Executive Officer
DocuSigned by:  007685277753493...	
Signature of Chief Executive Officer	

Electronic applications are preferred for initial and renewal applications. You can send you application to oosauthorization.mhec@maryland.gov

**All payments should be mailed to: Maryland
Higher Education Commission Director of
Academic Affairs
6 N. Liberty St., 10th Floor Baltimore,
Maryland 21201**

A copy of these regulations can be found on the [Maryland Higher Education Commission's web site \(mhec.maryland.gov\)](http://mhec.maryland.gov) along with an application form.

I. SUPPORTING DOCUMENTATION.

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each proposed location, the following Supporting Documentation needs to be included only once for the entire package of applications. **CHECK EACH ITEM AS ATTACHED.**

- ☒ Cover letter from the Chief Academic Officer addressed to the Secretary of Higher Education requesting approval to operate in Maryland.

- ☒ Catalogs and Other Institutional Publications COMAR 13B.02.01.20A(1)

Include a copy of the institution's home campus catalog or other publication (graduate and undergraduate as applicable) that contains information on: academic progress standards, curricular content of the proposed programs, student services information, credit for prior learning as well as credit for practica, clinical experience, internships, and cooperative work experiences.

- ☒ Copies of the awards to be granted COMAR 13B.02.01.07D(3)(h)

Include one copy of each award to be granted.

- ☒ Application Fee COMAR 13B.02.01.07D(2)

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission.

- ☒ Accreditation COMAR 13B.02.01.07D(3)(g)

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

- ☒ Registration as an Out-of-State Corporation COMAR 13B.02.01.07D(3)(f)

To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: www.dat.state.md.us. Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

- ☒ Certificate of Compliance COMAR 13B.02.01.07D(3)(o)

Please provide a certificate for each location for which you are seeking approval, indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety. If this is not presently available, it may be submitted no later than 30 days prior to the start of classes.

☒ Board of Trustees Resolution of Financial Solvency COMAR 13B.02.01.07D(3)(e)

Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

☒ Advertisements COMAR 13B.02.01.07D(3)(p)

Please provide copies of the promotional materials including social media accounts, websites and printed materials.

☒ Faculty Compliance Report for each program COMAR 13B.02.01.16C

At least 1/3 of the classes offered shall be taught by full-time faculty of the parent institution. Submit a Faculty Compliance Report¹ for each previously approved and newly proposed program.

☒ Teach-out Plan COMAR 13B.02.01.07D(3)(j)(iv)

The institution must provide a copy of its teach-out plan² allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland. This plan may vary by program.

¹ Requirements and forms for a Faculty Compliance Report are available on the Out-of-State Degree Granting Institutions page of our website: mhec.maryland.gov

² A teach-out plan is an institution's written plan to ensure its students are treated fairly with regard to finishing their programs of study. Minimum requirements for a teach-out plan are available on the Out-of-State Degree Granting Institutions page of our website: mhec.maryland.gov

II. APPLICATION QUESTIONNAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. It must be completed for each proposed location.

SECTION 1: Institutional Information

1. Administrative Staff. The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of educational activities offered. COMAR 13B.02.01.15

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled “A-3: Administrative Staff”) to this application with your responses to the following questions.

(a) How are you are planning to meet the above standard on Administrative Staff?

Please refer to attachment labeled *A-3: Administrative Staff*

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator in the attachment to this application

Please refer to attachment labeled *A-3: Administrative Staff*

2. Library Resources. Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled “A-5: Library Resources”) to this application with your responses to the following questions.

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for bibliographic instruction and/or library orientation?

Please refer to attachment labeled *A-5: Library Resources*

(b) Library Waiver. In extraordinary circumstances, an out-of-State institution may request a waiver of the library requirement. **Are you requesting such a waiver?** ☐ Yes ☒ No

If Yes, this request shall be considered at a regularly scheduled meeting of the Maryland Higher Education Commission. The waiver may be granted if justified by the institution demonstrating in this

application the following:

(i.) the specialized or technical nature of the institution's curriculum; or

N/A

(ii.) an executed contract or contracts with another library or libraries ensuring students adequate access to another appropriate collection either through location or through information technology.

N/A

3. Student Services. COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well-developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance procedures.

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with your responses to the following questions.

(a) How do you plan to implement the requirements for Student Services cited above?

Please refer to attachment labeled *A-6: Student Services*

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

Please refer to attachment labeled *A-6: Student Services*

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students?

☒ Yes ☐ No

How will it make this available to its students at the proposed instructional site?

The Student Catalog and Handbook provide this information to students. The Catalog and Handbook are available online.

If this statement is in the Catalog you submitted with the application, please indicate the page number:

Please see page 153 of the Academic Catalog. Please also see pages 4, 6, 19-21 of the College of Nursing Student Handbook.

If not in the Catalog you submitted, please provide us with a copy of the statement.

- (d) Does the institution have a published student grievance procedure? ☒ Yes ☐ No

If this procedure is in the Catalog you submitted with the application, please indicate the page number:

Please see pages 32-35 of the Student Handbook and page 12 Academic Catalog. Students also receive the information about the student grievance procedures via the Chamberlain website at <https://www.chamberlain.edu/about/student-consumer-information#Complaint>. See Attachment A-6 Student Services.

If not in the Catalog you submitted, please provide us with a copy of the grievance procedure and the name of the administrator (name, title, contact information), and identify where the procedure is available for students to view.

4. Facilities. (See COMAR 13B.02.01.19).

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled “A-7: Facilities”) to this application with your responses to the following questions.

- (a) Has a specific facility been identified? ☐ Yes ☒ No
- (b) Has the proposed facility been inspected and approved for use as classroom/laboratory space and been found in compliance with local and State ordinances pertaining to fire and safety? ☐ Yes ☒ No

(1) If yes, please provide a copy of the Certificate of Compliance.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

- (c) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

Please refer to attachment labeled *A-7_Facilities*

- (d) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal

Please refer to attachment labeled *A-7_Facilities*

- (e) Describe the office (and conference) space available to full and part-time faculty and administrators.

Please refer to attachment labeled *A-7_Facilities*

5. Distance Education. COMAR 13B.02.01.03(8). “Distance education” means education that uses one or more of the following technologies to deliver instruction to students who are separated from the instructor, and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously:

- (a) Internet;
- (b) One-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices;
- (c) Audio conferencing; and

(d) Video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with a technology listed in (a) – (c).

An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

INSTRUCTIONS. Is the institution providing distance education as defined above? ☒ Yes ☐ No
If yes, please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled “A-8: Distance Education”) to this application.

SECTION 2: Program Information

Please enter below, or create an attachment (labeled “A-1: Programs”) to this application with your responses to the following:

(a) Provide a list of the proposed programs (or individual courses) to be offered at this location. An institution may apply to offer courses only if the full complement of courses comprise not more than 3 courses (or 9 credit hours) of a degree program. [See COMAR 13B.02.01.07D(5)]
 For each program/course provide the following information: (1) the full title of the program (or individual course); (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: BUS 101 Intro to Business Administration</i>		<i>Distance Ed.</i>	<i>3 sem</i>	<i>Yes</i>
Bachelor of Science in Nursing Online	BSN	Clinical Practicum Site: Sinai Hospital 2401 Belvedere Ave Baltimore, MD 21215	122 sem	Yes

(b) Will the programs/classes at this location be closed? [That is, only available to employees or members of the host site and not open to the general public]. ☐ Yes ☒ No

If yes, please supply a copy of a memorandum of understanding from the Maryland entity sponsoring your institution. The memorandum shall specify the institution is operating a closed- site and that the courses are offered solely for its own employees. COMAR 13B.02.01.07D(6)

(c) Will these programs/classes be offered in affiliation with a Maryland Regional Higher Education Center?

☐ Yes ☒ No

If yes, please identify the Maryland Regional Higher Education Center and provide a copy of the Memorandum of Understanding or agreement. COMAR 13B.02.01.22

(d) Provide a course schedule for the proposed location.

Chamberlain University's Bachelor of Science in Nursing - Online does not have a facility in Maryland. This application is for approval of a practicum site. Students will only be completing the practicum portion of their program at this location

For each program complete an Out-of-State New Program and Sub Mod Cover Sheet with all required signatures and provide the following information.

A/B. Pursuant to COMAR 13B.02.01.06A, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. This shall include the evidence required by COMAR 13B.02.01.06B and listed below.

- (1) The degree to be awarded (if applicable);
- (2) The area of specialization;
- (3) The purpose or objective of the program or course of study to be offered (Please include a program description and identify all learning outcomes);
- (4) Specific academic content of the program or course of study (Please include all program requirements);
- (5) The quality of the proposed program in comparison to existing programs;
- (6) An analysis of the market for the program; Include information on the student population that will be served by the program, the roles or pathways for which this program will prepare students, and what distinguishes the proposed program from similar programs in the state.
- (7) The State's equal educational opportunity obligations under State and federal law.

Please see **Attachment A/B**.

C. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application:

- (1) Meets a critical and compelling regional or Statewide need;
Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - (a) The need for the advancement and evolution of knowledge
 - (b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
 - (c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.
 - (d) Occupational and professional needs relative to upgrading vocational/technical skills or meeting job market requirements.
- (2) Is consistent with the current [Maryland State Plan for Postsecondary Education](#).
Demonstrate how the program serves one of the three goals of the State Plan: access, success, innovation.

Please see **Attachment C**.

D. The out-of-State institution shall clearly state the demand and need for a program, for which the institution is
OOS Initial 2024 10

making application, in terms of meeting present and future needs of the region and the State in general. Two kinds of need may be identified:

- (1) Societal needs, including the tradition of liberal arts education, which provides immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and individual and societal benefits regardless of workforce or market demand considerations and/or expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education; and
- (2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.

Please see **Attachment D**.

E. Market Demand Data

- (1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.
- (2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.
- (3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

Please see **Attachment E**.

Some potential data sources are:

- [Education Crosswalk](https://www.onetonline.org/crosswalk/CIP/)
<https://www.onetonline.org/crosswalk/CIP/>
- [Maryland Occupational Projections](https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml)
<https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>
- [Maryland Workforce Exchange](https://mwejobs.maryland.gov/vosnet/Default.aspx)
<https://mwejobs.maryland.gov/vosnet/Default.aspx>
- [Health Professional Shortage Area Search Tool](https://data.hrsa.gov/tools/shortage-area/hpsa-find)
<https://data.hrsa.gov/tools/shortage-area/hpsa-find>

Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

☐ Yes ☒ No

If yes, please attach a letter of support from the employer addressed to the Assistant Secretary, Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

F. Faculty Information

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16. In addition to the Faculty Compliance Report included with your supporting documentation, please provide the following information:

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

- (1) the course(s) the faculty might soon teach;
- (2) the degrees the individual holds
- (3) the degrees areas of specialization; and
- (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution

Please see **Attachment F**.

A full-time faculty member is defined as an employee: “(a) whose primary professional responsibility is instruction, research, scholarship, or service; (b) who performs those functions normally expected of a full-time faculty member at an institution of higher education, including curriculum development, student advising, and institutional service; (c) who is employed on an annual or renewable contract of at least 9 months long that stipulates an annual salary; and (d) who is not employed full-time by another employer.” COMAR 13B.02.01.03(10)

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

Please see **Attachment F**.

Will more than 1/3rd of the classes offered be taught by full-time faculty of the parent institution?

☒ Yes ☐ No

Full-time Faculty Waiver. (See COMAR 13B.02.01.16E) If 1/3rd or less of the classes are taught by full-time faculty of the parent institution you will have to apply for a full-time faculty waiver. In order to obtain a waiver under the Regulations, please respond to the following:

- (1) Demonstrate that the unique role, scope, and mission of the institution require a waiver in order for the institution to operate.
- (2) After making this demonstration the institution shall then provide the following:
 - (i.) Designate by name the faculty members whose primary responsibility is instruction, scholarship, research or service who will perform the duties normally required of full-time faculty.
 - (ii.) Document that these designated faculty members substantially participate in the development or implementation of one or more of the following activities at the institution requesting the waiver: (A) Academic programs, (B) Professional Programs, (C) Research Programs, (D) Service Programs, (E) Admission or Admission policies, (F) Academic Advising, (G) Faculty Appointments, or (H) Institutional Governance.
 - (iii.) Document that the full time faculty, as a group, participate in all of the activities listed in (2)(ii.) above.
 - (iv.) Document that the designated faculty shall perform the requirements of full-time faculty under Section C of the regulations – i.e., at least one-third of the classes offered shall be taught by full-time faculty of the parent institution.

(3) **Documentation includes**, but is not limited to: (i) minutes of meetings; (ii) contractual obligations; or (iii) job descriptions.

(4) Your request will be considered at a regularly scheduled meeting of the Maryland Higher Education Commission.

Not Applicable. Chamberlain University is not requesting a Full-time Faculty Waiver as Chamberlain meets the required threshold of having at least 1/3 of the degree program's classes taught by full time faculty.

CERTIFICATE OF ACCREDITATION

In accordance with its accreditation standards and procedures
COMMISSION ON COLLEGIATE NURSING EDUCATION
has accredited

Baccalaureate Degree Program in Nursing Chamberlain University

*The Commission on Collegiate Nursing Education is listed by the U.S. Secretary of Education
as a nationally recognized accrediting agency.*




EXECUTIVE DIRECTOR

March 18, 2024

EFFECTIVE DATE OF ACCREDITATION

655 K STREET NW
SUITE 750
WASHINGTON DC 20001

CCNEACCREDITATION.ORG

THIS CERTIFICATE IS VALID FOR THE DURATION OF THE PERIOD OF ACCREDITATION

Statement of Accreditation Status

as of March 28, 2025

[Home](#) > [Directory of Institutions](#) > Chamberlain University

Chamberlain University

1221 North Swift Road

Addison, IL 60101

(888) 556-8226

<https://www.chamberlain.edu> 

**Previous names: Institution name changed from Deaconess College of Nursing to Chamberlain College of Nursing. (2006); Institution name changed from Chamberlain College of Nursing to Chamberlain University. (2017)*

The information on this page describes the accreditation relationship between this institution and the Higher Learning Commission (HLC). General information about HLC and the accreditation process is provided at the end of this document.

Accreditation Information

Current status: Accredited

- [Public Disclosure – Governmental Investigation](#) 
- [Action Letter – Reaffirmation of Accreditation](#) 

Status	Dates
Candidate	08/18/1984 - 08/22/1985
Accredited	08/23/1985 - Present

Most recent reaffirmation of accreditation: 2015 - 2016

Next reaffirmation of accreditation: 2025 - 2026

Upcoming or In-Progress Reviews

Date	Event	Description
02/19/2025	Interim Report	Other
05/11/2026	Comprehensive Evaluation	

Most Recent History With HLC

Date	Event	Outcome
02/19/2025	Interim Report - Other	Accepted with Continued Monitoring
11/16/2022	Interim Report - Assumed Practices	Accepted
03/17/2020	Comprehensive Evaluation	Continue Accreditation
12/05/2018	Monitoring - Non-Financial Indicator	Accepted
02/13/2018	Monitoring - Non-Financial Indicator	Accepted
02/13/2018	Monitoring - Non-Financial Indicator	
08/22/2016	Interim Report - Other	Accepted

Date	Event	Outcome
03/22/2016	Monitoring - Non-Financial Indicator	Accepted
12/14/2015	Comprehensive Evaluation	Reaffirm Accreditation with Monitoring

Student Success Outcomes

Student outcome information, including graduation rates and other measures, is available on the institution's website and the U.S. Department of Education's College Scorecard and College Navigator.

- [Chamberlain University Student Achievement Data](#) 
- [College Scorecard: Chamberlain University](#) 
- [College Navigator: Chamberlain University](#) 

Note: The College Scorecard and College Navigator links above will take you to information about the institution's main campus. Some colleges or universities may report separate information on these websites for certain divisions or branch campuses. Search these sites to find this additional information.

Institutional Characteristics

Please note: All institutions are required to represent themselves accurately and consistently to multiple agencies. Information about the institution that is published by other agencies may appear differently, depending on the timing of the institution's updates to those agencies or those agencies' definitions or standards. For example, an institution's control may be categorized differently by the U.S. Department of Education for other purposes under its standards.

Control

Private For-Profit

Number of Educational Programs

Degree programs:

- Bachelor's: 1
- Master's: 4
- Doctoral: 2

Certificate programs: 11

Campuses and Additional Locations

Approved Campuses and Additional Locations

The institution's accreditation includes courses and programs offered at the campuses and additional locations listed below. This list includes campuses and locations that are active and inactive (i.e., not currently enrolling students).

Last updated: 12/05/2024

Main Campus

1221 North Swift Road, Addison, IL 60101

In-State

Branch Campuses

Chamberlain University College of Nursing - Chicago - 2718 West Roscoe Street, Chicago, Illinois 60618

Chamberlain University College of Nursing - Tinley Park - 18624 W Creek Drive, Tinley Park, Illinois 60477

Additional Locations

None

Out-of-State

Branch Campuses

Chamberlain University College of Nursing - Atlanta - 1100 Altmore Avenue, Suite 100, Sandy Springs, Georgia 30342

Chamberlain University College of Nursing - Charlotte - 2015 Ayrsley Town Blvd, Charlotte, North Carolina 28273

Chamberlain University College of Nursing - Columbus - 4111 Worth Avenue, Columbus, Ohio 43219

Chamberlain University College of Nursing - Houston - 11025 Equity Drive, Houston, Texas 77041

Chamberlain University College of Nursing - Indianapolis - 9100 Keystone Crossing, Indianapolis, Indiana 46240

Chamberlain University College of Nursing - Irving - 4800 Regent Blvd., Ste. 200, Irving, Texas 75063

Chamberlain University College of Nursing - Irwindale - 4910 Rivergrade Rd., Irwindale, California 91706

Chamberlain University College of Nursing - Jacksonville - 5200 Belfort Road, Jacksonville, Florida 32256

Chamberlain University College of Nursing - Las Vegas - 9901 Covington Cross Dr., Las Vegas, Nevada 89144

Chamberlain University College of Nursing - New Orleans - 400 Labarre Road, Jefferson, Louisiana 70121

Chamberlain University College of Nursing - North Brunswick - 630 US Highway One, North Brunswick, New Jersey 08902

Chamberlain University College of Nursing - Pearland - 12000 Shadow Creek Parkway, Pearland, Texas 77584

Chamberlain University College of Nursing - Phoenix - 20410 N 19th Avenue - 20410 N 19th Avenue, 1st Floor, Phoenix, Arizona 85027

Chamberlain University College of Nursing - San Antonio - One 51 Office Centre

9810 State Highway 151, San Antonio, Texas 78251

Chamberlain University College of Nursing - St. Louis - 11830 Westline Industrial Drive, Maryland Heights, Missouri 63146

Chamberlain University College of Nursing - Troy - 200 Kirts Blvd., Troy, Michigan 48084

Chamberlain University College of Nursing - Tysons Corner - 1951 Kidwell Drive, Vienna, Virginia 22182

Chamberlain University College of Nursing – Sacramento - 10971 Sun Center Drive, Rancho Cordova, California 95670
Chamberlain University- Chamberlain College of Nursing - 10315 USA Today Way, Miramar, Florida 33025

Additional Locations

Chamberlain College of Nursing – New Orleans Learning Center at LCMC - 4224 Houma Blvd., Suite 600, Metairie, Louisiana 70006
College of Nursing-Stockbridge - 100 Southcrest Dr., Stockbridge, Georgia 30281

International

Branch Campuses

None

Additional Locations

None

HLC's Notification Program for Additional Locations

Institutions that meet certain eligibility criteria may apply to participate in HLC's [Notification Program for Additional Locations](#). This program allows institutions to open new locations after notifying HLC and receiving confirmation that the location has been added to our records, rather than applying for approval through the standard substantive change process.

Participation Status

The institution does not participate in the Notification Program for Additional Locations.

About HLC and Accreditation

HLC is an institutional accreditation agency that accredits degree-granting colleges and universities that are based in the United States.

Institutional accreditation validates the quality of an institution as a whole and evaluates multiple aspects of an institution, including its academic offerings, governance and administration, mission, finances, and resources. HLC's accreditation includes all degree levels as well as on-site and online course delivery. Institutions of higher education in the United States may also seek accreditation through specialized or programmatic accreditation agencies, which accredit programs, departments or schools within a college or university.

Evaluation Process

Institutions that HLC accredits are evaluated against its [Criteria for Accreditation](#) and other [HLC requirements](#). HLC accreditation assures quality by verifying that an institution (1) meets threshold requirements and (2) is engaged in continuous improvement. In addition, all institutions are required to report data annually in the [Institutional Update](#), undergo annual monitoring of [financial and non-financial indicators](#), and adhere to HLC policies and practices.

The accreditation process is based on a system of [peer review](#). Faculty and staff from institutions of higher education serve as HLC peer reviewers conducting accreditation evaluations for other institutions. They make recommendations to HLC's decision-making bodies, which take final action on institutional evaluations.

Decision Making

HLC's decision-making bodies evaluate and make decisions, called actions, on recommendations from peer reviewers and staff that review institutions for their compliance with HLC's Criteria for Accreditation and other requirements. The decision-making bodies are comprised of institutional representatives and public members. See [Decision-Making Bodies and Processes](#) for more information.

Public Information

HLC is committed to providing information to the public regarding accreditation decisions made regarding individual institutions.

Actions that are taken by HLC regarding an institution's accreditation status are disclosed to the public. In cases of reaffirming continued accreditation, placing an institution on or reviewing a sanction, or withdrawing accreditation, the Action Letter issued to the institution is made available on the institution's Statement of Accreditation Status, found by searching the institution's name through HLC's online directory. Public Disclosure Notices (PDNs) are also issued and posted in the directory in cases of sanction, assigning or removing an institutional designation, resignation of accreditation or candidacy, institutional closing or withdrawal of accreditation by HLC. The PDN provides the public with the most applicable information from the posted Action Letter. HLC decision-making outcomes also are summarized on the [HLC Accreditation Actions page](#).

Complaints Against Institutions

HLC has a formal complaint process, consisting of an [online complaint form](#) for faculty, students and other parties to submit information regarding a member institution's potential non-compliance with HLC requirements. As stated in [HLC policy](#), the complaints process is designed to enable HLC to review, in a timely and fair manner, information that suggests potential substantive non-compliance with an institution's ability to meet HLC requirements.



[Directory of Institutions](#)

[Glossary](#)

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[Accessibility](#)

[Careers](#) 

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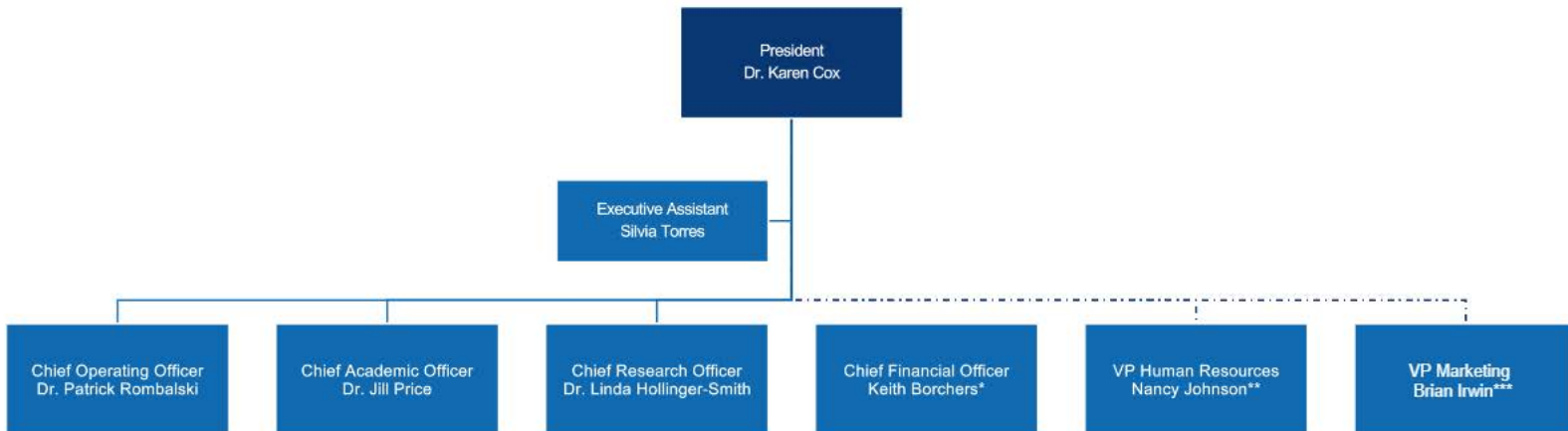
CHAMBERLAIN UNIVERSITY

ORGANIZATIONAL STRUCTURE

March 2025



CHAMBERLAIN UNIVERSITY – PRESIDENT’S FIRST TEAM



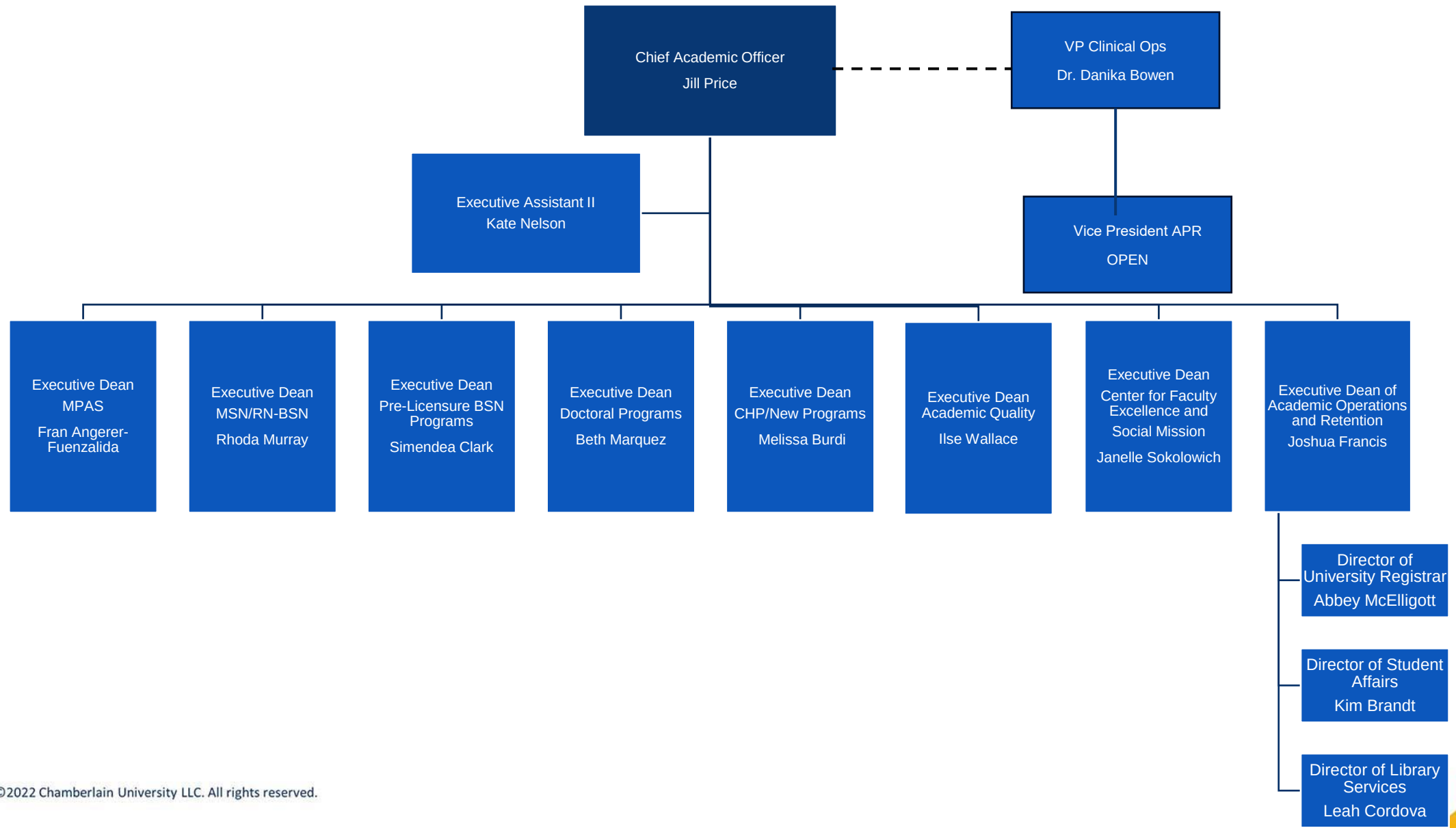
*Reports to SVP, Chief Financial Officer

**Reports to SVP, Chief Human Resources Officer

***Reports to SVP, Chief Marketing Officer



Chamberlain University – Chief Academic Officer - National Academic Cabinet



Chamberlain University Library

Library Overview:

The Chamberlain Library is a completely virtual library, with all resources available to students 24/7, 365 days a year online providing access to databases, electronic journals, eBook collections and eMedia resources. The Library employs a director of library and information services who oversees a team of Masters prepared regional librarians who each support on-campus and online students and faculty virtually.

Library Collections (Digital/Electronic)

The Chamberlain Library provides a robust collection of online resources, eBooks, electronic journals and databases that support the nursing, health professions, and general education curriculums.

eBooks: ~ 246,658

The library's eBook collections are licensed through different vendors, including Ebook Central from ProQuest, EBSCO eBooks, Books@OVID, McGraw Hill's Access Medicine/Pharmacy, Lippincott Williams and Wilkins and R2 Rittenhouse and cover most topics including nursing, social work, public health, physician assistant studies and general education.

Journals: ~ 87, 231

The library provides access to numerous electronic journals covering a wide variety of topics related to student coursework via our subscription databases and electronic journal subscriptions. In addition, we also connect students to open-access journals via our discovery search and links to online open-access databases like PubMed on the library website. The library does not offer interlibrary loan services but does offer a document delivery service at no cost to the patron if an article is not available in the Chamberlain Library.

Databases: 99

The library offers access to a wide variety of subscription databases via our [database A-Z page](#). The library also includes selected open access databases including National Nursing Database, DOAJ: Directory of Open Access Journals, PubMed and more. Included in our subscriptions are multiple databases licensed through EBSCO, Ovid and ProQuest which cover nursing and most other disciplines, point of care databases such as DynaMed, advanced practice resources such as Access Medicine/Pharmacy and drug databases including Micromedex and Natural Medicines.

Media: ~166,451

The library has many video and media offerings through the subscription databases. The library includes several streaming video collections via Alexander Street Press such as Academic Video Online (general education), Nursing Assessment, Nursing Education and Nursing and Mental Health. Other video resources are found in Academic Search Complete and Business Source Complete as well as some of the ProQuest databases. In addition, Anatomy.tv includes Atlas which offers a 3D view into the human body, through interactive student-led experiences. Further, both the Access Medicine and Access Pharmacy database include multimedia options.

For our physician assistant program students, our Lippincott Williams and Wilkins databases also include media options.

Collection Management:

The Chamberlain Library oversees a refresh of all eBook holdings yearly to ensure the collection is up-to-date, relevant, and supporting the students and curriculum. A comprehensive analysis project of medical titles older than 5 years started in October 2022 and is almost fully completed. Any books deemed unneeded in this analysis will be weeded and/or updated with more current editions or titles.

All journal subscriptions and database offerings are examined yearly, and in conjunction with the Information Resources Committee, decisions are made as to keep or remove database resources based on curriculum needs. New database and e-journal offerings are also considered when necessary.

Student Support:

The librarians assist with accessing and utilizing library resources as well as supporting student research needs. The librarians conduct virtual library orientations and course-specific instruction sessions both synchronously and asynchronously as a part of the library's instruction program.

Students have access to librarian support via chat, text, email and one-on-one WebEx appointments via the library website. Hours are available for these services both during the week as well as the weekend. In addition, students can get assistance via Loubot the library's rule-based Chatbot which can point students to resources to help answer some of the most common library questions after live librarian hours.

Students have access to both live and recorded tutorials and workshops from the library's website. The library has developed an internal Kaltura site hosting recorded video tutorials for students to watch at their convenience. In addition, the library offers live workshops each session on various topics to help students navigate and utilize library resources. All workshops require registration for attendance, and all registrants are sent a link to the recording of the session, ensuring they have access to the information presented should they have been unable to attend the live session.

A collection of customized library guides linked from the library homepage assist students in self-paced learning on a variety of relevant topics ranging from the program guides which offer curated lists of resources for students by program, a How to do Library Research guide which offers a one-stop shop for how to navigate and do research in the library, topic guides for unique resource topics like types of research, finding health statistics and more. The guides may include short videos, teaching elements, explainer text, screenshots, interactives created by H5P and more.

The library works closely with the University's Office of Disability Services to ensure the virtual library supports students regardless of need. The library's website is fully compliant and

maintains an AA rating with the Web Content Accessibility Guidelines (WCAG) by the World Wide Web Consortium. Accessibility standards are tested monthly, and changes are made to accommodate new technology. The library's content manager for the website is fully trained on accessibility guidelines. To provide for other disabilities, tools are provided through the Chamberlain Office of Disability Services.

Chamberlain University's Learning Resource System

Chamberlain University (Chamberlain) employs a National Director of Library and Information Services. This position is responsible for oversight of all operational aspects of library services provided to Chamberlain programs and respective campuses. Specifically, this position ensures that online and campus students receive access to and the benefit of library resources and services, as well as ensures campus and program adherence to consistent policies and procedures regarding library operations. Ms. Leah Cordova, MLIS is the current National Director of Library and Information Services. She serves as the point of contact for library-related accreditation inquiries. This position reports directly to the Chief Academic Officer, Dr. Jill Price, and as a member of the Academic Cabinet the library aligns its strategic goals with the goals of the Academic team to ensure growing academic needs of the institution are being met and library remains innovative in its planning and future goals.

Reporting to the National Director of Library and Information Services, are eight master's credentialed Librarians forming the library's Technical Services and Instructional Service and Research Support teams. Every librarian employed at Chamberlain has either an ALA accredited MLS or MLIS degree. The role of the librarians and their respective teams is to:

- Select, organize, facilitate and maintain access to information resources and collections in support of academic programs
- ensure information resources are accessible, relevant, and timely meeting both evolving curriculum needs and accreditation standards
- serve the information-seeking needs of Chamberlain students, faculty and staff providing point-of-need support through live librarian support services, as well as the development and delivery of robust learning opportunities.

Library Overview

Chamberlain provides a single institutional library supporting all programs and campuses virtually. The library is available 24 hours a day, 7 days a week, providing access to fully online digital library collections consisting of electronic journals, databases, videos, and eBooks which support the academic and research needs of Chamberlain students, faculty, and staff.

The Chamberlain library utilizes ExLibris' Primo and Alma as the integrated library system and discovery tool. The library catalogs all books using the Library of Congress classification system and MARC records. Because the library is wholly online, any borrowing restrictions are based on licensing terms by individual publishers, not the library. All students, faculty, and staff have full access to the library's materials through a single sign-on utilized by the University. Because of the virtual nature of the library the library does not circulate books or loan equipment to students.

The [library website](#) is fully compliant with Section 508 accessibility requirements and strives to maintain an AA accessibility rating as defined by the World Wide Web Consortium's Web Content Accessibility Guidelines. Many of the library's vendors have built in accessibility options such as text to speech, transcripts, alternative text and ARIA landmarks which help students with screen readers. To provide for other disabilities, tools are provided through the Chamberlain Office of Disability Services.

Resource Acquisition and Collections

The Library ensures a high level of quality resources for students in all offered programs throughout the University commensurate with the level of education provided. In order to provide students with current and relevant resources the library regularly updates and maintains its collection of relevant texts, periodicals, journal collections, databases, reference tools, multimedia and videos, library technology and other relevant library resources. The library's [Collection Development Policy](#) details the process for mainlining and expanding the current library collections.

- For an overview of the library's collection (see appendix).

The Library Director leads the National Information Resources Committee (IRC) which is comprised of leaders from all programs to determine the major purchases for the upcoming year and to create the strategic vision of the library services for the future. All programs and degree paths are represented and have a voice in the purchasing and service decisions of the library.

- For smaller purchases, all faculty and staff can make recommendations by using the [Purchase Request form](#) on the library's website.

For resources not within our collection, students, faculty and staff can request those materials through our Document Delivery Service (DDS). DDS replaces the traditional interlibrary loan (ILL) model by purchasing the requested articles from Copyright Clearance Center and Reprints Desk. Most DD requests are filled within 24- 48 hours and delivered directly to the student's email. At this time, the library does not host course reserves.

All Chamberlain degree programs have library [program guides](#) built and maintained by the library team in collaboration with the course developers. Each program guide contains a link to the library's How to Do Library Research guide as well as curated content to help teach the students to use the library's resources and find resources relevant to their program. These guides are integrated in each course in the Canvas learning management system via the learning tools interoperability function. In addition, the library maintains several topic guides which cover unique topics like finding and differentiating types of research, locating health statistics and more. These guides may include short videos, teaching elements, explainer text, screenshots, and more.

- Each program at Chamberlain has a librarian liaison who regularly meets with program and course leaders, ensuring resources and services are meeting the current needs of the program.

Student Support

The Chamberlain Library offers several training and virtual support opportunities to help orient new students to the online library as well as to support existing students in their information-seeking needs throughout their program. The library is comprised of a team of librarians who assist with accessing and utilizing library resources as well as supporting student research needs. Students have access to individualized librarian support via chat, text, email, and one-on-one WebEx appointments accessible through the [Get Research Help](#) page on the library's website. Hours of availability for these services are offered throughout the week as well as the weekend. Outside of live librarian service hours, students can get assistance via Loubot the library's rule-based Chatbot which can point students to resources to

help answer some of the most common library questions, as well as through a searchable listing of library FAQs.

Students also have access to both recorded tutorials and live workshops from the library's website. The library has developed an internal Kaltura site hosting recorded video tutorials for students to watch at their convenience. These recorded tutorials center around helping students learn about the different resources and services available to them through the library. In addition, librarians conduct live virtual library orientations and live library workshops each session to help students navigate and utilize library resources. All workshops and orientations require registration for attendance, and all registrants are sent a link to the recording of the session, ensuring they have access to the information presented should they have been unable to attend the live session. Additionally, the library recently launched a new self-guided library orientation, which walks students through how to utilize that library and key resources to better support students at the point of need.

In addition, the library offers course-specific instruction sessions, both synchronously and asynchronously, as a part of the library's instruction program. Course-specific instruction sessions can be requested by individual faculty members using the library's instruction request form. For these sessions, librarians work directly with the faculty members to ensure learning objectives and methods of delivery meet the needs of the program. For synchronous sessions, the librarian attends live class sessions, via teams or WebEx, to deliver the content and answer student questions. For asynchronous delivery, the librarian develops learning objects related to requested learning objectives, and the information is then made available for the students within courses through the University's learning management system.

APPENDIX

Chamberlain Library Holdings

FY 2024	
Databases	98
eBooks	237,205
Media	168,239
eJournals (subscribed)	2,485
eJournals (in databases)	85,492
Total	494,519

Databases and Online Resources provided by the Chamberlain Library

Found on <https://library.chamberlain.edu/az.php>

Proquest

- Academic Video Online
- APA PsycArticles
- APA PsycInfo
- Coronavirus Research Database
- Ebook Central
- Ethnic NewsWatch

- GenderWatch
- Medline
- ABI/Inform
- Accounting, Tax & Banking
- Advanced Technologies & Aerospace
- Agriculture Science Database
- Arts & Humanities Database
- Asian & European Business Collection
- Australia & New Zealand Database
- Biological Science Database
- Business Market Research Collection
- Canadian Business & Current Affairs Database
- Canadian Newstream.
- Career & Technical Education Database
- Computer Science Database
- Consumer Health Database
- Continental Europe Database
- Criminal Justice Database
- Earth, Atmospheric & Aquatic Science Database
- East & South Asia Database
- East Europe, Central Europe Database
- Education Database
- Engineering Database
- Environmental Science Database
- Global Breaking Newswires
- Health & Medical Collection
- Healthcare Administration Database
- India Database
- International Newstream
- Latin America & Iberia Database
- Library Science Database
- Linguistics Database
- Materials Science Database
- Middle East & Africa Database
- Military Database
- Nursing & Allied Health Database
- Political Science Database
- Psychology Database
- Public Health Database
- Publicly Available Content Database
- Religion Database
- Research Library
- Science Database

- Social Science Database
- Sociology Database
- Telecommunication Database
- Turkey Database
- US Newsstream
- UK & Ireland Database
- ProQuest Dissertations & Theses Global
- PTSDpubs
- Nursing and Mental Health in Videos(Alexander St. Press)
- Nursing Assessment in Video (Alexander St. Press)
- Nursing Education in Video (Alexander St. Press)

Ebsco

- Academic Search Complete
- Audiobook Collection
- Business Source Complete
- Chamberlain College of Nursing eBook Collection
- CINAHL with full Text
- Consumer Health Complete
- Consumer Health Reference eBook Collection
- Ebook Collection
- Greenfile (Complimentary)
- Health and Psychosocial Instruments
- Health Policy Reference Center
- Library, Information Science & Technology Abstracts (Complimentary)
- Medline Complete
- Points of View
- Regional Business News (Complimentary)
- SocIndex with Full Text
- Teacher Reference Center (Complimentary)

Other

- Academic Writer
- Access Medicine
- Access Pharmacy
- American History (Infobase)
- Anatomy.tv
- Cochrane Library
- Credo
- DynaMed
- Global Health (OVID)
- Joanna Briggs Institute
- Medline All (OVID)

- Micromedex
- Modern World History (Infobase)
- Natural Medicines
- Nursing Reference Center Plus
- Physician's Assistant Core Education Library
- Physician's Assistant Rotations/Specialties Library
- Points of View
- Plunkett
- Statistical Abstract of the US
- Statistical Abstract of the World
- Trip Pro
- Writers Reference Center

eJournal Subscriptions

- American Academy of Pediatrics -2 titles
- Chicago University Press-1 title
- Elsevier (ScienceDirect)-62 titles
- Journal of the American Medical Association
- Longwoods (Nursing Leadership)
- New England Journal of Medicine
- Ovid-166 titles
- Oxford University Press-3 titles
- Sage-158 titles
- Taylor & Francis-130 titles
- Wiley-Full collection

LEAH CORDOVA

Director for Library and Information
Services

500 West Monrow St. Suite 1300
Chicago, IL 60661
T: 931.308.7891
E: Leah.cordova@chamberlain.edu

EDUCATION

Master of Library and Information Science

University of South Carolina, Columbia, SC

Major: Library and Information Science, concentration: Medical Librarianship

Bachelor of Science, Biology

Middle Tennessee State University, Murfreesboro, TN

Major: Biology, concentration: Genetics and Biotechnology

Minor: Sociology

PROFESSIONAL APPOINTMENTS

Director, Library and Information Services

January 2024 – Present

Health Science Library, Chamberlain University

Library Manager, Instructional Services and Research Support

October 2023 – January 2024

Health Sciences Library, Chamberlain University

Lead Research Services Librarian

June 2022 – October 2023

Health Sciences Library, Chamberlain University

Assistant Professor

Research and Learning Services Librarian

August 2018 – January 2022

Health Sciences Library, University of Tennessee Health Science Center

Assistant Professor

STEM Librarian

October 2015 – July 2018

Joyner Library, East Carolina University

STUDENT & VOLUNTEER EXPERIENCE

Library Intern

January 2015 – August 2015

North Carolina Biotechnology Center- Business Library

Student Reference Assistant

August 2009 to August 2013

James E. Walker Library, Middle Tennessee State University

TEACHING (selection)

Workshops

Chamberlain University

- DNP Library Orientation (every 8 weeks)
Fall 2022 – present, Instructor
- How to Use PubMed (every 8 weeks)
Fall 2022 – present, Instructor
- How to Use TripPro (every 8 weeks)
Spring 2023 – present, Instructor
- Library Databases & Systematic Reviews (every 8 weeks)
Fall 2023 – present, Instructor
- Library Databases & Clinical Practice Guidelines (every 8 weeks)
Fall 2023 – present, Instructor

University of Tennessee Health Science Center

- Identifying Publishing Opportunities: Things to Consider (monthly)
Fall 2019 – 2022, Instructor
- Share It: Library Support throughout the Research Process, UTHSC College of Health Professions
Spring 2020, Co-Instructor
- Library Services and Support throughout the Research Lifecycle, Biomedical Engineering
Fall 2019, Instructor
- Acquire Evidence for EBM: Internal Medicine
Fall 2018, Instructor
- Identifying Publishing Opportunities: Looking Beyond Journal Impact Factor, UTHSC Technology Fair 2018

Fall 2018, Instructor

East Carolina University

- Critically Thinking about Information Workshop Series, Office for Faculty Excellence
Spring 2018, Co-Instructor
- Scholarly Presentations Workshop 3-part Series, Research and Creative Achievement
Week
Spring 2017 & 2018, Co-Instructor

For-Credit Course Teaching

East Carolina University

Department of Health Education and Promotion

- Health 4050 – Research Skills in Health Information, 1 credit hour
Spring 2018, Co-Instructor

Embedded Librarian

Working with the course faculty, an embedded librarian may deliver customized library services in different ways, such as: Delivering stand-alone lectures/presentations, creating instructional materials related to course outcomes, offering library research consultations to individual students or to a group of students, creating a course resource guide using LibGuides, linking library information literacy modules built into the course, and hosting FAQ sessions related to course work.

University of Tennessee Health Science Center

- CLS 601 – Introduction to Research
- MLS 501 – Advanced Laboratory Practices
- OT 639 – Evidence-Based Practice III
- OT 439 – Evidence-Based Practice I
- HIIM 609 – Concepts of Research Methodology
- HIIM 606 – Healthcare Vocabulary and Clinical Terminology
- HIIM 600 – Information Technology and Systems

East Carolina University

- BS Public Health (*Community, Pre-Preprofessional, and Worksite concentrations*)
 - HLTH 2000, HLTH 3020, HLTH 3300, HLTH 4880

GRANTS & AWARDS

COVID-19 Health Information Outreach Award, Network of the National Library of Medicine
December 2020 – April 2021

Grant Title: Public Libraries and Health Information Outreach in the Time of COVID-19

Awarded \$16,461

Lead Principle Investigator

Best Biennial JMLA Research Paper Award 2020, Medical Library Association

2018 – 2019

The award recognizes the best high-quality peer-reviewed research paper by an MLA member author published in the two previous years in the *Journal of the Medical Library Association (JMLA)*

All of Us Community Engagement Award, National Network of Libraries of Medicine

December 2018 – April 2019

Grant Title: Supporting Public Libraries: Supporting All of Us

Awarded \$9,842

Lead Principle Investigator

Library Services and Technology Act EZ Grant, State Library of North Carolina

June 2018 – July 2019

Grant Title: Sharing the Responsibility: Librarians and Faculty Developing a Community Around Information Literacy

Awarded \$11,785

Co-Writer: Meghan Wanucha (PI)

Health Information Outreach Award, National Network of Libraries of Medicine

May 2018 – April 2019

Grant Title: Development and Dissemination of a Health Information Literacy Training for Rural Youth

Awarded \$14,839

Co-Principle Investigator: Dr. Melissa Cox, Health Education and Promotion (PI)

Make A Difference Grant, Joyner Library

January 2018 – January 2019

Grant Title: Information Literacy as a Shared Responsibility: A Workshop Series with Faculty and Instructors

Awarded \$500

Co- Investigator: Meghan Wanucha (PI)

Health Information Outreach Award, National Network of Libraries of Medicine

July 2017 – April 2018

Grant Title: Health Information Literacy Outreach to Promote Farmworker Health

Awarded \$14,998

Co-Principle Investigator: Dr. Joseph Lee, Health Education and Promotion (PI)

PUBLICATIONS

- Weisser-Pike, O., Mitchell, A., & Cordova, L. (2023). Occupational Therapy Assessments of Cortical/Cerebral Visual Impairment: A Systematic Review. *Journal of Occupational Therapy*, 77(6). 7706205160. <https://doi.org/10.5014/ajot.2023.050313>
- Cordova, L., Jasmine, H., Nelson, T., Strahan, K. & Wu, L. (2021). Rapidly Remote: Providing Seamless Library Support During a Pandemic. *Journal of Hospital Librarianship*, 21(1), 82-92. <https://doi.org/10.1080/15323269.2021.1860638>
- Cordova, L. (2019). Framing Library Instruction for Evidence-Based Public Health. In L. M. Young (Ed.) & E. G. Hinton (Ed.) *Framing Health Care Instruction: An Information Literacy Handbook for the Health Sciences* (pp. 103-106). Lanham, MD: Rowman and Littlefield.
- Mendez, I. M., Pories, M. L., Cordova, L., Malki, A., Wiggins, M. F., Lee, J. G.L. (2019). A pilot project to increase health literacy among youth from seasonal farmworker families in rural eastern North Carolina: A qualitative exploration of implementation and impact. *Journal of the Medical Library Association*, 107(2), 179-186. <https://doi.org/10.5195/jmla.2019.560>

PRESENTATIONS

- Weisser-Pike, O., Mitchell, A., & Cordova, L. (2022). Occupational Therapy Assessments of Cortical or Cerebral Visual Impairment: A Systematic Review. 18th International Congress of the World Federation of Occupational Therapists, August 2022, Paris, France. (poster presentation).
- Kumar, S., Russell, L., and Cordova, L. "CHIME: Intersection of Collaborative Practice Toward COVID-19 Health Information," Tennessee Interprofessional Practice and Education Consortium 2021 Annual Conference, July 2021. (poster presentation).
- Cordova, L. "A Flipped Classroom Approach: Transforming Library Instruction for Evidence-Based Occupational Therapy," Annual Meeting of the Medical Library Association, May 2021, vConference (poster presentation).

Grabeel, K., Quesenberry, A. C., and Cordova, L. "The Future of Health Literacy in Focus Across the State," Annual Meeting of the Medical Library Association, August 2020, vConference. (poster presentation).

Cordova, L., Quesenberry, A. C., and Jasmin, H.M., "Envisioning Future Partnerships: Assessing the Health Information Needs of Public Libraries," Annual Meeting of the Medical Library Association, August 2020, vConference. (poster presentation).

Cordova, L., Quesenberry, A. C., and Jasmin, H.M., "Health Sciences Libraries: Supporting Public Libraries Supporting All of Us," Annual Meeting of the Southern Chapter/MLA, October 2019, Savannah, Georgia. (paper presentation)

Cordova, L. and Cox, M. "Engaging students in a conversation about health information." Presentation at the 2019 Librarian to Librarian Networking Summit, February 2019, Greenville, North Carolina. (paper presentation)

Cordova, L. and Wanucha, M. "Discovering student-centered instruction: Applying the framework using backward design." Immersion session at the 2018 Library Instruction West Conference, July 2018, Grand Junction, Colorado. (Immersion session)

Cordova, L. and Mendez, I. "Health information to improve farmworker health." Presentation at the 2018 North Carolina Farmworker Advocacy Institute, April 2018, Chapel Hill, North Carolina. (paper presentation)

GRANT CONSULTING – Advisory Panel

- Academic, East Carolina University, Greenville, NC. September 2019 – Present
 - A library-centered applied research program to advance digital equity for farmworkers in North Carolina, Institute of Museum and Library Services, 2022-Present, [LG-252351-OLS-22](#).
 - ECU Site: A Statewide Training Program for Farmworker Health and Safety Professionals, NC Farmworker Health Program, Health Resources and Services Administration, 2022-2023.
 - Addressing migrant and seasonal farmworker health disparities with information resources, National Library of Medicine, 2019-2022, [G08LM013198](#).

EDITORIAL APPOINTMENTS

- Peer-Reviewer, Journal of Consumer Health on the Internet, March 2020 – 2022
- Co-editor, Southern Expressions, Newsletter of the Southern Chapter of the Medical Library Association, October 2019- 2021
- Peer-Reviewer, Journal of Librarianship and Information Science, September 2019

SERVICE

Professional Service

- Medical Library Association (MLA) CE Passport Financial Support Jury, Member, June 2021 – 2021.
- MLA 2021 Annual Conference Research Judge, May 2021.
- Southern Chapter/MLA Nominating Committee, Member, January 2020 – 2021
- Medical Library Association (MLA) Donald A. B. Lindberg Research Fellowship Jury, Member, October 2020 – 2021.
- STEM-LINC Round Table, North Carolina Library Association, Media Coordinator, October 2017 – July 2018.

University Service

Chamberlain University

- Information Resources Committee, Chair, January 2024 – present
- Information Resources Committee, Non-voting Member, June 2022 – January 2024

University of Tennessee Health Science Center

- QEP Social Determinants of Health Resource Collection Committee, Chair, November 2019 – 2021
- QEP Interprofessional Education Implementation Committee, Member, October 2019 – 2021
- Assistant Director for Health Disparities Education and Community Engagement Search Committee, Chair, August 2019- October 2019
- Electronic Thesis and Dissertation Committee, Member, October 2018 – March 2019

East Carolina University

- Unit Code Screening Committee, Member, August 2017 – July 2018

Unit Service

University of Tennessee Health Science Center

- Technology and Trends Committee, Chair, July 2019- 2021

- Scholarly Communication Committee, Member, October 2018 – 2021
- Library Information Literacy EBP Modules, Team Lead, July 2019 – August 2020
- Intra-Library Events Committee, Chair, October 2018 – July 2019
- Library Community Outreach Committee, Member, October 2018- July 2019
- Learning Services Committee, Member, October 2018 – July 2019

East Carolina University

- Electronic Resources Review Committee, Member, October 2015 – July 2018
- Professional Development Committee, Chair, August 2016 – July 2018

PROFESSIONAL MEMBERSHIPS

National

- Medical Library Association, 2020-2022
- American Library Association, 2015-2017
- American College and Research Libraries, 2015-2017

Regional

- Southern Chapter of the Medical Library Association, 2019 - 2021

State

- Tennessee Health Sciences Library Association, 2020 – 2022
- North Carolina Library Association, 2017-2018

CONTINUING EDUCATION (selection)

Systematic Reviews: Opportunities for Librarians

June 2020 – July 2020

20 MLA CE

University of Michigan

Critical Appraisal Institute for Librarians (CAIFL)

Completed March 2020

35 MLA CE

New York Medical College

MLA Systematic Review Webinar Series

Completed February 2019

7.5 MLA CE

Intersections of Information Literacy and Scholarly Communication

Completed April 2018

Georgia Tech, Atlanta, GA

Postgraduate Training: Evidence-Based Medicine for the Medical Librarian (8-wk course)

Completed December 2016

University of North Carolina - Chapel Hill, NC

Attachment A-6: Student Services Chamberlain University Response

Student Services. COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well-developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance procedures.

A.) How do you plan to implement the requirements for Student Services cited above?

Chamberlain provides a variety of support to students from academics to student organizations and technical throughout the student's education. These support services included the following areas.

Finance & Academic Advisement

Upon acceptance to Chamberlain, each student has access to a student support advisor (SSA). The SSA is the primary point of contact for assisting the student with both financial and academic concerns, as well as, identifying available resources to promote student success. It is the student's responsibility to contact the advisor for any financial or academic concerns and setting appointments with an SSA is encouraged. The student should contact the personnel in the Center for Academic Success (CAS) for additional resources to facilitate success. The SSA and/or faculty may contact a student for identified concerns. Referral for additional services may include personal counseling and/or individual tutoring.

Library Services

All Chamberlain students have instant access to the most up-to-date collection of digital materials, including: nursing and general education eBooks, periodicals, a large selection of electronic journals, course guides, audiovisual and interactive resources, online subscriptions and other materials. All materials can be accessed through a single, unified search across all resources using Chamberlain's Virtual Learning Resources available at library.chamberlain.edu. For library services and research requests, Chamberlain master's level health sciences librarians are available by phone, chat and email during extended virtual reference hours, including evenings.

Career Services

Chamberlain offers a wide range of career development resources to students and alumni including CareerCare, the Chamberlain online career and staffing resource. Through this site, Chamberlain connects the ever-growing and nationwide network of Chamberlain students and alumni with healthcare organizations through degree-related job boards exclusively for Chamberlain. This resource gives students and alumni 24/7 access to manage their career development through self-service guides, tools and resources. In CareerCare, students and alumni have the ability to build

their career profile, create and store a resume, search and apply for positions, learn about career events and access career resources. CareerCare and other career development resources are accessible to students and alumni through their student portal experience at community.chamberlain.edu > Career Services > Access CareerCare.

In addition to the resources available in CareerCare, Career Services professionals offer students and alumni a variety of services including:

- Career planning and advising
- Resume, cover letter and career document development
- Job search and interview strategies
- Networking tips
- Workshops and career events
- Live webinars on career-related topics

Chamberlain's commitment to students does not end at graduation. While employment cannot be guaranteed, Career Services professionals are available to work with students throughout their program and after graduation.

Center for Academic Success (CAS)

The CAS provides students with an opportunity to enlist the services of peer and professional tutors for assistance with course content in both nursing and general education courses. Tutors can provide resources for academic support, advice on how to study and insight into particular classes. The CAS also holds study sessions when requested for nursing and general education topics, such as chemistry/microbiology, pharmacology and algebra. Early Alert Program Identifies students who are experiencing academic performance issues early to proactively address issues and help increase student success.

Perspectives – Student Assistance Program

The Perspectives student assistance program is a 24/7, complimentary, confidential support program for Chamberlain students, their family members and significant others. Through the Perspectives program, Chamberlain students, their family members and significant others can receive assistance with issues such as:

- Emotional Support: Stress management, anxiety, depression, grief and family/relationship issues
- Academic Support: Testing-taking skills, study tips, tutors and study assistance, skill building, time organization
- Student/Life Balance: Financial resources, budgeting, legal resources, child care and elder care resources, career development, workplace training
- Active Military and Veteran Resources: Deployment, health and wellness, reintegration support, veteran resources and benefits

To learn more about the Perspectives student assistance program, visit www.features.perspectivesltd.com/l/Chamberlain

Chamberlain complies with the Student Right-to-Know Act and annually prepares the graduation rate of its degree-seeking, first-time, full-time undergraduate students who have graduated by the end of the 12-month period ending August 31st, during which 150 percent of the normal time for graduation from their program has elapsed. Important information about the educational debt, earnings and completion rates of students who attended Chamberlain can be found at

www.chamberlain.edu/studentconsumerinfo.

B.) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

Academic and financial records are stored electronically within Chamberlain's student information systems of record (Banner and ProSAM), Chamberlain's Customer Relationship Management system (Salesforce), and within the document management system (Perceptive Content). Appropriate measures are taken to prevent loss of availability and integrity to information resulting from human error, system failure, or disaster. Banner & ProSAM have full/differentiate backups run after business hours. The servers are backed up through NetBackup in the Amazon Web Services (AWS) cloud and some servers backed up through AWS snapshots. Backup data is retained for 30 days. Salesforce builds in redundancies in case of any server outages or disaster recovery. Perceptive Content databases are backed up every 15 minutes and the servers are backed up daily; backups are saved for 14 days.

Academic and financial records housed in Perceptive Content are imaged in separate drawers. Access to drawers in Perceptive Content is based on individual user title/profile, job function, and job code. Each server is limited to one primary function. Procedures are in place for granting, modifying, and revoking access to information systems, and access is only granted after proper authorization has been verified.

All access (by applications, administrators and users, to software, databases and systems) is authenticated via unique user IDs and passwords. Use of administrative or system accounts is restricted and logged. Passwords to applications and systems are stored using one-way encryption. Adtalem Global Education policy states that passwords are not disclosed to anyone other than the rightful owner of the user ID. Passwords also are not permitted to be stored or transmitted in clear text. And finally, when storage or transmission is required by the user, passwords must be encrypted.

Access to internal and external networks and systems is controlled. To assure compliance, on a quarterly basis, Managers are sent requests to review their direct reports access levels. During information systems audits, controls are set up to safeguard not just operational systems but also audit tools. For security purposes the following activities are logged: individual user access to sensitive information, activities of privileged users, access to log archives or audit trail files, invalid logical access attempts, use of identification and authentication mechanisms, and deletion of system-level objects. Log entries include the following: user identification, type of event, time and date, unsuccessful or failure indication, origination of the event, and identification of the affected information, component or resource. Access controls account for the security requirements of individual applications and the associated information managed by those applications.

All Adtalem Global Education colleagues are required to acknowledge, in writing, that they have read and understood the organization's security policies and procedures. All users attend security awareness training within 30 days of hire and/or contract start, and also complete a refresher security awareness training annually.

The types of academic documents stored in the student records include: all materials submitted in support of a student's application (please note that the application includes information regarding a student's age, gender, and ethnicity), including transcripts from other institutions, verification of high school completion or equivalency, letters of reference, and related documents. During a student's enrollment, Chamberlain maintains electronic records that include admission and attendance information, academic progress, grade information and other relevant student data. The types of financial documents stored in student records include Estimated Financial Plans, documents needed to verify eligibility for financial assistance programs, and Payment Plan Agreement Forms. Documents in Perceptive Content are placed under student identification number, are organized within secure drawers (i.e., Student Finance, Academics, Common, and Clinical) and are labeled by document type.

All of Chamberlain's records management policies and procedures are in compliance with Family Education Rights and Privacy Act (FERPA) requirements and ensure that information receives an appropriate level of protection. Information is classified and labeled in a manner that indicates the need, priority, and degree of protection necessary. Information assets, electronic and otherwise, are labeled and classified to ensure appropriate handling occurs. Protected information is labeled in accordance with enterprise retention policies to facilitate proper compliance and to reduce risk. Adtalem Global Education maintains a document retention schedule which organizes documents into categories. The categories indicate the number of years Chamberlain is required to retain each document. Academic records related to transcripts are permanent (see attached excerpt which includes the schedule for academic documents).

Records are accessible at the Chamberlain University National Management office at 233 S. Wacker Drive, Suite 800, Chicago, IL 60606. In the event of the closure of Chamberlain University, the process for maintaining records is as follows: Adtalem Global Education would be designated as custodian of records. Upon closure, student records would be transferred to Adtalem Global Education in digital form. Students could then contact Adtalem Global Education to obtain copies of their records, and this process would be published on Adtalem Global Education's website (www.adtalem.com) upon closure of the institution.

Student Grievance Procedure

Complaint Process Disclosure

Federal Program Integrity rules issued by the U.S. Department of Education require institutions to provide to students or prospective students contact information needed to file a complaint with its accrediting agency and with relevant state agencies. This list includes contact information for all 50 states, the District of Columbia, and Puerto Rico. It should not be construed as informative of what agencies regulate Chamberlain University or in what states the institution is licensed or required to be licensed. That information, along with contact information for our accreditor(s), can be found in the **Accreditation** and **Approvals** sections of the [Academic Catalog](#).

Students are strongly encouraged to utilize Chamberlain's [complaint policy/grievance process](#). Students not satisfied with the final disposition of the University's grievance process may contact the campus or program leadership, state licensing authority, the University's accreditor, or the state attorney general. A complete listing of contact information for state licensing

authorities and the state attorney general offices is located below.
Students will not be subject to adverse action as a result of filing a complaint or initiating the grievance process.

Contact Information for Student Complaint Process



Chamberlain Student Compliant Policy & Grievance Process

CHAMBERLAIN UNIVERSITY

This policy outlines the process for investigating and addressing complaints to Chamberlain from students about any component of their experience at Chamberlain in which the student feels he or she has been treated unfairly. Because no policy is one-size-fits-all, though, Chamberlain reserves the right to deviate from this policy if the circumstances of a particular complaint or investigation call for additional flexibility.

INFORMAL COMPLAINT/GRIEVANCE PROCESS

In most cases, students must first attempt to resolve their concerns orally or in writing with the individual(s) most directly connected to the student's complaint.

If the student is not comfortable discussing the matter with the individual(s) most directly involved, the student may take his/her informal complaint to a liaison not directly involved, such as the manager of student services or the immediate supervisor of the individual(s) the complaint is involving.

Unlike in formal procedures, a student pursuing informal resolution of his/her complaint usually is not required to submit a written complaint to initiate the process. Under these informal procedures, the student may, at any time, elect to stop further action by withdrawing the complaint, subject to the confidentiality provisions noted below and with the understanding that, depending on the nature of the allegations, Chamberlain may be obligated to investigate the complaint with or without the student's involvement.

Complaints addressed informally may not be investigated at all or to the same degree as formal complaints. Mediation may be used as a method for resolving the complaint informally, but not all complaints are appropriate for mediation; for example, allegations of sexual assault are not appropriate for mediation.

Adopting informal procedures for addressing complaints does not mean that the institution does not take these complaints seriously. Informal procedures simply provide an alternative method for addressing complaints. The student can also decide to file a formal complaint as described below at any time.

FORMAL COMPLAINT/GRIEVANCE PROCESS

If the informal procedure or direct conversation is not appropriate, or does not yield a successful resolution, the student can file a formal complaint to the complaint administrator. For pre-licensure students, the complaint administrator is typically the dean of academic affairs. For post-licensure students, the complaint administrator is the program or specialty track dean. Complaints regarding sexual misconduct including sexual harassment, domestic violence, dating violence, sexual assault, stalking and rape or acquaintance rape may be reported directly to the Title IX Coordinator.

A. When to File a Complaint

Complaints should be filed by the student as soon as possible so that they can be addressed contemporaneously by Chamberlain. In most cases, Chamberlain will expect the student to come forward within 15 business days of the student becoming aware of the concern or the student's last conversation in the informal process.

B. What to File

A formal complaint should be in writing and include the following:

- The student's name, Student ID (D#) number, email address and phone number
- A complete description of the concern/issue – including date, location and all individuals involved, either in the conduct complained of or as witnesses
- A description of what efforts, if any, have been made to resolve the issue informally, including individuals contacted by the student in the resolution attempt
- A statement of the resolution requested

If a student is hesitant or unwilling to put a complaint alleging discrimination, harassment (including sexual misconduct) or other unlawful conduct in writing, he/she is encouraged to discuss his/her concerns with the complaint administrator.

Similarly, if a student feels that changes to academic or other situations are appropriate or necessary to preserve the student's safety or wellbeing as a result of the circumstances involved in a complaint, he/she is encouraged to request assistance from the complaint administrator.

For more information on the complaint process or to receive the complaint administrator's contact information, the student should contact a student support advisor.



Chamberlain Student Compliant Policy & Grievance Process

CHAMBERLAIN UNIVERSITY

C. Where to File Complaint

The complaint should be filed with the complaint administrator at the location the student is attending. The written complaint can be submitted electronically, in person, or by mail. In cases where the complaint administrator is directly involved in the concern, an alternate point of contact will be provided by a student support advisor. If the student does not know who the complaint administrator for his or her location is, he or she should contact a student support advisor.

Campus-based students may contact their campus student support advisor for assistance.

Online RN to BSN and Graduate Program students may contact a student support advisor by phone at 888.556.8226 option 3, or by email at onlinestudentservices@chamberlain.edu.

D. Notice of Receipt

Upon receipt of the formal complaint, the complaint administrator will provide the student with a written notice acknowledging its receipt and will review the complaint.

E. Investigation

The complaint administrator or his/her designee will initiate an investigation. The extent and components of the investigation will vary depending on the allegations and circumstances. For purposes of illustration, an investigation may include the following steps, as appropriate:

- Reviewing the student's written complaint
- Gathering additional information or statements from the student as needed
- Gathering information from any witnesses or other people (for example faculty, staff or other students) with potentially relevant information
- Reviewing relevant documentation and policies
- Obtaining a response or written statement and other information from the individual(s) who is/are the subject of the student's complaint
- Attempting a resolution of the complaint between the student and the individual, if appropriate
- Convening a panel to review as appropriate
- Assessing the information gathered and determining findings and resolution for the student

Complaints initiated through the formal process may be withdrawn by the student, subject to the confidentiality provisions noted below and with the understanding that, depending on the nature of the allegations, Chamberlain may be obligated to investigate the complaint with or without the student's involvement.

F. Findings and Notification

Upon completion of the investigation, the complaint administrator will report the findings of the investigation and resolution to the student. It is Chamberlain's goal to conduct an appropriate investigation and report back to the student in a timely manner, usually within 15 days of receipt of the complaint. The circumstances in particular cases may make a shorter or longer investigation necessary or appropriate.

G. Appeal

Within 10 calendar days of the issuance of the final report, the student may appeal to the online or campus leader or his/her designee. Appeals must be submitted in writing and must state a basis for the appeal. Basis on which a student may appeal are:

- There is new evidence that was unavailable at the time of the original investigation that would affect the outcome of the original decision
- There were procedural irregularities in the complaint process that affected the outcome
- The proposed resolution was not reasonable based on the evidence compiled during the investigation

A copy of the leader's or designee's written decision on the appeal shall be sent to the student in a timely manner. If the appeal decision requires further action, that action should be described in the appeal decision letter. The decision of the leader or designee on the appeal is final.



Chamberlain Student Compliant Policy & Grievance Process

CHAMBERLAIN UNIVERSITY

Students not satisfied with the final disposition of the complaint process may contact the state licensing authority, Chamberlain's accreditors or the state attorney general. A complete listing of contact information for state licensing authorities and the state attorney general offices is located at chamberlain.edu/studentconsumerinfo.

Arizona residents enrolled at a campus: Students with complaints not resolved by the above procedure may file complaints with the Arizona State Board for Private Postsecondary Education (1740 W. Adams Street, Suite 3008, Phoenix, AZ 85007, 602.542.5709, www.azppse.gov).

Georgia residents enrolled at a campus: Students with complaints not resolved by the above procedure may file complaints with the Georgia Nonpublic Postsecondary Education Commission (2189 Northlake Pkwy., Tucker, GA 30084, 770.414.3300, gnpec.georgia.gov).

Florida residents enrolled at a campus: As a last resort in the complaint process outlined in the academic catalog, students who do not believe they received a satisfactory resolution to their grievance may contact the Commission at www.fldoe.org/cie, by fax at 850.245.3238, or by mail to: Commission for Independent Education

Florida Department of Education
325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
toll free number 888.224.6684.

Texas residents enrolled at a campus: Students with complaints not resolved by the above procedure may file complaints with the Texas Higher Education Coordinating Board www.theccb.state.tx.us/studentcomplaints, rules governing student complaints in Texas can be found at [http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y)

Virginia residents enrolled at a campus: As a last resort in the complaint process, students who do not believe they received a satisfactory resolution to their grievance may contact the State Council of Higher Education for Virginia (SCHEV, Attn: Private and Out-of-State Postsecondary Education, 101 N. 14th St., James Monroe Bldg., Richmond, VA 23219).

For Illinois residents and students enrolled in an online program: Unresolved complaints may be reported to the Illinois Board of Higher Education through the online complaint system <http://complaints.ibhe.org> or by mail to 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377.

Confidentiality

Chamberlain wishes to create an environment in which individuals feel free to discuss concerns. Chamberlain understands that students, witnesses and others involved in the investigation process may be concerned about the confidentiality of information they are sharing.

In some cases, however, Chamberlain may be obligated to take action when it becomes aware of information relating to a complaint. Confidentiality will be maintained to the extent possible and consistent with Chamberlain's obligations in investigating complaints. Once an individual discloses identifying information to Chamberlain through the processes described above, he/she will be considered to have filed a complaint with Chamberlain. While the confidentiality of information received, the privacy of individuals involved, and compliance with the wishes of the student or witnesses cannot be guaranteed, they will be respected to the extent possible and appropriate.

Retaliation

Chamberlain prohibits retaliation against anyone who reports an incident of alleged harassment, discrimination or other unlawful conduct, or any person who assists or participates in a proceeding, investigation or hearing relating to such allegations. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. All complaints of retaliation should be reported in accordance with the complaint procedures outlined above. If the procedures outlined above would result in the student being required to submit his/her complaint to the person whom he/she believes is retaliating against him/her, the student may submit the retaliation complaint to the online or campus leader, who will determine an appropriate party to address the retaliation complaint. Submission of a good-faith complaint or report of harassment, discrimination or other unlawful conduct will not adversely affect the student's future grades, learning or academic environment. Chamberlain will discipline or take appropriate action against anyone who retaliates against any person who reports an incident of alleged harassment, discrimination, or other unlawful conduct, or who retaliates against any person who testifies, assists or participates in a proceeding, investigation or hearing related to such allegations.

Chamberlain University Contact Information for Student Complaint Processes*

LOUISIANA

Louisiana Board of Regents
1201 North 3rd St, Suite 6-200
Baton Rouge, LA 70802
P: 225-342-4253
<https://regents.la.gov/students-parents/student-complaint-process/>

Louisiana Attorney General Office
Consumer Protection Section
PO Box 94005, Baton Rouge, LA 70804
ConsumerInfo@ag.louisiana.gov
1-800-351-4889, 225-326-6465
<http://www.ag.state.la.us/ConsumerDisputes>

Complaints may also be sent to:
Louisiana Board of Regents, Attn: LeAnn Detillier
PO Box 3677, Baton Rouge, LA 70821-3677
<http://www.regents.la.gov/assets/docs/2013/03/Board-of-Regents-SARA-Student-Complaint-Form.pdf>

MAINE

Maine Department of Education
Attention Complaints
23 State House Station
Augusta, ME 04333-0023
Phone: (207) 624-6600

Maine Attorney General
Consumer Protection Division
6 State House Station
Augusta, ME 04333
Phone: 207-626-8800
http://www.maine.gov/ag/consumer/complaints/complaint_form.shtml

MARYLAND

Maryland Higher Education Commission
217 East Redwood Street, Suite 2100,
Baltimore, MD 21202
Phone: 410-767-3300
Email: collegiatecomplaint.mhec@maryland.gov
<https://onestop.md.gov/forms/student-complaints-mhec-5f74bfc0ab0f9d00fc796766>

Maryland Office of the Attorney General
Consumer Protection Division
200 St. Paul Place
Baltimore, MD 21202

Chamberlain University Contact Information for Student Complaint Processes*

P: 410-528-8662

<https://portal.oag.state.md.us/cpdportal/>

MASSACHUSETTS

Massachusetts Department of Higher Education

One Ashburton Place

Room 1401

Boston, MA 02108

P: 617-944-6950

<http://www.mass.edu/forstufam/complaints/complaints.asp>

MICHIGAN

State of Michigan

Department of Labor and Economic Opportunity

Employment & Training, Post-Secondary Schools

P.O. Box 30726

Lansing, MI 48907

Phone: 517-335-4000

<http://www.michigan.gov/pss>

MINNESOTA

Registration & Licensing

Office of Higher Education

1450 Energy Park Drive, Suite 350

St. Paul, MN 55108

Phone: 651-256-3965 or 1-800-657-3866

secure fax 651-797-1664

betsy.talbot@state.mn.us

MISSISSIPPI

Consumer Protection Division

Office of the Attorney General

P.O. Box 220

Jackson, MS 39205

Phone: 601.359.3680

consumer@ago.ms.gov

<https://www.ago.state.ms.us/divisions/consumer-protection/consumer-complaint-form/>

MISSOURI

Missouri Department of Higher Education

301 W. High Street

P.O. Box 1469

Jefferson City, MO 65102-1469

P: 573-751-2361 Fax: (573) 751-6635

Email: info@dhewd.mo.gov

4. FACILITIES

(c) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

N/A – There are no special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location as the program is 100% Online.

(d) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

N/A – This program is 100% Online and there is no need for periodic repair and maintenance of buildings and grounds, campus security and fire protection, and provisions or safe storage for dangerous or toxic materials.

(e) Describe the office (and conference) space available to full and part-time faculty and administrators.

N/A – This program is 100% online and there are no office (and conference) spaces available to full and part-time faculty and administrators.

Chamberlain University

Degree Program: Bachelor of Science in Nursing (BSN) (Online Option)

Program Outcomes

The outcomes for the Bachelor of Science in Nursing (BSN) degree program are as follows:

- Provides individualized comprehensive care based on theories and principles of nursing and related disciplines to individuals, families, aggregates and communities, from entry to the healthcare system through long-term planning.
- Demonstrates leadership and collaboration with consumers and other healthcare providers in providing care and/or delegating responsibilities for health promotion, illness prevention, health restoration, health maintenance and rehabilitative activities.
- Communicates effectively with patient populations and other healthcare providers in managing the healthcare of individuals, families, aggregates and communities.
- Integrates clinical judgment in professional decision making and implementation of the nursing process.
- Demonstrates responsibility for continued personal and professional development through enrollment in graduate education, continuing education degree programs, professional reading and participation in professional organizations and community service.
- Implements professional nursing standards by practicing within the legal definitions of nursing practice and acts in accordance with the nursing code of ethics and American Nurses Association (ANA) standards of practice.
- Practices in established professional roles consistent with entry-level BSN graduates to provide cost-effective, quality healthcare to consumers in structured and unstructured settings.
- Incorporates evidence-based practice in the provision of professional nursing care to individuals, families, aggregates and communities.

Clinical Learning Competencies

- Prioritize appropriate nursing care based on theories and principles of nursing.
- Evaluate a plan in collaboration with the patient, family and interdisciplinary healthcare team, using the nursing process and leadership skills for adequate health promotion, maintenance and restoration.
- Model Chamberlain Care® when communicating with patients, families and other healthcare providers.
- Combine clinical reasoning skills, current evidence, clinical expertise, patient and family preferences/values in the implementation of the nursing process.
- Completes all clinical learning experiences and requirements successfully.
- Apply principles of legal, ethical and professional standards in planning for and delivering patient care.
- Incorporate professional standards to transition to the novice nurse role through clinical learning focused on safety both through individual performance and system effectiveness.
- Implement nursing research literature while providing patient and family care.

Employment positions determined to be in field to calculate the graduate employment rates required by the state of California for graduates of the BSN program are registered nurses (SOC Code: 29-1141.00)

Program Details

3-Year Bachelor of Science in Nursing (BSN) Degree (Effective January 2024)

Minimum credit hours required for graduation: 122 (56 general education; 66 nursing). Semesters: 9
Full Time

Course List

University Studies

- Select one of the following:
- UNIV-101A University Seminar 1A
- UNIV-101B University Seminar 1B

English and Communications

- ENGL-118N English Composition 3
- ENGL-148N Advanced English Composition 3
- COMM-277N Interpersonal Communication 3

Quantitative Reasoning

- MATH-105N Contemporary Mathematics 3
- MATH-225N Statistical Reasoning for the Health Sciences 3

Required Sciences

- BIOS-242 Fundamentals of Microbiology with Lab 4
- BIOS-251 Anatomy and Physiology I with Lab 2
- BIOS-252 Anatomy and Physiology II with Lab 2
- BIOS-255 Anatomy and Physiology III with Lab 2
- BIOS-256 Anatomy and Physiology IV with Lab 2
- CHEM-120 Introduction to General, Organic, and Biological Chemistry with Lab 4

Social Sciences

- POLI-330N Political Science 1 3
- PSYC-110N Psychology 3
- PSYC-290N Lifespan Development 3
- SOCS-185N Culture and Society 3

Humanities and Fine Arts

- ETHC-445N Principles of Ethics 3
- PHIL-347N Critical Reasoning 3

- HIST-405N United States History 3
- HUMN-303N Introduction to Humanities 3

Nursing

- Non-Clinical
 - NR-103 Transition to the Nursing Profession 2
 - NR-222 Health and Wellness 3 3
 - NR-224 Fundamentals: Skills 3
 - NR-228 Nutrition, Health & Wellness 3 2
 - NR-283 Pathophysiology 3
 - NR-293 Pharmacology for Nursing Practice 3
 - Select one of the following options: 4
 - NR-302
 - & NR-304
 - Health Assessment I
 - and Health Assessment II
 - or
 - NR-306
 - Health Assessment 4
 - NR-360 Information Systems in Healthcare 3
 - NR-449 Evidence Based Practice 3
- Clinical
 - NR-226 Fundamentals: Patient Care 3
 - NR-324 Adult Health I 5
 - NR-325 Adult Health II 5
 - NR-326 Mental Health Nursing 4
 - NR-327 Maternal-Child Nursing 4
 - NR-328 Pediatric Nursing 4
 - Select one of the following: 4-5
 - NR-341
 - Complex Adult Health
 - NR-342
 - Complex Adult Health
 - Select one of the following: 4-5
 - NR-441
 - Community Health Nursing - Global
 - NR-442
 - Community Health Nursing
 - or NR-444
 - Community Health Nursing
 - NR-446 Collaborative Healthcare 4
 - NR-452 Capstone Course 3

Electives

Any combination of the courses below or courses from English and Communication, Quantitative Reasoning, Social Sciences, Humanities, Sciences and Fine Arts which you have not already taken:

- NR-300A Directed Independent Study 1
- NR-300B Directed Independent Study 2
- NR-300C Directed Independent Study 3
- NR-307A Advancing Equity, Inclusion, and Diversity in Healthcare 1
- NR-307B Advancing Equity, Inclusion, and Diversity in Healthcare 2
- NR-307C Advancing Equity, Inclusion, and Diversity in Healthcare 3

Note: When registering for general education or science elective courses, students will need to select the course with an "N" suffix designator (i.e., ENGL-148N Advanced English Composition). The general education coursework grading scale applies to courses with this designator.

Curriculum Delivery

The pre-licensure Bachelor of Science in Nursing degree online option is delivered in a structured curricular delivery model that engages students and faculty in varying degrees of asynchronous and synchronous learning. Courses are designed in the learning management system to specifically support distance education students with a minimum of weekly synchronous session. Lab and simulations are in-person and/or online, in alignment with nursing board regulations pertaining to delivery mode. Clinical learning experiences are in person in the clinical setting scheduled as an immersion experience under the direct supervision of a faculty member or preceptor.

Note: Program/program option availability varies by state/location.

Degree Program Quality

Chamberlain uses a systematic process to assess the viability of proposals for new programs that includes analysis of data related to the market (market size, supply/demand, competitive environment), regulatory environment, strategic fit for the university, and financial feasibility. If these factors are favorable, recommendations for new degree programs are presented to Chamberlain's Board of Trustees for approval. New enhancements to existing degree programs, such as a new specialty track, are submitted to Chamberlain's Administrative Council for approval.

Once approved, a dean/director and appropriately qualified faculty for new degree programs are hired to develop the curriculum; for enhancements to existing degree programs, appropriately qualified faculty are hired or engaged (if subject matter experts exist within the degree program's faculty) to develop the new curriculum. The proposed curriculum is submitted to the Graduate Curriculum Committee (GCC) for approval and forwarded to the Provost for approval. Development of the curriculum is based on alignment with Chamberlain's mission, program goals developed by the program, industry standards, accreditation requirements, and professional guidelines; a curriculum alignment document is required for every proposed new program, track or certificate submitted to GCC.

Faculty are responsible for the curriculum and for maintaining its integrity. As such, they are integral to the development, implementation, evaluation, and revision of the degree program in which they teach. Faculty are participants in decisions regarding curricula and program oversight via the following means:

1. Faculty often are the ones who propose new program offerings, tracks, and courses. Ideas, gaps, best practices, and current trends in the discipline are discussed at faculty meetings or faculty retreats. After developing a proposal, the faculty submit it to their leadership who ensures it is discussed in a meeting of Chamberlain's Administrative Council.
2. Full-time faculty serve on a sub-committee of the Graduate Curriculum Committee (GCC). This sub-committee is the key body for the faculty's approval, oversight, evaluation, and revision of their program.
3. The GCC is a university-wide faculty-led committee with no fewer than two voting members from each program that provides review, approval and support for curriculum and instruction. The responsibilities of this committee are to:
 - a. develop graduate curricula designed to meet specified learning outcomes and competencies and are congruent with the University's purpose, mission, and philosophy and based on standards from regulatory and accrediting bodies as well as the best available evidence from healthcare and related disciplines;
 - b. determine and periodically evaluate program requirements, course sequencing, and course prerequisites and co-requisites of programs and options;
 - c. evaluate curricula in accordance with the Systematic Evaluation Plan;
 - d. discuss and consider for approval proposals for quality improvements in courses and curricula;
 - e. serve as an open platform for innovations and refinement in curriculum design, pedagogy, and change.
4. For every course, a full-time faculty member is assigned as Course Leader. The responsibilities of the Course Leader include:
 - a. communicate with all course faculty regularly to assess the quality of course deployment and address challenges;
 - b. monitor student progress and use student data to make or propose course improvements as needed;
 - c. oversee the completion of the annual course report (a structured review of course effectiveness, compliance, and student outcomes, and recommendations for improvement);
 - d. participate in course improvement in collaboration with other faculty, associate deans, assistant deans of faculty, faculty managers, curriculum technology managers and instructional designers.

At Chamberlain, the guiding document for institutional and programmatic assessment is the Systematic Evaluation Plan (SEP), which specifically details the process for outcomes assessment

of student learning and program quality. The SEP is a comprehensive plan designed to assess all programs and services using both qualitative and quantitative measures. The SEP includes criteria for evaluation, expected levels of achievement, assessment methods, timeframes for data collection, location of evidence, and analyses and quality improvement actions when appropriate. Criteria for evaluation include requirements and standards of institutional and programmatic accreditation bodies as well as state boards of higher education and healthcare regulatory bodies. The SEP is formatted in a manner that has separate sections individualized for each accrediting body, healthcare regulatory body, and program. The SEP is housed on an online platform supported by a third-party vendor (Strategic Planning Online, or “SPOL”) in order to allow for 24/7 accessibility and real-time uploading of data and information. Static copies of the SEP are produced, as needed, for external reports and reviews.

The SEP is both formative and summative in nature. Assessment measures in the SEP include those pertaining to educational culture; student achievement and educational outcomes; faculty quality and teaching effectiveness; adequacy of resources; engagement with students; student services and support; curricular integrity and effectiveness; satisfaction of students, graduates, and employers; and other assessment measures. Most data are collected at regular intervals throughout the year. The program’s entire curriculum is formally reviewed at least every three years.

Annually, the program’s faculty uploads course reports into SPOL and areas requiring action are discussed at a University curriculum committee meeting. The annual course report summarizes changes made to the course over the past year, summarizes which learning activities are used to meet outcomes, how course outcomes are assessed, the quality of the assessment rubrics in the course, student performance and satisfaction data, and qualitative student feedback. The annual course report also has the course faculty team draw conclusions from the data and identify any necessary action items for improvement. All aspects of the course are addressed: didactic, clinical/ practicum simulation, and lab.

Assessment of program outcomes and program effectiveness occur at regular intervals. Program outcomes, such as completion and graduation rates, aggregate scores of Key Academic Markers, or aggregate performance on licensing/certification predictor examinations, are monitored each session. These results are available to faculty, either in SPOL or the PowerBI analytic reporting tool, and are reviewed and discussed among faculty at faculty meetings, session or semester reviews, and faculty retreats. Program effectiveness data, such as licensure or certification examination pass rates, employment rates, alumni perceptions of the extent to which the program prepared them for their new role, and employer satisfaction, are collected throughout the year following student graduation and reviewed and discussed at faculty forums previously described.

Market Analysis

New registered nurse job openings have grown nationally and in Maryland. According to the Bureau of Labor Statistics’ Employment Projections Overview 2022–2032, released in October 2023, the Registered Nursing workforce is the fifth largest occupation in terms of job growth through 2032.¹ The BLS Occupational Outlook Handbook for Registered Nurses shows a 6% (faster than average) job outlook for 2023-2033.² BLS predicts 194,500 openings for registered nurses are projected each

year, on average, over the decade.² Many openings are expected to result from replacing workers who transfer to different occupations or exiting the labor force, such as to retire.

According to a Maryland Health Services Cost Review Commission report, the demand for bachelor-prepared nurses in Maryland is increasing. It states, "...most Maryland hospitals (54%) require the newly hired nurse to be enrolled in a BSN program prior to or within 6-12 months of starting work and complete it within three years. Another 21% are developing similar policies, and 25% percent do not have a policy on BSN completion."⁵

The Maryland Hospital Association (MHA) advocates for hospitals and health systems through collective action promoting the health care of all Marylanders. MHA's most recent report focuses on a "workforce crisis," stating that 1 in 4 hospital nursing positions is vacant. Maryland needs 13,800 additional RNs by 2035.³ The state needs to prepare and graduate more registered nurses to meet this need. According to the US Department of Health and Human Services estimates, Maryland only fulfills 75% of the state's demand for RNs. By 2037, Maryland is projected to meet only 80% of the demand.⁴

Equal Educational Opportunity

Chamberlain University is committed to providing an education conducive to the personal and professional development of each individual and to maintaining an academic environment free of discrimination and harassment based on race, caste, surname, color, religion, national origin, sex (self-identified or perceived sex), gender, age (40 or older), ancestry, mental or physical disability, veteran status, sexual orientation, pregnancy or parental status, (and any other legally protected classes in the relevant jurisdiction). Chamberlain will not tolerate, condone, or allow discrimination or harassment, whether engaged in by fellow students, faculty members or non-faculty colleagues. This policy is consistent with relevant governmental statutes and regulations, including those pursuant to the Civil Rights Act of 1964 and applicable provisions of the Education Amendments of 1972, as well as Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended.

¹Javier Colato and Lindsey Ice, "Industry and occupational employment projections overview and highlights, 2022–32," Monthly Labor Review, U.S. Bureau of Labor Statistics, October 2023, <https://doi.org/10.21916/mlr.2023.24>

²U.S. Bureau of Labor Statistics. 2023. Registered nurses. In Occupational Outlook Handbook. <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>

³Maryland Hospital Association. (2022, August 8). 2022 State of Maryland's health care workforce report for policymakers. <https://mhaonline.org/wp-content/uploads/2024/05/MHA-2022-State-of-Marylands-Health-Care-Workforce-Report-Policymakers.pdf>

⁴Department of Health and Human Services, Health Resources and Services Administration. (2025, February 25). Health workforce projections. <https://data.hrsa.gov/topics/health-workforce/workforce-projections>

⁵Maryland Health Services Cost Review Commission. (2019, December 11). NSP II program evaluation FY 2015-2019 and funding recommendations.

<https://hscrc.maryland.gov/Documents/December%202019%20Public%20Pre-Meeting%20Materialsv2.pdf>

C. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application:

- (1) Meets a critical and compelling regional or Statewide need;
Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - (a) The need for the advancement and evolution of knowledge
 - (b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
 - (c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.
 - (d) Occupational and professional needs relative to upgrading vocational/technical skills or meeting job market requirements.

The BSN Online program addresses the critical need for advancing the critical need for advancing healthcare knowledge in Maryland. With the increasing complexity of healthcare delivery, there is a growing demand for nurses who are well-versed in the latest medical practices and technologies. This program will equip students with cutting-edge knowledge and skills, ensuring they are prepared to meet the evolving challenges of the healthcare industry.

While only an associate degree in nursing is required to be an RN, a bachelor's in nursing is becoming the preferred degree. Pushes for nurses to obtain BSN degrees are a national priority in the industry. One example was the Campaign for Action, a national initiative that aimed to increase the proportion of nurses with baccalaureate degrees to 80 percent by 2020.¹

According to a Maryland Health Services Cost Review Commission report, the demand for bachelor-prepared nurses in Maryland is increasing. It states, "...most Maryland hospitals (54%) require the newly hired nurse to be enrolled in a BSN program prior to or within 6-12 months of starting work and complete it within three years. Another 21% are developing similar policies, and 25% percent do not have a policy on BSN completion."²

- (2) Is consistent with the current Maryland State Plan for Postsecondary Education.
Demonstrate how the program serves one of the three goals of the State Plan: access, success, innovation.

Access: The BSN Online program ensures equitable access to high quality postsecondary education for all Maryland residents. By offering a flexible online format, the program makes nursing education accessible to a broader range of students, including those who may face barriers to traditional on-campus programs. This initiative supports the State Plan's goal of providing affordable and quality education to all residents.

¹ Campaign for Action. (n.d.). *Transforming nursing education*. <https://campaignforaction.org/issue/transforming-nursing-education/>

² Maryland Health Services Cost Review Commission. (2019, December 11). *NSP II program evaluation FY 2015-2019 and funding recommendations*. <https://hsrcc.maryland.gov/Documents/December%202019%20Public%20Pre-Meeting%20Materials%20v2.pdf>

Attachment D: Program Need and Demand
Chamberlain University Response

D. The out-of-State institution shall clearly state the demand and need for a program, for which the institution is making application, in terms of meeting present and future needs of the region and the State in general. Two kinds of need may be identified:

- (1) Societal needs, including the tradition of liberal arts education, which provides immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and individual and societal benefits regardless of workforce or market demand considerations and/or expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education; and*
- (2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.*

Chamberlain University Response:

Students enrolled in Chamberlain's online BSN degree program complete their studies in three years which is a unique feature of the program. When compared to other Bachelor of Science in Nursing programs, this feature allows students to graduate and enter the workforce one year sooner than their counterparts from other schools. Clinical experiences for students will be guided by signed affiliation agreements between Chamberlain and Maryland clinical agencies. Chamberlain faculty oversee the student's clinical experiences in Maryland will hold licenses to practice nursing in Maryland.

New registered nurse job openings have grown nationally and in Maryland. According to the Bureau of Labor Statistics' Employment Projections Overview 2022–2032, released in October 2023, the registered nursing workforce is the fifth largest occupation in terms of job growth through 2032.¹ The BLS Occupational Outlook Handbook for Registered Nurses shows a 6% (faster than average) job outlook for 2023-2033.² BLS predicts 194,500 openings for registered nurses each year, on average, over the decade.² Many openings are expected to result from replacing workers who transfer to different occupations or exit the labor force, such as to retire.

The Maryland Hospital Association (MHA) advocates for hospitals and health systems through collective action promoting the health care of all Marylanders. MHA's most recent report focuses on a "workforce crisis," stating that 1 in 4 hospital nursing positions is vacant and 13,800 additional RNs are needed by 2035.³ MHA's report notes that barriers to healthcare education are due to a shortage of clinical sites, faculty, and resources. In 2020, 80,521 qualified nursing applicants were not accepted to schools of nursing due to these reasons.³

Maryland has a compelling need to prepare and graduate more registered nurses. According to the US Department of Health and Human Services' estimates, Maryland is currently only fulfilling 75% of the state's demand for RNs. By 2037, Maryland is projected to meet only 80% of the demand for RNs.⁴ From 2023-2025, the Maryland Department of Labor's Occupational Projections showed short-term growth of 2.42% registered nurses.⁵ The Department's long-term report (2022-2032) shows growth of 7.29%.⁶

¹Javier Colato and Lindsey Ice, "Industry and occupational employment projections overview and highlights, 2022–

32," Monthly Labor Review, U.S. Bureau of Labor Statistics, October 2023, <https://doi.org/10.21916/mlr.2023.24>

²U.S. Bureau of Labor Statistics. 2023. Registered nurses. In Occupational Outlook Handbook. <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>

³Maryland Hospital Association. (2022, August 8). 2022 State of Maryland's health care workforce report for policymakers. <https://mhaonline.org/wp-content/uploads/2024/05/MHA-2022-State-of-Marylands-Health-Care-Workforce-Report-Policymakers.pdf>

⁴Department of Health and Human Services, Health Resources and Services Administration. (2025, February 25). Health workforce projections. <https://data.hrsa.gov/topics/health-workforce/workforce-projections>

⁵Maryland Department of Labor. (n.d.-b). Maryland occupational projections: 2023-2025. <https://www.dllr.state.md.us/lmi/iandoprojshort/>

⁶Maryland Department of Labor. (n.d.-a). Maryland occupational projections: 2022-2032. <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

E. Market Demand Data

- (1) **The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.**

The BLS Occupational Outlook Handbook for Registered Nurses shows a 6% (faster than average) job outlook for 2023-2033.¹ BLS predicts 194,500 openings for registered nurses are projected each year, on average, over the decade. Many openings are expected to result from replacing workers who transfer to different occupations or exiting the labor force, such as to retire.³ Additionally, BLS lists Nurse Practitioners (NP) as the third fastest-growing occupation in the US. Most students first obtain a Bachelor of Nursing (BSN) degree to become an NP.² Chamberlain offers both BSN and MSN-NP degree programs for students who want to seamlessly move into graduate studies.

Maryland has a compelling need to prepare and graduate more registered nurses. According to the US Department of Health and Human Services estimates, Maryland is currently only fulfilling 75% of the state's demand for RNs.³ By 2037, Maryland is projected to meet 80% of the demand.⁵ From 2023-2025, the Maryland Department of Labor's Occupational Projections showed short-term growth of 2.42% registered nurses.⁴ The Department's long-term report (2022-2032) shows growth of 7.29%.⁵

¹ U.S. Bureau of Labor Statistics. 2023. Registered nurses. In Occupational Outlook Handbook. <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>

² U.S. Bureau of Labor Statistics. (2024, August 29). *Fastest growing occupations*. Occupational Outlook Handbook. <https://www.bls.gov/ooh/fastest-growing.htm>

³ Department of Health and Human Services, Health Resources and Services Administration. (2025, February 25). *Health workforce projections*. <https://data.hrsa.gov/topics/health-workforce/workforce-projections>

⁴ Maryland Department of Labor. (n.d.-b). *Maryland occupational projections: 2023-2025*. <https://www.dllr.state.md.us/lmi/iandoprojshort/>

⁵ Maryland Department of Labor. (n.d.-a). *Maryland occupational projections: 2022-2032*. <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

- (2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.

The Maryland Hospital Association (MHA) advocates for hospitals and health systems through collective action promoting the health care of all Marylanders. MHA's most recent report focuses on a "workforce crisis," stating that 1 in 4 hospital nursing positions is vacant and 13,800 additional RNs are needed by 2035.⁶ MHA's report notes that barriers to healthcare education are challenging due to a shortage of clinical sites, faculty, and resources. In 2020, 80,521 qualified nursing applicants were not accepted to schools of nursing due to these reasons.⁸

- (3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

Some potential data sources are:

- [Education Crosswalk](https://www.onetonline.org/crosswalk/CIP/)
<https://www.onetonline.org/crosswalk/CIP/>
- [Maryland Occupational Projections](https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml)
<https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>
- [Maryland Workforce Exchange](https://mwejobs.maryland.gov/vosnet/Default.aspx)
<https://mwejobs.maryland.gov/vosnet/Default.aspx>
- [Health Professional Shortage Area Search Tool](https://data.hrsa.gov/tools/shortage-area/hpsa-find)
<https://data.hrsa.gov/tools/shortage-area/hpsa-find>

Chamberlain University's pre-licensure BSN program, in the online modality, enrolled its first students in May 2021. Since that initial enrollment of 25 students, the program has grown to a total enrollment of 3,005 students as of January 2025. Between May 2021 and January 2025, the online modality of the BSN program has graduated 276 students, with an approximate 149 students projected to graduate in March 2025.

⁶ Maryland Hospital Association. (2022, August 8). *2022 State of Maryland's health care workforce report for policymakers*.
<https://mhaonline.org/wp-content/uploads/2024/05/MHA-2022-State-of-Marylands-Health-Care-Workforce-Report-Policymakers.pdf>

Below are tables comparing graduates by fiscal year for all students in the online modality of the BSN program, and those in Maryland and surrounding states.⁷

<i>Fiscal Year</i>	<i>Graduates</i>
<i>FY 2023</i>	24
<i>FY 2024</i>	104
<i>FY 2025</i>	
<i>July 24-Jan 25</i>	144
<i>Grand Total</i>	272
<i>Mar 2025 (projected)</i>	149

<i>Fiscal Year-State</i>	<i>Graduates</i>
FY 2023	6
MD	5
VA	1
FY 2024	39
MD	34
VA	5
FY 2025 (July 24-Jan 25)	72
MD	60
VA	11
WV	1
Grand Total	117

Visuals:

2025 vs 2037:

Supply & Demand Trends	U.S. Map	What if? Scenarios
Registered Nurses Total Supply 2025 - Maryland	Registered Nurses Total Demand 2025 - Maryland	Registered Nurses Total Percent Adequacy 2025 - Maryland
44,680	59,270	75%
Supply & Demand Trends	U.S. Map	What if? Scenarios
Registered Nurses Total Supply 2037 - Maryland	Registered Nurses Total Demand 2037 - Maryland	Registered Nurses Total Percent Adequacy 2037 - Maryland
54,960	68,550	80%

⁷ Graduation numbers are from PowerBI report- Graduates

Maryland Short Term Occupational Projections (2023-2025)

SOC Title

SOC Level (group)
☐ (All)
☐ 1
☐ 2
☐ 3
☒ 4

Education Value

Percent Change

-0.1451
0.1067

SOC Title	Base Emp	Proj Emp	Numeric Change	Percent Change	Separati..	Total Openings
Registered Nurses	55,356	56,694	1,338	2.42%	6,025	7,363

Major Occupational Groups Top 10 Growing Detailed Data

Maryland Long Term Occupational Projections(2022-2032)

SOC Title

SOC Level (group)
☐ (All)
☐ 1
☐ 2
☐ 3
☒ 4

Education Value

Avg. Percent Change

-0.3517
0.4227

SOC Title	Base Employment	Projection Employment	Numeric Change	Percent Change	Replacement(..	Total Openings
Registered Nurses	48,808	52,368	3,560	7.29%	27,201	30,761

Attachment F: Faculty Information
Chamberlain University Response

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

- (1) the course(s) the faculty might soon teach;*
- (2) the degrees the individual holds*
- (3) the degrees areas of specialization; and*
- (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution*

To ensure students gain the most relevant education, Chamberlain combines the expertise of highly experienced and educational prepared faculty (both full-time, part-time and visiting professors) to teach students. Together this cadre of faculty focus on making students' academic experience valuable, meaningful and relevant to healthcare partners.

Teaching faculty hold master's degrees, PhDs or other doctorate degrees specific to the teaching discipline and bring their passion for teaching to the learning environment. In addition, Chamberlain University prepares new faculty to teach and fully supports all faculty in their ongoing professional development to ensure educational excellence.

Chamberlain's BSN Online degree program is already approved to be offered to Maryland students. The faculty administrating the degree program are included in the *Faculty Compliance Report*. This application is to receive approval to place Chamberlain students at the practicum site located at the following address:

Sinai Hospital
2401 Belvedere Ave
Baltimore, MD 21215

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

Chamberlain's BSN Online degree program is already approved to be offered to Maryland students. Please see **Attachment F.A-C** for copies of the faculty CVs, job descriptions, and qualifications.



Position Description

Position Title: Professor

Function: Non-Clinical Faculty

Job Code: CH0122

Grade: 11

FLSA: Exempt

Direct Reports: No

Country: USA

Overview:

The Professor is responsible for teaching courses for Chamberlain University's College of Nursing. This position provides the educational focus of teaching (classroom, clinical and other learning environments) as well as committee work in the nursing programs. Service to the University, community, health system, profession and scholarly activities are integral aspects of this position.

Essential Duties and Responsibilities

Evidence-Based Teaching/ Learning and Master Instruction

- Takes responsibility for program outcomes by implementing the College's philosophy, curriculum and course objectives through classroom, online, clinical teaching, and service to the University, community, health system and profession.
- Develops curricular/teaching innovations in the annual preparation and revision of all assigned course(s).
- Assumes responsibility for all autonomous aspects of individual teaching loads.
- Monitors clinical agencies for appropriateness for student clinical experiences and ability to meet clinical course outcomes.
- Plans clinical experiences for and provides direct/ indirect supervision and evaluation of nursing students delivering nursing care to an individual or group of individuals.
- In cooperation with clinical agencies and college departments, provides oversight for clinical preceptors/mentors for student clinical experiences and coordinates and evaluates those preceptors/mentors.
- Provides documented feedback to students on level of performance based on course outcomes.
- Provides student remediation within assigned courses.
- Communicates up-to-date information about agency/clinical policies, procedures, and expectations.
- Posts developed clinical assignments consistent with student's knowledge base, skill competency and learning needs.

Professional Role Model/ Chamberlain University Care

- Serves as a positive professional role model for students, assisting in their professional/social development.
- Serves as an informal leader, mentor, and role model for other faculty and staff in the areas of customer service, collaboration, communication, excellence and general professionalism.
- Mentors new faculty members.

Commitment to Professional Nursing

- Participates in professional activities outside the University

Professional Service

- Contributes to the development, implementation and evaluation of the programs and the philosophy of the University.
- Participates in academic advisement and counseling for an assigned group of students while participating in assessment of potential and real counseling concerns for all students with whom the faculty come into contact.
- Contributes to the development and evaluation of student admission, progression, retention and graduation policies within the University.
- Provides opportunities for student and graduate evaluation of curriculum and teaching and program effectiveness.
- Provides recommendations to the program leader regarding budgetary needs for the University.
- A faculty member at the rank of Professor demonstrates significant leadership within the University by accepting or initiating, as part of the workload, responsibility for activities such as:
 - Chairing or serving on University committees
 - Chairing and/ or serving on work groups that contribute to preparation for accreditation visits
 - Gathering and analyzing data related to course, curriculum and program review to foster continuous quality improvement
 - Serving as course coordinator, course lead or Subject Matter Expert (SME)
 - Documenting actions taken in faculty and committee meetings as appropriate

Nursing Practice Expertise

- Demonstrates scholarship through the Scholarship of Teaching, Discovery, Application, or Integration congruent with expectations of assigned rank.
- Demonstrates a practice of scholarly teaching characterized by keeping course materials and content current, applying principles of evidence based teaching, participating in and welcoming peer review of teaching, and reflection on one's own teaching.

Completes other duties as assigned.

Qualifications

- *Graduate degree in nursing and a doctoral degree either in nursing or field of teaching specialty required
- Professional nurse licensure required
- Please see state-specific addendum for any additional requirements that may be needed to teach within your designated specialty (link to Online Faculty Licensure Requirements Document).
- Maintain current regulatory and practice credentials, when appropriate, based on assignment
- Excellent communication skills along with a high level of initiative and prudent judgment
- Must meet all compliance requirements as specified in the Faculty Handbook
- For those working within the clinical setting, additional compliance requirements are needed and those requirements are located in the faculty compliance packet.

**Education and experience must align with regulations in the state. Complies with the rules and regulations of state authorization agencies, which may include the higher education board and/or licensing board in multiple states.*

Teaching Requirements

- Minimum 8 years of fulltime teaching experience required
- Experientially prepared to teach assigned courses

Scholarship Requirements: Demonstrates scholarship congruent with the level of rank.

Activities that would be considered as scholarship have three characteristics. Scholarship must be: 1) made public, 2) open to critical review and evaluation by knowledgeable peers and 3) accessible for exchange and use by others.

The full Professor Faculty member is required to demonstrate at least one example within one of the four following focus areas of professional development and scholarship (detailed examples of each rank are outlined in the faculty handbook for reference).

- Scholarship of Discovery
- Scholarship of Integration
- Scholarship of Practice/Application
- Scholarship of Teaching and Learning

EEO

We are proud to be an EEO employer M/F/D/V. At Adtalem, we welcome everyone and have a strong commitment towards diversity and inclusion. We encourage our Colleagues to be their true authentic selves and support laws that prohibit discrimination everywhere we do business. We also maintain a drug-free workplace.

Benefits



Position Description

Position Title: Associate Professor

Function: Non-Clinical Faculty

Job Code: CH0123

Grade: 10

FLSA: Exempt

Direct Reports: No

Country: USA

Overview:

The Associate Professor is responsible for teaching courses for Chamberlain University's College of Nursing. This position provides the educational focus of teaching (classroom, clinical and other learning environments) as well as committee work in the nursing programs. Service to the University, community, health system, profession and scholarly activities are integral aspects of this position.

Essential Duties and Responsibilities

Evidence-Based Teaching/ Learning and Master Instruction

- Takes responsibility for program outcomes by implementing the College's philosophy, curriculum and course objectives through classroom, online, clinical teaching, and service to the University, community, health system and profession.
- Develops curricular/teaching innovations in the annual preparation and revision of all assigned course(s).
- Assumes responsibility for all autonomous aspects of individual teaching loads.
- Monitors clinical agencies for appropriateness for student clinical experiences and ability to meet clinical course outcomes.
- Plans clinical experiences for and provides direct/ indirect supervision and evaluation of nursing students delivering nursing care to an individual or group of individuals.
- In cooperation with clinical agencies and college departments, provides oversight for clinical preceptors/mentors for student clinical experiences and coordinates and evaluates those preceptors/mentors.
- Provides documented feedback to students on level of performance based on course outcomes.
- Provides student remediation within assigned courses.
- Communicates up-to-date information about agency/clinical policies, procedures, and expectations.
- Posts developed clinical assignments consistent with student's knowledge base, skill competency and learning needs.

Professional Role Model/ Chamberlain University Care

Date downloaded: 7/30/2019

- Serves as a positive professional role model for students, assisting in their professional/social development.
- Serves as an informal leader, mentor, and role model for other faculty and staff in the areas of customer service, collaboration, communication, excellence and general professionalism.
- Mentors new faculty members.

Commitment to Professional Nursing

- Participates in professional activities outside the University

Professional Service

- Contributes to the development, implementation and evaluation of the programs and the philosophy of the University.
- Participates in academic advisement and counseling for an assigned group of students while participating in assessment of potential and real counseling concerns for all students with whom the faculty come into contact.
- Contributes to the development and evaluation of student admission, progression, retention and graduation policies within the University.
- Provides opportunities for student and graduate evaluation of curriculum and teaching and program effectiveness.
- Provides recommendations to the program leader regarding budgetary needs for the University.
- A faculty member at the rank of Associate Professor demonstrates significant leadership within the University by accepting or initiating, as part of the workload, responsibility for activities such as:
 - Chairing or serving on University committees
 - Chairing and/ or serving on work groups that contribute to preparation for accreditation visits
 - Gathering and analyzing data related to course, curriculum and program review to foster continuous quality improvement
 - Serving as course coordinator, course lead or Subject Matter Expert (SME)
 - Documenting actions taken in faculty and committee meetings as appropriate

Nursing Practice Expertise

- Demonstrates scholarship through the Scholarship of Teaching, Discovery, Application, or Integration congruent with expectations of assigned rank.
- Demonstrates a practice of scholarly teaching characterized by keeping course materials and content current, applying principles of evidence based teaching, participating in and welcoming peer review of teaching, and reflection on one's own teaching.

Completes other duties as assigned.

Qualifications

- *Graduate degree in nursing and a doctoral degree either in nursing or field of teaching specialty required
- Professional nurse licensure required
- Please see state-specific addendum for any additional requirements that may be needed to teach within your designated specialty (link to Online Faculty Licensure Requirements Document).
- Maintain current regulatory and practice credentials, when appropriate, based on assignment
- Excellent communication skills along with a high level of initiative and prudent judgment
- For those working within the clinical setting, additional compliance requirements are needed and those requirements are located in the faculty compliance packet.

**Education and experience must align with regulations in the state. Complies with the rules and regulations of state authorization agencies, which may include the higher education board and/or licensing board in multiple states.*

Teaching Requirements

Date downloaded: 7/30/2019

- Minimum 5 years of fulltime teaching experience required
- Experientially prepared to teach assigned courses

Scholarship Requirements: Demonstrates scholarship congruent with the level of rank.

Activities that would be considered as scholarship have three characteristics. Scholarship must be: 1) made public, 2) open to critical review and evaluation by knowledgeable peers and 3) accessible for exchange and use by others.

The Associate Professor Faculty member is required to demonstrate at least one example within one of the four following focus areas of professional development and scholarship (detailed examples of each rank are outlined in the faculty handbook for reference).

- Scholarship of Discovery
- Scholarship of Integration
- Scholarship of Practice/Application
- Scholarship of Teaching and Learning

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Benefits



Position Description

Position Title: Assistant Professor-D

Function: Non-Clinical Faculty

Job Code: CH0124

Grade: 9

FLSA: Exempt

Direct Reports: No

Country: USA

Overview:

The Assistant Professor is responsible for teaching courses for Chamberlain University's College of Nursing. This position provides the educational focus of teaching (classroom, clinical and other learning environments) as well as committee work in the nursing programs. Service to the College, community, health system, profession and scholarly activities are integral aspects of this position.

Essential Duties and Responsibilities

Evidence-Based Teaching/ Learning and Master Instruction

- Takes responsibility for program outcomes by implementing the College's philosophy, curriculum and course objectives through classroom, online, or clinical teaching, and service to College, community, health system and profession.
- Develops curricular/teaching innovations in the annual preparation and revision of all assigned course(s).
- Assumes responsibility for all autonomous aspects of individual teaching loads.
- Monitors clinical agencies for appropriateness for student clinical experiences and ability to meet clinical course outcomes.
- Plans clinical experiences for and provides direct/ indirect supervision and evaluation of nursing students delivering nursing care to an individual or group of individuals.
- In cooperation with clinical agencies and university departments, provides oversight for clinical preceptors/mentors for student clinical experiences and coordinates and evaluates those preceptors/mentors.
- Provides documented feedback to students on level of performance based on course outcomes.
- Provides student remediation within assigned courses.
- Communicates up-to-date information about agency/clinical policies, procedures, and expectations.
- Posts developed clinical assignments consistent with student's knowledge base, skill competency and learning needs.

Professional Role Model/ Chamberlain University Care

- Serves as a positive professional role model for students, assisting in their professional/social

Date downloaded: 7/30/2019

development.

- Serves as an informal leader, mentor, and role model for other faculty and staff in the areas of customer service, collaboration, communication, excellence and general professionalism.
- Mentors new faculty members.

Commitment to Professional Nursing

- Participates in professional activities outside the University

Professional Service

- Contributes to the development, implementation and evaluation of the programs and the philosophy of the University.
- Participates in academic advisement and counseling for an assigned group of students while participating in assessment of potential and real counseling concerns for all students with whom the faculty come into contact.
- Contributes to the development and evaluation of student admission, progression, retention and graduation policies within the University.
- Provides opportunities for student and graduate evaluation of curriculum and teaching and program effectiveness.
- Provides recommendations to the program leader regarding budgetary needs for the University.
- A faculty member at the rank of Assistant Professor demonstrates significant leadership within the University by accepting or initiating, as part of the workload, responsibility for activities such as:
 - Chairing or serving on University committees
 - Chairing and/ or serving on work groups that contribute to preparation for accreditation visits
 - Gathering and analyzing data related to course, curriculum and program review to foster continuous quality improvement
 - Serving as course coordinator, course lead or Subject Matter Expert (SME)
 - Documenting actions taken in faculty and committee meetings as appropriate

Nursing Practice Expertise

- Demonstrates scholarship through the Scholarship of Teaching, Discovery, Application, or Integration congruent with expectations of assigned rank.
- Demonstrates a practice of scholarly teaching characterized by keeping course materials and content current, applying principles of evidence based teaching, participating in and welcoming peer review of teaching, and reflection on one's own teaching.

Completes other duties as assigned.

Qualifications

Qualifications Graduate:

- *Graduate degree in nursing and a doctoral degree either in nursing or field of teaching specialty required
- Professional nurse licensure required
- Please see state-specific addendum for any additional requirements that may be needed to teach within your designated specialty (link to Online Faculty Licensure Requirements Document).
- Maintain current regulatory and practice credentials, when appropriate, based on assignment
- Excellent communication skills along with a high level of initiative and prudent judgment
- Must meet all compliance requirements as specified in the Faculty Handbook
- Minimum 2 years of fulltime teaching experience required

**Education and experience must align with regulations in the state. Complies with the rules and regulations of state authorization agencies, which may include the higher education board and/or licensing board in multiple states.*

Teaching Requirements

- Minimum 2 years of fulltime teaching experience required

Date downloaded: 7/30/2019

- Experientially prepared to teach assigned courses

Scholarship Requirements: Demonstrates scholarship congruent with the level of rank.

Activities that would be considered as scholarship have three characteristics. Scholarship must be: 1) made public, 2) open to critical review and evaluation by knowledgeable peers and 3) accessible for exchange and use by others.

The Assistant Professor Faculty member is required to demonstrate at least one example within one of the four following focus areas of professional development and scholarship (detailed examples of each rank are outlined in the faculty handbook for reference).

- Scholarship of Discovery
- Scholarship of Integration
- Scholarship of Practice/Application
- Scholarship of Teaching and Learning

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Benefits



Position Description

Position Title: Assistant Professor-ND

Function: Non-Clinical Faculty

Job Code: CH0119

Grade: 8

FLSA: Exempt

Direct Reports: No

Country: USA

Overview:

The Assistant Professor is responsible for teaching courses for Chamberlain University's College of Nursing. This position provides the educational focus of teaching (classroom, clinical and other learning environments) as well as committee work in the nursing programs. Service to the College, community, health system, profession and scholarly activities are integral aspects of this position.

Essential Duties and Responsibilities

Evidence-Based Teaching/ Learning and Master Instruction

- Takes responsibility for program outcomes by implementing the College's philosophy, curriculum and course objectives through classroom, online, clinical teaching, and service to the University, community, health system and profession.
- Develops curricular/teaching innovations in the annual preparation and revision of all assigned course(s).
- Assumes responsibility for all autonomous aspects of individual teaching loads.
- Monitors clinical agencies for appropriateness for student clinical experiences and ability to meet clinical course outcomes.
- Plans clinical experiences for and provides direct/indirect supervision and evaluation of nursing students delivering nursing care to an individual or group of individuals.
- In cooperation with clinical agencies and University departments, provides oversight for clinical preceptors/mentors for student clinical experiences and coordinates and evaluates those preceptors/mentors.
- Provides documented feedback to students on level of performance based on course outcomes.
- Provides student remediation within assigned courses.
- Communicates up-to-date information about agency/clinical policies, procedures, and expectations.
- Posts developed clinical assignments consistent with student's knowledge base, skill competency and learning needs.

Professional Role Model/ Chamberlain University Care

- Serves as a positive professional role model for students, assisting in their professional/social

Date downloaded: 7/30/2019

development.

- Serves as an informal leader, mentor, and role model for other faculty and staff in the areas of customer service, collaboration, communication, excellence and general professionalism.
- Mentors new faculty members.

Commitment to Professional Nursing

- Participates in professional activities outside the University

Professional Service

- Contributes to the development, implementation and evaluation of the programs and the philosophy of the University.
- Participates in academic advisement and counseling for an assigned group of students while participating in assessment of potential and real counseling concerns for all students with whom the faculty come into contact.
- Contributes to the development and evaluation of student admission, progression, retention and graduation policies within the University.
- Provides opportunities for student and graduate evaluation of curriculum and teaching and program effectiveness.
- Provides recommendations to the program leader regarding budgetary needs for the University.
- A faculty member at the rank of Assistant Professor demonstrates significant leadership within the University by accepting or initiating, as part of the workload, responsibility for activities such as:
 - Chairing or serving on University committees
 - Chairing and/ or serving on work groups that contribute to preparation for accreditation visits
 - Gathering and analyzing data related to course, curriculum and program review to foster continuous quality improvement
 - Serving as course coordinator, course lead or Subject Matter Expert (SME)
 - Documenting actions taken in faculty and committee meetings as appropriate

Nursing Practice Expertise

- Demonstrates scholarship through the Scholarship of Teaching, Discovery, Application, or Integration congruent with expectations of assigned rank.
- Demonstrates a practice of scholarly teaching characterized by keeping course materials and content current, applying principles of evidence based teaching, participating in and welcoming peer review of teaching, and reflection on one's own teaching.

Completes other duties as assigned.

Qualifications

Qualifications Undergraduate:

- *Master's degree in Nursing required
- Professional nurse licensure required
- Please see state-specific addendum for any additional requirements that may be needed to teach within your designated specialty (link to Online Faculty Licensure Requirements Document). Maintain current regulatory and practice credentials, when appropriate, based on assignment
- Excellent communication skills along with a high level of initiative and prudent judgment
- For those working within the clinical setting, additional compliance requirements are needed and those requirements are located in the faculty compliance packet

**Education and experience must align with regulations in the state. Complies with the rules and regulations of state authorization agencies, which may include the higher education board and/or licensing board in multiple states.*

Teaching Requirements

- *Minimum 2 years of fulltime teaching experience required
- Experientially prepared to teach assigned courses

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Scholarship Requirements: Demonstrates scholarship congruent with the level of rank.

Activities that would be considered as scholarship have three characteristics. Scholarship must be: 1) made public, 2) open to critical review and evaluation by knowledgeable peers and 3) accessible for exchange and use by others.

The Assistant Professor Faculty member is required to demonstrate at least one example within one of the four following focus areas of professional development and scholarship (detailed examples of each rank are outlined in the faculty handbook for reference).

- Scholarship of Discovery
- Scholarship of Integration
- Scholarship of Practice/Application
- Scholarship of Teaching and Learning

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Benefits



Position Description

Position Title: Instructor

Function: Non Clinical Faculty

Job Code: CH0121

Grade: 7

FLSA: Exempt

Direct Reports: No

Country: US

Overview:

The Instructor is responsible for teaching courses for Chamberlain University's College of Nursing. This position provides the educational focus of teaching (classroom, clinical and other learning environments) as well as committee work in the nursing programs. Service to the University, community, health system, profession and scholarly activities are integral aspects of this position.

Essential Duties and Responsibilities

Evidence-Based Teaching/ Learning and Master Instruction

- Takes responsibility for program outcomes by implementing the College's philosophy, curriculum and course objectives through classroom, online, clinical teaching, and service to the University, community, health system and profession.
- Develops curricular/teaching innovations in the annual preparation and revision of all assigned course(s).
- Assumes responsibility for all autonomous aspects of individual teaching loads.
- Monitors clinical agencies for appropriateness for student clinical experiences and ability to meet clinical course outcomes.
- Plans clinical experiences for and provides direct/ indirect supervision and evaluation of nursing students delivering nursing care to an individual or group of individuals.
- In cooperation with clinical agencies and University departments, provides oversight for clinical preceptors/ mentors for student clinical experiences and coordinates and evaluates those preceptors/ mentors.
- Provides documented feedback to students on level of performance based on course outcomes.
- Provides student remediation within assigned courses.
- Communicates up-to-date information about agency/clinical policies, procedures, and expectations
- Posts developed clinical assignments consistent with student's knowledge base, skill competency and learning needs.

Professional Role Model/ Chamberlain University Care

- Serves as a positive professional role model for students, assisting in their professional/social

Date downloaded: 7/30/2019

development.

- Serves as an informal leader, mentor, and role model for other faculty and staff in the areas of customer service, collaboration, communication, excellence and general professionalism.
- Mentors new faculty members.

Commitment to Professional Nursing

- Participates in professional activities outside the University

Professional Service

- Contributes to the development, implementation and evaluation of the programs and the philosophy of the University.
- Participates in academic advisement and counseling for an assigned group of students while participating in assessment of potential and real counseling concerns for all students with whom the faculty come into contact.
- Contributes to the development and evaluation of student admission, progression, retention and graduation policies within the University.
- Provides opportunities for student and graduate evaluation of curriculum and teaching and program effectiveness.
- Provides recommendations to the program leader regarding budgetary needs for the University.
- A faculty member at the rank of Instructor demonstrates significant leadership within the University by accepting or initiating, as part of the workload, responsibility for activities such as:
 - Chairing or serving on University committees
 - Chairing and/ or serving on work groups that contribute to preparation for accreditation visits
 - Gathering and analyzing data related to course, curriculum and program review to foster continuous quality improvement
 - Serving as course coordinator, course lead or Subject Matter Expert (SME)
 - Documenting actions taken in faculty and committee meetings as appropriate

Nursing Practice Expertise

- Demonstrates scholarship through the Scholarship of Teaching, Discovery, Application, or Integration congruent with expectations of assigned rank.
- Demonstrates a practice of scholarly teaching characterized by keeping course materials and content current, applying principles of evidence based teaching, participating in and welcoming peer review of teaching, and reflection on one's own teaching.

Completes other duties as assigned.

Qualifications

Qualifications Graduate:

- *Master's Degree in Nursing
- Professional nurse licensure required
- Please see state-specific addendum for any additional requirements that may be needed to teach within your designated specialty (link to Online Faculty Licensure Requirements Document).
- Maintain current regulatory and practice credentials, when appropriate, based on assignment
- Excellent communication skills along with a high level of initiative and prudent judgment
- For those working within the clinical setting, additional compliance requirements are needed and those requirements are located in the faculty compliance packet.

**Education and experience must align with regulations in the state. Complies with the rules and regulations of state authorization agencies, which may include the higher education board and/or licensing board in multiple states.*

Teaching Requirements

- *Minimum of 2 years of nursing experience working in a clinical setting
- *Experientially prepared to teach assigned courses

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Scholarship Requirements: Demonstrates scholarship congruent with the level of rank.

Activities that would be considered as scholarship have three characteristics. Scholarship must be: 1) made public, 2) open to critical review and evaluation by knowledgeable peers and 3) accessible for exchange and use by others.

The Instructor Faculty member is required to demonstrate at least one example within one of the four following focus areas of professional development and scholarship (detailed examples of each rank are outlined in the faculty handbook for reference).

- Scholarship of Discovery
- Scholarship of Integration
- Scholarship of Practice/Application
- Scholarship of Teaching and Learning

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Benefits



Position Description

Position Title: Visiting Professor I

Function: Non Clinical Faculty

Job Code: FA0115

Grade:

FLSA: Exempt

Direct Reports:

Country:

Overview:

We are interested in developing long-term relationships with superior instructors who have high professional standards, excellent communication skills, enthusiasm and a commitment to providing the finest practitioner-focused education. We are seeking primarily Industry Professionals to share their knowledge and experience with undergraduate and graduate students in a variety of fields. Courses meet once or twice a week for eight weeks. The face-to-face interaction is blended with technology (such as online discussions and online assignments) for an enhanced learning environment. Commitment is on a course by course basis.

Essential Duties and Responsibilities

- Develops and provides students with an approved DeVry University syllabus that follows a template established by the local campus, and which includes the terminal course objectives.
- Organizes, prepares, and regularly revises and update all course materials.
- Uses appropriate technological options for online technologies and course-related software, including Websites, e-mail, and online discussions for preparing the course and making it accessible to students.
- Models effective oral and written communications that engage the students, provide clarity, and improve student learning.
- Sets clear expectations for the course by publishing course terminal objectives, assignment/examinations dates, and weight the distribution of various evaluation categories.
- Ensures that the content and level of material included on exams correspond to the course terminal objectives.
- Demonstrates consistency and fairness in the preparation and grading of exams, and provide timely feedback to students.

Completes other duties as assigned.

Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

A master's degree is required for all faculty positions (with 18 graduate hours in the subject being taught for undergraduate teaching). Additional requirements driven by state licensing or accreditation considerations may apply.

Faculty must have requisite subject matter expertise and outstanding communication skills. Faculty must also have excellent motivational and instructional skills in a diverse and non-traditional environment. Must be able to work in a collegial manner and facilitate the efforts of diverse groups.

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Benefits



Position Description

Position Title: Visiting Professor

Function: Clinical Faculty

Job Code: CH0367

Grade:

FLSA: Exempt

Direct Reports: No

Country: US

Overview:

We are interested in developing long-term relationships with superior instructors who have high professional standards, excellent communication skills, enthusiasm and a commitment to providing the finest practitioner-focused education. We are seeking primarily Industry Professionals to share their knowledge and experience with undergraduate and graduate students in a variety of fields. Courses meet once or twice a week for eight weeks. The face-to-face interaction is blended with technology (such as online discussions and online assignments) for an enhanced learning environment. Commitment is on a course by course basis.

Essential Duties and Responsibilities

- Develops and provides students with an approved DeVry University syllabus that follows a template established by the local campus, and which includes the terminal course objectives.
- Organizes, prepares, and regularly revises and update all course materials.
- Uses appropriate technological options for online technologies and course-related software, including Websites, e-mail, and online discussions for preparing the course and making it accessible to students.
- Models effective oral and written communications that engage the students, provide clarity, and improve student learning.
- Sets clear expectations for the course by publishing course terminal objectives, assignment/examinations dates, and weight the distribution of various evaluation categories.
- Ensures that the content and level of material included on exams correspond to the course terminal objectives.
- Demonstrates consistency and fairness in the preparation and grading of exams, and provide timely feedback to students.

Completes other duties as assigned.

Qualifications

- A Master's degree is required,
- Additional requirements driven by state licensing or accreditation considerations may apply. - Faculty must have requisite subject matter expertise and outstanding communication skills. Faculty must also have excellent motivational and instructional skills in a diverse and non-traditional environment. Must be able to work in a collegial manner and facilitate the efforts of diverse groups.

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EEO

We are proud to be an EEO employer M/F/D/V. At Adtalem, we welcome everyone and have a strong commitment towards diversity and inclusion. We encourage our Colleagues to be their true authentic selves and support laws that prohibit discrimination everywhere we do business. We also maintain a drug-free workplace.

Benefits

Faculty Qualifications Nursing Undergraduate Faculty

Title	Minimum Qualifications for Undergraduate Nursing Faculty (Master's in area or Master's + 18 hours in area)	Acceptable Alternate Education (plus previous professional experience teaching/practice required)	Examples of Previous Professional Experience/Teaching	Examples of Previous Professional Experience/Practice
Assistant Professor	•Master's Degree in Nursing required •Doctorate preferred •Professional current, unencumbered nurse licensure required in state where campus resides •A minimum of 2 years' nursing experience working in a clinical setting * •Experientially prepared for assigned courses (experience in area of assigned teaching responsibilities) •Maintain current regulatory and practice credentials, when appropriate, based on assignment •Must meet all compliance requirements as specified in the Faculty Handbook •Minimum 2 years teaching experience required with at least two years of previous ranked teaching experience in the position of Instructor •Excellent communication skills along with a high level of initiative and prudent judgment	MA or MS with a major in nursing with transcript and resume submitted to be vetted by Sr. Director, APR Replacement (must meet all other minimum qualifications)	• Teaching in program leading to initial licensure • Teaching as a Teaching Assistant at the baccalaureate level • Presented NCLEX Review Courses • Other: - Poster or podium (speaker) of a presentation at national conference in area of assignment - Lead author of a scholarly contribution, or position paper - Author or contributing author for book chapter in a textbook - Author or contributing author to a manuscript published in peer-reviewed nursing or related professional journal - Author or contributing author of an editorial or op-ed submission to peer-reviewed professional journal - Written questions for a standardized test bank such as NCLEX for NLN	• 2 years of clinical practice experience as a RN in the last 5 years with at least 1 year in the area of assignment • Participating in research • Supervision in clinical practice
Associate Professor	•Master's Degree in Nursing Required •Doctorate degree required or must have completed at least 24 credit hours towards Doctorate degree •Professional current, unencumbered nurse licensure required in state where campus is located •Experientially prepared for assigned courses (experience in area of assigned teaching responsibilities) •Maintain current regulatory and practice credentials, when appropriate, based on assignment •Demonstrated clinical competence as evidenced by at least 2 years experience working in a clinical setting within the past 5 years required •Must meet all compliance requirements as specified in the Faculty Handbook •Minimum 5 years teaching experience required •Excellent communication skills along with a high level of initiative and prudent judgment	MA or MS with a major in nursing with transcript and resume submitted to be vetted by Sr. Director, APR Replacement (must meet all other minimum qualifications)	• Teaching in program leading to initial licensure • Teaching as a Teaching Assistant at the baccalaureate level • Presented NCLEX Review Courses • Other: - Poster or podium (speaker) of a presentation at national conference in area of assignment - Lead author of a scholarly contribution, or position paper - Author or contributing author for book chapter in a textbook - Author or contributing author to a manuscript published in peer-reviewed nursing or related professional journal - Author or contributing author of an editorial or op-ed submission to peer-reviewed professional journal - Written questions for a standardized test bank such as NCLEX for NLN	• 2 years of clinical practice experience as a RN in the last 5 years with at least 1 year in the area of assignment • Participating in research • Supervision in clinical practice
Instructor	•Master's Degree in Nursing required •Doctorate preferred •Professional current, unencumbered nurse licensure required in the state where the campus is located •A minimum of 2 years' nursing experience working in a clinical setting * •Experientially prepared for assigned courses (experience in area of assigned teaching responsibilities) •Maintain current regulatory and practice credentials, when appropriate, based on assignment •Must meet all compliance requirements as specified in the Faculty Handbook •Previous teaching experience preferred •Excellent communication skills along with a high level of initiative and prudent judgment Additionally: ** (see legend)	MA or MS with a major in nursing with transcript and resume submitted to be vetted by Sr. Director, APR Replacement (must meet all other minimum qualifications) Clinical faculty only BSN with evidence of transcripts from current enrollment and progression in a MSN program (in states where acceptable (AZ, GA, IL, MI, and OH)	• Teaching in program leading to initial licensure • Teaching as a Teaching Assistant at the baccalaureate level • Presented NCLEX Review Courses • Other: - Poster or podium (speaker) of a presentation at national conference in area of assignment - Lead author of a scholarly contribution, or position paper - Author or contributing author for book chapter in a textbook - Author or contributing author to a manuscript published in peer-reviewed nursing or related professional journal - Author or contributing author of an editorial or op-ed submission to peer-reviewed professional journal - Written questions for a standardized test bank such as NCLEX for NLN	• 2 years of clinical practice experience as a RN in the last 5 years with at least 1 year in the area of assignment • Participating in research • Supervision in clinical practice

Faculty Qualifications Nursing Undergraduate Faculty

Title	Minimum Qualifications for Undergraduate Nursing Faculty (Master's in area or Master's + 18 hours in area)	Acceptable Alternate Education (plus previous professional experience teaching/practice required)	Examples of Previous Professional Experience/Teaching	Examples of Previous Professional Experience/Practice
Professor	• Master's degree in Nursing required (BSN to PhD in Nursing or BSN to DNP without MSN permitted only in states noted via survey: AZ, CA, FL, MO, NJ, NC, OH, and VA) • Doctorate degree in nursing or related field required • Professional current, unencumbered nurse licensure required in the state where the campus is located • A minimum of 2 years' nursing experience working in a clinical setting * • Experimentally prepared for assigned courses (experience in area of assigned teaching responsibilities) • Maintain current regulatory and practice credentials, when appropriate, based on assignment • Must meet all compliance requirements as specified in the Faculty Handbook • Minimum 10 years teaching experience required with at least 5 years previous ranked teaching experience at the position of Associate Professor • Excellent communication skills along with a high level of initiative and prudent judgment	MA or MS with a major in nursing with transcript and resume submitted to be vetted by Sr. Director, APR Replacement (must meet all other minimum qualifications)	• Teaching in program leading to initial licensure • Teaching as a Teaching Assistant at the baccalaureate level • Presented NCLEX Review Courses • Other: - Poster or podium (speaker) of a presentation at national conference in area of assignment - Lead author of a scholarly contribution, or position paper - Author or contributing author for book chapter in a textbook - Author or contributing author to a manuscript published in peer-reviewed nursing or related professional journal - Author or contributing author of an editorial or op-ed submission to peer-reviewed professional journal - Written questions for a standardized test bank such as NCLEX for RN	• 2 years of clinical practice experience as a RN in the last 5 years with at least 1 year in the area of assignment • Participating in research • Supervision in clinical practice
*California Direct care experience in the last 5 years One (1) year's continuous, full-time or One (1) academic year of registered nurse level clinical teaching.				
**Florida must have the equivalent of at least two full time academic years of experience as a teacher of nursing.				

Faculty Qualifications Nursing Graduate Faculty

Title	Minimum Qualifications for Graduate Nursing Faculty (Master's in area or Master's + 18 hours in area)	Acceptable Alternate Education (plus previous professional experience teaching/practice required)	Examples of Previous Professional Experience/Teaching	Examples of Previous Professional Experience/Practice
Assistant Professor	•Master's Degree in Nursing required •Doctorate required •Professional current, unencumbered nurse licensure required •A minimum of 2 years' nursing experience working in a clinical setting •Experientially prepared for assigned courses (experience in area of assigned teaching responsibilities) •Maintain current regulatory and practice credentials, when appropriate, based on assignment •Must meet all compliance requirements as specified in the Faculty Handbook •Minimum 2 years teaching experience required with at least two years of previous ranked teaching experience in the position of Instructor •Excellent communication skills along with a high level of initiative and prudent judgment	Doctorate or terminal degree in area of assignment	• Teaching Assistant in higher education at the baccalaureate level or above • Teaching experience at the baccalaureate level or above • Other: - Poster or podium (speaker) of a presentation at national conference in area of assignment - Lead author of a scholarly contribution, or position paper - Author or contributing author for book chapter in a textbook - Author or contributing author to a manuscript published in peer-reviewed nursing or related professional journal - Author or contributing author of an editorial or op-ed submission to peer-reviewed professional journal - Principal investigator of research	• 2 years of professional employment in the area of assignment • Current, unencumbered licensure in area of practice (where applicable) • Supervision in area of practice • Chief Financial Officer (CFO) • Chief Executive Officer (CEO) • Chief Operating Officer (COO)
Associate Professor	•Master's degree in Nursing required •Doctorate degree required •Professional current, unencumbered nurse licensure required •A minimum of 2 years' nursing experience working in a clinical setting •Experientially prepared for assigned courses (experience in area of assigned teaching responsibilities) •Maintain current regulatory and practice credentials, when appropriate, based on assignment •Must meet all compliance requirements as specified in the Faculty Handbook •Minimum 5 years teaching experience required with at least 3 years of previous ranked teaching experience at the position of assistant professor	Doctorate or terminal degree in area of assignment	• Teaching Assistant in higher education at the baccalaureate level or above • Teaching experience at the baccalaureate level or above • Other: - Poster or podium (speaker) of a presentation at national conference in area of assignment - Lead author of a scholarly contribution, or position paper - Author or contributing author for book chapter in a textbook - Author or contributing author to a manuscript published in peer-reviewed nursing or related professional journal - Author or contributing author of an editorial or op-ed submission to peer-reviewed professional journal - Principal investigator of research	• 2 years of professional employment in the area of assignment • Current, unencumbered licensure in area of practice (where applicable) • Supervision in area of practice • Chief Financial Officer (CFO) • Chief Executive Officer (CEO) • Chief Operating Officer (COO)

Faculty Qualifications Nursing Graduate Faculty

Title	Minimum Qualifications for Graduate Nursing Faculty (Master's in area or Master's + 18 hours in area)	Acceptable Alternate Education (plus previous professional experience teaching/practice required)	Examples of Previous Professional Experience/Teaching	Examples of Previous Professional Experience/Practice
Instructor	•Master's Degree in Nursing required •Doctorate required •Professional current, unencumbered nurse licensure required •A minimum of 2 years' nursing experience working in a clinical setting •Experientially prepared for assigned courses (experience in area of assigned teaching responsibilities) •Maintain current regulatory and practice credentials, when appropriate, based on assignment •Must meet all compliance requirements as specified in the Faculty Handbook •Previous teaching experience preferred •Excellent communication skills along with a high level of initiative and prudent judgment	Doctorate or terminal degree in area of assignment Masters degree in area of assignment i.e. non healthcare related such as informatics, project management, mathematics/statistics	• Teaching Assistant in higher education at the baccalaureate level or above • Teaching experience at the baccalaureate level or above • Other: - Poster or podium (speaker) of a presentation at national conference in area of assignment - Lead author of a scholarly contribution, or position paper - Author or contributing author for book chapter in a textbook - Author or contributing author to a manuscript published in peer-reviewed nursing or related professional journal - Author or contributing author of an editorial or op-ed submission to peer-reviewed professional journal - Principal investigator of research	• 2 years of professional employment in the area of assignment • Current, unencumbered licensure in area of practice (where applicable) • Supervision in area of practice • Chief Financial Officer (CFO) • Chief Executive Officer (CEO) • Chief Operating Officer (COO)
Professor	•Master's degree in Nursing required •Doctorate degree in nursing or related field required •Professional current, unencumbered nurse licensure required •A minimum of 2 years' nursing experience working in a clinical setting •Experientially prepared for assigned courses (experience in area of assigned teaching responsibilities) •Maintain current regulatory and practice credentials, when appropriate, based on assignment •Must meet all compliance requirements as specified in the Faculty Handbook •Minimum 10 years teaching experience required with at least 5 years previous ranked teaching experience at the position of Associate Professor •Excellent communication skills along with a high level of initiative and prudent judgment	Doctorate or terminal degree in area of assignment	• Teaching Assistant in higher education at the baccalaureate level or above • Teaching experience at the baccalaureate level or above • Other: - Poster or podium (speaker) of a presentation at national conference in area of assignment - Lead author of a scholarly contribution, or position paper - Author or contributing author for book chapter in a textbook - Author or contributing author to a manuscript published in peer-reviewed nursing or related professional journal - Author or contributing author of an editorial or op-ed submission to peer-reviewed professional journal - Principal investigator of research	• 2 years of professional employment in the area of assignment • Current, unencumbered licensure in area of practice (where applicable) • Supervision in area of practice • Chief Financial Officer (CFO) • Chief Executive Officer (CEO) • Chief Operating Officer (COO)

General Education Faculty Qualifications

Number	Title	Minimum Educational Qualifications (Master's in area or Master's + 18 hours in area)	Alternate Education and/or Experience (Exceptions to Minimum Educational Qualifications)	Previous Professional Experience/Practice
BIOS242	Fundamentals of Microbiology with Laboratory	Microbiology , Microbial Biotechnology, Molecular Microbiology, Molecular Genetics/ Genetics, Infectious Diseases, Immunology, Microbial Pathogenesis, Virology, Microbial Physiology, Microbial Biochemistry, Fermentation Microbiology, Parasitology, Microbial Ecology, Food Microbiology, Drug resistance.	<u>Master's with 18 credit hours in Biology</u> with a record accomplishments like published work, dissertation abstracts, reviews in scholarly journals or similarly significant venues in the field of Microbiology, Microbial Biotechnology, Molecular Microbiology, Molecular Genetics/ Genetics, Infectious Diseases, Immunology, Microbial Pathogenesis, Virology, Microbial Physiology, Microbial Biochemistry, Fermentation Microbiology, Parasitology, Microbial Ecology, Food Microbiology, Drug resistance. Masters or Doctorate in Clinical Laboratory Science (program accredited by NAACLS)	
BIOS250 series (251, 252, 255, 256), BIOS195, and BIOS105	Anatomy and Physiology With Labs I, II , III and IV	Human anatomy and/or physiology, biomedical sciences, medical physiology.	DPT Doctor of Physical Therapy (A&P 1-2) with 5 years experience working in the field in the United States DC (Doctor of Chiropractic) (A&P 1-2) with 5 years experience working in the field in the United States MD (Doctor of Medicine) with 5 years experience working in the field in the United States	The 18 credits can be accumulated through a combination of any of the below : • graduate coursework (the total of credits earned should be equivalent to 18) • post graduate education in human anatomy and/or physiology including continuing medical education credits or certificate programs (the credits earned can be used towards the 18 Master's Level A&P credit hour requirement) • research in a field relevant to A&P as evidenced by publications in peer-reviewed professional journals (as indexed by NCBI PubMed; 3 credit hours per publication), discipline related books or chapters in books (no vanity publishing; 3 credit hours per chapter) or presentations at national or international scientific conferences (1 credit hour per presentation)
Recommended Courses	Faculty members can have Master's with 18 credits in any of the course listed below Anatomy-related: Biological (physical) anthropology Biomechanics Comparative vertebrate anatomy Cytology/ Cell and Molecular Biology Embryology, developmental biology Evolutionary biology Functional anatomy Histology (microscopic anatomy) Human anatomy Human gross anatomy Kinesiology Neuroanatomy or neuroscience Organology Osteology Paleopathology Pathology Primate evolution Radiology Surgical anatomy Vertebrate anatomy Veterinary anatomy (animal sciences) Cell Cycle Control Training should atleast one category from Physiology-related: Animal or vertebrate physiology Animal Biotechnology Biophysics Cell physiology Comparative physiology Exercise physiology General physiology	Mammalian physiology Medical physiology Neurophysiology, neuroscience, neurobiology, neuroanatomy Pathophysiology Pharmacophysiology Systems physiology (e.g. cardiovascular physiology, endocrinology, immunology, respiratory physiology, renal physiology, gastrointestinal physiology, etc.) Vertebrate physiology Veterinary physiology (animal sciences) Ancillary courses of value (A maximum of 6 credits from this category may be counted toward the 18-credit requirement) Biochemistry Biomedical engineering Cell biology Dental anthropology Epidemiology Genetics Graduate course in pedagogy Medical anthropology Microbiology Molecular biology Nutrition Pharmacology Public health Statistics/biostatistics		

Number	Title	Minimum Educational Qualifications (Master's in area or Master's + 18 hours in area)	Alternate Education and/or Experience (Exceptions to Minimum Educational Qualifications)	Previous Professional Experience/Practice
ENGL117	English Composition	English composition; Rhetoric; Communications; English	Graduate degree in Journalism with 2 or more years of professional writing experience; Masters or above in Linguistics with an emphasis in writing	
ENGL147	Advanced English Composition	English composition; Rhetoric; Communications; English	Graduate degree in Journalism with 2 or more years of professional writing experience; Masters or above in Linguistics with an emphasis in writing	
*ENGL227	Professional Writing	English composition; Rhetoric; Communications; English; Technical writing	Graduate degree in Journalism with 2 or more years of professional writing experience; Masters or above Linguistics with an emphasis in writing	Masters degree in any communication field with five years of academic writing experience.
ENGL062	Introduction to Reading and Writing	Composition; Developmental studies with an emphasis in reading or English	Graduate degree in English education with an emphasis in developmental English and 2 or more years of teaching experience	Masters degree in any communication field with five years of working in a developmental writing area.



MARYLAND

Faculty Com

Institution: Chamberlain University

Program Title: Bachelor of Science in Nursing (BSN)

Commission authorization is by academic program; therefore

Total # of credits required in program

List Full-time Faculty (add rows as necessary)

Faculty Name

Babin, Ann

Baker, Nicholette

Cody, Randa

DeVito, Lesia

Ellington, Mollie

Freeman, Helen

Gorham, Cynthia

Hartman, Donita

Hess, Katherine

Holder, Patricia

Jennings, Ashley

LaVoie, Lauren

McDonald, Heather

Miner, Carrie

Miranda, Jackie

Paul, Lisa

Purney, Abbie

Rabbitte, Maureen

Sadko, Michelle

Saldaris, Christa

Scianna, Michelle

Simpson, Jeannie

South, Lisa

Stanke, Gina

Strieker, K.C.

Wallace, Lloyd

Wetter, Vicki

Wick, Gina

Williams, Lesa

Worsham, EL'exzis

Youwakeem, Bahgat

Zaworski, David

Total courses taught by PART- time faculty

10/19 nursing courses

*** % of courses taught by FULL-TIME faculty:**

* (# of courses taught by FULL-TIME faculty / total number of course
9/19 nursing courses

List Part-time Faculty (add rows as necessary)

Adekanbi, Bilikisu

Adeolu-Ojo, Esther

Berkley, Jasmyn

Brooks, April

Brooks, Lajasha
Dennis, Trishan

Hemeng, Natasha

Iweh, Obinneamaka
James, Judeith
Johnson, Brittney
Johnson, Charlesetta

Komeyan, Musu

Lugo, Amanda

Luttrell, Samantha

Maratas, Cerelina

Martignetti, Kristen Emanuel
Matsova, Yuliya

McKinney, Cherelle
Nguyen, Phuong

Nze, Uchechi

Ogunrinde, Oluwatobi

Ogunsola, Oluwabusuyi

Omole, Nana
Ozokwelu, Nkiruka
Redd, Mishiko
Selwyn, Kyla

Sharp, Kirsten
Son, Naomi
Timamo, Arnaud

Walton, Keonna

Wilson, Yunique

Wright, Khristiaynna

Zeller, Jessica

5 HIGHER EDUCATION COMMISSION

pliance Report for Out-of-State Degree Grantin

, each program is reviewed independently to determine comp

122

Course Categories

Pre-Licensure Nursing Courses
Pre-Licensure Nursing Courses

Pre-Licensure Nursing Courses

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Pre-Licensure Nursing Courses

Pre-Licensure Nursing Courses

Pre-Licensure Nursing Courses

Pre-Licensure Nursing Courses

52.60%

100%

is in program; this MUST exceed 33%)

47%

Fundamentals, Adult Med/Surg I&II, Mental Health, Community,
Collaborative, Capstone
Fundamentals, Mental Health
Fundamentals, Adult Med/Surg I&II, Complex Med/Surg,
Community, Collaborative, Capstone

Fundamentals, Adult Med/Surg I&II, Pediatrics, Community,
Collaborative, Capstone
Fundamentals, Mental Health
Fundamentals, Adult Med/Surg I&II, Complex Med/Surg,
Community, Collaborative, Capstone
Fundamentals, Mental Health, Maternal Child, Pediatrics,
Community, Collaborative, Capstone
Fundamentals, Adult Med/Surg I&II, Mental Health
Fundamentals, Adult Med/Surg I&II, Mental Health
Fundamentals, Adult Med/Surg I&II
Fundamentals, Adult Med/Surg I&II, Med/Surg, Community,
Collaborative, Capstone
Fundamentals, Adult Med/Surg I&II, Med/Surg, Community,
Collaborative, Capstone
Fundamentals, Adult Med/Surg I&II, Complex Med/Surg,
Community, Collaborative, Capstone

Fundamentals, Maternal Child, Community, Collaborative, Capstone
Fundamentals, Adult Med/Surg I&II, Community, Collaborative,
Capstone
Fundamentals, Maternal Child
Fundamentals, Adult Med/Surg I&II, Complex Med/Surg,
Community, Collaborative, Capstone
Fundamentals, Adult Med/Surg I&II
Fundamentals, Adult Med/Surg I&II, Med/Surg, Community,
Collaborative, Capstone
Fundamentals, Adult Med/Surg I&II, Complex Med/Surg,
Community, Collaborative, Capstone
Fundamentals, Adult Med/Surg I&II, Pediatrics, Community,
Collaborative, Capstone
Fundamentals, Adult Med/Surg I&II, Med/Surg, Community,
Collaborative, Capstone
Fundamentals, Adult Med/Surg I&II
Fundamentals, Mental Health
Fundamentals, Adult Med/Surg I&II
Fundamentals, Adult Med/Surg I&II, Maternal Child, Complex,
Community, Collaborative, Capstone
Fundamentals, Adult Med/Surg I&II
Pediatric
Fundamentals, Adult Med/Surg I&II, Med/Surg, Community,
Collaborative, Capstone
Fundamentals, Adult Med/Surg I&II, Maternal Child, Complex,
Community, Collaborative, Capstone
Fundamentals, Adult Med/Surg I&II, Med/Surg, Community,
Collaborative, Capstone
Fundamentals, Adult Med/Surg I&II, Complex Med/Surg,
Community, Collaborative, Capstone

Fundamentals, Pediatric

ing Institutions Operating in Maryland

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Total # of courses required in Program

43

Degree and Institution from CV	# of courses taught in program	# of credits taught in program
BSN: University of Texas-Austin MSN: Texas Christian University	1	2
BSN: University of Tennessee MSN: Capella University	3	6
BSN: University of West Georgia MSN: University of West Georgia EdD- Capella University	2	6
BSN: Texas Women's University MSN: University of Colorado	1	2
BSN: University of Phoenix MSN: University of Phoenix	1	3
BSN: East Tennessee State University MSN: East Carolina University PhD: Liberty University	2	6
BSN: St. Francis University MSN: Kaplan University DNP: Chamberlain University	1	2
BSN: Waynesburg University MSN: Waynesburg University	1	2
BSN: Northern Illinois University	2	5
BSN: Dominican University MSN: Walden University	1	2
ASN: Mott Community College BSN: Aspen University-Denver MSN: Aspen University- Denver DNP: Aspen University (in progress)	1	3
BSN: Ursuline College MSN: Chamberlain University	2	4
BSN: Chamberlain University	2	5
AAS: State Faire Community College BS: University of Missouri Kansas MSN: University of Missouri Columbia	2	5
AAS: Cuyahoga Community College BS: Chamberlain University MSN: American Public University	2	4
BSN: Johns Hopkins University MSN: Stevenson University DNP: Johns Hopkins University	1	2

BSN: San Diego State University MSN: University of Phoenix DNP: Purdue University	3	8
BSN: St. Xavier University	2	4
BSN: North Park University MSN: Benedictine University DNP: University of St. Francis	2	4
ASN: Ivy Tech Community College BSN: Purdue University Calumet MSN: Benedictine University PhD: Capella University	3	9
BSN: Penn State University MSN: Kent State DNP: Chamberlain University	2	5
ADN: Tarleton State University BSN: Liberty University MSN: Liberty University PHD (in progress): Liberty University	2	4
BSN: University of Mississippi MSN: University of Alabama DNP: University of Mississippi	2	6
MSN: Webster University BSN: Webster University	1	2
BSN: Chamberlain University MSN: Chamberlain University	2	6
MSN: Western Governors University BSN: Texas Tech University	2	4
BSN: Slippery Rock University MSN: Walden University DNP: Walden University	2	6
AAS: Bryant & Stratton College BSN: Chamberlain University MSN: Chamberlain University	3	7
BSN: Aurora University MSN: Lewis University DNP: Walden University	1	2
BSN: Old Dominican University MSN: Capella University	2	3
BSN: Middle Tennessee University MSN: Walden University	2	6
AAS: Lorain County College BSN: Chamberlain University MSN: Walden University DNP: Chamberlain University	2	6
DNP: Chamberlain University	7	
MSN: Chamberlain University	2	
MSN: Coppin State University	7	

MSN: University of Pennsylvania, Philadelphia	7
MSN: University of Pennsylvania, Philadelphia	2
MSN: Capella University	7
MSN: Johns Hopkins University-School of Nursing	7
MSN: Chamberlain College of Nursing	4
MSN: Aspen University-Colorado	4
MSN: Chamberlain College of Nursing	3
DNP: Coppin University	5
DNP: Chamberlain College of Nursing	6
MSN: Towson University	8
MSN: Grand Canyon University	5
MSN: Grand Canyon University	6
MSN: Chamberlain University	2
MSN: George Washington University	7
MSN: Grand Canyon University	3
DNP: University of South Alabama	6
MSN: George Washington University	7
MSN: Long Island University	7
MSN: Wilkes University	6
MSN: Notre Dame University of MD	3
MSN: Walden University College	2
DNP: Jphn Hopkins University	3
DNP: Chamberlain University	8
MSN: Capella University	3
DNP: Chamberlain University	1
MSN: University of Maryland	6
MSN: Coppin State University	8
MSN: Chamberlain College of Nursing	6
MSN: Capella University	7

Teach Out Plan

If Chamberlain University (Chamberlain) decides to cease operation in a state (in this case, Maryland), Chamberlain will allow enrolled students to complete their programs.

This application is to allow Chamberlain's Bachelor of Science in Nursing online students to participate in clinical learning experiences at Maryland clinical sites.

Principles of Good Practice for Distance Education

(a) Curriculum and Instruction

(i) A distance education program shall be established and overseen by qualified faculty.

Chamberlain has contracted with duly qualified faculty. Chamberlain's National Dean of Faculty, Human Resource colleagues, program leaders, and Accreditation and Professional Regulation team collaborate to create explicit general education and nursing faculty qualification guidelines to ensure faculty are appropriately qualified for assigned courses.

Chamberlain faculty are academically prepared for areas in which they teach. Faculty hiring guidelines provide guidance to program leaders when filling open positions. In addition to graduate academic preparation, specialization within the discipline (such as pediatric, critical care, or mental health nursing) and additional coursework and/or scholarly preparation are used to ensure faculty are academically prepared for their specific teaching responsibilities. Faculty qualification forms are used to approve course assignments.

Chamberlain full-time faculty appointments include instructor, assistant professor, associate professor, and professor. Qualifications and expectations vary according to rank. Rank upon hire is determined according to qualifications set forth in these written position descriptions.

Chamberlain remains committed to supporting recruitment and retention of diverse qualified faculty with doctoral degrees and other relevant credentials and experience. The student body as compared to national and faculty diversity demonstrates the University's commitment to improving diversity in the professional workforce. At this time, the graduate faculty is closely aligned with the student population, while the BSN faculty diversity is only slightly less than the diversity of the campus-based BSN students.

Talent Acquisition screens faculty applicants to ensure minimum qualifications are met prior to proceeding with the interview and hiring process using Chamberlain's faculty qualification grids developed in response to HLC's Faculty Credentialing Guidelines (2017). Approved applicants for both full- and part-time positions are required to complete the Faculty Qualification Form. This form documents faculty credentials, experience, licensure, and professional activity. The form is reviewed and updated, if needed, annually and is part of the faculty member's permanent record. Faculty wishing to add a course credential during the academic year may submit the required information to their manager.

Work experience from the previous five years is evaluated to determine teaching assignments, including: previous teaching experience; professional association membership and involvement; and, professional development activities (certifications, workshops, and seminars). Each academic session, associate deans of faculty and other program leaders review the academic credentials and experience of faculty when making course assignments.

(ii) A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

Chamberlain is accredited by the Higher Learning Commission and approved to offer distance education courses and programs. The University continues to demonstrate its commitment to high quality distance education across all programs. Chamberlain continues to invest in emerging technologies to support students, whether the course is offered online or in person.

Academic Standards

Chamberlain's curriculum and instructional design colleagues are academically credentialed educators who partner with course faculty to develop robust online learning opportunities. Faculty advisory councils meet regularly and engage in continuous quality improvement of their course(s). Annual course reports support this ongoing commitment to quality improvement. Courses are designed to facilitate student-faculty interaction and access to Chamberlain's multiple learning resources discussed later in this section. Chamberlain designs each course to have the same course description, course learning outcomes, and key assignments to facilitate evaluation of quality based upon modality, faculty, and/or location.

Chamberlain's online learning management system, Canvas[®], is used for both online and onsite courses. Initially, students are assessed for online learning readiness and provided resources that support success in the learning environment. Chamberlain developed this systematic, formal, and automated student online readiness assessment. The purpose of the assessment is to ensure that each student is adequately informed about the nature of and expectations for Chamberlain coursework, and to determine whether the student has the skills, competencies, and technology needed to succeed in an online learning environment. One section of the assessment is dedicated to technology requirements and skills. The student is directed to embedded remediation and/or resources for skills and competencies that need strengthening.

Additionally, students are oriented to Canvas[®] and online learning through a video that introduces the student to the learning management system and provide information about accessing and navigating course features such as the syllabus, learning modules, assignments, and resources.

The amount of academic work accomplished by students is expressed in semester credit hours. A semester credit is defined as a minimum of 16 contact hours of lecture or online learning activities with an associated 32 contact hours of out-of-class student work or 48 contact hours of practicum learning. One contact hour is defined as 50 minutes of attendance in lecture, practicum learning or participation in online learning activities.

For online learning activities, time-on-task studies have been conducted to ensure credit hour equivalencies. Included in the study are reading levels and time allotments for supplemental readings, PowerPoint presentations, LMS (learning management system) materials, course assignments and interactive requirements such as tutorials and podcasts. Students join the class and access class materials according to their own schedule. Faculty guide them through readings and assignments including weekly discussions through electronic posts, giving feedback to student work submitted electronically.

All faculty receive training and support, before they are permitted to teach their first course, in the Canvas[®] environment as well as instruction for online teaching using the Canvas[®] shell format. Faculty must complete a three-week *New Faculty Orientation* that provides technical

training in the course, available software, and learning management system, along with course-specific subject training and best practices for teaching. Chamberlain's Center for Faculty Excellence provides ongoing live and archived webinars that support ongoing faculty training. Chamberlain is designated as a National League for Nursing Center of Excellence™ in the category: Promote the pedagogical expertise of faculty (2016-2024).

Student learning is evaluated against achievement of course and program outcomes in the completion of assignments including but not limited to: (1) threaded discussions, in which students write a brief treatise, with references, on a discussion topic and respond both to treatises posted by other students and questions from instructors; (2) written academic papers on assigned topics, referenced according to APA style guidelines; and (3) proctored examinations over content presented in class or textbooks.

Grading rubrics are used for all assignments, including threaded discussions. Grading rubrics contain both qualitative and quantitative indicators of expected content and format. This process promotes consistency in grading assignments among multiple faculty members. When grading any assignment, faculty members use an embedded grading rubric on which feedback regarding how the student did or did not achieve the requirements is written. This feedback serves as a foundation for improving performance in subsequent assignments.

Additionally, Chamberlain's online faculty conduct formative evaluation of individual and aggregate student performance in a new online course by using the grade book, which is embedded in the learning management system. The grade book calculates each student's cumulative grade for assignments throughout the course. Students who are at risk for failing the course are contacted and assisted with tutoring and other services as early as the third week of the course.

Data-Informed Decisions

The academic rigor and quality of both online and onsite course instructional formats is measured through multiple surveys and predetermined program benchmarks. Data are analyzed against predetermined benchmarks with improvement efforts initiated when benchmarks are not achieved in online courses, onsite courses, or both course formats. Data analysis against benchmarks include, but are not limited to the following:

- Faculty demonstration of instructional expertise during virtual classroom observations
- Student perception of care from faculty
- Student satisfaction with college services, faculty, instruction, learning technologies and courses
- Student engagement
- Key course pass rates
- Faculty-to-student course ratios
- Retention
- Graduation rates
- Employment rates (self-reported)
- Alumni satisfaction

(iii) A program shall result in learning outcomes appropriate to the rigor and breadth of the program.

Program outcomes for all degree programs are published in the Academic Catalog. The Academic Catalog can be accessed at the following link: <http://www.chamberlain.edu/catalog>.

Student learning is evaluated against achievement of course and program outcomes in the completion of assignments including but not limited to: (1) threaded discussions, in which students write a brief treatise, with references, on a discussion topic and respond both to treatises posted by other students and questions from instructors; (2) written academic papers on assigned topics, referenced according to APA style guidelines; and (3) proctored examinations over content presented in class or textbooks.

Grading rubrics are used for all assignments, including threaded discussions. Grading rubrics contain both qualitative and quantitative indicators of expected content and format. This process promotes consistency in grading assignments among multiple faculty members. When grading any assignment, faculty members use an embedded grading rubric on which feedback regarding how the student did or did not achieve the requirements is written. This feedback serves as a foundation for improving performance in subsequent assignments.

(iv) A program shall provide for appropriate real-time or delayed interaction between faculty and students.

Technology and instruction ensure interaction between students and faculty. Weekly required threaded discussions (TDs) are incorporated into online courses and are a significant tool for creating a sense of connectedness within the courses. In threaded discussion assignments, students are required to post a substantive, scholarly response to a faculty-posed topic and write substantive, scholarly responses to classmates' messages so that there are weekly interchanges among students.

The ideas and beliefs underpinning the threaded discussions (TDs) guide students through engaging dialogues as they achieve the desired learning outcomes/competencies associated with their course in a manner that empowers them to organize, integrate, apply, and critically appraise knowledge to their selected field of practice. Participation in the TDs generates opportunities for students to actively engage in the written ideas of others by carefully reading, researching, reflecting, and responding to the contributions of their peers and course faculty. TDs foster the development of members into a community of learners as they share ideas and inquiries, consider perspectives that may be different from their own, and integrate knowledge from other disciplines.

Chamberlain strongly believes its classroom learning management platform, Canvas[®], provides students the best tools and resources for learning in both face-to-face and online environments. Each course within Canvas[®] includes access to all University level resources through the Resources link in Canvas[®]. The list of resources available to students are provided below as evidence of the rich student-centered resources available to all students:

- Perspectives – Student Assistance Program
- APA Citation and Writing

- Canvas® Resources
- College Catalogs & Student Handbooks
- Disability Accommodations
- English Language Support Tools
- Library
- Microsoft Office 365 Subscription
- Career Services Resources
- Textbook Resources (VitalSource Textbook)
- Tutoring (Center for Academic Success – for Pre-licensure BSN students)
- Integrity Matters Resources
- Pre-licensure Policies
- Citrix Virtual Lab
- NCLEX-RN® 2019 RN Test Plan
- 2019 NCLEX-RN® Examination Candidate Bulletin
- Grammarly

Technology Resources:

- Kaltura
- Narrated PowerPoint
- ReadSpeaker
- Respondus Lockdown Browser
- Student Collaboration Tools
- Turnitin
- WebEx

(v) Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.

Faculty are responsible for the curriculum and, as such, are integral to the preparation, implementation, and evaluation of the programs. A systematic process of faculty driven curricular standardization, evaluation, and revision promotes consistency in program delivery. Faculty are participants in decisions regarding curricula and program oversight via the following means.

1. The Undergraduate Curriculum Committee (UGCC) and the Graduate Curriculum Committee (GCC) are Chamberlain faculty-led committees that provide review, approval and support for curriculum and instruction in all programs.
2. Full-time Chamberlain faculty serve on the curriculum committee, which is the key body for the faculty's approval, oversight, evaluation and revision of the program.
3. For every course, a full-time faculty member is assigned as Course Leader. The responsibilities of the Course Leader include:
 - a. Communicate with all course faculty regularly to assess the quality of course deployment and address challenges

- b. Monitor student progress across all course sections and use student data to make course improvements as needed
- c. Oversee the completion of the annual course report (a structured review of course effectiveness, compliance, student outcomes, and recommendations for improvement)
- d. Participate in course improvement in collaboration with other faculty, associate deans, assistant deans of faculty, faculty managers, curriculum technology managers and instructional designers

At the conclusion of each fiscal year, course teams complete annual course reports using an individualized Course Report Template. These reports provide a structured review of course effectiveness, compliance, and student outcomes for the previous fiscal year. Sub-committees identify gaps and issues across multiple courses or at the program level and provide executive summaries of the reports, offering summative recommendations for quality improvement. These course reports, course reviews, and executive summaries are distributed to internal stakeholders including the Dean of Assessment.

Educational outcomes are measured through course evaluations, faculty meetings, course review meetings, and through systematic monitoring of outcome measures such as competency attainment and student satisfaction. The Program Dean consults with SMEs, faculty, and program committees to regularly review the curriculum and course designs, ensure its currency and rigor, and provide recommendations for improvement. Additionally, student perceptions of academic rigor are assessed each session through end of course evaluations and annually through the student satisfaction survey. Changes are made based on the feedback provided.

Program faculty and curriculum teams conduct comprehensive curricular review and alignment at the program level every three years. This program review process examines continued curricular congruence and alignment with University and program level guiding statements, and curricular requirements of the HLC, specialty/programmatic accreditor, and state licensing and higher education boards. The Director of Evaluation and Innovation, Dean of Assessment, and Accreditation and Professional Regulation colleagues participate in the comprehensive curricular reviews to ensure process fidelity and adherence to accreditation and regulatory requirements across all programs.

(b) Role and Mission

(i) A distance education program shall be consistent with the institution's mission.

Development of the curriculum is based on alignment with Chamberlain's mission, program goals developed by the program, industry standards, accreditation requirements, and professional guidelines; a curriculum alignment document is required for every proposed new program, track or certificate.

Chamberlain's academic programs, student support services, and enrollment profile are consistent with its stated mission. The mission of the programs offered by the College of Nursing is "to educate, empower and embolden diverse nurses prepared to advance the health of people, families, communities and nations." The mission of the programs offered by the College of Health Professions is "to educate and empower diverse health professionals to advance

healthcare and health equity for all people." These College mission statements are congruent with the University's mission.

Chamberlain University's vision, mission, purpose, goals, and philosophy can be found on pages 16-19 in the Academic Catalog. The Academic Catalog can be accessed at the following link: www.chamberlain.edu/catalog.

(ii) Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.

At Chamberlain, the guiding document for institutional and programmatic assessment is the Systematic Evaluation Plan (SEP), which specifically details the process for outcomes assessment of student learning and program quality. The SEP is a comprehensive plan designed to assess all programs and services using both qualitative and quantitative measures. The SEP includes criteria for evaluation, expected levels of achievement, assessment methods, timeframes for data collection, location of evidence, and analyses and quality improvement actions when appropriate. Criteria for evaluation include requirements and standards of institutional and programmatic accreditation bodies as well as state boards of higher education and healthcare regulatory bodies.

The SEP is both formative and summative in nature. Assessment measures in the SEP include those pertaining to educational culture; student achievement and educational outcomes; faculty quality and teaching effectiveness; adequacy of resources; engagement with students; student services and support; curricular integrity and effectiveness; satisfaction of students, graduates, and employers; and other assessment measures. Most data are collected at regular intervals throughout the year. The program's entire curriculum is formally reviewed at least every three years.

(c) Faculty Support

(i) An institution shall provide for training for faculty who teach with the use of technology in a distance education format, including training in the learning management system and pedagogy of distance education.

All faculty receive training and support, before they are permitted to teach their first course, in the Canvas® environment as well as instruction for online teaching using the Canvas® shell format. Faculty must complete a three-week *New Faculty Orientation* that provides technical training in the course, available software, and learning management system, along with course-specific subject training and best practices for teaching. Chamberlain's Center for Faculty Excellence provides ongoing live and archived webinars that support ongoing faculty training. Chamberlain is designated as a National League for Nursing Center of Excellence™ in the category: Promote the pedagogical expertise of faculty (2016-2024).

(ii) Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.

Chamberlain's faculty consist of full-time instructors and part-time visiting professors, all of whom are committed to excellence in teaching. Faculty members who are experienced managers as well as effective communicators, coaches, and mentors most productively serve working adult students. New faculty attend a program specific New Faculty Orientation to learn expectations of the teaching role. Program leaders facilitate the mandatory New Faculty Orientation program. The expected period for completion of orientation is approximately three weeks. Many individuals including the dean, faculty manager, faculty, administrative support, and other personnel will contribute to the orientation so that comprehensive knowledge and an appreciation of the University are acquired by the new faculty member. Chamberlain recognizes that faculty development requires experience and guidance.

(iii) An institution shall provide faculty support services specifically related to teaching through a distance education format.

All faculty receive training and support in the Canvas environment as well as instruction for teaching using the Canvas shell format. Faculty must complete a New Faculty Orientation that provides technical training in the course software and learning management system. This orientation is conducted collaboratively between the Center for Faculty Excellence (CFE) and the program dean.

Support for hardware, software applications, and help desk questions for students, faculty and staff are provided by Adtalem Information Technology. Help desk technical support staff members strive to resolve all reported problems within 24 hours, including assistance in recovery of lost login or password information. The toll-free IT Help Desk telephone line is available 24/7 for individual assistance. In addition to the call-in services, an electronic application called ServiceNow is used by students, faculty, and staff to submit requests for IT assistance.

(d) An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.

Chamberlain's library services are effectively delivered in virtual as well as physical environments from program initiation to beyond graduation. Library users are able to conveniently find and access critical resources, including professional librarians that support information literacy and learning outcomes.

The Library ensures a high level of quality resources for students in all offered programs throughout the University commensurate with the level of education provided. By providing students with current and relevant resources the library regularly updates and maintains its collection of relevant texts and periodicals, journals and databases, reference works, multimedia and videos, library technology and other relevant library resources.

The library website: <http://library.chamberlain.edu> is fully compliant with Section 508 accessibility requirements and strives to maintain an AA accessibility rating as defined by the World Wide Web Consortium's Web Content Accessibility Guidelines. Many of the library's vendors have built in accessibility options such as text to speech, transcripts, alternative text and

ARIA landmarks which help students with screen readers. To provide for other disabilities, tools are provided through the Chamberlain Office of Disability Services.

The library is available for student use 24 hours a day, 7 days a week. Another feature of the library is Ask-a-Librarian, which is available at: <https://library.chamberlain.edu/gethelp>. Chamberlain's librarians provide immediate assistance to students and faculty with the Ask-a-Librarian chat service. The library does not close to students during the year but chat service is reduced during school breaks.

Chamberlain University employs a National Director of Library and Information Services. This position is responsible for oversight of all operational aspects of library services provided by Chamberlain campuses. The job responsibilities include ensuring that online and campus students receive access to and the benefit of library resources and services. Ms. Rachel Perry Hanes, JD, MLS, MEdT is the current National Director of Library Services. She serves as the point of contact for library-related accreditation inquiries. This position reports to the Senior Director of the Center for Transformational Education and Learning (TELI) and is responsible for ensuring campus adherence to consistent policies and procedures regarding library operations.

Reporting to the National Director of Library Resources and Information Services, are seven master's credentialed Regional Librarians. Every librarian employed at Chamberlain has either an ALA accredited MLS or MLIS degree. The role of the Regional Librarian for each campus is to visit the campus bi-yearly, maintain the core campus collection, teach library instruction in-person and virtually as requested and to be in frequent contact with the Associate Dean of Student Learning.

Full-time master's-prepared librarians play an integral role in teaching, research, and learning services. Teaching partnerships between course faculty and librarians advance the information literacy skills of students at all levels through active classroom instruction, online workshops and classes, and program-specific webpages. Chamberlain librarians provide instruction that builds information literacy skills and appropriate utilization of library resources and services through virtual workshops, tutorials and videos.

(e) Students and Student Services

(i) A distance education program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management systems, availability of academic support services and financial aid resources, and costs and payment policies.

Curriculum, courses, and degree requirements

Curriculum, courses, and degree requirements are provided in the Academic Catalog for each program. The Academic Catalog can be accessed at the following link:
www.chamberlain.edu/catalog.

Faculty-student interaction

The nature of faculty-student interactions is spelled out in each course syllabus. The course syllabus is the instructor-student agreement and establishes classroom standards and policies.

Assumptions about technology competence and skills

Chamberlain's online learning management system, Canvas[®], is used for both online and onsite courses. Initially, students are assessed for online learning readiness and provided resources that support success in the learning environment. Chamberlain developed this systematic, formal, and automated student online readiness assessment. The purpose of the assessment is to ensure that each student is adequately informed about the nature of and expectations for Chamberlain coursework, and to determine whether the student has the skills, competencies, and technology needed to succeed in an online learning environment. One section of the assessment is dedicated to technology requirements and skills. The student is directed to embedded remediation and/or resources for skills and competencies that need strengthening.

Additionally, students are oriented to Canvas[®] and online learning through a video that introduces the student to the learning management system and provide information about accessing and navigating course features such as the syllabus, learning modules, assignments, and resources.

Technical equipment requirements

Sufficient technology and Internet access is required to complete Chamberlain online classes. Chamberlain University requires that all students own a laptop/computer that meets program-based requirements. Students must have a valid e-mail account, and must provide the e-mail address to Chamberlain. Technical equipment requirements are provided on pages 194-195 of the Academic Catalog, which can be accessed at the following link:

www.chamberlain.edu/catalog.

Learning management system

Chamberlain uses the Canvas learning management system. Upon enrollment at Chamberlain, students participate in an orientation session that acclimates them to the online environment. The orientation gives students the necessary information to properly navigate through the curriculum and complete their assignments. This orientation also informs students about the program, policies, problem solving, technical support, library, and evaluation.

Availability of academic support services

Chamberlain provides a variety of academic support services to both on-site and online students. Support services include academic advisement, nursing laboratories, computer laboratories, library services, tutoring and clinical facilities. This information is provided on page 192 of the Academic Catalog, which can be accessed at the following link:

www.chamberlain.edu/catalog.

Financial aid resources

Financial aid resource information is provided on pages 228-231 of the Academic Catalog, which can be accessed at the following link: www.chamberlain.edu/catalog.

This information may also be accessed at: www.chamberlain.edu/financialaid.

Costs

Costs are provided on pages 231-233 of the academic catalog, which can be accessed at the following link: www.chamberlain.edu/catalog.

Payment Policies

Payment policies are provided on page 233 of the Academic Catalog, which can be accessed at the following link: www.chamberlain.edu/catalog.

(ii) Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.

Chamberlain provides a variety of academic support services to both on-site and online students. Support services include academic advisement, nursing laboratories, computer laboratories, library services, tutoring and clinical facilities. This information is provided on page 192 of the Academic Catalog, which can be accessed at the following link: www.chamberlain.edu/catalog.

(iii) Accepted students shall have the background, knowledge and technical skills needed to undertake a distance education program.

Upon enrollment at Chamberlain, students participate in an orientation that acclimates them to the online environment. The orientation gives students the necessary information to properly navigate through the curriculum and complete their assignments. All students receive a Student Handbook that details the College's policies and procedures. The Student Handbook can be accessed via the following link: <https://www.chamberlain.edu/resources/academics/student-handbooks>.

(iv) Advertising, recruiting and admissions materials shall clearly and accurately represent the program and the services available.

Admission information can be found beginning on page 116 of the academic catalog or on Chamberlain's website at www.chamberlain.edu. Chamberlain's Academic Catalog can be accessed at the following link: www.chamberlain.edu/catalog.

(f) Commitment to Support

(i) Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.

Each full-time faculty member's performance is evaluated annually by the faculty supervisor at the conclusion of the academic/fiscal year (June 30th). The annual review is based on the goals within the Achieve 365 – My Achievement Plan (MAP) and is internally documented in The Commons, a faculty and colleague intranet resource center.

Faculty are evaluated in the three major areas of faculty accountability as described in the workload policy:

- Teaching
- Service
- Scholarship

The data and evidence that are evaluated during the annual review may include but are not limited to, the following sources:

- Class/clinical observations
- Student instructional feedback data
- Evaluation of non-teaching assignments
- Faculty profile
- Committee work
- Peer evaluation
- Performance on special projects
- Documentation of continuing education
- Faculty self-evaluation

(ii) An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.

Chamberlain University is committed to full support of its online degree programs. Chamberlain University is a part of Adtalem Global Education. Adtalem Global Education, a well-funded public company, is fully committed to assist in providing resources required to support Chamberlain’s programs. In the unlikely event that the institution decides to close a program in the future, Chamberlain University will provide the necessary resources and assistance to enable currently enrolled students to complete the program.

(g) Evaluation and Assessment

(i) An institution shall evaluate a distance education program’s educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

At Chamberlain, the guiding document for institutional and programmatic assessment is the Systematic Evaluation Plan (SEP), which specifically details the process for outcomes assessment of student learning and program quality. The SEP is a comprehensive plan designed to assess all programs and services using both qualitative and quantitative measures. The SEP includes criteria for evaluation, expected levels of achievement, assessment methods, timeframes for data collection, location of evidence, and analyses and quality improvement actions when appropriate. Criteria for evaluation include requirements and standards of institutional and programmatic accreditation bodies as well as state boards of higher education and healthcare regulatory bodies. The SEP is formatted in a manner that has separate sections individualized for each accrediting body, healthcare regulatory body, and program. The SEP is housed on an online platform supported by a third-party vendor (Strategic Planning Online, or “SPOL”) in order to allow for 24/7 accessibility and real-time uploading of data and information. Static copies of the SEP are produced, as needed, for external reports and reviews.

The SEP is both formative and summative in nature. Assessment measures in the SEP include those pertaining to educational culture; student achievement and educational outcomes; faculty quality and teaching effectiveness; adequacy of resources; engagement with students; student services and support; curricular integrity and effectiveness; satisfaction of students, graduates, and employers; and other assessment measures. Most data are collected at regular intervals throughout the year. The program's entire curriculum is formally reviewed at least every three years.

Annually, the program's faculty uploads course reports into SPOL and areas requiring action are discussed at a University curriculum committee meeting. The annual course report summarizes changes made to the course over the past year, summarizes which learning activities are used to meet outcomes, how course outcomes are assessed, the quality of the assessment rubrics in the course, student performance and satisfaction data, and qualitative student feedback. The annual course report also has the course faculty team draw conclusions from the data and identify any necessary action items for improvement. All aspects of the course are addressed: didactic, clinical/ practicum simulation, and lab.

Assessment of program outcomes and program effectiveness occur at regular intervals. Program outcomes, such as completion and graduation rates, aggregate scores of Key Academic Markers, or aggregate performance on licensing/certification predictor examinations, are monitored each session. These results are available to faculty, either in SPOL or the PowerBI analytic reporting tool, and are reviewed and discussed among faculty at faculty meetings, session or semester reviews, and faculty retreats. Program effectiveness data, such as licensure or certification examination pass rates, employment rates, alumni perceptions of the extent to which the program prepared them for their new role, and employer satisfaction, are collected throughout the year following student graduation and reviewed and discussed at faculty forums previously described.

(ii) An institution shall demonstrate an evidence-based approach to best online teaching practices.

An evidence-based approach compares practices that impact teaching in objective ways. Chamberlain has a comprehensive plan to assess and evaluate its effectiveness employing the following strategies:

Virtual Course Observations

Each faculty member's teaching practices are monitored and correlated with other indicators such as student grades, student satisfaction, and student success. Teaching practices that are observed and reported include faculty participation, attendance, engagement, quality of interactions, and responsiveness. Coaching and mentoring are used when the data for an instructor indicate he/she is out of alignment with the program's best practices.

Course Evaluations

Quantitative and qualitative feedback on the learning experience is provided by students every term. The data is analyzed by program teams including the dean or director, course subject matter expert, faculty manager, and web development manager. Faculty who teach a course are

invited to contribute their insights. Faculty share their perspectives on what is and is not working well with a course. Faculty are polled for ideas on improving learning activities and evaluation methods. Themes are extracted from the data, and action plans are formulated to address issues. Continued monitoring of student feedback is conducted to determine whether issues were resolved and to identify new concerns. Input from course evaluations is used to inform course revisions and redevelopment.

Course and Instructor Satisfaction Surveys

Student surveys are conducted each session to rate student satisfaction with courses and instructors, and this data is shared with the faculty and academic leadership so that improvement plans, if needed, can be developed and implemented.

Master Instruction

Objective data is collected on the use of Chamberlain's Master Instruction principles in course design, faculty interactions, and student perceptions. Key performance indicators such as student persistence, success, grades, and graduation rates are correlated with performance measures and provided to faculty and academic leadership for quality improvement.

(iii) An institution shall provide for assessment and documentation of student achievement of learning outcomes in a distance education program.

Student learning is evaluated against achievement of course and program outcomes in the completion of assignments including but not limited to: (1) threaded discussions, in which students write a brief treatise, with references, on a discussion topic and respond both to treatises posted by other students and questions from instructors; (2) written academic papers on assigned topics, referenced according to APA style guidelines; and (3) proctored examinations over content presented in class or textbooks.

Grading rubrics are used for all assignments, including threaded discussions. Grading rubrics contain both qualitative and quantitative indicators of expected content and format. This process promotes consistency in grading assignments among multiple faculty members. When grading any assignment, faculty members use an embedded grading rubric on which feedback regarding how the student did or did not achieve the requirements is written. This feedback serves as a foundation for improving performance in subsequent assignments.

Additionally, Chamberlain's online faculty conduct formative evaluation of individual and aggregate student performance in a new online course by using the grade book, which is embedded in the learning management system. The grade book calculates each student's cumulative grade for assignments throughout the course. Students who are at risk for failing the course are contacted and assisted with tutoring and other services as early as the third week of the course.

SOLVENCY CERTIFICATE

The undersigned is Senior Vice President, Chief Financial Officer of Adtalem Global Education Inc. ("Adtalem"), a corporation duly organized and existing under and by virtue of the State of Delaware and the sole shareholder of Chamberlain College of Nursing and Health Sciences, Inc. the sole member of Chamberlain University LLC ("Chamberlain"), and hereby further certifies as of the date hereof, in the capacity as an officer of Adtalem, and not individually, as follows:

1. I have responsibility for the management of the financial affairs of Chamberlain and the preparation of financial statements of Chamberlain.
2. I have carefully prepared and/or reviewed the contents of this Solvency Certificate.
3. I have prepared and/or reviewed a consolidated balance sheet as of December 31, 2024.
4. Based upon the foregoing and upon the best of my knowledge after due diligence, I have concluded as follows:
 - a. The fair value of the assets of Chamberlain exceed: (x) the total liabilities of Chamberlain, and (y) the amount required to pay such liabilities as they become absolute and matured in the normal course of business.
 - b. Chamberlain has the ability to pay their debts and liabilities as they become absolute and matured in the normal course of business.
 - c. Chamberlain does not have an unreasonably small amount of capital with which to conduct their business after giving consideration to the industry in which it is engaged.

The undersigned has executed this Solvency Certificate, in his capacity as an authorized signatory of Chamberlain and not individually, as of March 7, 2025.

Chamberlain University LLC,

By: Chamberlain College of Nursing and
Health Sciences, Inc., its Sole member

By: Adtalem Global Education Inc., its Sole
Shareholder

By: 

Name: Robert J. Phelan

Title: Senior Vice President, Chief Financial
Officer

STATE OF MARYLAND

Department of Assessments and Taxation

I, DANIEL K. PHILLIPS OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF THE STATE OF MARYLAND, DO HEREBY CERTIFY THAT THE DEPARTMENT, BY LAWS OF THE STATE, IS THE CUSTODIAN OF THE RECORDS OF THIS STATE RELATING TO LIMITED LIABILITY COMPANIES , OR THE RIGHTS OF LIMITED LIABILITY COMPANIES TO TRANSACT BUSINESS IN THIS STATE, AND THAT I AM THE PROPER OFFICER TO EXECUTE THIS CERTIFICATE.

I FURTHER CERTIFY THAT CHAMBERLAIN UNIVERSITY LLC (Z15079262) , REGISTERED FEBRUARY 12, 2013, IS A LIMITED LIABILITY COMPANY EXISTING UNDER AND BY VIRTUE OF THE LAWS OF THE STATE OF DELAWARE, AND THAT THE LIMITED LIABILITY COMPANY IS AT THE TIME OF THIS CERTIFICATE IN GOOD STANDING TO TRANSACT BUSINESS.

IN WITNESS WHEREOF, I HAVE HEREUNTO SUBSCRIBED MY SIGNATURE AND AFFIXED THE SEAL OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF MARYLAND AT BALTIMORE ON THIS FEBRUARY 07, 2025.



Daniel K. Phillips
Director



700 East Pratt Street, 2nd Flr, Ste 2700, Baltimore, Maryland 21202
Telephone Baltimore Metro (410) 767-1344 / Outside Baltimore Metro (888) 246-5941
MRS (Maryland Relay Service) (800) 735-2258 TT/Voice

Online Certificate Authentication Code: NmgLxcYvskGZwTfEgRB-KQ
To verify the Authentication Code, visit <http://dat.maryland.gov/verify>

Certificate of Compliance

Not applicable. Chamberlain University does not own the Field Placement site. It is Chamberlain's expectation that each Field Placement site adheres to local and state standards.



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ACADEMIC CATALOG

Volume XVII

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Academic Catalog | 2024-2025

Volume XVII; January 23, 2025. Chamberlain reserves the right to change the terms and conditions outlined in this catalog and the student handbook at any time without notice. Information updated after the original publication date of May 6, 2024, including additions and amendments, are available via chamberlain.edu/catalog and chamberlain.edu/handbook. The online academic catalog and student handbook are updated monthly or as needed. The student handbook is an extension of the catalog. It is the responsibility of applicants and students to check online for updates in both publications and abide by the policies within. The catalog and handbook published online supersede all previously published editions as well as any other published program information and are in effect until a subsequent catalog and/or handbook are published. Information contained herein is effective January 23, 2025.

For students who signed enrollment agreements prior to May 13, 2016, Chamberlain is forgoing its right to invoke the mandatory arbitration clause in the event of student/graduate claims or controversies arising out of or related to the terms of the Enrollment Agreement or education provided by Chamberlain.

Program/Program option availability varies by state/location. Chamberlain reserves the right to update information as it becomes available. Information is current at the time of publication.

Note: Admission advisors are admission representatives in Florida, Minnesota, Nebraska and Oregon.

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About Chamberlain University

www.chamberlain.edu/about/history

Extraordinary Care. Extraordinary Healthcare.

Welcome to Chamberlain University!

We are proud of our rich, long history of excellence in healthcare education dating back to our beginnings in 1889 in St. Louis. Today, with a College of Nursing and a College of Health Professions, a growing network of campuses and robust online offerings, Chamberlain University is dedicated to increasing access to quality healthcare education and producing graduates who will transform healthcare worldwide.

What distinguishes Chamberlain is our culture of care – called **Chamberlain Care®**. Throughout our campuses and online programs, you'll experience what it means to work in a culture of service excellence and care – a culture that prepares students to take extraordinary care of patients, families and communities. From early assessments of strengths and areas for improvement to customized support plans, workshops and

coaching teams, our personalized care is designed with you and your academic success in mind.

You have chosen a career where you can make a real difference for people every day. And, you have chosen a university that is committed to supporting you on your journey toward becoming an extraordinary healthcare professional. Welcome to the Chamberlain University community of care – together we can make a difference in healthcare, in the lives we touch, and in our local and global communities.

Warm regards,

Jill Price, PhD, MSN, RN
Chief Academic Officer
Chamberlain University

An Extraordinary Legacy Our History

For more than 130 years and dating back to the Deaconess tradition of 19th-century Europe, Chamberlain University has been preparing extraordinary healthcare professionals. Florence Nightingale, the founder of modern nursing, studied at a Deaconess facility in Germany and later applied the concepts she learned to her nursing practice. In 1889, an evangelical pastor in St. Louis proposed establishing healthcare services based on the Deaconess model to address the needs of the local community. Those services evolved into The School for Deaconesses and, later, the Deaconess College of Nursing.

1889 – 1990

1889 – The School for Deaconesses is established FROM A DIPLOMA SCHOOL TO A COLLEGE OF NURSING

- 1983 – Deaconess begins offering a Bachelor of Science in Nursing (BSN) degree program
- 1989 – Associate Degree in Nursing program established

1991 – 2005

A PIONEER IN ONLINE LEARNING

- 2000 – Deaconess College of Nursing enters the world of online education with a new option that allows registered nurses to earn their bachelor's degree online

NEW OPTION ELEVATES NURSING EDUCATION LEVELS

- 2000 – The RN to BSN degree completion option established
- 2001 – LPN to RN Bridge option established
- 2005 – Adtalem Global Education (formerly known as DeVry Education Group) acquires Deaconess College of Nursing

2006

EXTRAORDINARY CARE. EXTRAORDINARY NURSES.

- 2006 – The Deaconess' name is changed to Chamberlain to reflect the College's expanding vision of the future. The word '*chamberlain*' derives from the Middle English word '*chaumberlein*', meaning chief steward, and exemplifies the nurse as the chief steward of patient care, and Chamberlain faculty and staff as the chief stewards of their student's education.

2007 – 2009

- 2007 – Chamberlain adopts the use of high-fidelity patient simulators to better prepare graduates for the profession

ADVANCED DEGREES TO ADVANCE CARE

- 2009 – Master of Science in Nursing (MSN) degree program established

2010 – 2011

- 2011 – Chamberlain Phi Pi Chapter of Sigma Theta Tau (STTI), the International Nursing Honor Society is established

Interdisciplinary Collaboration

- Chamberlain establishes its first joint Global Health Education Program experience to Kenya with Ross University School of Medicine

2012

Together we can make a difference

- Chamberlain partners with Sigma Theta Tau International (STTI), The American Nurses Association (ANA), National League of Nurses (NLN) & The National Hispanic Nursing Association

Uniting over 100,000¹ alumni worldwide

- Chamberlain Alumni Association established

Transforming care through Education & Technology

¹ Chamberlain University and Deaconess College of Nursing graduates, Chamberlain National Registrar, January 2022.

2013 – 2015

- Chamberlain establishes partnership with The DAISY Foundation (Disease Attacking the Immune System)

Lifetime Learning – Chamberlain adds FNP & DNP

- Chamberlain begins offering a Doctor of Nursing Practice (DNP) degree program and establishes Master of Science in Nursing (MSN) Family Nurse Practitioner (FNP) Specialty Track
- International Nursing Service Projects expand into the Global Health Education Program

2017

Furthering our vision to transform healthcare by educating extraordinary healthcare professionals

COLLEGE OF HEALTH PROFESSIONS ESTABLISHED

- 2017 – College of Health Professions established the **Master of Public Health (MPH) Degree Program**

2019

- 2019 – College of Health Professions established the **Master of Social Work (MSW) Degree Program**

2020 & Beyond

- 2021 – Chamberlain Alpha Beta Gamma Chapter of Phi Alpha Honor Society is established.

Today we are more than 20 campuses strong with a robust post-licensure online program offering

- 2022 – College of Health Professions established the **Master of Physician Assistant Studies (MPAS) Degree Program**

Extraordinary Resources

The Chamberlain SIMCARE CENTER™ features high-tech training equipment, including high-fidelity human simulators, patient-monitoring equipment, a birthing simulator and physical assessment exam tables. From privacy curtain areas to scrub sinks to hospital beds, Chamberlain's SIMCARE CENTER facilities closely replicate hospital and clinical settings. Utilizing the computer control center, our faculty have the ability to alter the simulated patient's vitals and produce varying symptoms to evaluate a student's response in real time. These labs provide a safe environment to practice skills and receive immediate feedback.

Patient simulators react much like a live patient would – they have vital signs, voice discomfort and can blink, sweat or bleed. The high-tech simulators are controlled remotely by instructors, who can alter the mannequin's physical and verbal responses. The labs provide a safe environment for students to advance their knowledge, hone their nursing skills and learn from their mistakes.

As part of Chamberlain's commitment to academic excellence, the SIMCARE CENTER is also supported by a resource center that helps with the development of complex skills, including:

Learning Space™ is a real-time video patient monitoring and archiving of high-fidelity simulations for review during debriefing.

Many of our students point to their time in the SIMCARE CENTER nursing skills laboratories as the first time they felt like a "real nurse." In the lab, they are challenged to react in real-time to patient scenarios, including childbirth, seizures and cardiac arrest. They are empowered to take the lead in the care of their patient.

For more information, visit chamberlain.edu/simcare

Extraordinary Experiences

Venturing beyond the classroom and local community, Chamberlain students have the opportunity to participate in the Global Health Education Program in such areas as Brazil, Kenya, India, the Philippines, Haiti and the Dominican Republic. These immersion experiences give students the opportunity to practice their healthcare skills while gaining a deeper understanding of cultural and economic differences across the globe. Global Health Education Program experiences takes the place of the undergraduate baccalaureate students community health course, so the students can receive course credit as well as the educational experience of a lifetime.

Chamberlain University and Ross University School of Medicine continue to participate in interprofessional Global Health Education Program experiences serving the people of Kenya and the Dominican Republic. This project holds special significance for the partnership it demonstrated between two healthcare professions. Chamberlain recognizes that the need for interdisciplinary collaboration is consistent with what our students will experience in the healthcare delivery environment and we are actively seeking opportunities to promote this ideal in our curriculum, coursework and student experiences.

For more information, visit chamberlain.edu/globalhealthprogram

Note: The Global Health Education Program is currently not available at the Sacramento, California campus.

An Extraordinary Community

At Chamberlain, we don't just teach care – we teach **Chamberlain Care**[®]. Our focus on student success is supported by our values of service, compassion and integrity, which extend well beyond the classroom and clinical environments. By providing our nursing students the opportunity to expand their educational and professional horizons, we are committed to making a difference not only in the lives of our students, but also in the communities where we live and work, in healthcare as a whole, and in the world at large.

At Chamberlain, we continually seek new opportunities to honor healthcare professionals, raise awareness for healthcare causes and provide our students the opportunity to participate in leadership and decision-making roles. Chamberlain is also committed to community service and making a difference in the lives of others.

As part of our effort to promote a community of caring, Chamberlain students, faculty and staff come together to support a wide range of regional and international causes. Chamberlain is proud to participate in national events like the Susan G. Komen Race for the Cure[®] and their fight to end breast cancer. We also organize and participate in regional causes to support our local communities. From Hydration for the Homeless in Phoenix, Arizona, to support for the Joplin, Missouri, tornado victims, Chamberlain students, administration, faculty and staff are making a difference each and every day.

Extraordinary Connections

As a Chamberlain graduate, you are automatically a member of the Chamberlain Alumni Association, a dynamic organization committed to lifelong learning, service to the community and the advancement of the healthcare profession.

Our diverse community of more than 84,000 graduates offers our alumni the unique opportunity to connect with healthcare professionals from all around the world. The Chamberlain Alumni Association allows our students to keep in touch with former classmates and faculty, network and make employer contacts. Alumni can also acquire relevant career information, mentor a current Chamberlain student or just keep up with the many friends they made at Chamberlain.

The Alumni Association also recognize alumni achievements and celebrate their successes. Our alumni recognition awards are one way we communicate the value of a Chamberlain University degree to the professional healthcare community.

For more information, visit chamberlain.edu/alumni

Chamberlain University's Mission, Vision, Purpose

Mission

To educate, empower and embolden diverse healthcare professionals who advance the health of people, families, communities and nations.

Vision

By living **Chamberlain Care**[®], we graduate extraordinary healthcare professionals who transform the health of people worldwide.

Purpose

To create an academic culture in which colleagues and students thrive and that cultivates extraordinary graduates.

Chamberlain Care Philosophy of Higher Education

Chamberlain's philosophy of higher education is grounded in the belief that taking extraordinary care of students leads to better student outcomes and experiences, and ultimately to extraordinary care of patients, families and communities. In 2010, this philosophy was translated into a model called **Chamberlain Care** that has since evolved into an integrated, holistic educational model that incorporates the following core ideals:

- **Care for self.** We must first take care of ourselves so that we have the capacity to take care of others and do our best work each day.
- **Care for colleagues.** Demonstrating care and support of colleagues creates a workplace environment of respect, collaboration, collegiality, creativity, productivity, community and teamwork.
- **Care for students.** **Chamberlain Care** reflects our fundamental belief in Chamberlain's responsibility and ability to achieve superior student outcomes for a diverse population of students. Care for students is operationalized through initiatives that lead to teaching excellence, extraordinary care and strong support for each student's learning experience, motivating actions instead of demotivating actions and encouragement instead of discouragement in the face of challenges.

Chamberlain Care was launched as a major cultural transformation initiative that focused all Chamberlain's operations, resources and institutional assessment on creating a culture of care and achieving superior student outcomes. **Chamberlain Care** has become the lens through which all operations, processes, practices, behaviors and interactions are viewed and assessed. The cultivation of the culture through attention to these ideals and holding ourselves accountable for the execution of care practices is how Chamberlain prepares generations of extraordinary healthcare professionals who will transform healthcare worldwide.

Philosophy & Framework of Nursing Education

Following the mission of the Chamberlain University, "To educate, empower and embolden diverse healthcare professionals who advance the health of people, families, communities and nations," the College of Nursing strives to prepare graduates to serve the needs of diverse communities including underserved populations.

Learning is designed to provide diverse students with the best academic experience and support services to become extraordinary nurses. This is done through application of the three aims embedded in our mission:

- **To educate.** A culture of care creates an academic environment in which students thrive by being appreciated for their wholeness and individuality and supported to discover and unlock their potential.
- **To empower.** Teaching is an enterprise of engagement and collaboration between students and faculty that fosters accountability and self-determination in the practice of nursing.

- **To embolden.** The learning environment is intentionally designed to promote and instill confidence in one's professional identity as a nurse.

Chamberlain Care® creates the framework for educating, empowering and emboldening students in the following ways:

- Curricula include concepts and competencies for development of care practices including teaching self-care practices to patients. Self-care is taught as a professional imperative for developing the capacity to care for others. Likewise, colleague care is emphasized as a way of promoting working environments of respect, collaboration, collegiality and teamwork.
- Pedagogical approaches focus on:
 - Engaging through fostering self-direction, reflection and deep learning
 - Individualizing learning aligning with strengths, diversity and desires of the learner
 - Developing clinical judgment through innovative experiential learning
 - Leveraging academic technologies that facilitate progressive and efficient attainment of learning outcomes
- Faculty are supported in developing, sustaining and enhancing these pedagogical competencies through a program of master instruction preparation, assessment and certification.
- Clinical education is designed using a holistic experiential learning model that recognizes and fosters each student's professional potential.
- Campus and online leaders promote educational environments that exemplify and cultivate a culture of care that maximizes the use of self-care, colleague care and student care.
- A student success program is provided to all students through a community of faculty and staff coaches that personalize support.

College of Nursing

Conceptual Framework of Nursing

Educational programs at Chamberlain University are guided by a holistic health, person-centered, care-focused framework of nursing that emphasizes cultural humility and professional identity formation. Nursing is a discipline with a distinct body of knowledge built upon general education. The art of nursing culminates in the application of this knowledge in practice. Nursing practice encompasses the provision of care in defined roles from beginning to advanced, ranging from direct delivery of care to the provision of education, administration, systems and resources that promote the quality of care. The full spectrum of knowledge needed to practice nursing effectively requires the intellectual, physical, emotional, social and passion components of holistic discovery, learning and application.

Holistic Health is a way of living by appreciating the wholeness of life, expressing one's highest potential, nurturing resources and relationships that support well-being and taking responsibility for advancing one's own health. The role of the nurse is to support, promote and advance holistic health through educating, empowering and emboldening others.

Person-Centered care involves the creation of respectful care that takes into account responsiveness to the patient's preferences, needs and values (IOM, 2001). The patient is recognized as a full partner and source of control in their own care (Cronenwett et al., 2007). Person-centered care at all levels requires planning and assessing care in a way

that is responsive and meaningful to the person (Barnsteiner, Disch & Walton, 2014). Families, communities, organizations and populations are approached with the same perspective.

Care-Focused nursing epitomizes **Chamberlain Care®** through appreciating and recognizing the role of care in promoting the health and well-being of self, colleagues and patients. It advocates that nurses take accountability for being in the best position to provide extraordinary care to others and that they foster an environment of collegial support and respect. Care-focused nursing is aimed at applying principles of holistic health and person-centered care to persons, families, groups and communities as well as organizations. Care for self, care for colleagues and care for persons culminate in extraordinary nursing care and superior health outcomes.

Cultural Humility is a continual process of self-reflection, self-awareness and self-critique by healthcare providers in order to develop and maintain mutually respectful and useful partnerships with individuals, families and communities (Tervalon & Murray-Garcia, 1998). Rather than focusing on the mastery of many cultures as in cultural competence, cultural humility suggests that understanding other cultures requires a lifelong commitment to a learning process. This encourages an intentional examination of how the nurse's beliefs, values and assumptions influence the delivery of healthcare and development of relationships with patients and their families (Kools, Chimwaza & Macha, 2014). "Attaining cultural humility becomes not a goal but an active process, an ongoing way of being in the world and being in relationships with others and self," (Miller, 2009, p. 92).

Professional Identity Formation is a dynamic process that, "involves the internalization of core values and perspectives recognized as integral to the art and science of nursing," (National League for Nursing, 2010, p. 68) that becomes self-evident over time. Students develop, embrace and operate from core values as they learn, gain experience and grow in the profession. The fundamental values of professional identity are obvious in all aspects of the nurse's practice in advancing health and promoting ideals of the profession. "Professional identity is evident in the lived experience of the nurse, in their ways of 'being,' 'knowing,' and 'doing'" (p. 68). Formation of professional identity continues through the career of the nurse being dynamic, situated and lifelong (Crigger & Godfrey, 2014).

Extraordinary Nursing is a concept and an ideal expressed in vital competencies, regardless of level or focus, which fosters the greatest good, health and well-being of persons who are the recipients of nursing care. Extraordinary nursing goes beyond clinical expertise by delivering care that is compassionate and passionate expressed in appreciation of persons and communities to advance their own health. The extraordinary nurse exudes professionalism, is contagiously positive, goes beyond expectations, advocates for patients, enjoys teaching, is intentionally present, collaborates effectively, connects with families, uses evidence to promote the best care and is relentlessly committed to promoting health (Lefton, 2012).

We believe graduates with a **Bachelor of Science in Nursing (BSN)** degree are prepared to provide safe, comprehensive, professional nursing care across the lifespan to individuals, families, aggregates and communities in global societies. Professional nursing care incorporates evidence-based principles, sciences and critical reasoning and judgment in the development of responses to real or perceived healthcare needs. The BSN graduate will have been given the necessary knowledge and core competencies to meet the challenges of a dynamic and evolving profession in the 21st century. The BSN degree program provides the foundation for graduate study and beginning scholarship, encourages

service to the profession and community and supports the concept of lifelong learning.

We believe the **Master of Science in Nursing (MSN)** degree program prepares the graduate to assume advanced roles in nursing administration, education, informatics, healthcare policy and clinical practice. The graduate applies acquired knowledge of leadership skills in educational, organizational and practice settings. The graduate attains proficiency in systematic inquiry with the use of evidence-based knowledge, which supports contributions to society and the nursing profession. This degree program provides a foundation for doctoral study, lifelong learning and continued scholarship.

We believe the **Doctor of Nursing Practice (DNP)** degree program prepares graduates who aspire to earn the highest level of study for nurses in clinical practice. The graduate acquires proficiency in the creation of new knowledge, translating evidence-based research into practice and scholarship to advance patient safety and outcomes in a variety of healthcare delivery settings. In response to the complex healthcare needs of society, the program is designed to prepare the graduate to influence healthcare policy providing systematic leadership at the highest level of scientific knowledge and practice expertise.

Statement of Cultural Humility

Cultural humility is a continual process of self-reflection, self-awareness and self-critique by healthcare providers in order to develop and maintain mutually respectful and useful partnerships with individuals, families and communities (Tervalon & Murray-Garcia, 1998). Rather than focusing on the mastery of many cultures as in cultural competence, cultural humility suggests that understanding other cultures requires a lifelong commitment to a learning process. This encourages an intentional examination of how the healthcare professional's beliefs, values and assumptions influence the delivery of healthcare and the development of relationships with patients, families and communities (Kools, Chimwaza & Macha, 2014). "Attaining cultural humility becomes not a goal but an active process, an ongoing way of being in the world and being in relationships with others and self," (Miller, 2009, p. 92).

Barnsteiner, J., Disch, J., & Walton, M.K. (2014). Person and family centered care. Indianapolis, IN: Sigma Theta Tau International.

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Cronenwett, L., Sherwood, G., Barnsteiner, J., Disch, J., Johnson, J., Mitchell, P., Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55(3), 122–131.

Institute of Medicine (IOM). (2001). *Crossing the quality chasm: A new health system for the 21st century*. Washington, DC: National Academy Press.

Kools, S., Chimwaza, A., & Macha, S. (2014). Cultural humility and working with marginalized populations in developing countries. *Global Health Promotion*, 22(1), 52–59.

Lefton, C. (2012). Strengthening the workforce through meaningful recognition. *Nursing Economics*, 33(6), 331-355.

Miller, S. (2009). Cultural humility is the first step to becoming global care providers. *Journal of Obstetric, Gynecologic, and Neonatal Nursing*, 38(1), 92–93.

National League for Nursing. (2010). *Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing*. New York: Author.

Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9(1), 117–125.

College of Health Professions Mission, Vision, Values

College of Health Professions

Following the mission of the Chamberlain University, "To educate, empower and embolden diverse healthcare professionals who advance the health of people, families, communities and nations," the College of Health Professions strives to build a culture of health, equipping extraordinary health professionals with the values, behaviors and knowledge required to succeed and drive healthcare forward.

College of Health Professions Mission

To educate and empower diverse health professionals to advance healthcare and health equity for all people.

Master of Physician Assistant Studies (MPAS) Degree Program Mission

To educate and empower competent, compassionate, and culturally sensitive physician assistant professionals who advance the health of people, families, communities and nations.

MPAS Degree Program Vision

By living Chamberlain Care, we graduate extraordinary physician assistant professionals who transform the health of people worldwide.

Master of Public Health (MPH) Degree Program Mission

The mission of the Chamberlain MPH degree program is to educate public health students as leaders and change agents who advance scholarship, service and practice in promoting healthy, sustainable communities – locally, nationally and globally.

This mission is accomplished through the delivery of a competency-focused curriculum used to educate practitioners to collaborate with partners and communities to promote the health of the public at local, national, and global levels through the integration of education, service and scholarship activities.

MPH Degree Program Vision

To promote healthy, sustainable communities locally, nationally and globally.

MPH Degree Program Values

We believe that graduates with a **Master of Public Health (MPH)** degree will encompass the values of compassion, social justice, cultural humility with global perspective and the skills and passion for improving the common good of society and communities served.

Master of Social Work (MSW) Degree Program Mission

The mission of the social work degree program is to inspire, educate and empower practitioners and scholars to become agents of social change: to advance the well-being of children, families, communities and the oppressed.

The College of Health Professions advances its mission by centering the students' entire academic experience on **Chamberlain Care®** as its fundamental purpose. Through the paradigm of academic compassion, inspiration, scholarship, innovative technology, esteemed faculty and a rigorous culturally responsive curriculum, the program is designed to prepare graduates to be leaders in their communities and abroad.

MSW Degree Program Vision

To be an educational oasis where social work students enter to learn and leave motivated to serve.

MSW Degree Program Values

Chamberlain's **Master of Social Work (MSW)** degree program values are: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights and the advancement of scientific inquiry.

Research & Scholarly Inquiry

Research and other forms of scholarly inquiry are evident at Chamberlain. Students of some academic programs are required to design and/or implement formal scholarly projects in partial fulfillment of their course or program requirements. Faculty will provide students appropriate information and support resources for these projects and assist students in ensuring that scholarly projects adhere to all policies and procedures. Additionally, research or other forms scholarly inquiry is an expectation of many of Chamberlain's full-time faculty. Student and faculty scholarship findings are often disseminated to peers and professional audiences through presentations and healthcare publications. Chamberlain also disseminates faculty and student scholarship findings through internal and external Chamberlain publications.

Chamberlain University supports a federally-registered institutional review board (IRB) to review and oversee human subjects research conducted by Chamberlain students, faculty and staff. The purpose of the IRB is to ensure that all such research adheres to Federal statute and ethical guidelines. Further information about the IRB and the conduct of research at Chamberlain is available at library.chamberlain.edu/IRB

Statement of Ownership

Chamberlain University is a member of Adtalem Global Education Inc. (NYSE: ATGE; member S&P MidCap 400 Index), a leading workforce solutions provider headquartered in the United States. The organization's purpose is to empower students to achieve their goals, find success and make inspiring contributions to our global community. Chamberlain University's mission is to educate, empower and embolden diverse healthcare professionals who advance the health of people, families, communities and nations. Chamberlain University is comprised of the College of Nursing, which offers a three-year Bachelor of Science in Nursing degree program and flexible post-licensure programs such as the RN to BSN degree completion option, Master of Science in Nursing degree program, Doctor of Nursing Practice degree program and graduate certificates and the College of Health Professions, which offers degree programs in Master of Physician Assistant Studies, Master of Public Health and a Master of Social Work. To learn more, visit chamberlain.edu.

The purpose of Adtalem Global Education is to empower students to achieve their goals, find success, and make inspiring contributions to our global community. Adtalem Global Education Inc. (NYSE: ATGE) is a leading healthcare educator and the parent organization of American University of the Caribbean School of Medicine, Chamberlain University,

Ross University School of Medicine, Ross University School of Veterinary Medicine and Walden University. For more information, visit adtalem.com.

Adtalem Global Education – Home Office

500 W. Monroe Street, Suite 1300, Chicago, IL 60661
Telephone Number: 312.651.1400
chamberlain.edu

Chamberlain University National Management Offices

500 W. Monroe Street, Suite 1300, Chicago, IL 60661
National Toll-Free Number: 888.556.8226
Email: admissions@chamberlain.edu
chamberlain.edu

Accreditation

Accreditation

For the most updated accreditation information, visit chamberlain.edu/accreditation.

For additional information, contact askaccreditation@chamberlain.edu.

Program/Program option availability varies by state/location. Chamberlain reserves the right to update information as it becomes available. Information is current at the time of publication.

Higher Learning Commission (HLC)

230 South LaSalle Street, Suite 7-500, Chicago, IL 60604
800.621.7440 | hlcommission.org

Chamberlain University is accredited by the Higher Learning Commission (www.hlcommission.org), an institutional accreditation agency recognized by the U.S. Department of Education.

Commission on Collegiate Nursing Education (CCNE)

655 K Street, NW, Suite 750, Washington, DC 20001
202.887.6791 | aacnursing.org/CCNE

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program and post graduate APRN certificate program at Chamberlain University are accredited by the Commission on Collegiate Nursing Education, ccneaccreditation.org.

NLN Commission for Nursing Education Accreditation

The Watergate
2600 Virginia Avenue, NW, Eighth Floor
Washington, D.C. 20037

The Doctor of Nursing Practice program at Chamberlain University is accredited by the NLN Commission for Nursing Education Accreditation. cnea.nln.org

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

3325 Paddocks Parkway, Suite 345, Suwanee, Georgia 30024
770.476.1224 | arc-pa.org

The ARC-PA has granted **Accreditation-Provisional** status to the Chamberlain University Physician Assistant Program sponsored by Chamberlain University.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or

when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The program's accreditation history can be viewed on the ARC-PA website at <https://www.arc-pa.org/accreditation-history-chamberlain-university/>.

Council on Education for Public Health (CEPH)

1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910
202.789.1050 | ceph.org

The Council on Education for Public Health (CEPH), www.ceph.org, Board of Councilors acted at its August 26, 2021, meeting to accredit Chamberlain University's College of Health Professions Master of Public Health (MPH) program for a five-year term. The accreditation term extends until December 31, 2026, pending the program's continued documentation of compliance as required by the Council. The effective date of the program's initial accreditation is December 16, 2019. CEPH is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and programs of public health. CEPH assures quality in public health education and training to achieve excellence in practice, research and service, through collaboration with organizational and community partners. For a copy of the final self-study document and/or final accreditation report, contact Dr. Sharonda Wallace, MPH program dean at mphprogram@chamberlain.edu.

Council on Social Work Education (CSWE)

333 John Carlyle Street, Suite 400, Alexandria, VA 22314
703.683.8080 | cswe.org

Chamberlain University's Master of Social Work degree program is accredited by the Council on Social Work Education's Commission on Accreditation.

Accreditation of a master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.

Accreditation applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Documentation of Accreditation & Approvals

Documentation of Chamberlain's accreditations and approvals is available from the senior director, accreditation and professional regulation, campus president, the program dean/director or at <https://www.chamberlain.edu/about/accreditation>.

Bankruptcy Statement

Chamberlain does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years or has had a petition in bankruptcy filed against

it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

State Authorizations

Alabama

State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter the practice. www.abn.alabama.gov

Alaska

Chamberlain University has been issued an exemption by the Alaska Commission on Postsecondary Education. Chamberlain's programs are exempt from authorization under AS 14.48 and 20 AAC 17.015 because the programs are online or distance delivered and do not have a physical presence in the state.

Arizona

Arizona State Board for Private Postsecondary Education

Chamberlain is authorized to operate and grant degrees by the: Arizona State Board for Private Postsecondary Education
1740 W. Adams, Suite 3008, Phoenix, AZ 85007
602.542.5709, www.ppse.az.gov

Arizona State Board of Nursing Phoenix Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program by the:

Arizona State Board of Nursing
740 W. Adams, Suite 2000
Phoenix, AZ 85007
602.771.7800

Arkansas

Chamberlain University has been granted certification by the Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301.

California

California Bureau for Private Postsecondary Education

Chamberlain is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. For

additional information please visit the Bureau's Internet website at www.bppe.ca.gov.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the:

Bureau for Private Postsecondary Education
1747 North Market, Suite 225
Sacramento, CA 95834
916.574.8900 or 916.236.1897

California Residents: Student Tuition Recovery Fund (STRF)

"The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident or are enrolled in a residency program and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program." "It is important that you keep copies of your enrollment agreement, financial aid documents, receipts or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the:

Bureau for Private Postsecondary Education
1747 North Market, Suite 225
Sacramento, CA 95834
916.574.8900 or 888.370.7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution or an educational program offered by the institution was closed or discontinued and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number."

The Bureau for Private Postsecondary Education requires that California residents pay the Student Tuition Recovery Fund. Please refer to the tuition section of the academic catalog for the amount you are required to pay for your program option.

Effective on April 1, 2024 the STRF assessment rate is 0.00 per \$1,000 of institutional charges.

Office of Student Assistance and Relief

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589, option #5 or by visiting osar.bppe.ca.gov.

California Board of Registered Nursing Irwindale Campus

Chamberlain College of Nursing has initial approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Irwindale by the:

California Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 95244-2100
916.574.7600

Rancho Cordova – Sacramento Campus

Chamberlain College of Nursing is approved to offer the pre-licensure Bachelor of Science in Nursing degree program in Rancho Cordova by the:

California Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 95244-2100
916.574.7600

District of Columbia

Chamberlain University has been granted a license by the District of Columbia Higher Education Licensure Commission:

1050 First Street, NE, 5th Floor,
Washington, DC 20002
202.481.3951

Florida

Florida Commission for Independent Education, Florida Department of Education

Jacksonville

Chamberlain is licensed by the Florida Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at:

325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
toll-free number 888.224.6684

Miramar

Chamberlain is licensed by the Florida Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at:

325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
toll-free number 888.224.6684

Jacksonville and Miramar Campuses

The Jacksonville and Miramar campuses feature modern classrooms, laboratories and the SIMCARE CENTER™. Each classroom is equipped with LCD projectors and remote computer interaction. There are several wired classrooms providing a computer workstation at every student space. The laboratories incorporate specialized equipment for a variety of learning settings including microscopes, manikins and other medical equipment. Practice based learning activities occur in Chamberlain's SIMCARE CENTER, which is a clinical simulation laboratory. The SIMCARE CENTER hosts a suite of simulated hospital environments with computerized adult and adolescent patients. Both campuses have WiFi internet access throughout. The Chamberlain Library is virtual – eBooks, journals, online databases and other resources can be accessed through a single, unified search at library.chamberlain.edu. In addition, the Florida campuses utilize area hospitals and other healthcare facilities to accommodate students in their clinical experience. The Florida campuses are accessible from major streets and highways.

Florida Board of Nursing

Jacksonville Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Jacksonville by the:

Florida Board of Nursing
4052 Bald Cypress Way, BIN C02
Tallahassee, FL 32399-3252
850.245.4125

Miramar Campus

Chamberlain College of Nursing has probationary approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Miramar by the:

Florida Board of Nursing
4052 Bald Cypress Way, BIN C02
Tallahassee, FL 32399-3252
850.245.4125

Georgia

Georgia Nonpublic Postsecondary Education Commission

Chamberlain is authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990, by the:

Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place
Tucker, GA 30084
770.414.3300

Georgia Board of Nursing

Atlanta Campus

Chamberlain College of Nursing has conditional approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Atlanta from the:

Georgia Board of Nursing
237 Coliseum Drive
Macon, GA 31217-3858
478.207.2440

Hawaii

Department of Commerce and Consumer Affairs

Chamberlain University is authorized to operate by the:

State of Hawaii Department of Commerce and Consumer Affairs (DCCA)
335 Merchant, Room 310 P.O. Box 541
Honolulu, HI 96809

Illinois

Illinois Board of Higher Education

Chamberlain is authorized to operate and grant degrees by the:

Illinois Board of Higher Education
1 N. Old State Capitol Plaza, Suite 333
Springfield, IL 62701-1377
217.782.2551

Unresolved complaints may be reported to the Illinois Board of Higher Education through the online complaint system <https://complaints.ibhe.org/> or by mail to:

1 N. Old State Capitol Plaza, Suite 333
Springfield, IL 62701-1377

Illinois Department of Financial and Professional Regulation's Board of Nursing

Addison Campus

Chicago Campus

Tinley Park Campus

Chamberlain College of Nursing is approved to offer the pre-licensure Bachelor of Science in Nursing degree program in Addison, Chicago, and Tinley Park by the:

Illinois Department of Financial and Professional Regulation's Board of Nursing
James R. Thompson Center
100 West Randolph Street, Suite 9-300
Chicago, IL 60601

312.814.2715

Indiana

Indiana Board for Proprietary Education

Chamberlain University is authorized by the:

Indiana Board for Proprietary Education
101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206

Indiana State Board of Nursing

Indianapolis Campus

Chamberlain College of Nursing has been granted full accreditation to offer the pre-licensure Bachelor of Science in Nursing degree program in Indianapolis by the:

Indiana State Board of Nursing
402 West Washington Street, Room W072
Indianapolis, IN 46204
317.232.2960

Iowa

Iowa Department of Education – Bureau of Iowa College Aid

Chamberlain University is registered by the Iowa Department of Education. Students may contact the department with questions or complaints at the following address:

Iowa Department of Education - Bureau of Iowa College Aid
400 E. 14th St.
Des Moines, IA 50319
<https://educate.iowa.gov/higher-ed/authorization>
<https://educate.iowa.gov/higher-ed/student-complaints>

Kansas

Kansas Board of Regents

Chamberlain University is approved to offer distance education to Kansas residents by:

Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KA 66612-1368
785-430-4240
<http://www.kansasregents.org>

Kentucky

Kentucky Chamberlain University is licensed by the:

Kentucky Council on Post Secondary Education
1024 Capital Center Dr., Ste. 320
Frankfort, KY 40601
502.573.1555

Louisiana

Board of Regents of the State of Louisiana

Chamberlain is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation,

guarantee the transferability of credit nor signify that programs are certifiable by any professional agency or organization.

Louisiana State Board of Nursing

New Orleans Campus

Louisiana State Board of Nursing New Orleans Campus Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in New Orleans by the:

Louisiana State Board of Nursing
17373 Perkins Road
Baton Rouge, LA 70810
225.755.7500

Maryland

Chamberlain University is registered with the:

Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

A student may be entitled to make a claim against the Maryland Guaranty Student Tuition Fund for For-profit Institutions of Higher Education (Student Tuition Fund) in the case of certain events, including a school closure. The Student Tuition Fund is administered by the Maryland Higher Education Commission. Information about the Student Tuition Fund and instructions for filing a claim may be found in Regulations 13B.02.06.01 through .13 of the Code of Maryland Regulations or by contacting the Maryland Higher Education Commission.

Michigan

Michigan Department of Licensing and Regulatory Affairs

Chamberlain is authorized to operate and grant degrees in the state of Michigan under the laws of the:

Michigan Department of Licensing and Regulatory Affairs
CSCL/Licensing Division
P.O. Box 30018
Lansing, Michigan 48909
517.241.9288

Michigan Board of Nursing

Troy Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Troy by the Michigan Board of Nursing under the laws of the State of Michigan Department of Regulatory Affairs Bureau of Health Care Services/Health Professions Division

611 W. Ottawa Street, 3rd Floor
Lansing, Michigan 48909
517.335.0918

Minnesota

Chamberlain University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Beginning October 25, 2024, due to certain state regulatory requirements, Chamberlain University is able to accept residents of Minnesota in the following online programs only: Accelerated Master of Science in Nursing, Accelerated RN to Master of Science in Nursing, Bachelor of Science in Nursing Online Option, Doctor of Nursing Practice, Graduate Certificate in Nursing Education (with or without Practicum), Graduate Certificate in Nursing Informatics (with or without Practicum), Master of Public Health, Master of Science in Nursing-Nurse Educator Track, Master of Science in Nursing-Nurse Executive Track, Master of Science in Nursing- Family Nurse Practitioner Track, Master of Science in Nursing-Healthcare Policy Track, Master of Science in Nursing- Nursing Informatics Track, and RN to BSN. The institution is in the process of re-applying for the required state approval of all online programs not listed herein.

Minnesota Office of Higher Education

1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227

Phone Contact Information:

651.642.0567 or 800.657.3866

<https://www.ohe.state.mn.us/>

Missouri

Missouri Department of Higher Education

Chamberlain is certified to operate by the:

Missouri Department of Higher Education
205 Jefferson St.
P.O. Box 1469
Jefferson City, MO 65102-1469
573.751.2361

Missouri State Board of Nursing**St. Louis Campus**

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in St. Louis by the:

Missouri State Board of Nursing
3605 Missouri Boulevard
Jefferson City, MO 65102-0656
573.751.0681

Nevada

Nevada Commission on Postsecondary Education

Chamberlain is licensed to operate in the state of Nevada by the:

Nevada Commission on Postsecondary Education
2800 E. St. Louis Avenue
Las Vegas, NV 89104
702.486.7330

Nevada operates a student indemnification fund which may be used to indemnify any student or enrollee who has suffered damage as a result of the discontinuance of operation of a postsecondary educational institution licensed in Nevada or the violation by a Nevada institution of any provision of the Nevada Revised statutes (394.383 to 394.560) or the regulations adopted pursuant thereto. The existence of this account does not create a right in any person to receive money from the account.

Note: The state of Nevada requires students to meet its requirement for study of the Nevada and U.S. constitutions. The Political Science (POLI-330) course fulfills this requirement.

Nevada State Board of Nursing**Las Vegas Campus**

Chamberlain College of Nursing is fully approved to offer the pre-licensure Bachelor of Science in Nursing degree program in Las Vegas by the:

Nevada State Board of Nursing
4220 S. Maryland Pkwy.
Building B, Suite 300
Las Vegas, NV 89119
702.486.5800

New Jersey

New Jersey Office of the Secretary of Higher Education

Chamberlain is licensed to offer the Bachelor of Science in Nursing degree program by the:

New Jersey Office of the Secretary of Higher Education
P.O. Box 542
Trenton, NJ 08625-0542
609.292.4310

Chamberlain's distance education programs are registered with the New Jersey Office of the Secretary of Higher Education (OSHE).

New Jersey Board of Nursing**North Brunswick Campus**

Chamberlain College of Nursing's accreditation status is probation with the New Jersey Board of Nursing to offer the pre-licensure Bachelor of Science in Nursing degree program in North Brunswick by the:

New Jersey Board of Nursing
P.O. Box 45010
Newark, NJ 07101
973.504.6430

North Carolina

Board of Governors

Chamberlain has been evaluated by the:

University of North Carolina Board of Governors
910 Raleigh Rd.
Chapel Hill 27515
919.962.4559

and is licensed to conduct higher education degree activity. Chamberlain's guaranty bond for unearned prepaid tuition is on file with the Board of Governors of the University of North Carolina and may be viewed by contacting the Licensing Department at Adtalem Global Education.

North Carolina Board of Nursing**Charlotte Campus**

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Charlotte by the:

North Carolina Board of Nursing

P. O. Box 2129
Raleigh, North Carolina 27602
919.782.3211

Ohio

Ohio Department of Higher Education

Chamberlain holds a certificate of authorization from the:

Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215
614.466.6000

Ohio Board of Nursing

Columbus Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Columbus by the:

Ohio Board of Nursing
17 South High Street, Suite 660
Columbus, OH 43215-3466
614.466.3947

Oregon

This school is a unit of a business corporation authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR chapter 583, division 30. Inquiries concerning the standards or school compliance may be directed to the Commission 775 Court St NE; Salem, OR 97301.

Tennessee

Chamberlain University has been awarded provisional Optional Expedited Authorization (OEA) as a postsecondary educational institution in Tennessee. This award of provisional OEA is subject to review and ratification by the Tennessee Higher Education Commission ("Commission"). In the event that authorization is not ratified, thereby requiring Chamberlain to cease activities or operations in Tennessee, Chamberlain may be required to teach-out Tennessee students and/or refund all monies paid by prospective or enrolled students.

Texas

Texas Higher Education Coordinating Board

Houston

Chamberlain is authorized at the Houston campus to conduct courses and grant degrees by the:

Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711
512.427.6101

Irving

Chamberlain is authorized at the Irving campus to conduct courses and grant degrees by the:

Texas Higher Education Coordinating Board
P.O. Box 12788

Austin, TX 78711
512.427.6101

Pearland

Chamberlain is authorized at the Pearland campus to conduct courses and grant degrees by the:

Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711
512.427.6101

San Antonio

Chamberlain is authorized at the San Antonio campus to conduct courses and grant degrees by the:

Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711
512.427.6101

Texas Board of Nursing

Houston Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Houston by the:

Texas Board of Nursing
1801 Congress Avenue, Suite 10-200
Austin, TX 78701
512.305.7400

Irving Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Irving by the:

Texas Board of Nursing
1801 Congress Avenue, Suite 10-200
Austin, TX 78701
512.305.7400

Pearland Campus

Chamberlain College of Nursing has full approval with warning to offer the pre-licensure Bachelor of Science in Nursing degree program in Pearland by the:

Texas Board of Nursing
1801 Congress Avenue, Suite 10-200
Austin, TX 78701
512.305.7400

San Antonio Campus

Chamberlain College of Nursing has full approval to offer the pre-licensure Bachelor of Science in Nursing degree program in San Antonio by the:

Texas Board of Nursing
1801 Congress Avenue, Suite 10-200
Austin, TX 78701
512.305.7400

Virginia

State Council of Higher Education for Virginia

Chamberlain University is certified to operate by the:

State Council of Higher Education for Virginia
101 N. 14th Street, 10th floor
James Monroe Building
Richmond VA 23219
804.225.2600

Virginia Board of Nursing

Tyson's Corner Campus

Chamberlain College of Nursing has conditional approval to offer the pre-licensure Bachelor of Science in Nursing degree program in Vienna by the:

Virginia Board of Nursing Perimeter Center
9960 Mayland Drive, Suite 300
Henrico VA 23233-1463
804.367.4515

Degree Programs & Program Options

Committed to academic excellence, student success and lifetime learning

We're one University focused on the transformation of healthcare by educating extraordinary healthcare professionals through two colleges: the College of Nursing and the College of Health Professions. Our degree programs have been developed to address the personal and professional needs of healthcare professionals, meet the skill and staffing needs of the industry and transform healthcare delivery as a whole for the public at large. See the Degree Programs - College of Nursing and Degree Programs - College of Health Professions for more information.

Degree Programs - College of Nursing

College of Nursing

Undergraduate Pre-licensure

- **BSN** - chamberlain.edu/bsn
 - **Bachelor of Science in Nursing (BSN) Degree Program**
 - Evening/Weekend Option
 - **Bachelor of Science in Nursing (BSN) Degree Program Online Option**

Undergraduate Post-Licensure

Existing RN Licensure

- **RN to BSN**
 - chamberlain.edu/rnbsn
- **RN-BSN to MSN Option**
 - chamberlain.edu/rnmsn

Graduate

- **MSN**
 - **Master of Science in Nursing (MSN) Degree Program**
 - chamberlain.edu/msn
 - **Specialty Tracks**
 - Healthcare Policy
 - Nurse Educator
 - Nurse Executive
 - Nursing Informatics
 - Population Health
 - **Nurse Practitioner Specialty Tracks**
 - Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
 - Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
 - Family Nurse Practitioner (FNP)
 - Psychiatric-Mental Health Nurse Practitioner (PMHNP)
 - **Options**
 - Accelerated RN to MSN Option
 - Accelerated RN to MSN with Clinical Nursing Leadership Option (NOTE: Chamberlain University is not accepting applications for the Clinical Nursing Leadership program option at this time.)
 - Accelerated MSN Option
 - Accelerated MSN with Clinical Nursing Leadership Option (NOTE: Chamberlain University is not accepting applications for the Clinical Nursing Leadership program option at this time.)
 - **Nursing Certificates**
 - chamberlain.edu/certificates
 - **Post-Baccalaureate**
 - Post-Baccalaureate Certificate in Leadership Foundations
 - **Graduate Certificates**
 - Healthcare Policy
 - Nursing Education
 - Nursing Informatics
 - Nursing Leadership
 - Population Health
 - **Nurse Practitioner Certificates**
 - Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
 - Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
 - Family Nurse Practitioner (FNP)
 - Psychiatric-Mental Health Nurse Practitioner (PMHNP)

Graduate Post-licensure Doctoral

- **DNP**
 - **Doctor of Nursing Practice (DNP) Degree Program**
 - chamberlain.edu/dnp
 - **Elective Course Sequences**
 - Advanced Practice Leadership
 - Educational Leadership
 - Healthcare Systems Leadership

Note: Program/Program option availability varies by state/location.

Degree Programs - College of Health Professions

College of Health Professions

Graduate

- **MPAS**
 - Master of Physician Assistant Studies (MPAS) Degree Program
 - chamberlain.edu/mpas
- **MPH**
 - Master of Public Health (MPH) Degree Program
 - chamberlain.edu/mph
 - Post-Baccalaureate Certificate
 - chamberlain.edu/mphcertificates
 - Post-Baccalaureate Certificate in Public Health Generalist
- **MSW**
 - Master of Social Work (MSW) Degree Program
 - chamberlain.edu/msw
 - Traditional Option
 - Advanced Standing Option
 - **Tracks**
 - Crisis & Response Interventions
 - Medical Social Work
 - Trauma

Academic Calendar

Student-Centric Calendar

For future dates, visit chamberlain.edu/calendar

Chamberlain operates on a student-centric calendar. Each semester consists of 16 weeks of instruction and exams; classes are scheduled in two eight-week sessions each semester.

An individual student's calendar is based on the student's initial enrollment date into a degree seeking program or on the date studies are resumed following readmission to Chamberlain. This results in two overlapping calendars referred to as "cycles." The two overlapping calendar cycles designate months corresponding to Chamberlain's summer, fall and spring semesters. The following chart outlines how months of the year correspond to a student's spring, summer and fall semesters, based on the assigned cycle. Each session ends on Saturday of week eight.

Semester	Cycle 1	Cycle 2
Summer	May and July	July and September
Fall	September and November	November and January
Spring	January and March	March and May

NOW ENROLLING – START DATES

UNDERGRADUATE/PRE-LICENSURE STUDENTS

- Up to 6 starts per year¹, including July, September, November, January, March & May

GRADUATE/POST-LICENSURE ONLINE STUDENTS

- July, September, November, January, March & May

GRADUATE MPAS STUDENTS

- September

¹ Varies by location

Academic Calendar – Cycle 1

Semester: 16 weeks | Session-length: 8 weeks

2024-2025 Academic Calendar – Cycle 1

2024 Summer Semester

CYCLE 1: MAY 6, 2024 - August 31, 2024

Day	Date	Event
Mon	May 6	May session begins
Mon	May 27	Memorial Day holiday ¹
Sun	June 16	Last day to withdraw from science ² , nursing and health professions courses ³
Wed	June 19	Juneteenth ¹
Fri	June 21	Last day to withdraw from general education and science elective courses ³
Sat	June 29	May session ends
Sun-Sun	June 30 - July 7	Summer break
Mon	July 8	July session begins
Sun	Aug 18	Last day to withdraw from science ² , nursing and health professions courses ³
Fri	Aug 23	Last day to withdraw from general education and science elective courses ³
Sat	Aug 31	July session ends

¹ Classes do not meet on the holidays recognized on this calendar. For student's convenience, the online classes will remain open.

² Science elective courses use the general education last day to withdraw policy.

³ Last date to withdraw refers to the last date that a student may withdraw from a class and receive a grade of "WP/WF" for science, nursing and health professions courses or a grade of a "W" for general education or science elective courses using the "N" suffix designator. The last day to withdraw from all classes and receive a refund varies.

Note: The last day to withdraw from an MPAS course is the day before the last day of the course.

2024 Fall Semester

CYCLE 1: SEPTEMBER 2, 2024-DECEMBER 21, 2024

Day	Date	Event
Mon	Sept 2	September session begins
Mon	Sept 2	Labor Day holiday ¹
Sun	Oct 13	Last day to withdraw from science, nursing and health professions courses ²
Fri	Oct 18	Last day to withdraw from general education and science elective courses ²
Sat	Oct 26	September session ends
Mon	Oct 28	November session begins

Thurs-Fri	Nov 28-29	Thanksgiving break ¹
Sun	Dec 8	Last day to withdraw from courses ²
Sat	Dec 21	November session ends
Sun-Sun	Dec 22-Jan 5	Winter break

¹ Classes do not meet on the holidays recognized on this calendar. For student's convenience, the online classes will remain open.

² Last date to withdraw refers to the last date that a student may withdraw from a class according to the program withdraw policy. The last day to withdraw from all classes and receive a refund varies.

Note: The last day to withdraw from an MPAS course is the day before the last day of the course.

2025 Spring Semester

CYCLE 1: JANUARY 6, 2025-APRIL 26, 2025

Day	Date	Event
Mon	Jan 6	January session begins
Mon	Jan 20	Martin Luther King Jr. Day holiday ¹
Sun	Feb 16	Last day to withdraw from courses ²
Sat	Mar 1	January session ends
Mon	Mar 3	March session begins
Sun	Apr 13	Last day to withdraw from courses ²
Fri	Apr 18	Spring Holiday ¹
Sat	Apr 26	March session ends
Sun-Sun	Apr 27-May 4	Spring Break

¹ Classes do not meet on the holidays recognized on this calendar. For student's convenience, the online classes will remain open.

² Last date to withdraw refers to the last date that a student may withdraw from a class according to the program withdraw policy. The last day to withdraw from all classes and receive a refund varies.

Note: The last day to withdraw from an MPAS course is the day before the last day of the course.

Academic Calendar – Cycle 2

Semester: 16 weeks | Session-length: 8 weeks

2024-2025 Academic Calendar – Cycle 2

2024 Summer Semester

CYCLE 2: JULY 8, 2024 – OCTOBER 26, 2024

Day	Date	Event
Mon	July 8	July session begins ¹
Sun	Aug 18	Last day to withdraw from science ² , nursing and health professions courses ³
Fri	Aug 23	Last day to withdraw from general education and science elective courses ³
Sat	Aug 31	July session ends
Mon	Sept 2	September session begins
Mon	Sept 2	Labor Day holiday ¹
Sun	Oct 13	Last day to withdraw from science ² , nursing and health professions courses ³

Fri	Oct 18	Last day to withdraw from general education and science elective courses ³
Sat	Oct 26	September session ends

¹ Classes do not meet on the holidays recognized on this calendar. For student's convenience, the online classes will remain open.

² Science elective courses use the general education last day to withdraw policy.

³ Last date to withdraw refers to the last date that a student may withdraw from a class and receive a grade of "WP/WF" for science, nursing and health professions courses or a grade of a "W" for general education or science elective courses using the "N" suffix designator. The last day to withdraw from all classes and receive a refund varies.

Note: The last day to withdraw from an MPAS course is the day before the last day of the course.

2024 Fall Semester

CYCLE 2: OCTOBER 28, 2024-MARCH 1, 2025

Day	Date	Event
Mon	Oct 28	November session begins
Thurs-Fri	Nov 28-29	Thanksgiving break ¹
Sun	Dec 8	Last day to withdraw from courses ²
Sat	Dec 21	November session ends
Sun-Sun	Dec 22-Jan 5	Winter break
Mon	Jan 6	January session begins
Mon	Jan 20	Martin Luther King Jr. Day holiday ¹
Sun	Feb 16	Last day to withdraw from courses ²
Sat	Mar 1	January session ends

¹ Classes do not meet on the holidays recognized on this calendar. For student's convenience, the online classes will remain open.

² Last date to withdraw refers to the last date that a student may withdraw from a class according to the program withdraw policy. The last day to withdraw from all classes and receive a refund varies.

Note: The last day to withdraw from an MPAS course is the day before the last day of the course.

2025 Spring Semester

CYCLE 2: MARCH 3, 2025 – JUNE 28, 2025

Day	Date	Event
Mon	Mar 3	March session begins
Sun	Apr 13	Last day to withdraw from courses ²
Fri	Apr 18	Spring Holiday ¹
Sat	Apr 26	March session ends
Sun-Sun	Apr 27-May 4	Spring break
Mon	May 5	May session begins
Mon	May 26	Memorial Day holiday ¹
Sun	June 15	Last day to withdraw from courses ²
Thurs	June 19	Juneteenth ¹
Sat	June 28	May session ends
Sun-Sun	June 29-July 6	Summer Break

¹ Classes do not meet on the holidays recognized on this calendar. For student's convenience, the online classes will remain open.

² Last date to withdraw refers to the last date that a student may withdraw from a class according to the program withdraw policy. The last day to withdraw from all classes and receive a refund varies.

Note: The last day to withdraw from an MPAS course is the day before the last day of the course.

Chamberlain University College of Nursing

Creating a Culture of Care

Chamberlain University's College of Nursing prepares extraordinary nurses with the knowledge, skills, values and beliefs required to not only succeed but make a difference in today's complex healthcare environment. Chamberlain University aims to enhance learning across the curriculum in a tangible way through extensive support. This means students have access to comprehensive support tools and customized plans for mastering course content throughout their degree program in order to serve as... **extraordinary nurses who will transform healthcare.**

- Bachelor of Science in Nursing (BSN) Degree Program
 - Diversified Clinical Experiences
- RN to BSN Option
 - CCAP Credit
- RN-BSN to MSN Option
- Master of Science in Nursing (MSN) Degree
- Master of Science in Nursing (MSN) Degree – Nurse Practitioner
- Accelerated RN to MSN Options
- Accelerated MSN Options
- Nursing Certificate Programs
 - Leadership Foundations, Post-Baccalaureate Certificate
 - Healthcare Policy, Graduate Certificate
 - Nursing Education, Graduate Certificate
 - Nursing Informatics, Graduate Certificate
 - Nursing Leadership, Graduate Certificate
 - Population Health, Graduate Certificate
 - Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), Graduate Certificate
 - Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP), Graduate Certificate
 - Family Nurse Practitioner (FNP), Graduate Certificate
 - Psychiatric-Mental Health Nurse Practitioner (PMHNP), Graduate Certificate
- Master's Degree Program Practicum
- Doctor of Nursing Practice (DNP) Degree Program
 - Doctor of Nursing Practice (DNP) Practicum Information

Chamberlain University is committed to the achievement of superior student outcomes for a diverse population of students. Learning is designed to provide all students with the best academic experience and support services to become extraordinary nurses. Clinical education is designed using a holistic experiential learning model that recognizes and fosters each student's professional potential to ultimately improve patients' health outcomes in communities across various fields of care.

When considering a nursing program, the student must evaluate their abilities and skills. To succeed in a pre-licensure nursing program or post-

graduate nursing program, a student must possess certain abilities and skills deemed essential functions for the care of the patients they will serve.

Students seeking admission and currently enrolled students should be aware that all students must meet technical standards with or without reasonable accommodations in addition to meeting academic standards.

Students will be required to maintain satisfactory demonstration of both academic and technical standards for progression through the program.

A candidate for Chamberlain's pre-licensure or post-graduate nursing degree program must have abilities and skills in five areas: Acquiring Information, Developing Communication, Use and Interpretation of Data, Integration of Knowledge to Establish Clinical Judgment (Intellectual and Motor) and Developing Appropriate Professional Approaches (Behavior and Character).

Chamberlain is committed to excellence in accessibility to education; we encourage students with disabilities to seek accommodations. To make an accommodation request contact the Office of Student Disability Services at chamberlainosds@adtalem.com.

Acquiring Knowledge

- Must demonstrate ability to learn in classroom and education settings, to find sources of information and acquire the knowledge as well as to be a life-long learner who can adapt their skills to new developments and techniques.
- Acquire knowledge from demonstrations and experiences in didactic, experiential learning and clinical environments, which include group and physical demonstrations.
- Acquire knowledge from written documents and electronic systems which include scholarly articles and journals.
- Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal communication.

Developing Communication

- Must demonstrate communication skills for sensitive and effective interactions with patients, families and/or communities and teams.
- Communicate effectively with faculty, preceptors and all members of the healthcare team in didactic, experiential learning and clinical environments.
- Elicit information including a medical history and other details to adequately and effectively evaluate a patient's condition.
- Maintain accurate patient records.
- Communicate effectively in order to elicit information, describe changes in mood, activity cognition and posture and assess communications.
- Deliver communication that is concise, pertinent and complete to ensure safe transitions in care or elicit action in critical situations.

Use and Interpretation of Data

- Must accurately perform physical examinations and diagnostic exercises to assess and monitor health needs.
- Be proficient in performing and directing basic laboratory testing.
- Must meet applicable safety standards for the environment and follow universal precaution procedures.
- Use and interpret information from assessment techniques/maneuvers such as those involved in assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.

- Use and interpret information related to physiologic phenomena generated from diagnostic tools (i.e., sphygmomanometer, otoscope, ophthalmoscope) during a comprehensive examination of a patient.
- Obtain and interpret information from assessment of patient's/client's environment and responses to health across the continuum (spanning time and differing circumstances).

Integration of Knowledge to Establish Clinical Judgment (Intellectual and Motor)

- Synthesize information, problem solve and think critically to judge the most appropriate theory assessment strategy and plan of care.
- Measure, calculate, reason, analyze and synthesize data related to patient diagnosis and treatment of patients.
- Re-evaluate plan of care and make appropriate changes based on patient's clinical indicators as well as physiologic and psychologic response.
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the appropriate role level for which the student is being prepared.
- Ask for help when needed and make proper judgments of when a nursing task can or cannot be carried out alone.
- Possess psychomotor skills necessary to provide holistic nursing care and perform or assist with procedures, treatments and medication administration.
- Practice in a safe manner.
- Appropriately provide care in emergencies and life support procedures.
- Perform universal precautions against contamination.
- Develop and evaluate plans of care.

Developing Appropriate Professional Approaches (Behavior and Character)

- Must have the ability to effectively handle and manage heavy workloads, function effectively under stress, adapt to changing environments, display flexibility and function in the face of ambiguity inherent in the clinical problems of patients.
- Maintain mature, sensitive, effective relationships with clients/patients, families, students, faculty, staff, preceptors and other professionals under all circumstances.
- Exercise skills of diplomacy to advocate for patients' needs.
- Manifest concern for others.
- Demonstrate integrity, accountability, interest and motivation.
- Demonstrate intent and willingness to follow the American Nurses Association (ANA) Standards of Care and Nursing Code of Ethics.

General Education Core

General Education

Undergraduate

Course Areas

Electives, English & Communications, Humanities & Fine Arts, Quantitative Reasoning, Sciences, and Social Science

General Education Core Overview

The general education core provides undergraduate students a broad liberal arts basis. The common general education core emphasizes five key competencies:

- Cultural Diversity
- Ethical Service
- Information Literacy
- Critical Thinking and
- Effective Communication

General education competencies and learning outcomes align with the values that Chamberlain graduates desire and support the mission and vision of the University.

The general education outcomes are an integral component of students' study at Chamberlain University. Throughout the curriculum, Chamberlain's degree programs will foster appropriate assessments that align to and support each competency and learning outcome. The assessments measure the knowledge, skills and abilities of students as they relate to their professional fields.

The general education competencies and learning outcomes are as follows:

Competency	Description
Cultural Diversity	Integrate diverse cultural perspectives to promote social justice.
Ethical Service	Demonstrate a self-awareness of ethical beliefs within a global context.
Information Literacy	Identify and evaluate information from a variety of sources, including numerical data.
Critical Thinking	Incorporate analytical skills to explore and evaluate issues to develop sound conclusions
Effective Communication	Utilize independent and collaborative written/oral communication strategies and technologies to promote understanding and foster change.

General Education Core Course Requirements

Effective January 2024

The general education core consists of courses in English and Communication, Quantitative Reasoning, Science, Social Sciences, and Humanities and Fine Arts. General education requirements vary by program; for additional information, refer to the program detail within the academic catalog.

Code	Title	Hours
English and Communications		
ENGL-118N	English Composition	3
ENGL-148N	Advanced English Composition	3
COMM-277N	Interpersonal Communication	3
Quantitative Reasoning		
MATH-105N	Contemporary Mathematics	3
MATH-225N	Statistical Reasoning for the Health Sciences	3
Science		

To fulfill the general education science requirements, students must complete a minimum of seven credit hours in science, with at least one laboratory-based course. The science requirements vary by program. Students should refer to the program detail section of their catalog to identify their program's science requirements.

Social Sciences		
POLI-330N	Political Science	3
Select one of the following:		3
PSYC-110N	Psychology	
PSYC-290N	Lifespan Development	
SOCS-185N	Culture and Society	3
Humanities and Fine Arts		
HIST-405N	United States History	3
Select one of the following:		3
ETHC-445N	Principles of Ethics	
PHIL-347N	Critical Reasoning	
HUMN-303N	Introduction to Humanities	3
University Studies		
UNIV-101	University Seminar	1

Bachelor of Science in Nursing (BSN) Degree Program

Undergraduate/Pre-Licensure

- *Become a nurse in as few as 3 years*¹
- No prior nursing education required
- Hybrid – On-site/Online 3-Year BSN
- Online 3-Year BSN Option
- Total credit hours: 122²

chamberlain.edu/bsn

¹ The on-site Bachelor of Science in Nursing (BSN) degree can be completed in three years of year-round study instead of the typical four years with summers off.

² 126 credit hours (56 general education; 70 nursing) for students attending a California campus. See your academic support advisor for more information.

Program Details

3-Year Bachelor of Science in Nursing (BSN) Degree Program

The BSN nursing curriculum prepares the graduate for the practice of professional nursing. This is accomplished through an integration of theoretical knowledge, psychomotor skill acquisition and development of clinical judgment/reasoning. The curriculum integrates professional, ethical and legal standards with decision-making, problem-solving and leadership development. The curriculum is designed to promote lifelong learning among the graduates. A program outline for each program contains contact hours of lecture, lab and externship and total contact hours plus total credit hours (if applicable) for each subject.

For many students, the first year of the program focuses on general education; however, given individual transferred coursework, program plans vary. The majority of nursing coursework occurs in the second and

third years. Learning opportunities are planned throughout the degree program to allow students to apply and synthesize content and concepts learned. The combination of classroom and faculty-directed, student-focused learning activities promote safe, high-quality, competent and compassionate nursing practice. Student learning occurs through direct patient care in a variety of healthcare settings, including acute and long-term care facilities, as well as in ambulatory and community settings. Learning opportunities may also include simulated and virtual activities, problem-based, service-based, as well as civic engagement, professional meetings, policy development, advocacy and disaster preparedness. Select non-clinical nursing courses may be offered for the student to take online or on campus.

The BSN degree program consists of a minimum of 122 credit hours (56 general education; 66 nursing).¹

For more information, visit chamberlain.edu/bsn

A Post-Baccalaureate Certificate in Leadership Foundations program is available to all BSN graduates. See the Certificate Program section in this catalog for more information.

Curriculum Delivery

The pre-licensure Bachelor of Science in Nursing degree is delivered in standardized course delivery model with a structured sequence of course offerings in a combination of in-person, hybrid/blended, and online courses. Synchronous courses are taught by a professor in real time, while asynchronous courses include weekly requirements that are completed when learning is convenient for the student. Campus exceptions may apply.

Students meet periodically on campus and engage with faculty and on campus support services. Following the initial face-to-face meeting, the online component of courses, whether asynchronous or synchronous, include embedded intentional student engagement activities.

Nursing laboratory requirements and simulation experiences occur at campus in the Skills Labs and SIMCARE CENTER™. Simulation is utilized in alignment with the rules and regulations of the Board of Nursing education rules. Some nursing labs and simulations may include use of highly developed virtual software designed to support development of critical thinking and decision-making with suggested remediation activities.

General education non-nursing labs may be held asynchronously. Lab and clinical schedules are adjusted to minimize the number of days a week that students attend campus and/or clinical activities.

¹ 126 credit hours (55 general education; 71 nursing) for students attending a California campus. See your academic support advisor for more information.

Note: Program/Program option availability varies by state/location.

Military to Bachelor of Science in Nursing (BSN) Degree Option

Chamberlain's Military to BSN degree option¹ provides a pathway to professional nursing practice for qualified active or veteran military individuals who wish to pursue a Bachelor of Science in Nursing. The option allows qualified applicants to complete Chamberlain's BSN degree program in as few as six semesters of coursework through the award of advanced standing by means of the Chamberlain Military Articulation Plan (CMAP). The option recognizes previous knowledge, training

and experience of military healthcare specialists and fosters career mobility for both active duty and veteran healthcare specialists. Students completing the Military to BSN option will demonstrate achievement of all pre-licensure BSN degree program outcomes.

The BSN degree program consists of a minimum of 122 credit hours (56 general education; 66 nursing). The BSN degree program for students attending a California Campus consists of a minimum of 126 credit hours (55 general education, 71 nursing).

¹ Chamberlain University is not accepting applications for this program option at this time.

Bachelor of Science in Nursing (BSN) Degree Online Option

The BSN online option is built on the same principles and professional standards as the 3-year on-site option. For many students, the first year of the program focuses on general education; however, given individual transferred coursework, program plans vary.

Learning opportunities are planned throughout the degree program to allow students to apply and synthesize content and concepts. The combination of synchronous and asynchronous online student-focused learning activities paired with on-site clinical practice promotes safe, high-quality, competent and compassionate nursing practice. Online learning opportunities also include virtual simulated and problem-based learning activities.

Curriculum Delivery

The pre-licensure Bachelor of Science in Nursing degree online option is delivered in a structured curricular delivery model that engages students and faculty in varying degrees of asynchronous and synchronous learning. Courses are designed in the learning management system to specifically support distance education students with a minimum of weekly synchronous session. Lab and simulations are in-person and/or online, in alignment with nursing board regulations pertaining to delivery mode. Clinical learning experiences are in person in the clinical setting scheduled as an immersion experience under the direct supervision of a faculty member or preceptor.

Note: Program/program option availability varies by state/location.

Program Outcomes

The outcomes for the Bachelor of Science in Nursing (BSN) degree program are as follows:

1. Provides individualized comprehensive care based on theories and principles of nursing and related disciplines to individuals, families, aggregates and communities, from entry to the healthcare system through long-term planning.
2. Demonstrates leadership and collaboration with consumers and other healthcare providers in providing care and/or delegating responsibilities for health promotion, illness prevention, health restoration, health maintenance and rehabilitative activities.
3. Communicates effectively with patient populations and other healthcare providers in managing the healthcare of individuals, families, aggregates and communities.
4. Integrates clinical judgment in professional decision making and implementation of the nursing process.
5. Demonstrates responsibility for continued personal and professional development through enrollment in graduate education, continuing

education degree programs, professional reading and participation in professional organizations and community service.

6. Implements professional nursing standards by practicing within the legal definitions of nursing practice and acts in accordance with the nursing code of ethics and American Nurses Association (ANA) standards of practice.
7. Practices in established professional roles consistent with entry-level BSN graduates to provide cost-effective, quality healthcare to consumers in structured and unstructured settings.
8. Incorporates evidence-based practice in the provision of professional nursing care to individuals, families, aggregates and communities.

Clinical Learning Competencies

1. Prioritize appropriate nursing care based on theories and principles of nursing.
2. Evaluate a plan in collaboration with the patient, family and interdisciplinary healthcare team, using the nursing process and leadership skills for adequate health promotion, maintenance and restoration.
3. Model Chamberlain Care® when communicating with patients, families and other healthcare providers.
4. Combine clinical reasoning skills, current evidence, clinical expertise, patient and family preferences/values in the implementation of the nursing process.
5. Completes all clinical learning experiences and requirements successfully.
6. Apply principles of legal, ethical and professional standards in planning for and delivering patient care.
7. Incorporate professional standards to transition to the novice nurse role through clinical learning focused on safety both through individual performance and system effectiveness.
8. Implement nursing research literature while providing patient and family care.

Employment positions determined to be in field to calculate the graduate employment rates required by the state of California for graduates of the BSN program are registered nurses (SOC Code: 29-1141.00)

3-Year Bachelor of Science in Nursing (BSN) Degree

Program Details

3-Year Bachelor of Science in Nursing (BSN) Degree (Effective January 2024)

Degree: Bachelor of Science in Nursing | Semesters: 9 Full Time

Minimum credit hours required for graduation: 122 (56 general education; 66 nursing).

Note: The program detail below outlines the general three-year BSN degree program. For students attending a California campus, refer to the California BSN program details.

For those students enrolling in the Military to Bachelor of Science in Nursing (BSN) Degree Option, refer to the Military to BSN program details.

Code	Title	Hours
University Studies		
Select one of the following:		
UNIV-101A	University Seminar 1A	

UNIV-101B	University Seminar 1B	
English and Communications		
ENGL-118N	English Composition	3
ENGL-148N	Advanced English Composition	3
COMM-277N	Interpersonal Communication	3
Quantitative Reasoning		
MATH-105N	Contemporary Mathematics	3
MATH-225N	Statistical Reasoning for the Health Sciences	3
Required Sciences		
BIOS-242	Fundamentals of Microbiology with Lab	4
BIOS-251	Anatomy and Physiology I with Lab	2
BIOS-252	Anatomy and Physiology II with Lab	2
BIOS-255	Anatomy and Physiology III with Lab	2
BIOS-256	Anatomy and Physiology IV with Lab	2
CHEM-120	Introduction to General, Organic, and Biological Chemistry with Lab	4
Social Sciences		
POLI-330N	Political Science ¹	3
PSYC-110N	Psychology	3
PSYC-290N	Lifespan Development	3
SOCS-185N	Culture and Society	3
Humanities and Fine Arts		
ETHC-445N	Principles of Ethics	3
PHIL-347N	Critical Reasoning	3
HIST-405N	United States History	3
HUMN-303N	Introduction to Humanities	3
Nursing		
<i>Non-Clinical</i>		
NR-103	Transition to the Nursing Profession	2
NR-222	Health and Wellness ³	3
NR-224	Fundamentals: Skills	3
NR-228	Nutrition, Health & Wellness ³	2
NR-283	Pathophysiology	3
NR-293	Pharmacology for Nursing Practice	3
Select one of the following options:		4
NR-302 & NR-304	Health Assessment I and Health Assessment II	
or		
NR-306	Health Assessment ⁴	
NR-360	Information Systems in Healthcare	3
NR-449	Evidence Based Practice	3
<i>Clinical</i>		
NR-226	Fundamentals: Patient Care	3
NR-324	Adult Health I	5
NR-325	Adult Health II	5
NR-326	Mental Health Nursing	4
NR-327	Maternal-Child Nursing	4
NR-328	Pediatric Nursing	4
Select one of the following:		4-5
NR-341	Complex Adult Health	
NR-342	Complex Adult Health	
Select one of the following:		4-5

NR-441	Community Health Nursing - Global	
NR-442	Community Health Nursing	
or NR-444	Community Health Nursing	
NR-446	Collaborative Healthcare	4
NR-452	Capstone Course	3
Electives ²		
Any combination of the courses below or courses from English and Communication, Quantitative Reasoning, Social Sciences, Humanities, Sciences and Fine Arts which you have not already taken:		
NR-300A	Directed Independent Study	1
NR-300B	Directed Independent Study	2
NR-300C	Directed Independent Study	3
NR-307A	Advancing Equity, Inclusion, and Diversity in Healthcare	1
NR-307B	Advancing Equity, Inclusion, and Diversity in Healthcare	2
NR-307C	Advancing Equity, Inclusion, and Diversity in Healthcare	3

¹ The state of Nevada requires students to meet its requirement for study of the Nevada and U.S. constitutions. The Political Science (POLI-330N Political Science) course fulfills this requirement.

² In order to satisfy graduation requirements or maintain F-1 student visa status, elective courses may be added to the individual's plan of study. Contact your academic support advisor for more information.

³ In California, this course is not available to meet required curriculum content, such as pharmacology.

⁴ Only available for students starting prior to July 2024.

Note: When registering for general education or science elective courses, students will need to select the course with an "N" suffix designator (i.e., ENGL-148N Advanced English Composition). The general education coursework grading scale applies to courses with this designator.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

3-Year Bachelor of Science in Nursing (BSN) Degree Students Attending a California Campus

Program Details

3-Year Bachelor of Science in Nursing (BSN) Degree Students Attending a California Campus (Effective January 2023)

Degree: Bachelor of Science in Nursing | Semesters: 9 Full Time

Minimum credit hours required for graduation: 126 (55 general education; 71 nursing).

Note: For students enrolling in the Military to Bachelor of Science in Nursing (BSN) Degree Option, refer to the option-specific program details listed in the academic catalog.

Code	Title	Hours
English and Communications		
ENGL-118N	English Composition	3
ENGL-148N	Advanced English Composition	3

COMM-277N	Interpersonal Communication	3

Quantitative Reasoning

MATH-105N	Contemporary Mathematics	3

MATH-225N	Statistical Reasoning for the Health Sciences	3

Social Sciences

PSYC-110N	Psychology	3

PSYC-290N	Lifespan Development	3

POLI-330N	Political Science	3

SOCS-185N	Culture and Society	3

Humanities and Fine Arts

ETHC-445N	Principles of Ethics	3

PHIL-347N	Critical Reasoning	3

HIST-405N	United States History	3

HUMN-303N	Introduction to Humanities	3

Required Sciences

BIOS-242	Fundamentals of Microbiology with Lab	4

BIOS-251	Anatomy and Physiology I with Lab	2

BIOS-252	Anatomy and Physiology II with Lab	2

BIOS-255	Anatomy and Physiology III with Lab	2

BIOS-256	Anatomy and Physiology IV with Lab	2

CHEM-120	Introduction to General, Organic, and Biological Chemistry with Lab	4

Nursing*Non-Clinical*

NR-103	Transition to the Nursing Profession	2

NR-222	Health and Wellness	3

NR-228	Nutrition, Health & Wellness	2

NR-283	Pathophysiology	3

NR-293	Pharmacology for Nursing Practice	3

NR-302	Health Assessment I	2

NR-304	Health Assessment II	2

NR-360	Information Systems in Healthcare	3

NR-449	Evidence Based Practice	3

Clinical

NR-226	Fundamentals: Patient Care	3

NR-229	Fundamentals – Skills	4

NR-326	Mental Health Nursing	4

NR-327	Maternal-Child Nursing	4

NR-328	Pediatric Nursing	4

NR-329	Adult Health I	6

NR-330	Adult Health II	6

NR-342	Complex Adult Health	5

NR-442	Community Health Nursing	4

NR-446	Collaborative Healthcare	4

NR-453	Capstone Course	4

Electives ¹

Any combination of the courses below or courses from English and Communication, Quantitative Reasoning, Social Sciences, Humanities, Sciences and Fine Arts which you have not already taken:

MATH-105N	Contemporary Mathematics	3

NR-300A	Directed Independent Study	1

NR-300B	Directed Independent Study	2

NR-300C	Directed Independent Study	3

NR-307A	Advancing Equity, Inclusion, and Diversity in Healthcare	1

NR-307B	Advancing Equity, Inclusion, and Diversity in Healthcare	2

NR-307C	Advancing Equity, Inclusion, and Diversity in Healthcare	3

¹ In order to satisfy graduation requirements or maintain F-1 student visa status, elective courses may be added to the individual's plan of study. Contact your academic support advisor for more information.

Note: When registering for general education or science elective courses, students will need to select the course with an "N" suffix designator (i.e., ENGL-148N Advanced English Composition). The general education coursework grading scale applies to courses with this designator.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Military to Bachelor of Science in Nursing (BSN) Degree

Program Details

Military to Bachelor of Science in Nursing (BSN) Degree Option ¹ (Effective November 2022)

Degree: Bachelor of Science in Nursing | **Semesters:** 6 Full Time

Building on current knowledge and skills acquired through the military specialist's education and experience and to incorporate nursing knowledge, Military to BSN option students are awarded proficiency credit (10 nursing and 3 general education) through the Chamberlain Military Articulation Plan (CMAP). Proficiency credits are awarded upon successful completion of the military specific courses (NR-110 Pathway to Professional Nursing for Military, NR-295 Path/Pharm for Military and NR-299 Foundations of Clinical Practice for Military) and 16 hours of open lab practice completed in conjunction with NR-110 Pathway to Professional Nursing for Military. After earning CMAP proficiency credit, students enrolled in the Military to BSN Option continue in the BSN degree program plan of study in the same sequence as non-military pre-licensure BSN students.

A total of 122 credits will be earned through course transfer, course completion and proficiency credits (56 nursing, 30 general education, 23 pre-admission transfer credits, 10 nursing proficiency, 3 general education proficiency).

Chamberlain University is not accepting applications for this program option at this time.

¹ Program option availability varies by state/location.

Code	Title	Hours

Pre-Enrollment Credits

Courses required to be completed and transferred in prior to admission to the Military to BSN degree option are:

BIOS-242	Fundamentals of Microbiology with Lab	4

BIOS-251	Anatomy and Physiology I with Lab	2

BIOS-252	Anatomy and Physiology II with Lab	2

BIOS-255	Anatomy and Physiology III with Lab	2
BIOS-256	Anatomy and Physiology IV with Lab	2
CHEM-120	Introduction to General, Organic, and Biological Chemistry with Lab	4
PSYC-110N	Psychology	3

Required Courses

Course requirements for completion of the Military to BSN degree option are:

English and Communications

ENGL-118N	English Composition	3
ENGL-148N	Advanced English Composition	3

Quantitative Reasoning

MATH-225N	Statistical Reasoning for the Health Sciences	3

Social Sciences

POLI-330N	Political Science ²	3
PSYC-290N	Lifespan Development	3
SOCS-185N	Culture and Society	3

Humanities and Fine Arts

ETHC-445N	Principles of Ethics	3
PHIL-347N	Critical Reasoning	3
HIST-405N	United States History	3
HUMN-303N	Introduction to Humanities	3

Nursing

Non-Clinical

NR-110	Pathway to Professional Nursing for Military ³	2
NR-228	Nutrition, Health & Wellness	2
NR-295	Path/Pharm for Military ³	4
NR-360	Information Systems in Healthcare	3
NR-449	Evidence Based Practice	3

Clinical Nursing Requirements

NR-299	Foundations of Clinical Practice for Military ³	5
NR-324	Adult Health I	5
NR-325	Adult Health II	5
NR-326	Mental Health Nursing	4
NR-327	Maternal-Child Nursing	4
NR-328	Pediatric Nursing	4
NR-341	Complex Adult Health	4

Select one of the following:

NR-441	Community Health Nursing - Global ³	
NR-442	Community Health Nursing	
NR-446	Collaborative Healthcare	4
NR-452	Capstone Course	3

Electives ⁴

Any combination of the courses below or courses from English and Communication, Quantitative Reasoning, Social Sciences, Humanities, Sciences and Fine Arts which you have not already taken:

MATH-105N	Contemporary Mathematics	3
NR-300A	Directed Independent Study	1
NR-300B	Directed Independent Study	2

NR-300C	Directed Independent Study	3

NR-307A	Advancing Equity, Inclusion, and Diversity in Healthcare	1

NR-307B	Advancing Equity, Inclusion, and Diversity in Healthcare	2

NR-307C	Advancing Equity, Inclusion, and Diversity in Healthcare	3

CMAP ³		13

Chamberlain College Articulation Plan

¹ Program option varies by state/location.

² The state of Nevada requires students to meet its requirement for study of the Nevada and U.S. constitutions. The Political Science (POLI-330N Political Science) course fulfills this requirement.

³ Specific for the Military to BSN option

⁴ In order to satisfy graduation requirements, elective courses may be added to the individual's plan of study. Contact your academic support advisor for more information.

Note: When registering for general education or science elective courses, students will need to select the course with an "N" suffix designator (i.e., ENGL-148N Advanced English Composition). The general education coursework grading scale applies to courses with this designator.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Diversified Clinical Experiences Experience for the Real-World

Chamberlain's pre-licensure program is designed to teach nursing students to become confident and competent nurses through intensive clinical preparation. The pre-licensure Bachelor of Science in Nursing degree requires the student to complete approximately 736 hours¹ within a variety of clinical learning environments (simulation, nursing labs and clinical agencies). Real-world, simulated environments using advanced technology provide students the opportunity to practice nursing skills in a safe and supportive environment. Experiences take place under the supervision of professional nurses. In the online world, simulated practice occurs in virtual environments.

¹ Based on the Chamberlain Bachelor of Science in Nursing degree program curriculum, totaling both lab and clinical requirements. 864 for students attending a California campus.

For more information, visit chamberlain.edu/clinicals

Clinical Facilities

Chamberlain uses a variety of hospitals and clinical agencies to provide meaningful clinical learning experiences. Acute and sub-acute care medical surgical units, critical- and emergency-care facilities, community agencies, pediatric hospitals and specialized-care units such as obstetrics and psychiatric units offer comprehensive learning opportunities for students. The Clinical Coordination Office, in collaboration with faculty, coordinates all clinical group and precepted assignments for both online and on-site students. On-site learning facilities are also available to on-site students for scheduled validation experiences and clinical learning opportunities.

Clinical Residency Disclaimer

Various state agency and/or board approvals of Chamberlain are necessary in each state in which clinical experiences are provided. Students in online program options must contact the Clinical Coordination Office for the current state-approval status.

Clinical Coordination

Chamberlain students are not responsible for finding their required clinical assignments. Our clinical model, featuring centralized coordination and national compliance, facilitates the process for our students and the organizations that receive them.

Our clinical coordinators work with our healthcare partners to establish and manage our clinical experiences and to ensure that students meet necessary requirements for clinical compliance and the individual rules and regulations of each healthcare partner. In order to participate in clinicals, students must be up to date with all requirements and immunizations.

Clinical Expectations

Practical clinical experience is an essential requirement of Chamberlain pre-licensure programs. To participate in clinicals, the students may be required to take and pass an additional drug screen and background check. Students who fail a drug screen or background check may be dismissed. Students are required to travel to complete clinical learning experiences. For students enrolled in a campus-based program, Chamberlain University makes every effort to place students at a clinical site within 100 miles of the campus location and/or as geographically accessible as possible to achieve program outcomes. The average distance between Chamberlain campuses and clinical sites ranges from 11-19 miles. Students should note that significant travel may be required to complete clinical learning experiences. Clinical site locations vary; contact the Clinical Coordination Office for additional information. Some clinical experiences require additional costs. Clinical sites for students in the BSN Online Option are currently only offered in select, approved states. See your admission representative for more information. Students are expected to attend clinicals at the site assigned to them. All clinical-related expenses (including uniforms, clinical supplies, travel, etc.) are the student's responsibility.

Virginia Residents

In accordance with §54.1-3001 of the Code of Virginia, a nursing student, while enrolled in an approved nursing program, may perform tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those direct client care tasks to which he/she has been assigned.

Texas Residents

Every person who seeks to apply for a nursing license in the state of Texas must have good professional character related to the practice of nursing. The Texas Board of Nursing defines "good professional character" as the integrated pattern of personal, academic and occupational behaviors that indicate that an individual is able to consistently conform their conduct to the requirements of the Nursing Practice Act, the Board's rules and generally accepted standards of nursing practice. An individual who provides satisfactory evidence that they have not committed a violation of the Nursing Practice Act or a rule adopted by the Board is considered to have good professional character related to the practice of nursing.

An individual is subject to denial of licensure for a conviction for or placement on deferred adjudication community supervision or deferred disposition for, a felony that is directly related to the practice of nursing or for a misdemeanor involving moral turpitude that is directly related to the practice of nursing (Texas Administrative Code 213.28). The Board is required under Texas Occupations Code §301.4535(b) to deny an individual initial licensure in Texas upon a final conviction or a plea of guilty or nolo contendere for a criminal offense specified in §301.4535(a). Further, an individual is not eligible for initial licensure in Texas before the fifth anniversary of the date the individual successfully completed and was dismissed from community supervision or parole for an offense specified in §301.4535(a).

Each individual who seeks to practice nursing in Texas must possess current fitness to practice (Texas Administrative Code 213.29). An individual's fitness to practice will be determined by evaluating the individual's ability to consistently comply with the requirements of the Nursing Practice Act, the Board's rules and regulations and generally accepted standards of nursing practice. An individual's fitness to practice may be subject to Board review due to an individual's substance use disorder; possession, abuse or misuse of alcohol or drugs, prescribed or otherwise; or physical or mental health condition. This is not an exhaustive list. If an individual exhibits any conduct that may prevent them from practicing nursing with reasonable skill and safety, the Board will review the individual's conduct to determine if they possess current fitness to practice.

Individuals who have been diagnosed, treated or hospitalized for a mental health condition that may impair their ability to practice nursing safely, will, at a minimum, be required to demonstrate controlled behavior and consistent compliance with recommended treatment, including compliance with a prescribed medication regime, for a reasonable amount of time, through verifiable and reliable evidence, in order to obtain licensure.

Individuals who have not been diagnosed, treated or hospitalized for a mental health condition but have nonetheless exhibited behaviors raising concerns about the individual's fitness to practice due to a mental health condition or diminished capacity may be required to demonstrate controlled behavior and compliance with recommended treatment, including compliance with a prescribed medication regime, for a reasonable amount of time, through verifiable and reliable evidence, in order to obtain or retain licensure.

An individual who has reason to believe that they may be ineligible for initial licensure due to issues discussed in these rules may petition the Board for a declaratory order as to their eligibility.

BSN Healthcare Compliance Documentation

Health and integrity are of the utmost importance among students charged with professional nursing care. As a result, Chamberlain encourages students to become increasingly proficient in promoting self-health and becoming informed when they seek healthcare services.

The student assumes all financial responsibility associated with their own healthcare. For details on health records required for admission or clinical courses, refer to the Healthcare Compliance Documentation Requirements section of the Academic Catalog.

Note: Chamberlain University utilizes CDC guidelines for healthcare workers and state specific mandates as a baseline for all healthcare compliance requirements

Healthcare Compliance Documentation Requirements

- **Drug Screen**¹
- **Wisconsin BID Form and Caregiver Report** (State of WI only)
- **Family Care Safety Registry** (State of MO only)
- **Personal Healthcare Responsibility Letter of Understanding & Confidentiality Statement**
- **Proof of Health Insurance**² (required annually)
- **Virtual Compliance Orientation**
- **Health Insurance Portability & Accountability Act of 1996 (HIPAA) Review & Quiz** (required annually)
- **Student Commitment to Behaviors**
- **Occupational Safety and Health (OSHA) Review & Quiz** (required annually)
- **Current American Heart Association Cardiopulmonary Resuscitation (CPR) Certification – Basic Life Support (BLS) for Healthcare Providers or American Red Cross (CPR) Certification-Basic Life Support (BLS) for Healthcare Providers**³
The faculty and affiliating clinical agencies of Chamberlain have established the need for nursing students to be certified in the American Heart Association Basic Life Support (BLS) CPR for Healthcare Providers or American Red Cross Basic Life Support (BLS) CPR for Healthcare Providers. All students enrolled in Chamberlain pre-licensure programs must be certified in the current American Heart Association BLS CPR or American Red Cross BLS CPR certification and must meet all other clinical compliance requirements. After initial certification, each student is responsible for maintaining and renewing their own bi-annual CPR certification and keeping other clinical compliance requirements up to date. Chamberlain accepts American Heart Association BLS CPR cards or American Red Cross BLS CPR Certificates.
- **Physical Form** (signed and dated by your healthcare provider – within one year of admission)
- **Immunization History**
- **Measles, Mumps, Rubella (MMR)**⁴ **Titers Showing Immunity† or Immunization Records of MMR Booster**
- **Varicella Titer Showing Immunity**⁵ **or Proof of Immunization** (history of disease is not accepted)
- **Tetanus/Diphtheria/Pertussis (Tdap)**⁴ **Booster** (within past 10 years)
- **One-Time, Two-Step PPD** (thereafter, annual PPDs)
- **Annual PPD Screening**
Submit documentation showing test date, date read and result; a positive result requires documentation of a negative chest X-ray and physician follow up documenting no evidence of active Tuberculosis (TB).
- **Hepatitis B Series**⁶ **or Positive Titer**⁵
- **Meningococcal Immunization Records**
LA, NV and TX campuses only; LA and NV students must complete all immunization requirements prior to attending their first class
Meningococcal disease is a serious disease that affects the brain and spinal cord. The disease is spread by sharing respiratory or throat secretions, such as coughing, sneezing, kissing or sharing items such as food. Symptoms closely resemble those of the flu and include nausea, vomiting, fever, headache or stiff neck. Because

meningococcal disease is a very serious disease, early diagnosis and treatment are very important.

The U.S. Centers for Disease Control and Prevention (CDC) states that college students are at greater risk for contracting meningitis and recommends that these students obtain the meningococcal vaccine, if they previously haven't. Vaccinations take 7-10 days to become effective. Reactions to the vaccine may include pain, redness and induration at the site of injections, headache, fever, muscle or joint pain, nausea or diarrhea and fatigue. As with any vaccine, there is a possibility of an allergic reaction.

Some people should not get the vaccine based on age or health conditions. Some of these conditions include: having a life-threatening allergic reaction or have a severe allergy, you are pregnant or breastfeeding, you are not feeling well. You should speak with your doctor about your ability to receive the vaccine.

- **Hepatitis C Antibody Titer or physician's note regarding status of Immunity** (Houston and Pearland campuses only)

- **Polio Vaccine** (State of North Carolina only)

Note: NC students must complete requirement prior to attending their first class.

- **Seasonal Flu Vaccine** (Flu Mist not accepted)

- **Immunization Waiver**

If a student is unable to receive any immunization, a waiver request must be signed and submitted for approval to the National Healthcare Compliance Office. This form can be obtained from your American Data Bank Complio account or by contacting the National Healthcare Compliance Office. Students who do not receive all required immunizations may be denied clinical access by the clinical facility and therefore, may experience an interruption in or be unable to complete their programs of study.

Note: All programs are subject to additional requirements including the following examples: background check, fingerprint scan, drug screen clearance, immunizations, vaccines, additional forms and trainings, and other site requirements as requested, as based on state requirements. Additional out of pocket fees may apply due to state Board of Nursing and site requirements; see your admission representative for additional information.

¹ Additional screenings may be required prior to clinical start.

² For on-site pre-licensure students, Proof of Health Insurance must be completed prior to first day of classes. Online pre-licensure students must adhere to compliance deadlines.

³ Jacksonville, Troy, Irving, Las Vegas, Miramar, and Phoenix campuses will only accept American Heart Association CPR-BLS for healthcare providers.

⁴ LA, NC and NV students must complete all immunization requirements prior to attending their first class.

⁵ Houston and Pearland campuses will only accept MMR, Varicella and HEP B Titers displaying numeric range results and dated within the last five years. Irving, San Antonio and Cleveland will only accept MMR and Varicella titers.

⁶ NC students must complete requirement prior to attending their first class.

Insurance

Evidence of health insurance is required for all pre-licensure students.

Pre-Licensure students at all locations must enroll in and maintain a group injury and sickness insurance plan unless otherwise insured.

Students without injury and sickness insurance may be denied access to

clinical facilities and therefore may be unable to complete their nursing programs.

All registered, on-site students will automatically be enrolled in the Chamberlain group injury and sickness insurance plan, unless they can show evidence of coverage by another health insurance plan. If the student chooses to be entirely self-paying for healthcare, a waiver must be completed at the beginning of each policy year and be on file. Insurance is required for all pre-licensure students unless a Health Insurance Requirement form is filled out in Complio and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by published deadline.

Pre-Licensure students are required to enroll annually to maintain insurance coverage.

A group injury and sickness insurance plan purchased through Chamberlain is effective 24 hours per day during the period for which the premium has been paid and eligibility has been met. Optional coverage for students' spouses and/or children is available when signing up for coverage. Rates and policy periods are subject to change each new policy term. Session options are available.

The student assumes all financial responsibility associated with their own healthcare. For details on health records required for admission or clinical courses, refer to the packet mailed to accepted students, the Clinical Expectations section of this catalog or the Student Handbook.

Students residing outside the U.S. are not eligible for this insurance.

Detailed enrollment information is available on the Chamberlain website at chamberlain.edu/studentinsurance

More information is available from the National Healthcare Compliance Department: cuhealthcarecompliance@chamberlain.edu

Healthcare Compliance Deadlines

Healthcare Compliance Deadlines – New Students

Pre-Licensure students must submit a completed health examination and immunization history by established deadlines. Pre-Licensure students must upload copies of personal health records to their Complio account and must maintain originals for future use.

Complete documentation must be uploaded to the student's Complio account and be approved by the following deadlines:¹

- 3-year Bachelor of Science in Nursing degree program students must complete all clinical compliance requirements by Friday of Week 7 of their first session.
- 3-year BSN students entering Chamberlain directly into a clinical course must be clinically compliant before the first day of their first session.

Failure to submit all healthcare compliance requirements by the deadlines will result in the student's account being placed on a compliance hold, making the student ineligible to register for classes or attend clinicals until required documentation is received and accepted.²

¹ LA, NC and NV students must complete all state mandated requirements prior to attending their first class.

² LA, NC, NJ and NV campus students: In addition to a compliance hold, students will be dropped from any future sessions.

Healthcare Compliance Deadline – Continuing Students

In order to maintain healthcare compliance throughout program progression, students are required to have compliance items scheduled to expire in their ensuing session updated by the first day of the final month of the prior session. See below chart for deadlines.

Enrollment Session	Compliance Deadline
July Session	June 1
September Session	August 1
November Session	October 1
January Session	December 1
March Session	February 1
May Session	April 1

Additional Clinical Disclosures

For tracking and public health management purposes, the non-directory information of students may be shared with clinical sites at which a student is studying, working or gaining clinical experience.

Contact your academic support advisor for more information. Individual states and/or clinical facilities may have additional requirements.

Non-Compliance

Students who are non-compliant in any session may be prevented from further registration. As a result, the student would no longer be able to further progress in the program, and would be denied admission to clinical agencies, resulting in an unsatisfactory clinical grade due to unexcused absences. This could ultimately result in a student failing a course and/or being dropped from the program.

Failure to comply with the drug screen or background and fingerprint checks (as required) or failure to achieve a satisfactory outcome may result in dismissal from Chamberlain.

Pre-Licensure BSN Student Uniform & Professional Appearance Policy

Students are required to purchase and wear the approved Chamberlain uniform when participating in all clinical learning activities unless otherwise specified by the clinical partner. Certain clinical partners may have additional dress regulations and uniform requirements. The policies of an affiliated clinical agency/partner hosting students for rotation may be different and always supersede Chamberlain's dress code. Check with your clinical coordination specialist for additional requirements.

- Students purchase their uniform and clinical kit during NR-222 Health and Wellness (see ordering information on the next page). Uniforms may be required for purchase prior to NR-222 at program leadership's discretion.

Chamberlain uniforms are only permitted to be worn during Chamberlain approved clinical learning activities and at program leadership direction. The use of the Chamberlain uniform outside of clinical learning is prohibited. Identification badge and Chamberlain branding must be covered or removed when not in a clinical learning setting.

NOTE: Clinical learning activities include clinical credit and lab credit hours. Simulation could be performed in clinical or lab.

General Rules, Requirements & Information

1. Chamberlain cobalt blue tunic top with pockets and a Chamberlain logo embroidered on upper left chest area.
2. Pants in Chamberlain cobalt blue.
 - A scrub dress or ankle-length skirt options are available in cobalt blue. White tights must be worn with the scrub dress and knee length white socks with the ankle-length skirt
3. Head coverings (religious or otherwise) need to be white, cobalt blue or black and free of decorative items.
4. White socks (mid-calf or knee length) and white nurse's shoes or white solid material (no color), non-mesh athletic shoes must be worn (closed flat heel and toe). Shoes worn in clinical areas must cover the entire foot.
5. Identification badges (Chamberlain and/or partner) should be attached to the upper right collar area (or in a location identified by the clinical partner) and worn at all times.
6. Stethoscope with bell and diaphragm.
7. Watch with a second hand capability.

Additional Required Supplies

- Penlight
- Bandage scissors
- Small notepad
- Black ball-point pen
- Clinical kits/lab bag – required for NR-224 Fundamentals: Skills (on-site students) and for the on-site retreat (online students).

NOTE: Uniform requirements may vary. See your clinical coordination specialist for the specific uniform requirements for your location and/or clinical site.

Optional (at program leadership discretion)

- White lab coat with the Chamberlain logo embroidered on upper left chest may be worn over appropriate dress street clothes (no jeans, shorts or sandals).
- Cobalt blue, white or black fitted top can be worn under uniform.
- Additional uniform requirements in the form of a mask may be required by the facility. If non N95 or KN95 masks are permitted, then the mask should be white, cobalt blue or black and free of decorative items. A surgical mask may also be worn.

Professional Appearance

Nursing is a professional setting that requires conservative and natural appearance.

Professional appearance includes:

- Good grooming and appropriate use of cosmetics and jewelry.
- Uniforms must be clean and well maintained.
- Hair is to be worn back and up and away from the face. Longer hair must be tied back in a neat manner. Hair colors must be of natural tones. Non-natural colors such as pink, blue, etc., are not permitted.
- Natural nails must not extend beyond fingertips. Artificial nails and nail polish are not permitted.
- Jewelry is limited to simple non-jeweled band (one ring per hand). One pair (one in the entire ear) small post earrings. Facial

and tongue jewelry are not allowed. Ear gauges or any other facial piercings should be closed with clear or matching skin tone plugs.

- All body art/tattoos that are visible (except fingers) must be covered. Examples of coverage include
 - Snuggly fit long sleeve shirt and/or a turtleneck under student's uniform top
 - Makeup
 - Bandages
- Students must be clean-shaven or have short neatly trimmed facial hair.
- Undergarments must not be visible at any time.
- Gum chewing is not permitted in the clinical learning area.

Uniform & Clinical Kit Ordering

Ordering Chamberlain uniforms and clinical kits is easy and convenient. Log on to My Chamberlain experience at community.chamberlain.edu and click on the uniforms icon or visit chamberlain.edu/uniform.

RN to BSN Option

Undergraduate/Post-Licensure

- *Earn your Bachelor of Science in Nursing in as few as 3 semesters of year-round, full-time enrollment*
- Registered nurses looking to complete their BSN degree
- Registered nurses earn up to **77 proficiency credits**¹
- All coursework **100 percent online** with experiential learning activities
- Earn your degree **while you work**
- Total credit hours: 122¹
 - Includes 77 proficiency credits

chamberlain.edu/rnbsn

¹ 123 for Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing.

Note: Program/program option availability varies by state/location.

Post-Licensure Program Overview

- RN to BSN Degree Completion Option (online)

The Bachelor of Science in Nursing (BSN) degree program offers a RN to BSN degree completion option for registered nurses wishing to complete their BSN degree in as few as three semesters. The registered nurse with an associate degree or diploma may complete the BSN degree via online instruction. The online option allows the registered nurse student to complete the BSN degree in three semesters within an educational format designed for adult learners. Advantages include the convenience of scheduling, a focus on core content readily applicable to professional settings and interaction with peers who share many similar professional experiences and values.

Practicum/Experiential Learning Evaluation

In Chamberlain post-licensure programs students in clinical/experiential practicum settings will be evaluated regularly on meeting clinical objectives throughout each course. This evaluation is completed

by both the preceptor/mentor and the course faculty. Students must successfully meet clinical objectives specific to each course by the end of that course. The faculty of record is responsible for all evaluation of student performance and makes the final determination of grades regarding student evaluation. Students will have an opportunity to evaluate their preceptor and clinical site once each term.

Program Outcomes

The expected outcomes for the Bachelor of Science in Nursing (BSN) degree program graduate are as follows:

1. Provides individualized comprehensive care based on theories and principles of nursing and related disciplines to individuals, families, aggregates and communities, from entry to the healthcare system through long-term planning.
2. Demonstrates leadership and collaboration with consumers and other healthcare providers in providing care and/or delegating responsibilities for health promotion, illness prevention, health restoration, health maintenance and rehabilitative activities.
3. Communicates effectively with patient populations and other healthcare providers in managing the healthcare of individuals, families, aggregates and communities.
4. Integrates clinical judgment in professional decision making and implementation of the nursing process.
5. Demonstrates responsibility for continued personal and professional development through enrollment in graduate education, continuing education degree programs, professional reading and participation in professional organizations and community service.
6. Implements professional nursing standards by practicing within the legal definitions of nursing practice and acts in accordance with the nursing code of ethics and American Nurses Association (ANA) standards of practice.
7. Practices in established professional roles consistent with entry-level BSN graduates to provide cost-effective, quality healthcare to consumers in structured and unstructured settings.
8. Incorporates evidence-based practice in the provision of professional nursing care to individuals, families, aggregates and communities.

A Post-Baccalaureate Certificate in Leadership Foundations program is available to all BSN graduates. See the Certificate Program section in this catalog for more information.

Program Details

RN to BSN Option - 122 Credit Hours (Effective May 2024)

Degree: Bachelor of Science in Nursing | Semesters: 3 Full Time

Professional nurses are provided an opportunity to expand their professional knowledge in the RN to BSN option. Graduate education and career mobility build upon this degree program.

Minimum credit hours required for graduation: 122¹ (15 general education; 6 electives; 24² nursing; 77 CCAP).

For more information, visit chamberlain.edu/rnbsn.

¹ 123 for Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing. (21 general education; 25 nursing; 77 CCAP).

² 25 for Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the California or Minnesota Board of Nursing.

Code	Title	Hours
Chamberlain College Articulation Plan		
CCAP		
	Registered nurses with current, active RN licensure in the U.S. or a jurisdiction that is an associate member of the National Council of State Boards of Nursing (NCSBN) may be awarded up to 77 proficiency credit hours through the Chamberlain College Articulation Plan (CCAP). This includes 37 general education credits and 40 nursing credits.	77
English and Communications		
ENGL-148N	Advanced English Composition	3
Quantitative Reasoning		
MATH-225N	Statistical Reasoning for the Health Sciences	3
Humanities and Fine Arts		
HIST-405N	United States History	3
HUMN-303N	Introduction to Humanities	3
Social Sciences		
POLI-330N	Political Science	3
Nursing Requirements ¹		
NR-305	Health Assessment for the Practicing RN	4
NR-351	Foundational Concepts for the Practicing RN	3
NR-361	RN Information Systems in Healthcare	3
NR-439	RN Evidence-Based Practice	3
Select one of the following:		4-5
NR-435	Community Health Nursing II	
NR-436	Community, Public, and Population Health Nursing	
NR-447	Collaborative Leadership in Healthcare	4
NR-451	RN Capstone Course	3
Electives ³		
Any combination of the courses below or courses from English and Communication, Quantitative Reasoning, Social Sciences, Humanities, Sciences and Fine Arts which you have not already taken:		6
MATH-105N	Contemporary Mathematics	3
NR-300A	Directed Independent Study	1
NR-300B	Directed Independent Study	2
NR-300C	Directed Independent Study	3
NR-307A	Advancing Equity, Inclusion, and Diversity in Healthcare	1
NR-307B	Advancing Equity, Inclusion, and Diversity in Healthcare	2
NR-307C	Advancing Equity, Inclusion, and Diversity in Healthcare	3
NR-393	Nursing History	3
NR-394	Transcultural Nursing	3
NR-395	Ethics, Integrity, and Professional Nursing Trends	1

¹ 25 Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the California or Minnesota Board of Nursing.

² NR-435 Community Health Nursing II students residing in Washington and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the California or Minnesota Board of Nursing. This course must be taken during the last semester of the program. If a non-Washington resident takes NR-436 Community, Public, and Population Health Nursing and later moves to Washington, they will be required to complete NR-435 Community Health Nursing II before graduating.

³ In order to satisfy graduation requirements, elective courses may be added to the individual's plan of study. Contact your academic support advisor for more information.

Note: When registering for general education or science elective courses, students will need to select the course with an "N" suffix designator (i.e., ENGL-148N Advanced English Composition). The general education coursework grading scale applies to courses with this designator. Students residing in Washington will need to select the NR-447 Collaborative Leadership in Healthcare course with the M suffix designator (i.e., NR-447M Collaborative Leadership in Healthcare).

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

CCAP Credit

Chamberlain College Articulation Program RN to BSN Option (CCAP-RN) - 77 Proficiency Credit Hours

Registered nurses with a current, active license are awarded 77 proficiency credit hours through the Chamberlain College Articulation Plan (CCAP). This proficiency credit includes 37 general education credits and 40 nursing credits. The credit hours awarded reflect credit hours for courses, general education and nursing, currently in the Chamberlain BSN program representing essential content for a basic nursing program. This content may be in specifically identified courses or threaded throughout the curriculum in other required coursework. Applicants may be required to demonstrate knowledge of general education concepts through transcribed transfer credit.

Nursing - 40 Credits

Code	Title	Hours
NR-224	Fundamentals: Skills	3
NR-226	Fundamentals: Patient Care	3
NR-228	Nutrition, Health & Wellness	2
NR-283	Pathophysiology	3
NR-293	Pharmacology for Nursing Practice	3
NR-326	Mental Health Nursing	4
NR-327	Maternal-Child Nursing	4
NR-328	Pediatric Nursing	4
NR-324	Adult Health I	5
NR-325	Adult Health II	5
NR-341	Complex Adult Health	4

General Education - 37 Credits (Effective November 2022)

Code	Title	Hours
BIOS-242	Fundamentals of Microbiology with Lab	4
BIOS-251	Anatomy and Physiology I with Lab	2
BIOS-252	Anatomy and Physiology II with Lab	2
BIOS-255	Anatomy and Physiology III with Lab	2
BIOS-256	Anatomy and Physiology IV with Lab	2
CHEM-120	Introduction to General, Organic, and Biological Chemistry with Lab	4
ENGL-118N	English Composition	3
ETHC-445N	Principles of Ethics	3
PHIL-347N	Critical Reasoning	3
PSYC-110N	Psychology	3
PSYC-290N	Lifespan Development	3
SOCS-185N	Culture and Society	3
COMM-277N	Interpersonal Communication	3

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

RN-BSN to MSN Option

Undergraduate/Post-Licensure

- *Earn your degree while you work & in as few as 8 semesters of year-round, full-time enrollment*
- Registered nurses looking to complete their BSN degree and earn a MSN degree
- **Save time & Tuition** - Earn both your BSN and MSN in a shorter period of time
- **Online Coursework** with experiential learning activities (Plus required on-site practicum hours)
- **Choose from six MSN Specialty Tracks**
- Total credit hours:¹
 - RN-BSN to MSN (Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics and Population Health Specialty Tracks): 151²
 - RN-BSN to MSN (AGACNP Specialty Track: 164³) (FNP Specialty Track: 161³) (PMHNP Specialty Track: 163³)

chamberlain.edu/rnmsn

¹ Includes up to 77 proficiency credits through the Chamberlain College Articulation Program.

² 152 for Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing. 158 for students enrolled prior to May 2016; 159 for Tennessee residents enrolled prior to May 2016.

³ 161 for Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing. 167 for students enrolled prior to May 2016; 168 for Tennessee residents enrolled prior to May 2016.

Note: Program/program option availability varies by state/location.

Practicum/Experiential Learning Evaluation

In Chamberlain post-licensure programs students in clinical/experiential practicum settings will be evaluated regularly on meeting clinical objectives throughout each course. This evaluation is completed by both the preceptor/mentor and the course faculty. Students must successfully meet clinical objectives specific to each course by the end of that course. The faculty of record is responsible for all evaluation of student performance and makes the final determination of grades regarding student evaluation. Students will have an opportunity to evaluate their preceptor and clinical site once each term.

Program Details

RN-BSN to MSN Option

Degrees: Bachelor of Science in Nursing (BSN)/ Master of Science in Nursing (MSN)

Semesters: 8 Full Time

In the RN-BSN to MSN option, eligible RN students who are working towards their BSN degree at Chamberlain may apply for admission to the MSN degree program prior to completing the BSN degree program. Students are able to complete the degree requirements for the BSN degree program while enrolled in the MSN degree program by taking selected MSN courses in place of two required BSN courses. The MSN courses offer a more focused, higher level of content than the corresponding BSN courses. Students are able to meet program outcomes for the BSN degree through completion of the BSN curriculum with six alternate credit hours of select MSN coursework. Students opting for this dual enrollment have the option to complete the final two courses in the BSN curriculum and to exit the program with a BSN degree at any time. Students enrolled in the RN-BSN to MSN option will graduate with their BSN degree upon successful completion of the MSN core.

For more information, visit chamberlain.edu/rnmsn.

Master of Science in Nursing (MSN) Degree Courses

Prior to January 2024 for the RN-BSN to MSN option, students must complete NR-500 Foundational Concepts and Applications or NR-500NP Foundational Concepts and Advanced Practice Roles (NP track only), and achieve a minimum grade of "B." Students who take NR-500 Foundational Concepts and Applications or NR-500NP Foundational Concepts and Advanced Practice Roles and fail to achieve a "B" or higher will be dismissed from the RN-BSN to MSN option. The student may still be eligible to complete the RN to BSN option. Master of Science in Nursing course NR-512 Fundamentals of Nursing Informatics or NR-599 Nursing Informatics for Advanced Practice (NP track only) replaces NR-361 RN Information Systems in Healthcare.¹ NR-505 Advanced Research Methods: Evidence-Based Practice or NR-505NP Advanced Research Methods: Evidence-Based Practice (NP track only) replaces NR-451 RN Capstone Course in the RN to BSN option. Students must clear a background and fingerprint check before registering for any MSN-NP specialty track courses.²

Effective January 2024 for the RN-BSN to MSN option, students must complete NR-581 Foundational Concepts for Advanced Nursing Practice or NR-581NP Foundational Concepts for Advanced Nursing Practice (NP track only), and achieve a minimum grade of "B." Students who take NR-581 Foundational Concepts for Advanced Nursing Practice or NR-581NP Foundational Concepts for Advanced Nursing Practice and fail to achieve a "B" or higher will be dismissed from the RN-BSN to MSN option. The student may still be eligible to complete the RN to BSN option. Master of Science in Nursing course NR-583 Informatics for Advanced Nursing Practice or NR-583NP Informatics for Advanced Nursing Practice (NP track only) replaces NR-361 RN Information Systems in Healthcare.² NR-585 Research Methods and Evidence-

Based Practice for Advanced Nursing Practice or NR-585NP Research Methods and Evidence-Based Practice for Advanced Nursing Practice (NP track only) replaces NR-451 RN Capstone Course in the RN to BSN option. Students must clear a background and fingerprint check before registering for any MSN-NP specialty track courses.³

¹ Students who started prior to November 2018 will complete NR-504 Leadership and Nursing Practice: Role Development or NR-510 Leadership and Role of the APN (FNP Specialty Track students only) which replaces NR-447 Collaborative Leadership in Healthcare.

² Students who started after January 2024 will complete NR-582 Leadership and Role Development for Advanced Nursing Practice or NR-582NP Leadership and Role Development for Advanced Nursing Practice (FNP Specialty Track students only) which replaces NR-447 Collaborative Leadership in Healthcare.

³ Fingerprinting policy is applicable only to students enrolled on or after September 2017.

For the complete list of MSN core and specialty track courses, see Master of Science in Nursing curriculum or Master of Science in Nursing - Nurse Practitioner curriculum.

RN to BSN Option Courses

(Effective November 2022 - 122¹ credit hours)

¹ 123 for Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing. (21 general education; 25 nursing; 77 CCAP).

Code	Title	Hours
Chamberlain College Articulation Plan		
CCAP		
	Registered nurses with current, active RN licensure in the U.S. or a jurisdiction that is an associate member of the National Council of State Boards of Nursing (NCSBN) may be awarded up to 77 proficiency credit hours through the Chamberlain College Articulation Plan (CCAP). This includes 37 general education credits and 40 nursing credits.	77
English and Communications		
ENGL-148N	Advanced English Composition	3
Quantitative Reasoning		
MATH-225N	Statistical Reasoning for the Health Sciences	3
Humanities and Fine Arts		
HIST-405N	United States History	3
HUMN-303N	Introduction to Humanities	3
Social Sciences		
POLI-330N	Political Science	3
Nursing ¹		
NR-305	Health Assessment for the Practicing RN	4
NR-351	Foundational Concepts for the Practicing RN	3
NR-361	RN Information Systems in Healthcare ²	3
NR-439	RN Evidence-Based Practice	3
Select one of the following:		4-5
NR-435	Community Health Nursing II	

NR-436	Community, Public, and Population Health Nursing ³	
NR-447	Collaborative Leadership in Healthcare	4
NR-451	RN Capstone Course ²	3
Electives⁴		
Any combination of the courses below or courses from English and Communication, Quantitative Reasoning, Social Sciences, Humanities, Sciences and Fine Arts which you have not already taken:		6
MATH-105N	Contemporary Mathematics	3
NR-300A	Directed Independent Study	1
NR-300B	Directed Independent Study	2
NR-300C	Directed Independent Study	3
NR-307A	Advancing Equity, Inclusion, and Diversity in Healthcare	1
NR-307B	Advancing Equity, Inclusion, and Diversity in Healthcare	2
NR-307C	Advancing Equity, Inclusion, and Diversity in Healthcare	3
NR-393	Nursing History	3
NR-394	Transcultural Nursing	3
NR-395	Ethics, Integrity, and Professional Nursing Trends	1

¹ 25 for Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing.

² Students enrolled in the Chamberlain RN-BSN to MSN option prior to January 2024 are required to complete NR-512 Fundamentals of Nursing Informatics and NR-505 Advanced Research Methods: Evidence-Based Practice or NR-505NP Advanced Research Methods: Evidence-Based Practice (for NP track only) in place of NR-361 RN Information Systems in Healthcare and NR-451 RN Capstone Course, respectively, which fulfills BSN program requirements. Effective January 2024, students enrolled in the Chamberlain RN-BSN to MSN option are required to complete NR-583 Informatics for Advanced Nursing Practice and NR-585 Research Methods and Evidence-Based Practice for Advanced Nursing Practice or NR-585NP Research Methods and Evidence-Based Practice for Advanced Nursing Practice (for NP track only) in place of NR-361 RN Information Systems in Healthcare and NR-451 RN Capstone Course, respectively, which fulfill BSN program requirements.

³ NR-435 Community Health Nursing II is required for students residing in Washington and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing. This course includes at least 96 hours of public health clinical experience and fulfills the state requirement for community health nursing. This course must be taken during the last semester of the program. If a non-Washington resident takes NR-436 Community, Public, and Population Health Nursing and later moves to Washington, they will be required to complete the clinical portion of NR-435 Community Health Nursing II before graduating.

⁴ In order to satisfy graduation requirements, elective courses may be added to the individual's plan of study. Contact your academic support advisor for more information.

Note: Students have the option to exit the RN-BSN to MSN option and complete the remaining courses in the BSN curriculum to earn only the BSN degree. No additional application fee is required for the graduate portion of this program.

Note: When registering for general education or science elective courses, students will need to select the course with an "N" suffix designator (i.e., ENGL-118N English Composition). The general education coursework grading scale applies to courses with this designator. Students residing in Washington will need to select the NR-447 Collaborative Leadership in Healthcare course with the M suffix designator (i.e., NR-447M Collaborative Leadership in Healthcare).

Note: Students enrolled in NR-435 Community Health Nursing II are responsible for specifying their own practicum site and qualified mentor or preceptor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state where they will complete their practicum. If the preceptor, mentor and/or field instructor you are submitting for Chamberlain University's review and approval was found using a student-arranged third-party preceptor matching service, be advised that Chamberlain University will not reimburse any fees you may have incurred.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Master of Science in Nursing (MSN) Degree Courses Prior to January 2024

Code	Title	Hours
Core Courses		
NR-500	Foundational Concepts and Applications	3
NR-501	Theoretical Basis for Advanced Nursing Practice	3
NR-504	Leadership and Nursing Practice: Role Development	3
NR-505	Advanced Research Methods: Evidence-Based Practice ¹	3
Select one of the following:		3
NR-506	Health Care Policy	
NR-544	Quality and Safety in Healthcare	
NR-512	Fundamentals of Nursing Informatics ¹	3
MSN-NP Specialty Track (Effective July 2020)		
NR-500NP	Foundational Concepts and Advanced Practice Roles	
NR-501NP	Theoretical Basis for Advanced Nursing Practice	
NR-505NP	Advanced Research Methods: Evidence-Based Practice ¹	
NR-506NP	Healthcare Policy and Leadership	
NR-599	Nursing Informatics for Advanced Practice	

Note: Program/Program option availability varies by state/location.

¹ Students enrolled in the Chamberlain RN-BSN to MSN option are required to complete NR-512 Fundamentals of Nursing Informatics and NR-505 Advanced Research Methods: Evidence-Based Practice or NR-505NP Advanced Research Methods: Evidence-Based Practice (for NP track only) in place of NR-361 RN Information Systems in Healthcare and NR-451 RN Capstone Course, respectively, which fulfills BSN program requirements.

Code	Title	Hours
MSN Specialty Track Courses		
Complete one of the following specialty tracks:		18-27
<i>(a) FNP Specialty Track (For students enrolled prior to May 2019)</i>		
NR-503	Population Health, Epidemiology and Statistical Principles	
NR-507	Advanced Pathophysiology	
NR-508	Advanced Pharmacology	
NR-509	Advanced Physical Assessment	
NR-510	Leadership and Role of the APN	
NR-511	Differential Diagnosis and Primary Care Practicum	
NR-601	Primary Care of the Maturing and Aged Family Practicum	
NR-602	Primary Care of the Childbearing and Childrearing Family Practicum	
NR-603	Advanced Clinical Diagnosis and Practice across the Lifespan Practicum	
NR-667	FNP Capstone Practicum and Intensive	
<i>FNP Specialty Track (Effective May 2019)</i>		
NR-503	Population Health, Epidemiology and Statistical Principles	
NR-507	Advanced Pathophysiology	
NR-509	Advanced Physical Assessment	
NR-511	Differential Diagnosis and Primary Care Practicum	
NR-565	Advanced Pharmacology Fundamentals	
NR-566	Advanced Pharmacology for Care of the Family	
NR-601	Primary Care of the Maturing and Aged Family Practicum	
NR-602	Primary Care of the Childbearing and Childrearing Family Practicum	
NR-603	Advanced Clinical Diagnosis and Practice across the Lifespan Practicum	
NR-667	FNP Capstone Practicum and Intensive	
<i>Adult-Gerontology Primary Care Nurse Practitioner Specialty Track (Effective July 2020)</i>		
NR-503	Population Health, Epidemiology and Statistical Principles	
NR-507	Advanced Pathophysiology	
NR-509	Advanced Physical Assessment	
NR-565	Advanced Pharmacology Fundamentals	
NR-568	Advanced Pharmacology for the Adult-Gerontology Primary Care Nurse Practitioner	

NR-576	Differential Diagnosis in Adult-Gerontology Primary Care
NR-577	Primary Care Management of Adolescents and Adults
NR-578	Primary Care Management of Older Adults
NR-579	Palliative Care in Adult-Gerontology Across the Spectrum
NR-580	Adult-Gerontology Primary Care Capstone and Intensive
<i>Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Specialty Track (Effective July 2020)</i>	
NR-503	Population Health, Epidemiology and Statistical Principles
NR-507	Advanced Pathophysiology
NR-509	Advanced Physical Assessment
NR-565	Advanced Pharmacology Fundamentals
NR-567	Advanced Pharmacology for the Adult Gerontology Acute Care Nurse Practitioner
NR-569	Differential Diagnosis in Acute Care Practicum
NR-570	Common Diagnosis and Management in Acute Care Practicum
NR-571	Complex Diagnosis and Management in Acute Care Practicum
NR-572	Advanced Acute Care Management
NR-573	Advanced Acute Care Management Lab
NR-574	Acute Care Practicum I
NR-575	Acute Care Practicum II
<i>Psychiatric-Mental Health Nurse Practitioner (PMHNP) Specialty Track</i>	
NR-503	Population Health, Epidemiology and Statistical Principles
NR-507	Advanced Pathophysiology
NR-509	Advanced Physical Assessment
NR-546	Advanced Pharmacology: Psychopharmacology for the Psychiatric-Mental Health Nurse Practitioner
NR-548	Psychiatric Assessment for Psychiatric-Mental Health Nurse Practitioner
NR-547	Differential Diagnosis in Psychiatric-Mental Health across the Lifespan Practicum
NR-565	Advanced Pharmacology Fundamentals
NR-605	Diagnosis & Management in Psychiatric-Mental Health across the Lifespan I Practicum
NR-606	Diagnosis & Management in Psychiatric-Mental Health II Practicum
NR-607	Diagnosis & Management in Psychiatric-Mental Health III Practicum
NR-668	Psychiatric-Mental Health Capstone Practicum & Intensive
<i>(b) Healthcare Policy Specialty Track</i>	
NR-552	Economics of Healthcare Policy
NR-553	Global Health
NR-555	Health Policy: Advancing Health Equity & Outcomes

NR-556	The Nurse Leader and Health Policy
NR-651	Healthcare Policy Concluding Graduate Experience I
NR-652	Healthcare Policy Concluding Graduate Experience II

(c) Nurse Educator Specialty Track (Effective March 2019)

NR-524	Curriculum Development
NR-535	Theoretical Foundations and Instructional Strategies for the Nurse Educator
NR-536	Advanced Health Assessment, Pathophysiology, and Pharmacology for Advanced Nursing Practice
NR-537	Assessment and Evaluation in Education
NR-621	Nurse Educator Concluding Graduate Experience I
NR-622	Nurse Educator Concluding Graduate Experience II

(d) Nurse Executive Specialty Track

NR-531	Nursing Leadership in Healthcare Organizations
NR-532	Healthcare Operational Planning and Management
NR-533	Financial Management in Healthcare Organizations
NR-534	Healthcare Systems Management
NR-631	Nurse Executive Concluding Graduate Experience I
NR-632	Nurse Executive Concluding Graduate Experience II

(e) Nursing Informatics Specialty Track

NR-541	Practice of Nursing Informatics
NR-542	Managing Data and Information
NR-543	Information Workflow in Healthcare
NR-640B	Informatics Nurse Specialist Practicum I
NR-642	Informatics Nurse Specialist Concluding Graduate Experience I
NR-643	Informatics Nurse Specialist Concluding Graduate Experience II

(f) Population Health Specialty Track

NR-530	Foundations Population Health
NR-538	Population Health I: Assessment and Analysis of Data
NR-539	Population Health II: Planning, Implementation, and Evaluation
NR-540	Leading and Managing Population Health
NR-611	Population Health Concluding Graduate Experience I
NR-612	Population Health Concluding Graduate Experience II

Note: Program/Program option availability varies by state/location.

Note: Students have the option to exit the RN-BSN to MSN option and complete the remaining courses in the BSN curriculum to earn only the

BSN degree. No additional application fee is required for the graduate portion of this program.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Master of Science in Nursing (MSN) Degree Courses Effective January 2024

Code	Title	Hours
Core Courses		
NR-581	Foundational Concepts for Advanced Nursing Practice	3
NR-582	Leadership and Role Development for Advanced Nursing Practice	3
NR-583	Informatics for Advanced Nursing Practice	3
NR-584	Quality and Safety for Advanced Nursing Practice	3
NR-585	Research Methods and Evidence-Based Practice for Advanced Nursing Practice	3
NR-586	Population Health and Epidemiology for Advanced Nursing Practice	3
MSN-NP Specialty Track		
NR-581NP	Foundational Concepts for Advanced Nursing Practice	3
NR-582NP	Leadership and Role Development for Advanced Nursing Practice	3
NR-583NP	Informatics for Advanced Nursing Practice	3
NR-584NP	Quality and Safety for Advanced Nursing Practice	3
NR-585NP	Research Methods and Evidence-Based Practice for Advanced Nursing Practice	3
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice	3

¹ Effective January 2024, students enrolled in the Chamberlain RN-BSN to MSN option are required to complete NR-583 Informatics for Advanced Nursing Practice and NR-585 Research Methods and Evidence-Based Practice for Advanced Nursing Practice or NR-585NP Research Methods and Evidence-Based Practice for Advanced Nursing Practice (for NP track only) in place of NR-361 RN Information Systems in Healthcare and NR-451 RN Capstone Course, respectively, which fulfill BSN program requirements.

Code	Title	Hours
MSN Specialty Track Courses		
Complete one of the following specialty tracks:		18-27
(a) FNP Specialty Track		
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice	
NR-507	Advanced Pathophysiology	
NR-508	Advanced Pharmacology	
NR-509	Advanced Physical Assessment	
NR-510	Leadership and Role of the APN	
NR-511	Differential Diagnosis and Primary Care Practicum	
NR-601	Primary Care of the Maturing and Aged Family Practicum	

NR-602	Primary Care of the Childbearing and Childrearing Family Practicum
NR-603	Advanced Clinical Diagnosis and Practice across the Lifespan Practicum
NR-667	FNP Capstone Practicum and Intensive
<i>Adult-Gerontology Primary Care Nurse Practitioner (AGACNP) Specialty Track</i>	
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice
NR-507	Advanced Pathophysiology
NR-509	Advanced Physical Assessment
NR-565	Advanced Pharmacology Fundamentals
NR-568	Advanced Pharmacology for the Adult-Gerontology Primary Care Nurse Practitioner
NR-576	Differential Diagnosis in Adult-Gerontology Primary Care
NR-577	Primary Care Management of Adolescents and Adults
NR-578	Primary Care Management of Older Adults
NR-579	Palliative Care in Adult-Gerontology Across the Spectrum
NR-580	Adult-Gerontology Primary Care Capstone and Intensive
<i>Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Specialty Track</i>	
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice
NR-507	Advanced Pathophysiology
NR-509	Advanced Physical Assessment
NR-565	Advanced Pharmacology Fundamentals
NR-567	Advanced Pharmacology for the Adult Gerontology Acute Care Nurse Practitioner
NR-569	Differential Diagnosis in Acute Care Practicum
NR-570	Common Diagnosis and Management in Acute Care Practicum
NR-571	Complex Diagnosis and Management in Acute Care Practicum
NR-572	Advanced Acute Care Management
NR-573	Advanced Acute Care Management Lab
NR-574	Acute Care Practicum I
NR-575	Acute Care Practicum II
<i>Psychiatric-Mental Health Nurse Practitioner (PMHNP) Specialty Track</i>	
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice
NR-507	Advanced Pathophysiology
NR-509	Advanced Physical Assessment
NR-546	Advanced Pharmacology: Psychopharmacology for the Psychiatric-Mental Health Nurse Practitioner
NR-548	Psychiatric Assessment for Psychiatric-Mental Health Nurse Practitioner
NR-547	Differential Diagnosis in Psychiatric-Mental Health across the Lifespan Practicum

NR-565	Advanced Pharmacology Fundamentals
NR-605	Diagnosis & Management in Psychiatric-Mental Health across the Lifespan I Practicum
NR-606	Diagnosis & Management in Psychiatric-Mental Health II Practicum
NR-607	Diagnosis & Management in Psychiatric-Mental Health III Practicum
NR-668	Psychiatric-Mental Health Capstone Practicum & Intensive
<i>(b) Healthcare Policy Specialty Track</i>	
NR-552	Economics of Healthcare Policy
NR-553	Global Health
NR-555	Health Policy: Advancing Health Equity & Outcomes
NR-556	The Nurse Leader and Health Policy
NR-651	Healthcare Policy Concluding Graduate Experience I
NR-652	Healthcare Policy Concluding Graduate Experience II
<i>(c) Nurse Educator Specialty Track</i>	
NR-524	Curriculum Development
NR-535	Theoretical Foundations and Instructional Strategies for the Nurse Educator
NR-536	Advanced Health Assessment, Pathophysiology, and Pharmacology for Advanced Nursing Practice
NR-537	Assessment and Evaluation in Education
NR-621	Nurse Educator Concluding Graduate Experience I
NR-622	Nurse Educator Concluding Graduate Experience II
<i>(d) Nurse Executive Specialty Track</i>	
NR-531	Nursing Leadership in Healthcare Organizations
NR-532	Healthcare Operational Planning and Management
NR-533	Financial Management in Healthcare Organizations
NR-534	Healthcare Systems Management
NR-631	Nurse Executive Concluding Graduate Experience I
NR-632	Nurse Executive Concluding Graduate Experience II
<i>(e) Nursing Informatics Specialty Track</i>	
NR-541	Practice of Nursing Informatics
NR-542	Managing Data and Information
NR-543	Information Workflow in Healthcare
NR-640B	Informatics Nurse Specialist Practicum I
NR-642	Informatics Nurse Specialist Concluding Graduate Experience I
NR-643	Informatics Nurse Specialist Concluding Graduate Experience II
<i>(f) Population Health Specialty Track</i>	
NR-530	Foundations Population Health

NR-538	Population Health I: Assessment and Analysis of Data
NR-539	Population Health II: Planning, Implementation, and Evaluation
NR-540	Leading and Managing Population Health
NR-611	Population Health Concluding Graduate Experience I
NR-612	Population Health Concluding Graduate Experience II

Note: Program/Program option availability varies by state/location.

Note: Students have the option to exit the RN-BSN to MSN option and complete the remaining courses in the BSN curriculum to earn only the BSN degree. No additional application fee is required for the graduate portion of this program.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Master of Science in Nursing (MSN) Degree

Master of Science in Nursing (MSN) Degree Program¹

Graduate Post-Licensure

- In as few as 6 semesters for MSN²
- Nurses looking to **change or enhance their practice**
- Advance your education **while you work**
- **Online Coursework**
- **Choose from five specialty tracks:**
 - Healthcare Policy
 - Nurse Educator
 - Nurse Executive
 - Nursing Informatics
 - Population Health
- Total credit hours
 - Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics or Population Health Specialty Tracks: 36

chamberlain.edu/msn

¹ Program/Program option availability vary by state/location.

² With year-round, full-time enrollment

Note: National certification exams are available to graduates in select specialties. Licensing requirements vary by state and may include additional criteria.

MSN Program Overview

The Master of Science in Nursing (MSN) degree program is a graduate degree program designed to prepare nurses for expanding roles in healthcare and enhance their opportunities for professional advancement. The minimum credit hours required to graduate and earn a Master of Science in Nursing degree is 36 semester-credit hours. Students may select one of five specialty tracks: Healthcare Policy, Nurse

Educator, Nurse Executive, Nursing Informatics or Population Health. Program options and specialty track approval varies by state. A student may expect to complete the program in six semesters of full-time study comprised of one to two courses per semester, three semesters per year, for a total of six semesters, depending on which specialty track is pursued. Students in the Healthcare Policy, Nurse Educator, Nurse Executive or Population Health Specialty Tracks are required to complete a 144 hour¹ practicum. Students in the Informatics Specialty Track must complete a 216-hour² practicum. Students are responsible for specifying their own practicum site and qualified mentor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state where they will complete their practicum. If the preceptor, mentor and/or field instructor you are submitting for Chamberlain University's review and approval was found using a student-arranged third-party preceptor matching service, be advised that Chamberlain University will not reimburse any fees you may have incurred.

The Master of Science in Nursing (MSN) curriculum provides core courses in nursing theory, research and evidence-based practice, leadership, professional role development, health policy and information systems. After completing core courses, the student begins specialty coursework in one of five specialty tracks – Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics or Population Health – all of which allow students to build upon their knowledge of the foundations of professional nursing practice.

Students who have not chosen an area of specialization may begin the program in "Undeclared" status; however, students must select a specialty track by the time they have earned nine semester credit hours toward their degree. "Undeclared" status may result in additional coursework requirements, tuition and fee obligations.

¹ 100-hour practicum is required for students enrolled prior to March 2017.

² 200-hour practicum is required for students enrolled prior to March 2017.

The Healthcare Policy Specialty Track builds the foundational skills essential to nurses in healthcare policy roles including leader, change agent, advocate, and activist. Coursework includes the foundations of healthcare policy, economics, strategies to advance health equity and inclusivity, improve quality of care in vulnerable populations, global health, and nursing leadership in the policy arena. Students also complete a 144 hour¹ healthcare policy practicum, allowing them to apply the knowledge and skills acquired from course work.

The Nurse Educator Specialty Track includes courses designed to prepare the student to teach in an academic or clinical-practice setting. Coursework includes educational and clinical foundations, instructional methods, program assessment and evaluation and curriculum development. Students complete 144¹ practicum hours, 48 hours in a direct care setting preparing for nursing practice at an advanced level and

96 hours in an educational setting to further develop teaching skills with the support of an experienced nurse educator.

The Nurse Executive Specialty Track builds the foundational skills essential to nurse leaders. Coursework includes the foundations of organizational leadership, including managerial communication, organizational change and decision making. Students also complete a 144 hour¹ Executive Specialty Track leadership practicum with the support of an experienced nurse executive, allowing them to further develop leadership skills.

The Nursing Informatics Specialty Track builds the foundational skills essential to informatics nurse specialists. Coursework includes the foundations of nursing informatics, including the practice of nursing informatics, management of data and information, healthcare information workflow and project management. Students also complete a 216-hour² informatics practicum with the support of an experienced informatics nurse, allowing them to apply the knowledge and skills acquired from coursework. National certification exams are available to graduates in select specialties. For more information about national certification in nursing informatics, visit nursingworld.org/our-certifications

The Population Health Specialty Track is designed for nurses who practice in settings where the goal of care is improvement in population health outcomes, and in settings where aggregate outcomes drive quality improvement in the delivery of healthcare. These settings include but are not limited to public health systems, clinical healthcare systems, public policy, school health, occupational health, acute care, long-term care, ambulatory care, disaster management and patient centered medical homes, just to mention a few. Building upon its strengths, the profession of nursing is positioned to integrate population health concepts across a variety of practice contexts. As the coming years unfold, innovative roles for nurses to lead population health initiatives will continue to emerge.

Graduates of Chamberlain's MSN degree program are prepared to work as leaders in a variety of healthcare settings. Graduates exhibit well-developed skills in informatics, inquiry, leadership and communication and have a strong foundation for further graduate study.

¹ 100-hour practicum is required for students enrolled prior to March 2017.

² 200-hour practicum is required for students enrolled prior to March 2017.

Graduate Program Outcomes

The MSN program outcomes are aligned with the American Association of Colleges of Nursing publication, The Essentials of Master's Education in Nursing (2011). The expected outcomes for Chamberlain's Master of Science in Nursing (MSN) degree program are as follows:

1. Provide high quality, safe, patient-centered care grounded in holistic health principles.
2. Create a caring environment for achieving quality health outcomes.
3. Engage in lifelong personal and professional growth through reflective practice and appreciation of cultural diversity.
4. Integrate professional values through scholarship and service in healthcare.
5. Advocate for positive health outcomes through compassionate, evidence-based, collaborative advanced nursing practice.

Program Details

Master of Science in Nursing (Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics and Population Health Specialty Tracks) Prior to January 2024

Degree: Master of Science in Nursing | Semesters: 4-8 Full Time (36-45 credit hours)

MSN Core Courses

Code	Title	Hours
NR-500	Foundational Concepts and Applications	3
NR-501	Theoretical Basis for Advanced Nursing Practice	3
NR-504	Leadership and Nursing Practice: Role Development	3
NR-505	Advanced Research Methods: Evidence-Based Practice	3
Select one of the following:		3
NR-506	Health Care Policy ¹	
NR-544	Quality and Safety in Healthcare ¹	
NR-512	Fundamentals of Nursing Informatics	3

Healthcare Policy Specialty Track

Code	Title	Hours
NR-552	Economics of Healthcare Policy	3
NR-553	Global Health	3
NR-555	Health Policy: Advancing Health Equity & Outcomes	3
NR-556	The Nurse Leader and Health Policy	3
NR-651	Healthcare Policy Concluding Graduate Experience I	3
NR-652	Healthcare Policy Concluding Graduate Experience II	3

Nurse Educator Specialty Track

Code	Title	Hours
NR-524	Curriculum Development	3
NR-535	Theoretical Foundations and Instructional Strategies for the Nurse Educator	3
NR-536	Advanced Health Assessment, Pathophysiology, and Pharmacology for Advanced Nursing Practice	3
NR-537	Assessment and Evaluation in Education	3
NR-621	Nurse Educator Concluding Graduate Experience I	3
NR-622	Nurse Educator Concluding Graduate Experience II	3

Nurse Executive Specialty Track

Code	Title	Hours
NR-531	Nursing Leadership in Healthcare Organizations	3
NR-532	Healthcare Operational Planning and Management	3

NR-533	Financial Management in Healthcare Organizations	3
NR-534	Healthcare Systems Management	3
NR-631	Nurse Executive Concluding Graduate Experience I	3
NR-632	Nurse Executive Concluding Graduate Experience II	3

Nursing Informatics Specialty Track

Code	Title	Hours
NR-541	Practice of Nursing Informatics	3
NR-542	Managing Data and Information	3
NR-543	Information Workflow in Healthcare	3
NR-640B	Informatics Nurse Specialist Practicum I	3
NR-642	Informatics Nurse Specialist Concluding Graduate Experience I	3
NR-643	Informatics Nurse Specialist Concluding Graduate Experience II	3

Population Health Specialty Track

Code	Title	Hours
NR-530	Foundations Population Health	3
NR-538	Population Health I: Assessment and Analysis of Data	3
NR-539	Population Health II: Planning, Implementation, and Evaluation	3
NR-540	Leading and Managing Population Health	3
NR-611	Population Health Concluding Graduate Experience I	3
NR-612	Population Health Concluding Graduate Experience II	3

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Master of Science in Nursing (Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics and Population Health Specialty Tracks) Effective January 2024

Degree: Master of Science in Nursing | Semesters: 4-8 Full Time (36-45 credit hours)

MSN Core Courses

Code	Title	Hours
NR-581	Foundational Concepts for Advanced Nursing Practice	3
NR-582	Leadership and Role Development for Advanced Nursing Practice	3
NR-583	Informatics for Advanced Nursing Practice	3
NR-584	Quality and Safety for Advanced Nursing Practice	3
NR-585	Research Methods and Evidence-Based Practice for Advanced Nursing Practice	3
NR-586	Population Health and Epidemiology for Advanced Nursing Practice	3

Healthcare Policy Specialty Track

Code	Title	Hours
NR-552	Economics of Healthcare Policy	3
NR-553	Global Health	3
NR-555	Health Policy: Advancing Health Equity & Outcomes	3
NR-556	The Nurse Leader and Health Policy	3
NR-651	Healthcare Policy Concluding Graduate Experience I	3
NR-652	Healthcare Policy Concluding Graduate Experience II	3

Nurse Educator Specialty Track

Code	Title	Hours
NR-524	Curriculum Development	3
NR-535	Theoretical Foundations and Instructional Strategies for the Nurse Educator	3
NR-536	Advanced Health Assessment, Pathophysiology, and Pharmacology for Advanced Nursing Practice	3
NR-537	Assessment and Evaluation in Education	3
NR-621	Nurse Educator Concluding Graduate Experience I	3
NR-622	Nurse Educator Concluding Graduate Experience II	3

Nurse Executive Specialty Track

Code	Title	Hours
NR-531	Nursing Leadership in Healthcare Organizations	3
NR-532	Healthcare Operational Planning and Management	3
NR-533	Financial Management in Healthcare Organizations	3
NR-534	Healthcare Systems Management	3
NR-631	Nurse Executive Concluding Graduate Experience I	3
NR-632	Nurse Executive Concluding Graduate Experience II	3

Nursing Informatics Specialty Track

Code	Title	Hours
NR-541	Practice of Nursing Informatics	3
NR-542	Managing Data and Information	3
NR-543	Information Workflow in Healthcare	3
NR-640B	Informatics Nurse Specialist Practicum I	3
NR-642	Informatics Nurse Specialist Concluding Graduate Experience I	3
NR-643	Informatics Nurse Specialist Concluding Graduate Experience II	3

Population Health Specialty Track

Code	Title	Hours
NR-550	Population Health Disparities: Local, National, and Global Perspectives	3

NR-538	Population Health I: Assessment and Analysis of Data	3
NR-539	Population Health II: Planning, Implementation, and Evaluation	3
NR-540	Leading and Managing Population Health	3
NR-611	Population Health Concluding Graduate Experience I	3
NR-612	Population Health Concluding Graduate Experience II	3

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Master of Science in Nursing (MSN) Degree – Nurse Practitioner

Master of Science in Nursing (MSN) Degree Program¹ - Nurse Practitioner Graduate Post-Licensure

- *In as few as 8 semesters*²
- Nurses looking to **change or enhance their practice**
- Advance your education **while you work**
- **Online Coursework**
- **Choose from four Nurse Practitioner specialty tracks:**
 - Adult Gerontology Acute Care Nurse Practitioner Specialty Track
 - Adult-Gerontology Primary Care Nurse Practitioner Specialty Track
 - Family Nurse Practitioner Specialty Track
 - Psychiatric-Mental Health Nurse Practitioner Specialty Track
- Total credit hours:
 - Adult-Gerontology Acute Care Nurse Practitioner Specialty Track: 48
 - Adult-Gerontology Primary Care Nurse Practitioner Specialty Track: 45
 - Family Nurse Practitioner Specialty Track: 45
 - Psychiatric-Mental Health Nurse Practitioner Specialty Track: 47

chamberlain.edu/msn

¹ Program/Program option availability vary by state/location.

² With year-round, full-time enrollment.

Note: National certification exams are available to graduates in select specialties. Licensing requirements vary by state and may include additional criteria.

MSN Program Overview

Master of Science in Nursing – Nurse Practitioner

- Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Specialty Track
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Specialty Track
- Family Nurse Practitioner (FNP) Specialty Track
- Psychiatric-Mental Health Nurse Practitioner (PMHNP)

The Master of Science in Nursing (MSN) degree program – Nurse Practitioner (NP) is a graduate degree program designed to prepare nurses for expanding roles in healthcare and enhance their opportunities for professional advancement. The minimum credit hours required to graduate and earn a Master of Science in Nursing degree is 45 semester credit hours (48 semester credit hours for the AGACNP Specialty Track; 47 semester credit hours for the PMHNP Specialty Track). Students may select one of four nurse practitioner specialty tracks: Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP), Family Nurse Practitioner (FNP), or Psychiatric-Mental Health Nurse Practitioner (PMHNP). Program options and specialty track approval varies by state. A student may expect to complete the program in eight semesters of full-time study comprised of one to two courses per semester, three semesters per year, for a total of eight semesters.

Students in the Family Nurse Practitioner Specialty Track, the Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and the Psychiatric-Mental Health Nurse Practitioner Specialty Track must complete 625 hours of practicum and attend a faculty-supervised laboratory experience at a designated location. Students in the Adult-Gerontology Acute Care Nurse Practitioner Specialty Track must complete 700 hours of practicum and attend two faculty supervised laboratory experiences at designated locations. Students are responsible for specifying their own practicum site and qualified mentor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state where they will complete their practicum. If the preceptor, mentor and/or field instructor you are submitting for Chamberlain University's review and approval was found using a student-arranged third-party preceptor matching service, be advised that Chamberlain University will not reimburse any fees you may have incurred.

The Master of Science in Nursing curriculum provides core courses in nursing theory, research, leadership, professional role development, health policy and information systems. After completing core courses, the student begins specialty coursework in one of four nurse practitioner specialty tracks – Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP), Family Nurse Practitioner (FNP) and Psychiatric Mental Health Nurse Practitioner (PMHNP) – all of which allow students to build upon their knowledge of the theoretical foundations of professional nursing practice.

Students who have not chosen an area of specialization may begin the program in "Undeclared" status; however, the student must select a specialty track by the time they've earned nine semester credits towards their degree. Nurse practitioner specialty track change requests in the MSN Degree program must occur before enrollment in their final course.

Both "Undeclared and Track Change" status may result in additional coursework requirements, tuition and fee obligations. Failure to select an area of specialization may result in an inability to enroll in a required course due to space restrictions or eligibility requirements.

The Adult-Gerontology Acute Care Nurse Practitioner Specialty Track is designed to prepare students to manage the healthcare needs of adolescents, adults and older adults and to sit for national certification

as an Adult-Gerontology Acute Care Nurse Practitioner (AGACNP). The curriculum includes theory, simulation and clinical experiences that prepare graduates to be proficient, confident clinicians.

The AGACNP track focuses on the management of adolescent, adult and older adult patients with acute, critical and complex conditions in a variety of settings, including emergency departments and critical care in-patient units. Students will complete faculty-supervised laboratory work and 700 hours of clinical practicum work. A student may expect to complete the AGACNP curriculum in two years and eight months of full-time study comprised of two courses per semester, three semesters per year, for a total of eight semesters.

As part of the Master of Science in Nursing (MSN) **Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)** curriculum, students will attend two on-ground immersion experiences. The first immersion experience occurs during the NR-509 Advanced Physical Assessment. The purpose of this immersion is to provide the student with the opportunity to interact with professors and fellow students and to observe, participate and be evaluated on clinical assessment skills, thus ensuring students are prepared for advanced learning within the practicum experiences. The immersion event allows faculty and staff to work with students and assess their clinical competency before entering clinical rotations. The immersion event also allows the student to further experience **Chamberlain Care®**.

The second immersion experience occurs during the NR-573 Advanced Acute Care Management Lab. The purpose of this immersion is to provide students with the opportunity to observe, participate in and be evaluated on advanced diagnostic and therapeutic skills needed in complex acute care settings. This immersion event allows students to work with faculty and fellow students to assess skill competency before entering the final two clinical rotations.

The Adult-Gerontology Primary Care Nurse Practitioner Specialty Track is designed to prepare students to manage the healthcare needs for adolescents, adults and older adults and to sit for national certification as an Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP). The curriculum includes theory, simulation and clinical experiences that prepare graduates to be proficient, confident clinicians.

The AGPCNP track focuses on the management of chronic health conditions, prevention and wellness in primary care settings. Students will complete faculty-supervised laboratory work and 625 hours of clinical practicum work. A student may expect to complete the AGPCNP curriculum in two and one-half years of full-time study comprised of two courses per semester, three semesters per year, for a total of seven and one-half semesters.

As part of the Master of Science in Nursing (MSN) **Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)** curriculum, students will attend an on-ground immersion event. The immersion event occurs during the NR-509 Advanced Physical Assessment. The purpose of this immersion is to provide the student with the opportunity to interact with professors and fellow students and to observe, participate and be evaluated on clinical assessment skills, thus ensuring students are prepared for advanced learning within the practicum experiences. The immersion event allows faculty and staff to work with students and assess their clinical competency before entering clinical rotations. The immersion event also allows the student to further experience **Chamberlain Care®**.

Additional Adult-Gerontology Specialty Track Information

Students in all nurse practitioner specialty tracks will attend an on-ground intensive session offered during the last course in the program – NR-575 Acute Care Practicum II in the AGACNP track or NR-580 Adult-Gerontology Primary Care Capstone and Intensive in the AGPCNP track. The intensive session will focus on final student preparation for advanced practice. Both the immersion and intensive events occur on ground at designated locations and span several days. Students are responsible for their travel costs while participating in the immersion and the intensive sessions. Typical costs include travel to/from the designated location, lodging and meals. Further details of the immersion events and intensive session will be provided within the individual courses.

Students declaring a nurse practitioner specialty track of the Master of Science in Nursing degree program are required to clear a background check and fingerprint screen, through a Chamberlain preferred vendor, before registering for any of the nurse practitioner specialty courses. Students may enroll in nurse practitioner core courses but cannot enroll in a nurse practitioner specialty course until clearance is satisfactorily completed. If the student's background check or fingerprint does not satisfactorily clear, the student will not be allowed to continue in the nurse practitioner specialty courses. Students who do not receive clearance by the time they need to register for a nurse practitioner specialty course should contact Academic Support Advising to discuss alternative academic program options and impacts to their plan of study, progression and financial aid status.

Students are responsible for specifying their own practicum site and qualified mentor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Availability of the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) or Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) Specialty Tracks may be limited. Program and specialty track approval varies by state.

Successful completion of Chamberlain's MSN Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Specialty Track qualifies a student to sit for national certification as an Adult-Gerontology Acute Care Nurse Practitioner. Successful completion of Chamberlain's MSN Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Specialty Track qualifies a student to sit for national certification as an Adult-Gerontology Primary Care Nurse Practitioner. State licensure requirements for Advanced Practice Registered Nurses (APRN), including Adult-Gerontology Acute Care Nurse Practitioners and Adult-Gerontology Primary Care Nurse Practitioners, vary by state. It is important that you understand what is required by the state in which you will ultimately practice. Chamberlain limits student enrollment to states where its Master of Science in Nursing degree program nurse practitioner specialty tracks are approved. This is to ensure our programs meet the state's education requirements for licensure.

Your state may have requirements in addition to graduating from an approved nurse practitioner program or receiving national nurse practitioner certification. We recommend that you visit your state professional licensing board website for details specific to your state. To obtain more information about the national nurse practitioner

certification process, visit the American Academy of Nurse Practitioners Certification Board or the American Nurses Credentialing Center.

The Family Nurse Practitioner Specialty Track is a primary care track designed to prepare students to care for families in a primary care setting and sit for national certification as a Family Nurse Practitioner (FNP). The curriculum includes theory, simulation and clinical experiences that prepare graduates to be proficient, confident clinicians. Students will complete faculty-supervised laboratory work and 625 hours of clinical practicum work. A student may expect to complete the FNP Specialty Track in two and a half years of full-time study comprised of two courses per semester, three semesters per year, for a total of eight semesters.

As part of the Master of Science in Nursing (MSN) Family Nurse Practitioner (FNP) curriculum, you'll attend an on-ground immersion event and an on-ground intensive review session. The immersion event occurs during the NR-509 Advanced Physical Assessment course. The purpose of the immersion is to provide you the opportunity to interact with your professors and fellow students and to observe, participate and be evaluated on clinical assessment skills, thus ensuring your preparation for advanced learning within your practicum experiences. The immersion event allows faculty and staff to work with you and assess your clinical competency before entering clinical rotations. The immersion event also allows you to further experience **Chamberlain Care**[®]. An on-ground intensive review session occurs during the NR-667 FNP Capstone Practicum and Intensive course. The intensive review session will focus on final student preparation for advanced practice. Both events occur on-ground at a designated location, and span several days. Students are responsible for their travel costs while participating in the immersion event and the intensive review session. Typical costs include travel to/from Illinois, lodging and meals. Further details of the immersion event and intensive review session will be provided within the individual courses.

Students declaring a nurse practitioner specialty track of the Master of Science in Nursing degree program are required to clear a background and fingerprint check, through a Chamberlain preferred vendor, before registering for any of the nurse practitioner specialty courses. Students declaring any one of the NP tracks will have their license reviewed for past sanctions, violations, and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicants may be denied entry related to current and past infractions at the discretion of the admissions committee and/or Dean. Students may enroll in core courses for the Master of Science in Nursing degree program but cannot enroll in an NP practicum course until clearance is satisfactorily completed. If the student background or fingerprint check does not satisfactorily clear, the student will not be allowed to continue in the NP specialty track. Students who do not receive clearance by the time they need to register for an NP practicum course should contact Academic Support Advising to discuss alternative academic program options and impacts to their plan of study, progression and financial aid status.

Students are responsible for specifying their own practicum site and qualified preceptor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Availability of the FNP

Specialty Track may be limited. Program and specialty track approval varies by state.

Successful completion of Chamberlain's FNP specialty track qualifies you to sit for national certification as an FNP. State licensure requirements for Advanced Practice Registered Nurses, including Family Nurse Practitioners, vary by state. It is important that you understand what is required by the state in which you will ultimately practice. Chamberlain limits student enrollment to states where the Master of Science in Nursing degree program Family Nurse Practitioner specialty track is approved to ensure the program meets the state's education requirement for licensure.

Your state may have requirements in addition to graduating from an approved FNP program or receiving national FNP certification. We recommend visiting your state professional licensing board website for details specific to your state. To obtain more information about the national nurse practitioner certification process, visit the American Academy of Nurse Practitioners Certification Board or American Nurses Credentialing Center.

The Psychiatric-Mental Health Nurse Practitioner Specialty Track is designed to prepare students to manage the mental health care needs of persons across the lifespan and to sit for national certification as a Psychiatric-Mental Health Nurse Practitioner. The curriculum includes theory, psychosocial therapy, psychopharmacology and clinical experiences that prepare graduates to be proficient, confident clinicians. The Psychiatric-Mental Health Nurse Practitioner (PMHNP) track focuses on the management of acute and chronic mental health conditions, prevention and wellness in inpatient and/or outpatient psychiatric mental healthcare settings. Students will complete faculty-supervised preparatory work to demonstrate assessment competency and 625 hours of clinical practicum work. A student may expect to complete the PMHNP curriculum in two and one-half years of full-time study comprised of two to three courses per semester, three semesters per year, for a total of seven and one-half semesters.

As part of the Master of Science in Nursing (MSN) Psychiatric-Mental Health Nurse Practitioner curriculum, you'll attend an on-ground immersion experience and an on-ground intensive review session. The immersion experience occurs during NR-509 Advanced Physical Assessment. The purpose of the immersion is to provide you the opportunity to interact with your professors and fellow students. The immersion experience also allows you to further experience **Chamberlain Care**[®]. An on-ground intensive review session occurs during NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive. The intensive review session will focus on final student preparation for advanced practice. Both events occur on-ground at a designated location and span several days. Students are responsible for their travel costs while participating in the immersion event and the intensive review session. Typical costs include travel to/from designated location, lodging and meals. Further details of the immersion event and intensive review session will be provided within the individual courses.

Students declaring a nurse practitioner (NP) specialty track of the Master of Science in Nursing degree program are required to clear a background and fingerprint check, through a Chamberlain preferred vendor, before registering for any of the nurse practitioner specialty courses. Students declaring any one of the NP tracks will have their license reviewed for past sanctions, violations and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicant may be denied entry related to current and past infractions at the discretion of the Admission

Committee and/or dean. Students may enroll in core courses for the Master of Science in Nursing degree program but cannot enroll in an NP specialty course until clearance is satisfactorily completed. If the student background or fingerprint check does not satisfactorily clear, the student will not be allowed to continue in an NP specialty track. Students who do not receive clearance by the time they need to register for an NP specialty track course should contact Academic Support Advising to discuss alternative academic program options and impacts to their plan of study, progression and financial aid status.

Students are responsible for identifying potential clinical locations and preceptors that meet the criteria established by Chamberlain and that will support the student's achievement of learning outcomes in each of the five practicum courses. Availability of the PMHNP Specialty Track may be limited. Program and specialty track approval varies by state. Successful completion of Chamberlain's PMHNP Specialty Track qualifies you to sit for national certification as a psychiatric-mental health nurse practitioner. State licensure requirements for Advanced Practice Registered Nurses, including psychiatric-mental health nurse practitioners, vary by state. It is important that you understand what is required by the state in which you will ultimately practice. Chamberlain limits student enrollment to states where the Master of Science in Nursing degree program Psychiatric-Mental Health Nurse Practitioner Specialty Track is approved to ensure the program meets the state's education requirement for licensure.

Your state may have requirements in addition to graduating from an approved PMHNP program or receiving national PMHNP certification. We recommend visiting your state professional licensing board website for details specific to your state. To obtain more information about the national nurse practitioner certification process, visit the American Nurses Credentialing Center.

Course Registration Requirements for Provisionally Accepted Nurse Practitioner (NP) Students:

The Nurse Practitioner (NP) Specialty Tracks are science intensive; student success is related to the ability to synthesize knowledge in nursing science courses of pharmacology, physical assessment and pathophysiology. To support nurse practitioner students who do not meet full admission criteria, and provide resources to foster success in the nurse practitioner courses, provisionally accepted nurse practitioner students will complete a formal assessment of their science knowledge after admission but before entering a nurse practitioner core course or declaring a nurse practitioner specialty track.

Based upon the assessment results:

- Students whose science knowledge is assessed within the passing threshold or 70 percent will be placed in a nurse practitioner course and can declare nurse practitioner (if all other specialty track change requirements have been met) if changing tracks;

or

- Students who require additional science knowledge as identified by the assessment or below 70 percent will be placed in NR-545 Pharmacology, Physical Assessment, and Pathophysiology Nurse Practitioner graduate placement¹ (3 credits).

¹ Students who do not successfully complete NR-545 Pharmacology, Physical Assessment, and Pathophysiology Nurse Practitioner graduate placement on the first attempt may repeat it once.

Unsuccessful completion of the course after the second attempt will result in dismissal from Chamberlain.

Program Details

Effective Prior to January 2024

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Specialty Track

Degree: Master of Science in Nursing

Semesters: 8 Full Time (48 credit hours)

Code	Title	Hours
MSN Core Courses		
NR-500NP	Foundational Concepts and Advanced Practice Roles	3
NR-501NP	Theoretical Basis for Advanced Nursing Practice	3
NR-505NP	Advanced Research Methods: Evidence-Based Practice	3
NR-506NP	Healthcare Policy and Leadership	3
NR-599	Nursing Informatics for Advanced Practice	3
Nurse Practitioner Specialty Core Courses		
NR-503	Population Health, Epidemiology and Statistical Principles	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment (L=25) ¹	3
NR-565	Advanced Pharmacology Fundamentals	3
Adult-Gerontology Acute Care Nurse Practitioner (MSN-AGACNP) Specialty Track Courses		
NR-567	Advanced Pharmacology for the Adult Gerontology Acute Care Nurse Practitioner	3
NR-569	Differential Diagnosis in Acute Care Practicum (C=125)	3
NR-570	Common Diagnosis and Management in Acute Care Practicum (C=125)	3
NR-571	Complex Diagnosis and Management in Acute Care Practicum (C=125)	3
NR-572	Advanced Acute Care Management (C=100)	2.5
NR-573	Advanced Acute Care Management Lab (L=25)	0.5
NR-574	Acute Care Practicum I (C=125)	3
NR-575	Acute Care Practicum II (C=100)	3

L=Lab hours

C=Clinical hour (direct patient care)

¹ As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

Note: Provisional Nurse Practitioner (NP) students will complete a formal assessment of their science knowledge after admission but before entering an NP core course or declaring an NP track. Based on the

assessment results, if a student needs to take NR-545 Pharmacology, Physical Assessment, and Pathophysiology Nurse Practitioner graduate placement, it will be added to their individual plan of study.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Specialty Track

Degree: Master of Science in Nursing

Semesters: 8 Full Time (45 credit hours)

Code	Title	Hours
MSN Core Courses		
NR-500NP	Foundational Concepts and Advanced Practice Roles	3
NR-501NP	Theoretical Basis for Advanced Nursing Practice	3
NR-505NP	Advanced Research Methods: Evidence-Based Practice	3
NR-506NP	Healthcare Policy and Leadership	3
NR-599	Nursing Informatics for Advanced Practice	3
Nurse Practitioner Specialty Core Courses		
NR-503	Population Health, Epidemiology and Statistical Principles	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment (L=25) ¹	3
NR-565	Advanced Pharmacology Fundamentals	3
Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) Specialty Track Courses		
NR-568	Advanced Pharmacology for the Adult-Gerontology Primary Care Nurse Practitioner	3
NR-576	Differential Diagnosis in Adult-Gerontology Primary Care (C=125)	3
NR-577	Primary Care Management of Adolescents and Adults (C=125)	3
NR-578	Primary Care Management of Older Adults (C=125)	3
NR-579	Palliative Care in Adult-Gerontology Across the Spectrum (C=125)	3
NR-580	Adult-Gerontology Primary Care Capstone and Intensive (C=125)	3

L=Lab hours

C=Clinical hours (direct patient care)

¹ As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

Note: Provisional Nurse Practitioner (NP) students will complete a formal assessment of their science knowledge after admission but before entering an NP core course or declaring an NP track. Based on the assessment results, if a student needs to take NR-545 Pharmacology,

Physical Assessment, and Pathophysiology Nurse Practitioner graduate placement, it will be added to their individual plan of study.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Family Nurse Practitioner (FNP) Specialty Track

Degree: Master of Science in Nursing

Semesters: 4-8 Full Time (36-45 credit hours)

Code	Title	Hours
MSN Core Courses		
NR-500NP	Foundational Concepts and Advanced Practice Roles	3
NR-501NP	Theoretical Basis for Advanced Nursing Practice	3
NR-505NP	Advanced Research Methods: Evidence-Based Practice	3
NR-506NP	Healthcare Policy and Leadership	3
NR-599	Nursing Informatics for Advanced Practice	3
Nurse Practitioner Specialty Core Courses		
NR-503	Population Health, Epidemiology and Statistical Principles	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment (L=25) ¹	3
NR-565	Advanced Pharmacology Fundamentals	3
Family Nurse Practitioner (MSN-FNP) Specialty Track Courses		
NR-511	Differential Diagnosis and Primary Care Practicum (C=125)	3
NR-566	Advanced Pharmacology for Care of the Family	3
NR-601	Primary Care of the Maturing and Aged Family Practicum (C=125)	3
NR-602	Primary Care of the Childbearing and Childrearing Family Practicum (C=125)	3
NR-603	Advanced Clinical Diagnosis and Practice across the Lifespan Practicum (C=125)	3
NR-667	FNP Capstone Practicum and Intensive (C=125) ²	3

L=Lab hours

C=Clinical hours (direct patient care)

¹ As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

² As part of this course, students will attend an on-ground intensive review weekend that focuses on final student preparation for advanced practice.

Note: Provisional Nurse Practitioner (NP) students will complete a formal assessment of their science knowledge after admission but before entering an NP core course or declaring an NP track. Based on the assessment results, if a student needs to take NR-545 Pharmacology,

Physical Assessment, and Pathophysiology Nurse Practitioner graduate placement, it will be added to their individual plan of study.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Psychiatric-Mental Health Nurse Practitioner Specialty Track

Degree: Master of Science in Nursing

Semesters: 8 Full Time (47 credit hours)

Code	Title	Hours
MSN Core Courses		
NR-500NP	Foundational Concepts and Advanced Practice Roles	3
NR-501NP	Theoretical Basis for Advanced Nursing Practice	3
NR-505NP	Advanced Research Methods: Evidence-Based Practice	3
NR-506NP	Healthcare Policy and Leadership	3
NR-599	Nursing Informatics for Advanced Practice	3
Nurse Practitioner Specialty Core Courses		
NR-503	Population Health, Epidemiology and Statistical Principles	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment (L=25) ¹	3
NR-565	Advanced Pharmacology Fundamentals	3
Psychiatric-Mental Health Nurse Practitioner Specialty Track Courses		
NR-546	Advanced Pharmacology: Psychopharmacology for the Psychiatric-Mental Health Nurse Practitioner	3
NR-548	Psychiatric Assessment for Psychiatric-Mental Health Nurse Practitioner	2
NR-547	Differential Diagnosis in Psychiatric-Mental Health across the Lifespan Practicum (C=125)	3
NR-605	Diagnosis & Management in Psychiatric-Mental Health across the Lifespan I Practicum (C=125)	3
NR-606	Diagnosis & Management in Psychiatric-Mental Health II Practicum (C=125)	3
NR-607	Diagnosis & Management in Psychiatric-Mental Health III Practicum (C=125)	3
NR-668	Psychiatric-Mental Health Capstone Practicum & Intensive (C=125)	3

L=Lab hours

C=Clinical hours

¹ As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

Note: Provisional Nurse Practitioner (NP) students will complete a formal assessment of their science knowledge after admission but before entering an NP core course or declaring an NP track. Based on the assessment results, if a student needs to take NR-545 Pharmacology, Physical Assessment, and Pathophysiology Nurse Practitioner graduate placement, it will be added to their individual plan of study.

Effective January 2024

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Specialty Track

Degree: Master of Science in Nursing

Semesters: 8 Full Time (48 credit hours)

Code	Title	Hours
MSN Core Courses		
NR-581NP	Foundational Concepts for Advanced Nursing Practice	3
NR-582NP	Leadership and Role Development for Advanced Nursing Practice	3
NR-583NP	Informatics for Advanced Nursing Practice	3
NR-584NP	Quality and Safety for Advanced Nursing Practice	3
NR-585NP	Research Methods and Evidence-Based Practice for Advanced Nursing Practice	3
Nurse Practitioner Specialty Core Courses		
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment (L=25) ¹	3
NR-565	Advanced Pharmacology Fundamentals	3
Adult-Gerontology Acute Care Nurse Practitioner (MSN-AGACNP) Specialty Track Courses		
NR-567	Advanced Pharmacology for the Adult Gerontology Acute Care Nurse Practitioner	3
NR-569	Differential Diagnosis in Acute Care Practicum (C=125)	3
NR-570	Common Diagnosis and Management in Acute Care Practicum (C=125)	3
NR-571	Complex Diagnosis and Management in Acute Care Practicum (C=125)	3
NR-572	Advanced Acute Care Management (C=100)	2.5
NR-573	Advanced Acute Care Management Lab (L=25)	0.5
NR-574	Acute Care Practicum I (C=125)	3
NR-575	Acute Care Practicum II (C=100)	3

L=Lab hours

C=Clinical hour (direct patient care)

¹ As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

Note: Provisional Nurse Practitioner (NP) students will complete a formal assessment of their science knowledge after admission but before entering an NP core course or declaring an NP track. Based on the assessment results, if a student needs to take NR-545 Pharmacology, Physical Assessment, and Pathophysiology Nurse Practitioner graduate placement, it will be added to their individual plan of study.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Specialty Track

Degree: Master of Science in Nursing

Semesters: 8 Full Time (45 credit hours)

Code	Title	Hours
MSN Core Courses		
NR-581NP	Foundational Concepts for Advanced Nursing Practice	3
NR-582NP	Leadership and Role Development for Advanced Nursing Practice	3
NR-583NP	Informatics for Advanced Nursing Practice	3
NR-584NP	Quality and Safety for Advanced Nursing Practice	3
NR-585NP	Research Methods and Evidence-Based Practice for Advanced Nursing Practice	3
Nurse Practitioner Specialty Core Courses		
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment (L=25) ¹	3
NR-565	Advanced Pharmacology Fundamentals	3
Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) Specialty Track Courses		
NR-568	Advanced Pharmacology for the Adult-Gerontology Primary Care Nurse Practitioner	3
NR-576	Differential Diagnosis in Adult-Gerontology Primary Care (C=125)	3
NR-577	Primary Care Management of Adolescents and Adults (C=125)	3
NR-578	Primary Care Management of Older Adults (C=125)	3
NR-579	Palliative Care in Adult-Gerontology Across the Spectrum (C=125)	3
NR-580	Adult-Gerontology Primary Care Capstone and Intensive (C=125)	3

L=Lab hours

C=Clinical hours (direct patient care)

¹ As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

Note: Provisional Nurse Practitioner (NP) students will complete a formal assessment of their science knowledge after admission but before entering an NP core course or declaring an NP track. Based on the assessment results, if a student needs to take NR-545 Pharmacology, Physical Assessment, and Pathophysiology Nurse Practitioner graduate placement, it will be added to their individual plan of study.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Family Nurse Practitioner (FNP) Specialty Track

Degree: Master of Science in Nursing

Semesters: 4-8 Full Time (36-45 credit hours)

Code	Title	Hours
MSN Core Courses		
NR-581NP	Foundational Concepts for Advanced Nursing Practice	3
NR-582NP	Leadership and Role Development for Advanced Nursing Practice	3
NR-583NP	Informatics for Advanced Nursing Practice	3
NR-584NP	Quality and Safety for Advanced Nursing Practice	3
NR-585NP	Research Methods and Evidence-Based Practice for Advanced Nursing Practice	3
Nurse Practitioner Specialty Core Courses		
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment (L=25) ¹	3
NR-565	Advanced Pharmacology Fundamentals	3
Family Nurse Practitioner (MSN-FNP) Specialty Track Courses		
NR-511	Differential Diagnosis and Primary Care Practicum (C=125)	3
NR-566	Advanced Pharmacology for Care of the Family	3
NR-601	Primary Care of the Maturing and Aged Family Practicum (C=125)	3
NR-602	Primary Care of the Childbearing and Childrearing Family Practicum (C=125)	3
NR-603	Advanced Clinical Diagnosis and Practice across the Lifespan Practicum (C=125)	3
NR-667	FNP Capstone Practicum and Intensive (C=125) ²	3

L=Lab hours

C=Clinical hours (direct patient care)

¹ As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

² As part of this course, students will attend an on-ground intensive review weekend that focuses on final student preparation for advanced practice.

Note: Provisional Nurse Practitioner (NP) students will complete a formal assessment of their science knowledge after admission but before entering an NP core course or declaring an NP track. Based on the assessment results, if a student needs to take NR-545 Pharmacology, Physical Assessment, and Pathophysiology Nurse Practitioner graduate placement, it will be added to their individual plan of study.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Psychiatric-Mental Health Nurse Practitioner Specialty Track

Degree: Master of Science in Nursing

Semesters: 8 Full Time (47 credit hours)

Code	Title	Hours
MSN Core Courses		
NR-581NP	Foundational Concepts for Advanced Nursing Practice	3
NR-582NP	Leadership and Role Development for Advanced Nursing Practice	3
NR-583NP	Informatics for Advanced Nursing Practice	3
NR-584NP	Quality and Safety for Advanced Nursing Practice	3
NR-585NP	Research Methods and Evidence-Based Practice for Advanced Nursing Practice	3
Nurse Practitioner Specialty Core Courses		
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment (L=25) ¹	3
NR-565	Advanced Pharmacology Fundamentals	3
Psychiatric-Mental Health Nurse Practitioner Specialty Track Courses		
NR-546	Advanced Pharmacology: Psychopharmacology for the Psychiatric-Mental Health Nurse Practitioner	3
NR-548	Psychiatric Assessment for Psychiatric-Mental Health Nurse Practitioner	2
NR-547	Differential Diagnosis in Psychiatric-Mental Health across the Lifespan Practicum (C=125)	3
NR-605	Diagnosis & Management in Psychiatric-Mental Health across the Lifespan I Practicum (C=125)	3
NR-606	Diagnosis & Management in Psychiatric-Mental Health II Practicum (C=125)	3
NR-607	Diagnosis & Management in Psychiatric-Mental Health III Practicum (C=125)	3
NR-668	Psychiatric-Mental Health Capstone Practicum & Intensive (C=125)	3

L=Lab hours

C=Clinical hours

¹ As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills.

The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

Note: Provisional Nurse Practitioner (NP) students will complete a formal assessment of their science knowledge after admission but before entering an NP core course or declaring an NP track. Based on the assessment results, if a student needs to take NR-545 Pharmacology, Physical Assessment, and Pathophysiology Nurse Practitioner graduate placement, it will be added to their individual plan of study.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Accelerated RN to MSN Options

Accelerated RN to MSN Option & Accelerated RN to MSN with Clinical Nursing Leadership Option Graduate Post-Licensure

- Earn your degree while you work & in as few as 3 semesters of year-round, full-time enrollment
- 4 semesters for the Accelerated RN to MSN with Clinical Nursing Leadership Option
- Registered nurses looking to **complete their MSN degree**
- **Online Coursework** with experiential learning activities (Plus required on-site practicum hours)
- **Choose from two options**
- Total credit hours:
 - Accelerated RN to MSN Option: 45
 - Accelerated RN to MSN with Clinical Nursing Leadership Option: 52

chamberlain.edu/rnmsn

Note: Program/program option availability varies by state/location.

Note: Chamberlain University is not accepting applications for the Clinical Nursing Leadership program option at this time.

Accelerated RN to MSN Option & Accelerated RN to MSN with Clinical Nursing Leadership Option Program Overview

Degrees: Master of Science in Nursing (MSN)

Semesters: 3 Full Time

Note: Chamberlain University is not accepting applications for the Clinical Nursing Leadership program option at this time.

The **Accelerated RN to MSN options** are designed to prepare nurses for a variety of advanced roles in nursing practice, including those that require skill in delivering direct and indirect care; leading healthcare initiatives; and educating patients, staff, and the community. The curriculum for the Accelerated RN to MSN option provides an innovative, integrative design that is student-centered, learner-driven and faculty-facilitated. The curriculum is designed to prepare the graduate to apply a systems approach to a variety of roles in nursing practice, from the micro-level to the meso-level of healthcare delivery, with emphasis on leadership,

collaboration, interdisciplinary engagement and process improvement. Integrated into the curriculum are the foundational principles of leadership, law and ethics, quality and safety, and use of evidence-based practice.

Because of the integrative design, time to completion is shortened in comparison to other MSN tracks or options. Within each 8-week session, the Accelerated RN to MSN option allows students to complete courses and assignments within an individualized timeframe while maintaining weekly interaction with faculty in each course. This gives students more flexibility in managing work-life-family responsibilities while completing coursework.

Courses within the curriculum are application-based which allows the students to begin “practicing” what they are learning, in real time, at their workplaces. The curriculum provides nurses with advanced knowledge and preparation to:

- Use best practices and evidence-based interventions to ensure coordinated, safe, quality nursing care in complex health systems
- Decrease fragmentation of healthcare services
- Assist patients in navigating their healthcare
- Assist patients in becoming partners in care
- Lead quality improvements in clinical care for better patient outcomes
- Assume accountability and responsibility for patient and systems outcomes

The deliberate alignment of content to Clinical Nurse Leader (CNL™) competencies provides students with a Clinical Nursing Leadership option. Effective May 2024, these last three courses in the Accelerated RN to MSN with Clinical Nursing Leadership Option require the completion of 504 clinical hours for graduates to be eligible for the CNL™ certification exam. Students enrolled into the Clinical Nurse Leadership program prior to May 2024 will complete 432 practicum hours. For more information about certification as a CNL, visit aacnnursing.org/Portals/42/CNL/CNL-Certification-Guide.pdf.

The curriculum is sequential, with prior coursework establishing foundational-concept mastery required for subsequent courses. Therefore, students may not take courses in a random sequence. However, students may individualize the pace for completing degree requirements by limiting or expanding the number of courses taken each session.

Upon successful completion of all degree requirements, the Master of Science in Nursing degree will be conferred.

Graduate Program Outcomes

The MSN degree program outcomes are aligned with the American Association of Colleges of Nursing publications, The Essentials of Baccalaureate Education for Professional Nursing (2008) and The Essentials of Master's Education in Nursing (2011). The expected outcomes for Chamberlain's Master of Science in Nursing (MSN) degree program are as follows:

1. Provide high-quality, safe, person-centered care grounded in holistic healthcare principles.
2. Create a caring environment for achieving quality health outcomes.
3. Engage in lifelong personal and professional growth through reflective practice and appreciation of cultural diversity.

4. Integrate professional values through scholarship and service in healthcare.
5. Promote positive health outcomes through compassionate, evidence-based, collaborative advanced nursing practice.

Program Details

Accelerated RN to MSN Option & Accelerated RN to MSN with Clinical Nursing Leadership Option

Registered nurses with current, active RN licensure in the U.S. or a jurisdiction that is an associate member of the National Council of State Boards of Nursing (NCSBN) may have up to 77 proficiency credit hours recognized through the Chamberlain Accelerated Articulation Plan (CAAP). This includes 37 general education credits¹ and 40 nursing credits. Academic proficiency credit reflects the prior education and learning experiences representing essential content for a basic nursing program leading to eligibility for registered nurse licensure. These credit hours reflect credit hours for courses, general education and nursing, currently in the Chamberlain BSN program. This content may be in specifically identified courses or threaded throughout the curriculum in other required coursework.

¹ The transferability of credits earned at Chamberlain University is at the discretion of the receiving college, university or other educational institution. See the Transferability of Credits section for more information.

Accelerated RN to MSN Option

Degree: Master of Science in Nursing

Semesters: 3 Full Time (45 credit hours)

Code	Title	Hours
NR-513	Professional Role Enhancement	3
NR-514	Health Assessment ¹	3
NR-515	Informatics in Healthcare ¹	3
NR-516	Basic Research and Evidence-based Practice ¹	3
NR-517	Policy & Economics of Healthcare Delivery	3
NR-518	Population Health and Epidemiology in Nursing Practice	4
NR-519	Adv Nursing Practice Across the Health Continuum: Health Assessment, Pathophysiology, & Pharmacology	3
NR-520	Applied Theoretical Foundations, Scientific Inquiry, and Decision-Making	4
NR-527	Communication and Collaboration for Advanced Nursing Practice	3
NR-528	Leading and Managing Evidence-Based Change in Nursing	3
NR-529	Leadership and Management within the Clinical Healthcare Environment	3
NR-561	Addressing Global Health Disparities	3
NR-562	Leadership and Management within Complex Healthcare Systems	3
NR-662	Advanced Nursing Role Synthesis	4

¹ Core Nursing Coursework

Note: All coursework is considered Specialty Nursing Coursework unless otherwise noted as Core Nursing Coursework.

Accelerated RN to MSN with Clinical Nursing Leadership Option

Degree: Master of Science in Nursing

Semesters: 4 Full Time (52 credit hours) Effective Prior to May 2024

Note: Chamberlain University is not accepting applications for the Clinical Nursing Leadership program option at this time.

Code	Title	Hours
NR-513	Professional Role Enhancement	3
NR-514	Health Assessment ¹	3
NR-515	Informatics in Healthcare ¹	3
NR-516	Basic Research and Evidence-based Practice ¹	3
NR-517	Policy & Economics of Healthcare Delivery	3
NR-518	Population Health and Epidemiology in Nursing Practice	4
NR-519	Adv Nursing Practice Across the Health Continuum: Health Assessment, Pathophysiology, & Pharmacology	3
NR-520	Applied Theoretical Foundations, Scientific Inquiry, and Decision-Making	4
NR-527	Communication and Collaboration for Advanced Nursing Practice	3
NR-528	Leading and Managing Evidence-Based Change in Nursing	3
NR-529	Leadership and Management within the Clinical Healthcare Environment	3
NR-561	Addressing Global Health Disparities	3
NR-562	Leadership and Management within Complex Healthcare Systems	3
NR-663	Advanced Nursing Role Immersion – Part 1	4
NR-664	Advanced Nursing Role Immersion – Part 2	3
NR-665	Advanced Nursing Role Immersion – Part 3	4

¹ Core Nursing Coursework

Note: All coursework is considered Specialty Nursing Coursework unless otherwise noted as Core Nursing Coursework.

Degree: Master of Science in Nursing

Semesters: 4 Full Time (52 credit hours) Effective May 2024

Note: Chamberlain University is not accepting applications for the Clinical Nursing Leadership program option at this time.

Code	Title	Hours
NR-513	Professional Role Enhancement	3
NR-514	Health Assessment ¹	3
NR-515	Informatics in Healthcare ¹	3
NR-516	Basic Research and Evidence-based Practice ¹	3
NR-517	Policy & Economics of Healthcare Delivery	3
NR-518	Population Health and Epidemiology in Nursing Practice	4

NR-519	Adv Nursing Practice Across the Health Continuum: Health Assessment, Pathophysiology, & Pharmacology	3
NR-520	Applied Theoretical Foundations, Scientific Inquiry, and Decision-Making	4
NR-527	Communication and Collaboration for Advanced Nursing Practice	3
NR-528	Leading and Managing Evidence-Based Change in Nursing	3
NR-529	Leadership and Management within the Clinical Healthcare Environment	3
NR-561	Addressing Global Health Disparities	3
NR-562	Leadership and Management within Complex Healthcare Systems	3
NR-658	Advanced Nursing Role Immersion – Part 1	4
NR-664	Advanced Nursing Role Immersion – Part 2	3
NR-669	Advanced Nursing Role Immersion – Part 3	4

¹ Core Nursing Coursework

Note: All coursework is considered Specialty Nursing Coursework unless otherwise noted as Core Nursing Coursework.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Practicum Experiences

The practicum experience is the main focus and pedagogy in the Accelerated RN to MSN Option and Accelerated RN to MSN with Clinical Nursing Leadership Option culminating course(s). This concentrated professional experience further prepares students for practice in the advanced generalist role. The practicum courses provide students an opportunity to apply newly developed skills and theoretical knowledge to real-world practice situations. Additionally, the last three courses in the Accelerated RN to MSN with Clinical Nursing Leadership option require the completion of enough clinical hours for graduates to be eligible for the CNL™ certification exam. These practicum experiences allow students to enhance their skills in communication, teamwork, critical thinking and professionalism. The practicum courses include online classroom work, assignments, threaded discussions and a practicum project.

Students are responsible for specifying their own practicum site and qualified mentor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students are assisted in this effort by an experiential learning specialist. Students must have an active and unrestricted nursing license in the state in which they will complete their practicum. If the preceptor, mentor and/or field instructor you are submitting for Chamberlain University's review and approval was found using a student-arranged third-party preceptor matching service,

be advised that Chamberlain University will not reimburse any fees you may have incurred.

Accelerated MSN Options

Accelerated MSN Option & Accelerated MSN with Clinical Nursing Leadership Option

- Advance your education **while you work**
- **Online Coursework**
- Total credit hours:
 - Accelerated MSN Option: 30
 - Accelerated MSN with Clinical Nursing Leadership Option: 37

chamberlain.edu/msn

Note: Program/program option availability varies by state/location.

Note: Chamberlain University is not accepting applications for the Clinical Nursing Leadership program option at this time.

Master of Science in Nursing Degree Program Overview

- **Accelerated MSN Option**
- **Accelerated MSN with Clinical Nursing Leadership Option**

Note: Chamberlain University is not accepting applications for the Clinical Nursing Leadership program option at this time.

The **Accelerated MSN Option** and **Accelerated MSN with Clinical Nursing Leadership Option** are designed to prepare nurses for a variety of advanced roles in nursing practice, including those that require skill in delivering direct and indirect care; leading healthcare initiatives; and educating patients, staff, and the community. The curriculum for the Accelerated MSN Option provides an innovative, integrative design that is student-centered, learner driven, and faculty-facilitated. The curriculum is designed to prepare the graduate to apply a systems approach to a variety of roles in nursing practice, from the micro-level to the meso-level of healthcare delivery, with emphasis on leadership, collaboration, interdisciplinary engagement, and process improvement. Integrated into the curriculum are the foundational principles of leadership, law and ethics, quality and safety, and use of evidence-based practice.

Because of the integrative design, time to completion is shortened in comparison to other tracks or options within Chamberlain's Master of Science in Nursing degree program. Within each 8-week session, the Accelerated MSN options allow students to complete courses and assignments within an individualized timeframe while maintaining weekly interaction with faculty in each course. This gives students more flexibility in managing work-life family responsibilities while completing coursework.

Courses within the curriculum are application-based which allows the students to begin "practicing" what they are learning, in real time, at their workplaces. The curriculum provides nurses with advanced knowledge and preparation to:

- Use best practices and evidence-based interventions to ensure coordinated, safe, quality nursing care in complex health systems;
- Decrease fragmentation of healthcare services;
- Assist patients in navigating their healthcare;

- Assist patients in becoming partners in care;
- Lead quality improvements in clinical care for better patient outcomes;
- Assume accountability and responsibility for patient and systems outcomes.

The deliberate alignment of content to Clinical Nurse Leader (CNL™) competencies provides students with a Clinical Nursing Leadership option. Students pursuing the Clinical Nursing Leadership option not only complete the 144 hours of required practicum learning in the final required course of the Accelerated MSN option, but also complete elective practicum hours in two additional 8-week sessions with 144 hours of practicum in each session. These last three courses in the Accelerated MSN with Clinical Nursing Leadership Option require the completion of enough clinical hours for graduates to be eligible for the CNL™ certification exam. For more information about certification as a CNL, visit aacnnursing.org/Portals/42/CNL/CNL-Certification-Guide.pdf.

The curriculum is sequential, with prior coursework establishing foundational-concept mastery required for subsequent courses. Therefore, students may not take courses in a random sequence. However, students may individualize the pace for completing degree requirements by limiting or expanding the number of courses taken each session.

Upon successful completion of all degree requirements, the Master of Science in Nursing degree will be conferred.

Graduate Program Outcomes

The MSN program outcomes are aligned with the American Association of Colleges of Nursing publications, The Essentials of Baccalaureate Education for Professional Nursing (2008) and The Essentials of Master's Education in Nursing (2011). The expected outcomes for Chamberlain's Master of Science in Nursing (MSN) degree program are as follows:

1. Provide high-quality, safe, person-centered care grounded in holistic healthcare principles.
2. Create a caring environment for achieving quality health outcomes.
3. Engage in lifelong personal and professional growth through reflective practice and appreciation of cultural diversity.
4. Integrate professional values through scholarship and service in healthcare.
5. Promote positive health outcomes through compassionate, evidence-based, collaborative advanced nursing practice.

Program Details

Accelerated MSN Option

Degree: Master of Science in Nursing

Semesters: 2 Full Time (30 credit hours)

Code	Title	Hours
Courses for Accelerated MSN Option		
NR-518	Population Health and Epidemiology in Nursing Practice ¹	4
NR-519	Adv Nursing Practice Across the Health Continuum: Health Assessment, Pathophysiology, & Pharmacology ¹	3
NR-520	Applied Theoretical Foundations, Scientific Inquiry, and Decision-Making ¹	4

NR-527	Communication and Collaboration for Advanced Nursing Practice ¹	3
NR-528	Leading and Managing Evidence-Based Change in Nursing	3
NR-529	Leadership and Management within the Clinical Healthcare Environment	3
NR-561	Addressing Global Health Disparities	3
NR-562	Leadership and Management within Complex Healthcare Systems	3
NR-662	Advanced Nursing Role Synthesis	4

¹ Core Nursing Coursework

Note: All coursework is considered Specialty Nursing Coursework unless otherwise noted as Core Nursing Coursework.

Accelerated MSN with Clinical Nursing Leadership Option

Degree: Master of Science in Nursing

Semesters: 3 Full Time (37 credit hours) Effective Prior to May 2024

Note: Chamberlain University is not accepting applications for the Clinical Nursing Leadership program option at this time.

Code	Title	Hours
Courses Accelerated MSN with Clinical Nursing Leadership Option		
NR-518	Population Health and Epidemiology in Nursing Practice ¹	4
NR-519	Adv Nursing Practice Across the Health Continuum: Health Assessment, Pathophysiology, & Pharmacology ¹	3
NR-520	Applied Theoretical Foundations, Scientific Inquiry, and Decision-Making ¹	4
NR-527	Communication and Collaboration for Advanced Nursing Practice ¹	3
NR-528	Leading and Managing Evidence-Based Change in Nursing	3
NR-529	Leadership and Management within the Clinical Healthcare Environment	3
NR-561	Addressing Global Health Disparities	3
NR-562	Leadership and Management within Complex Healthcare Systems	3
NR-663	Advanced Nursing Role Immersion – Part 1	4
NR-664	Advanced Nursing Role Immersion – Part 2	3
NR-665	Advanced Nursing Role Immersion – Part 3	4

¹ Core Nursing Coursework

Note: All coursework is considered Specialty Nursing Coursework unless otherwise noted as Core Nursing Coursework.

Degree: Master of Science in Nursing

Semesters: 3 Full Time (37 credit hours) Effective May 2024

Note: Chamberlain University is not accepting applications for the Clinical Nursing Leadership program option at this time.

Code	Title	Hours
Courses Accelerated MSN with Clinical Nursing Leadership Option		
NR-518	Population Health and Epidemiology in Nursing Practice ¹	4
NR-519	Adv Nursing Practice Across the Health Continuum: Health Assessment, Pathophysiology, & Pharmacology ¹	3
NR-520	Applied Theoretical Foundations, Scientific Inquiry, and Decision-Making ¹	4
NR-527	Communication and Collaboration for Advanced Nursing Practice ¹	3
NR-528	Leading and Managing Evidence-Based Change in Nursing	3
NR-529	Leadership and Management within the Clinical Healthcare Environment	3
NR-561	Addressing Global Health Disparities	3
NR-562	Leadership and Management within Complex Healthcare Systems	3
NR-658	Advanced Nursing Role Immersion – Part 1	4
NR-664	Advanced Nursing Role Immersion – Part 2	3
NR-669	Advanced Nursing Role Immersion – Part 3	4

¹ Core Nursing Coursework

Note: All coursework is considered Specialty Nursing Coursework unless otherwise noted as Core Nursing Coursework.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Practicum Experiences

The practicum experience is the main focus and pedagogy in the Accelerated MSN Option and Accelerated MSN with Clinical Nursing Leadership option culminating course(s). This concentrated professional experience further prepares students for practice in the advanced generalist role. The practicum courses provide students an opportunity to apply newly developed skills and theoretical knowledge to real-world practice situations. Additionally, the last three courses in the Accelerated MSN with Clinical Nursing Leadership option require the completion of enough clinical hours for graduates to be eligible for the CNL™ certification exam. These practicum experiences allow students to enhance their skills in communication, teamwork, critical thinking and professionalism. The practicum courses include online classroom work, assignments, threaded discussions and a practicum project.

Students are responsible for specifying their own practicum site and qualified mentor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students are assisted in this effort by an experiential learning specialist. Students must have an active and unrestricted nursing license in the state in which they will complete their practicum. If the preceptor, mentor and/or field instructor you are submitting for Chamberlain University's review and approval was

found using a student-arranged third-party preceptor matching service, be advised that Chamberlain University will not reimburse any fees you may have incurred.

Nursing Certificate Programs

- Advance your education **while you work**
- **Online Coursework¹**
- **Choose from Ten Certificates**
 - Post Baccalaureate
 - Post-Baccalaureate Certificate in Leadership Foundations: 18 credit hours
 - Graduate
 - Graduate Certificate in Healthcare Policy: 12 credit hours
 - Graduate Certificate in Healthcare Policy with Practicum: 18 credit hours
 - Graduate Certificate in Nursing Education: 12 credit hours
 - Graduate Certificate in Nursing Education with Practicum: 18 credit hours
 - Graduate Certificate in Nursing Informatics: 9 credit hours
 - Graduate Certificate in Nursing Informatics with Practicum: 18 credit hours¹
 - Graduate Certificate in Nursing Leadership: 12 credit hours
 - Graduate Certificate in Nursing Leadership with Practicum: 18 credit hours
 - Graduate Certificate in Population Health: 12 credit hours
 - Graduate Certificate in Population Health with Practicum: 18 credit hours
 - Nurse Practitioner
 - Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) with Practicum: 36 credit hours
 - Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) with Practicum: 33 credit hours
 - Graduate Certificate in Family Nurse Practitioner (FNP) with Practicum: 33 credit hours
 - Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner (PMHNP) with Practicum: 35 credit hours

chamberlain.edu/msn

Note: Program/program option availability varies by state/location.

Note: National certification exams are available to graduates in select specialties.

¹ The NP programs require on-site clinical practicum and on-site immersion and intensive reviews.

Nursing Certificate Programs Overview

Chamberlain Certificate Programs are designed to provide a pathway into beginning advanced practice for nurses who already have a baccalaureate degree and to provide a pathway into new areas of specialization for nurses who already have a master's degree in nursing. Chamberlain Certificate Programs are responsive to the call for nurses to be prepared in content areas critical to the future of the profession. Students in the Post-Baccalaureate Certificate program choose to complete courses currently provided in Chamberlain's Master of Science in Nursing (MSN) degree program while students in the Graduate

Certificate Programs choose to complete the specialty track courses currently provided in the MSN degree program.

In this manner, the Certificate Programs offer access to the same courses, content, instruction and assessment provided to students who are pursuing a MSN degree, but with a specialty concentration.

Students must declare intent to pursue a certificate when completing the admissions application. Students earn a certificate by completing the required courses with a CGPA of 3.0 or higher on a 4.0 point scale and by complying with the academic policies of the MSN degree program, which can be found in the current academic catalog.

Practicum/Experiential Learning Evaluation

In Chamberlain post-licensure programs students in clinical/experiential practicum settings will be evaluated regularly on meeting clinical objectives throughout each course. This evaluation is completed by both the preceptor/mentor and the course faculty. Students must successfully meet clinical objectives specific to each course by the end of that course. The faculty of record is responsible for all evaluation of student performance and makes the final determination of grades regarding student evaluation. Students will have an opportunity to evaluate their preceptor and clinical site once each term.

Leadership Foundations, Post-Baccalaureate Certificate

By completing the **Post-Baccalaureate Certificate in Leadership Foundations**, the student will have beginning advanced practice generalist knowledge, skills and ability essential for nurses that want to expand their current role in healthcare and enhance their opportunities for advancement. The Post Baccalaureate Certificate in Leadership Foundations allows nurses to improve their performance in their current role related to policy, evidence-based practice and first-level leadership.

Program Details

Post-Baccalaureate Certificate in Leadership Foundations

Certificate: Post-Baccalaureate Certificate in Leadership Foundations
Semesters: 3 Full Time Without Practicum (18 credit hours)

CORE COURSES FOR POST-BACCALAUREATE CERTIFICATE IN LEADERSHIP FOUNDATIONS (Prior to January 2024)

Code	Title	Hours
NR-500	Foundational Concepts and Applications	3
NR-501	Theoretical Basis for Advanced Nursing Practice	3
NR-504	Leadership and Nursing Practice: Role Development	3
NR-505	Advanced Research Methods: Evidence-Based Practice	3
NR-506	Health Care Policy	3
NR-512	Fundamentals of Nursing Informatics	3

Core Courses for Post-Baccalaureate Certificate in Leadership Foundations (Effective January 2024)

Code	Title	Hours
NR-581	Foundational Concepts for Advanced Nursing Practice	3
NR-582	Leadership and Role Development for Advanced Nursing Practice	3
NR-583	Informatics for Advanced Nursing Practice	3
NR-584	Quality and Safety for Advanced Nursing Practice	3
NR-585	Research Methods and Evidence-Based Practice for Advanced Nursing Practice	3
NR-586	Population Health and Epidemiology for Advanced Nursing Practice	3

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Healthcare Policy, Graduate Certificate

By completing the Graduate Certificate in Healthcare Policy, the student will have the foundational knowledge, skills and ability essential for nurses in healthcare policy roles including leader, change agent, advocate and activist. The Graduate Certificate in Healthcare Policy allows nurses to maintain their role in organizational policy creation to reduce health disparities and improve quality of care in vulnerable populations, promote health equity and inclusivity, and advance their role into community, state, national and global healthcare policy-making within foundations, organizations and governments.

Program Details

Graduate Certificate in Healthcare Policy: With or Without Practicum

Certificate: Graduate Certificate in Healthcare Policy
Semesters:

- 3 Full Time With Practicum (18 credit hours)
- 2 Full Time Without Practicum (12 credit hours)

Code	Title	Hours
Specialty Courses for Graduate Certificate in Healthcare Policy		
NR-552	Economics of Healthcare Policy	3
NR-553	Global Health	3
NR-555	Health Policy: Advancing Health Equity & Outcomes	3
NR-556	The Nurse Leader and Health Policy	3
Optional Healthcare Policy Practicum		
NR-651	Healthcare Policy Concluding Graduate Experience I	3
NR-652	Healthcare Policy Concluding Graduate Experience II	3

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Nursing Education, Graduate Certificate

By completing the Graduate Certificate in Nursing Education, the student will gain knowledge and skills in the areas of educational theory, instructional methods, assessment and evaluation of learning and curriculum development. The nationwide shortage of qualified nursing faculty is a growing concern for the profession; the theoretical knowledge provided in the Graduate Certificate in Nursing Education program helps to prepare a registered nurse with a master's degree in nursing to move into nursing education in a faculty role.

The Graduate Certificate in Nursing Education program allows nurses to maintain their roles in education if they are currently working in a clinical or classroom instructor role or advance their roles should they want to change career paths. Students have the option of completing only the theory courses for the Nurse Educator Specialty Track. National certification exams are available to graduates in select specialties. For more information about national certification in nursing education, visit nln.org/certification.

Program Details

Graduate Certificate in Nursing Education: With or Without Practicum

Certificate: Graduate Certificate in Nursing Education
Semesters:

- 3 Full Time With Practicum (18 credit hours)
- 2 Full Time Without Practicum (12 credit hours)

Code	Title	Hours
Specialty Courses for Nursing Education Certificate		
NR-524	Curriculum Development	3
NR-535	Theoretical Foundations and Instructional Strategies for the Nurse Educator	3
NR-536	Advanced Health Assessment, Pathophysiology, and Pharmacology for Advanced Nursing Practice	3
NR-537	Assessment and Evaluation in Education	3
Optional Nursing Education Practicum		
NR-621	Nurse Educator Concluding Graduate Experience I	3
NR-622	Nurse Educator Concluding Graduate Experience II	3

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Nursing Informatics, Graduate Certificate

By completing the Graduate Certificate in Nursing Informatics, the student will gain knowledge and skills in the practice of nursing informatics, which includes management of healthcare data and information and the use of data and information for guiding decisions to improve processes and outcomes in healthcare settings.

In the U.S. healthcare system, data and its transformation into information are critical drivers of clinical decisions and achievement of

healthcare quality and safety; consequently, the theoretical knowledge provided in the Graduate Certificate in Nursing Informatics program prepares a registered nurse with a master's degree in nursing to move into a variety of nursing informatics positions within healthcare delivery systems. The Graduate Certificate in Nursing Informatics program allows nurses to maintain employment in informatics or advance their roles should they want to change career paths to this specialty area that has growing demand.

Students have the option of completing only the theory courses for the Informatics Specialty Track. National certification exams are available to graduates in select specialties. For more information about national certification in nursing informatics, visit nursingworld.org/our-certifications

Program Details

Graduate Certificate in Nursing Informatics: With or Without Practicum

Certificate: Graduate Certificate in Nursing Informatics
Semesters:

- 3 Full Time With Practicum (18 credit hours)
- 1.5 Full Time Without Practicum (9 credit hours)¹

¹ Without the practicum, students may not be eligible for certification; for additional details, check certification criteria.

Code	Title	Hours
Specialty Courses for Nursing Informatics Certificate		
NR-541	Practice of Nursing Informatics	3
NR-542	Managing Data and Information	3
NR-543	Information Workflow in Healthcare	3
Optional Nursing Informatics Practicum		
NR-640B	Informatics Nurse Specialist Practicum I	3
NR-642	Informatics Nurse Specialist Concluding Graduate Experience I	3
NR-643	Informatics Nurse Specialist Concluding Graduate Experience II	3

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Nursing Leadership, Graduate Certificate

By completing the Graduate Certificate in Nursing Leadership, the student will build on clinical leadership skills necessary to advance within organizational structures through knowledge and ability for effective cross-disciplinary communication, creation and implementation of process improvement using change models, and learn negotiation and decision-making strategies. The Graduate Certificate in Nursing Leadership allows nurses to maintain current roles as informal leaders or to advance their career from the bedside to executive levels with increasing leadership experience. For more information, visit chamberlain.edu/graduatecertificate.

Program Details

Graduate Certificate in Nursing Leadership: With or Without Practicum

Certificate: Graduate Certificate in Nursing Leadership
Semesters:

- 3 Full Time With Practicum (18 credit hours)
- 2 Full Time Without Practicum (12 credit hours)

Code	Title	Hours
Specialty Courses for Nursing Leadership Certificate		
NR-531	Nursing Leadership in Healthcare Organizations	3
NR-532	Healthcare Operational Planning and Management	3
NR-533	Financial Management in Healthcare Organizations	3
NR-534	Healthcare Systems Management	3
Optional Nursing Leadership Practicum		
NR-631	Nurse Executive Concluding Graduate Experience I	3
NR-632	Nurse Executive Concluding Graduate Experience II	3

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Population Health, Graduate Certificate

By completing the Graduate Certificate in Population Health, this will help the student to prepare for population-focused roles in advanced nursing practice, learning within the population health track centers on key competencies for population health professionals. These competencies include community engagement, community health assessment, community health improvement planning and action, health equity and cultural awareness, systems thinking and organizational planning and management.

Students learn about the foundations for population health practice, and continue through coursework that addresses application of the nursing process to target populations as the recipient of care. From assessment and planning to intervention and evaluation, students will be actively engaged in interactive learning experiences, policy analysis activities, peer and interprofessional engagement, unfolding case scenarios, learning activities that integrate the competencies for population health professionals, and reflective practice.

For more information, visit chamberlain.edu/graduatecertificate.

Program Details

Graduate Certificate in Population Health: With or Without Practicum

Certificate: Graduate Certificate in Population Health
Semesters:

- 3 Full Time With Practicum (18 credit hours)
- 2 Full Time Without Practicum (12 credit hours)

Prior to January 2024

Code	Title	Hours
Specialty Courses for Population Health Certificate		
NR-530	Foundations Population Health	3
NR-538	Population Health I: Assessment and Analysis of Data	3
NR-539	Population Health II: Planning, Implementation, and Evaluation	3
NR-540	Leading and Managing Population Health	3
Optional Population Health Practicum		
NR-611	Population Health Concluding Graduate Experience I	3
NR-612	Population Health Concluding Graduate Experience II	3

Effective January 2024

Code	Title	Hours
Specialty Courses for Population Health Certificate		
NR-550	Population Health Disparities: Local, National, and Global Perspectives	3
NR-538	Population Health I: Assessment and Analysis of Data	3
NR-539	Population Health II: Planning, Implementation, and Evaluation	3
NR-540	Leading and Managing Population Health	3
Optional Population Health Practicum		
NR-611	Population Health Concluding Graduate Experience I	3
NR-612	Population Health Concluding Graduate Experience II	3

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), Graduate Certificate

The Graduate Certificate in AGACNP is designed to provide a pathway for nurses who already have a master's or doctoral degree in nursing and want to become Adult-Gerontology Acute Care Nurse Practitioners. Post-graduate certificate programs support master's and doctorally prepared nurses to enhance or change their career direction.

The AGACNP certificate offers the same adult-gerontology acute care specialty courses, content, instruction, assessment, lab hours and clinical hours to prepare students to care for adolescents, adults and older adults with acute, critical and complex conditions in acute care settings and sit for national certification as an Adult-Gerontology Acute Care Nurse Practitioner (AGACNP). The graduate certificate curriculum includes theory, simulation and clinical experiences that prepare graduates to be proficient, confident clinicians. Students will complete faculty-supervised laboratory work and 700 hours of clinical practicum work. A student may expect to complete the AGACNP Certificate in as few as one year and 10 months of full-time study comprised of two to three courses per semester, three semesters per year, for five and one-half semesters.

As part of the Master of Science in Nursing (MSN) or Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) curriculum, students will attend two on-ground immersion experiences and an on-ground intensive review session. The immersion experience occurs during the NR-509 Advanced Physical Assessment course. The purpose of this immersion is to provide the student with the opportunity to interact with professors and fellow students and to observe, participate and be evaluated on clinical assessment skills, thus ensuring students are prepared for advanced learning within the practicum experiences. The immersion event allows faculty and staff to work with students and assess their clinical competency before entering clinical rotations. The immersion event also allows the student to further experience **Chamberlain Care®**.

The second immersion experience occurs during the NR-573 Advanced Acute Care Management Lab. The purpose of this immersion is to provide students with the opportunity to observe, participate in and be evaluated on advanced diagnostic and therapeutic skills needed in complex acute care settings. This immersion event allows students to work with faculty and fellow students to assess skill competency before entering the final two clinical rotations.

The on-ground intensive review session is offered during the last course in the program – NR-575 Acute Care Practicum II. The intensive review session will focus on final student preparation for advanced practice. Both the immersion and intensive events occur on ground at designated locations and span several days. Students are responsible for their travel costs while participating in the immersion event and the intensive review session. Typical costs include travel to/from the designated location, lodging and meals. Further details of the immersion events and intensive review session will be provided within the individual courses.

Students declaring a nurse practitioner graduate certificate are required to clear a background and fingerprint check, through a Chamberlain preferred vendor, by the end of their first course. Students declaring any one of the NP tracks will have their license reviewed for past sanctions, violations, and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicants may be denied entry related to current and past infractions at the discretion of the admissions committee and/or Dean. Students may enroll in core courses for the Master of Science in Nursing degree program, but cannot enroll in an NP practicum course until clearance is satisfactorily completed. If the student background or fingerprint check does not satisfactorily clear, the student will not be allowed to continue in the NP specialty track. Students who do not receive clearance by the time they need to register for an NP practicum course should contact Academic Support Advising to discuss alternative academic program options and impacts to their plan of study, progression and financial aid status.

Students are responsible for specifying their own practicum site and qualified preceptor that meet the criteria established by Chamberlain. Students who are current nurse practitioners enrolling in an NP graduate certificate are highly encouraged to have a secured practicum site and preceptor upon admission to avoid delays in progression. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state where they will

complete their practicum. If the preceptor, mentor and/or field instructor you are submitting for Chamberlain University's review and approval was found using a student-arranged third-party preceptor matching service, be advised that Chamberlain University will not reimburse any fees you may have incurred. Availability of the Graduate Certificate in AGACNP may be limited. Program, graduate certificate and specialty track approval varies by state.

Successful completion of Chamberlain's Graduate Certificate in AGACNP qualifies you to sit for national certification as an AGACNP. State licensure requirements for Advanced Practice Registered Nurses, including Adult-Gerontology Acute Care Nurse Practitioners, vary by state. It is important that you understand what is required by the state in which you will ultimately practice. Chamberlain limits student enrollment to states where the Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner program is approved to ensure our program meets the state's education requirement for licensure. Your state may have requirements in addition to graduating from an approved AGACNP program or receiving national AGACNP certification. We recommend visiting your state professional licensing board website for details specific to your state. To obtain more information about the national nurse practitioner certification process, visit the American Nurses Credentialing Center.

By completing the Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner, the student will have the knowledge, skills and ability to care for adolescents, adults and older adults with acute, critical and complex conditions a variety of acute care settings and sit for national certification as an Adult-Gerontology Acute Care Nurse Practitioner (AGACNP).

Program Details

Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) with Practicum

Certificate: Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

Semesters: 6 Full Time With Practicum (36 credit hours)

COURSES FOR ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (AGACNP) PRIOR TO JANUARY 2024

Code	Title	Hours
NR-503	Population Health, Epidemiology and Statistical Principles	3
NR-506NP	Healthcare Policy and Leadership	3
NR-507	Advanced Pathophysiology	3
NR-565	Advanced Pharmacology Fundamentals	3
NR-509	Advanced Physical Assessment ¹	3
NR-567	Advanced Pharmacology for the Adult Gerontology Acute Care Nurse Practitioner	3
NR-569	Differential Diagnosis in Acute Care Practicum	3
NR-570	Common Diagnosis and Management in Acute Care Practicum	3
NR-571	Complex Diagnosis and Management in Acute Care Practicum	3
NR-572	Advanced Acute Care Management	2.5
NR-573	Advanced Acute Care Management Lab ²	0.5

NR-574	Acute Care Practicum I	3
NR-575	Acute Care Practicum II ³	3

COURSES FOR ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (AGACNP) EFFECTIVE JANUARY 2024

Code	Title	Hours
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice	3
NR-582NP	Leadership and Role Development for Advanced Nursing Practice	3
NR-507	Advanced Pathophysiology	3
NR-565	Advanced Pharmacology Fundamentals	3
NR-509	Advanced Physical Assessment ¹	3
NR-567	Advanced Pharmacology for the Adult Gerontology Acute Care Nurse Practitioner	3
NR-569	Differential Diagnosis in Acute Care Practicum	3
NR-570	Common Diagnosis and Management in Acute Care Practicum	3
NR-571	Complex Diagnosis and Management in Acute Care Practicum	3
NR-572	Advanced Acute Care Management	2.5
NR-573	Advanced Acute Care Management Lab ²	0.5
NR-574	Acute Care Practicum I	3
NR-575	Acute Care Practicum II ³	3

¹ As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

² As part of this course, students will attend a second on-ground immersion weekend. The purpose of this immersion is to provide students with the opportunity to observe, participate in and be evaluated on advanced diagnostic and therapeutic skills needed in complex acute care settings. This immersion event allows students to work with faculty and fellow students to assess skill competency before entering the final two clinical rotations.

³ As part of this course, students will attend an on-ground intensive review weekend that focuses on final student preparation for advanced practice.

COURSES FOR ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (AGACNP) EFFECTIVE MARCH 2024

Code	Title	Hours
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice	3
NR-582NP	Leadership and Role Development for Advanced Nursing Practice	3
NR-507	Advanced Pathophysiology	3
NR-565	Advanced Pharmacology Fundamentals	3
NR-509	Advanced Physical Assessment ¹	3
NR-567	Advanced Pharmacology for the Adult Gerontology Acute Care Nurse Practitioner	3
NR-569	Differential Diagnosis in Acute Care Practicum	3

NR-570	Common Diagnosis and Management in Acute Care Practicum	3
NR-571	Complex Diagnosis and Management in Acute Care Practicum	3
NR-572	Advanced Acute Care Management	2.5
NR-573	Advanced Acute Care Management Lab ²	0.5
NR-574	Acute Care Practicum I	3
NR-575	Acute Care Practicum II ³	3

¹ As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

² As part of this course, students will attend a second on-ground immersion weekend. The purpose of this immersion is to provide students with the opportunity to observe, participate in and be evaluated on advanced diagnostic and therapeutic skills needed in complex acute care settings. This immersion event allows students to work with faculty and fellow students to assess skill competency before entering the final two clinical rotations.

³ As part of this course, students will attend an on-ground intensive review weekend that focuses on final student preparation for advanced practice.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP), Graduate Certificate

The Graduate Certificate in AGPCNP is designed to provide a pathway for nurses who already have a master's or doctoral degree in nursing and want to become Adult-Gerontology Primary Care Nurse Practitioners. Post-graduate certificate programs support master's and doctorally prepared nurses to enhance or change their career direction.

The AGPCNP certificate offers the same adult-gerontology primary care specialty courses, content, instruction, assessment, lab hours and clinical hours to prepare students to manage chronic health conditions, prevention and wellness in primary care settings for adolescents, adults and older adults and sit for national certification as an Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP). The graduate certificate curriculum includes theory, simulation and clinical experiences that prepare graduates to be proficient, confident clinicians. Students will complete faculty-supervised laboratory work and 625 hours of clinical practicum work. A student may expect to complete the AGPCNP Certificate in one year and eight months of full-time study comprised of two courses per semester, three semesters per year, for five semesters.

As part of the Master of Science in Nursing (MSN) or Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) curriculum, students will attend an on-ground immersion experience and an on-ground intensive review session. The immersion experience occurs during the NR-509 Advanced Physical Assessment course. The purpose of this immersion is to provide the student with the opportunity to interact with professors and fellow students and to observe, participate

and be evaluated on clinical assessment skills, thus ensuring students are prepared for advanced learning within the practicum experiences. The immersion event allows faculty and staff to work with students and assess their clinical competency before entering clinical rotations. The immersion event also allows the student to further experience **Chamberlain Care®**.

The on-ground intensive review session is offered during the last course in the program – NR-580 Adult-Gerontology Primary Care Capstone and Intensive. The intensive review session will focus on final student preparation for advanced practice. Both the immersion and intensive events occur on ground at designated locations and span several days. Students are responsible for their travel costs while participating in the immersion event and the intensive review session. Typical costs include travel to/from the designated location, lodging and meals. Further details of the immersion event and intensive review session will be provided within the individual courses.

Students declaring a nurse practitioner graduate certificate are required to clear a background and fingerprint check, through a Chamberlain preferred vendor, by the end of their first course. Students declaring any one of the NP tracks will have their license reviewed for past sanctions, violations, and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicant may be denied entry related to current and past infractions at the discretion of the admissions committee and/or Dean. Students may enroll in core courses for the Master of Science in Nursing degree program but cannot enroll in an NP practicum course until clearance is satisfactorily completed. If the student background or fingerprint check does not satisfactorily clear, the student will not be allowed to continue in the NP specialty track. Students who do not receive clearance by the time they need to register for an NP practicum course should contact Academic Support Advising to discuss alternative academic program options and impacts to their plan of study, progression and financial aid status.

Students are responsible for specifying their own practicum site and qualified preceptor that meet the criteria established by Chamberlain. Students who are current nurse practitioners enrolling in an NP graduate certificate are highly encouraged to have a secured practicum site and preceptor upon admission to avoid delays in progression. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state where they will complete their practicum. If the preceptor, mentor and/or field instructor you are submitting for Chamberlain University's review and approval was found using a student-arranged third-party preceptor matching service, be advised that Chamberlain University will not reimburse any fees you may have incurred. Availability of the Graduate Certificate in AGPCNP may be limited. Program, graduate certificate and specialty track approval varies by state.

Successful completion of Chamberlain's Graduate Certificate in AGPCNP qualifies you to sit for national certification as an AGPCNP. State licensure requirements for Advanced Practice Registered Nurses, including Adult-Gerontology Primary Care Nurse Practitioners, vary by state. It is important that you understand what is required by the state in which you will ultimately practice. Chamberlain limits student enrollment

to states where the Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner program is approved to ensure our program meets the state's education requirement for licensure. Your state may have requirements in addition to graduating from an approved AGPCNP program or receiving national AGPCNP certification. We recommend visiting your state professional licensing board website for details specific to your state. To obtain more information about the national nurse practitioner certification process, visit the American Academy of Nurse Practitioners Certification Board or the American Nurses Credentialing Center.

By completing the Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner, the student will have the knowledge, skills and ability to care for adolescents, adults and older adults in management of chronic health conditions, prevention and wellness in primary care settings in a primary care setting and sit for national certification as an Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP).

Program Details

Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) with Practicum

Certificate: Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)

Semesters: 5 Full Time With Practicum (33 credit hours)

COURSES FOR ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (AGPCNP) Prior to January 2024

Code	Title	Hours
NR-503	Population Health, Epidemiology and Statistical Principles	3
NR-506NP	Healthcare Policy and Leadership	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment ¹	3
NR-568	Advanced Pharmacology for the Adult-Gerontology Primary Care Nurse Practitioner	3
NR-576	Differential Diagnosis in Adult-Gerontology Primary Care	3
NR-577	Primary Care Management of Adolescents and Adults	3
NR-578	Primary Care Management of Older Adults	3
NR-579	Palliative Care in Adult-Gerontology Across the Spectrum	3
NR-580	Adult-Gerontology Primary Care Capstone and Intensive ²	3

COURSES FOR ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (AGPCNP) EFFECTIVE JANUARY 2024

Code	Title	Hours
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice	3
NR-582NP	Leadership and Role Development for Advanced Nursing Practice	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment ¹	3
NR-568	Advanced Pharmacology for the Adult-Gerontology Primary Care Nurse Practitioner	3

NR-576	Differential Diagnosis in Adult-Gerontology Primary Care	3
NR-577	Primary Care Management of Adolescents and Adults	3
NR-578	Primary Care Management of Older Adults	3
NR-579	Palliative Care in Adult-Gerontology Across the Spectrum	3
NR-580	Adult-Gerontology Primary Care Capstone and Intensive ²	3

COURSES FOR ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (AGPCNP) EFFECTIVE MARCH 2024

Code	Title	Hours
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice	3
NR-582NP	Leadership and Role Development for Advanced Nursing Practice	3
NR-507	Advanced Pathophysiology	3
NR-565	Advanced Pharmacology Fundamentals	3
NR-509	Advanced Physical Assessment ¹	3
NR-568	Advanced Pharmacology for the Adult-Gerontology Primary Care Nurse Practitioner	3
NR-576	Differential Diagnosis in Adult-Gerontology Primary Care	3
NR-577	Primary Care Management of Adolescents and Adults	3
NR-578	Primary Care Management of Older Adults	3
NR-579	Palliative Care in Adult-Gerontology Across the Spectrum	3
NR-580	Adult-Gerontology Primary Care Capstone and Intensive ²	3

¹ As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

² As part of this course, students will attend an on-ground intensive review weekend that focuses on final student preparation for advanced practice.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Family Nurse Practitioner (FNP), Graduate Certificate

The Graduate Certificate in FNP is designed to provide a pathway for nurses who already have a master's or doctoral degree in nursing and want to become Family Nurse Practitioners. Post-graduate certificate programs support master's and doctorally prepared nurses to enhance or change their career direction. The FNP certificate offers the same FNP specialty courses, content, instruction and assessment to prepare students to care for families in a primary care setting and sit for national certification as a Family Nurse Practitioner (FNP). The curriculum includes theory, simulation and clinical experiences that prepare

graduates to be proficient, confident clinicians. Students will complete faculty-supervised laboratory work and 625 hours of clinical practicum work. A student may expect to complete the FNP Certificate in as few as one and a half years of full-time study comprised of two courses per semester, three semesters per year, for five semesters.

As part of the Master of Science in Nursing (MSN) or Graduate Certificate in Family Nurse Practitioner (FNP) curriculum, you'll attend an on-ground immersion event and an on-ground intensive review session. The immersion event occurs during the NR-509 Advanced Physical Assessment course. The purpose of the immersion is to provide you the opportunity to interact with your professors and fellow students, observe, participate and be evaluated on clinical assessment skills, thus ensuring your preparation for advanced learning within your practicum experiences. The immersion event allows faculty and staff to work with you and assess your clinical competency before entering clinical rotations. The immersion event also allows you to further experience **Chamberlain Care**®. An on-ground intensive review session occurs during the NR-667 FNP Capstone Practicum and Intensive course. The intensive review session will focus on final student preparation for advanced practice. Both events occur on ground at a designated location, and span several days. Students are responsible for their travel costs while participating in the immersion event and the intensive review session. Typical costs include travel to/from Illinois, lodging and meals. Further details of the immersion event and intensive review session will be provided within the individual courses.

Students declaring a nurse practitioner graduate certificate are required to clear a background and fingerprint check, through a Chamberlain preferred vendor, by the end of their first course. Students declaring any one of the NP tracks will have their license reviewed for past sanctions, violations, and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicants may be denied entry related to current and past infractions at the discretion of the admissions committee and/or Dean. Students may enroll in core courses for the Master of Science in Nursing degree program but cannot enroll in an NP practicum course until clearance is satisfactorily completed. If the student background or fingerprint check does not satisfactorily clear, the student will not be allowed to continue in the NP specialty track. Students who do not receive clearance by the time they need to register for an NP practicum course should contact Academic Support Advising to discuss alternative academic program options and impacts to their plan of study, progression and financial aid status.

Students are responsible for specifying their own practicum site and qualified preceptor that meets the criteria established by Chamberlain. Students who are current nurse practitioners enrolling in an NP graduate certificate are highly encouraged to have a secured practicum site and preceptor upon admission to avoid delays in progression. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state where they will complete their practicum. If the preceptor, mentor and/or field instructor you are submitting for Chamberlain University's review and approval was found using a student-arranged third-party preceptor matching service, be advised that Chamberlain University will not reimburse any fees you may have incurred. Availability of the FNP Specialty Track or

Graduate Certificate in FNP may be limited. Program, graduate certificate and specialty track approval vary by state.

Successful completion of Chamberlain's MSN FNP specialty track and Graduate Certificate in FNP qualifies you to sit for national certification as an FNP. State licensure requirements for Advanced Practice Registered Nurses, including Family Nurse Practitioners, vary by state. It is important that you understand what is required by the state in which you will ultimately practice. Chamberlain limits student enrollment to states where our Master of Science in Nursing degree program Family Nurse Practitioner specialty track is approved to ensure our program meets the state's education requirement for licensure. Your state may have requirements in addition to graduating from an approved FNP program or receiving national FNP certification. We recommend visiting your state professional licensing board website for details specific to your state. To obtain more information about the national nurse practitioner certification process, visit the American Academy of Nurse Practitioners or American Nurses Credentialing Center.

By completing the Graduate Certificate in Family Nurse Practitioner, the student will have the knowledge, skills and ability to care for families in a primary care setting and sit for national certification as a Family Nurse Practitioner (FNP).

Program Details

Graduate Certificate in Family Nurse Practitioner (FNP) with Practicum

Certificate: Graduate Certificate in FNP

Semesters: 5 Full Time With Practicum (33 credit hours)

COURSES FOR FAMILY NURSE PRACTITIONER (FNP) Effective Prior to January 2024

Code	Title	Hours
NR-503	Population Health, Epidemiology and Statistical Principles	3
NR-506NP	Healthcare Policy and Leadership	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment ¹	3
NR-511	Differential Diagnosis and Primary Care Practicum	3
NR-566	Advanced Pharmacology for Care of the Family	3
NR-601	Primary Care of the Maturing and Aged Family Practicum	3
NR-602	Primary Care of the Childbearing and Childrearing Family Practicum	3
NR-603	Advanced Clinical Diagnosis and Practice across the Lifespan Practicum	3
NR-667	FNP Capstone Practicum and Intensive ²	3

COURSES FOR FAMILY NURSE PRACTITIONER (FNP) EFFECTIVE JANUARY 2024

Code	Title	Hours
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice	3
NR-582NP	Leadership and Role Development for Advanced Nursing Practice	3
NR-507	Advanced Pathophysiology	3
NR-509	Advanced Physical Assessment ¹	3

NR-511	Differential Diagnosis and Primary Care Practicum	3
NR-566	Advanced Pharmacology for Care of the Family	3
NR-601	Primary Care of the Maturing and Aged Family Practicum	3
NR-602	Primary Care of the Childbearing and Childrearing Family Practicum	3
NR-603	Advanced Clinical Diagnosis and Practice across the Lifespan Practicum	3
NR-667	FNP Capstone Practicum and Intensive ²	3

¹ As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

² As part of this course, students will attend an on-ground intensive review weekend that focuses on final student preparation for advanced practice.

COURSES FOR FAMILY NURSE PRACTITIONER (FNP) EFFECTIVE MARCH 2024

Code	Title	Hours
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice	3
NR-582NP	Leadership and Role Development for Advanced Nursing Practice	3
NR-507	Advanced Pathophysiology	3
NR-565	Advanced Pharmacology Fundamentals	3
NR-509	Advanced Physical Assessment ¹	3
NR-511	Differential Diagnosis and Primary Care Practicum	3
NR-566	Advanced Pharmacology for Care of the Family	3
NR-601	Primary Care of the Maturing and Aged Family Practicum	3
NR-602	Primary Care of the Childbearing and Childrearing Family Practicum	3
NR-603	Advanced Clinical Diagnosis and Practice across the Lifespan Practicum	3
NR-667	FNP Capstone Practicum and Intensive ²	3

¹ As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

² As part of this course, students will attend an on-ground intensive review weekend that focuses on final student preparation for advanced practice.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Psychiatric-Mental Health Nurse Practitioner (PMHNP), Graduate Certificate

The Graduate Certificate in PMHNP is designed to provide a pathway for nurses who already have a master's or doctoral degree in nursing and want to become Psychiatric-Mental Health Nurse Practitioners. Post-graduate certificate programs support master's and doctorally prepared nurses to enhance or change their career direction.

The PMHNP certificate offers the same psychiatric-mental health specialty courses, content, instruction, assessment, lab hours and clinical hours to prepare students to manage the mental healthcare needs for individuals, groups and communities across the lifespan and sit for national certification as a Psychiatric-Mental Health Nurse Practitioner. The graduate certificate curriculum includes theory, simulation and clinical experiences that prepare graduates to be proficient, confident clinicians. Students will complete faculty-supervised laboratory work and 625 hours of clinical practicum work. A student may expect to complete the PMHNP Certificate in one year and eight months of full-time study comprised of two to three courses per semester, three semesters per year, for five semesters.

As part of the Master of Science in Nursing (MSN) or Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner (PMHNP) curriculum, students will attend an on-ground immersion experience and an on-ground intensive review session. The immersion experience occurs during the NR-509 Advanced Physical Assessment course. The purpose of this immersion is to provide the student with the opportunity to interact with professors and fellow students and to observe, participate and be evaluated on clinical assessment skills, thus ensuring students are prepared for advanced learning within the practicum experiences. The immersion event allows faculty and staff to work with students and assess their clinical competency before entering clinical rotations. The immersion event also allows the student to further experience **Chamberlain Care®**.

The on-ground intensive review session is offered during the last course in the program – NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive. The intensive review session will focus on final student preparation for advanced practice. Both the immersion and intensive events occur on ground at designated locations and span several days. Students are responsible for their travel costs while participating in the immersion event and the intensive review session. Typical costs include travel to/from the designated location, lodging and meals. Further details of the immersion event and intensive review session will be provided within the individual courses.

Students declaring a nurse practitioner graduate certificate are required to clear a background and fingerprint check, through a Chamberlain preferred vendor, by the end of their first course. Students declaring any one of the NP tracks will have their license reviewed for past sanctions, violations, and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicants may be denied entry related to current and past infractions at the discretion of the admissions committee and/or Dean. Students may enroll in core courses for the Master of Science in Nursing degree program, but cannot enroll in an NP practicum course until clearance is satisfactorily completed. If the student background or fingerprint check does not satisfactorily clear, the student will not be allowed to continue in the NP specialty track. Students who

do not receive clearance by the time they need to register for an NP practicum course should contact Academic Support Advising to discuss alternative academic program options and impacts to their plan of study, progression and financial aid status.

Students are responsible for specifying their own practicum site and qualified preceptor that meet the criteria established by Chamberlain. Students who are current nurse practitioners enrolling in an NP graduate certificate are highly encouraged to have a secured practicum site and preceptor upon admission to avoid delays in progression. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state where they will complete their practicum. If the preceptor, mentor and/or field instructor you are submitting for Chamberlain University's review and approval was found using a student-arranged third-party preceptor matching service, be advised that Chamberlain University will not reimburse any fees you may have incurred. Availability of the Graduate Certificate in PMHNP may be limited. Program, graduate certificate and specialty track approval varies by state.

Successful completion of Chamberlain's Graduate Certificate in PMHNP qualifies you to sit for national certification as an PMHNP. State licensure requirements for Advanced Practice Registered Nurses, including Psychiatric-Mental Health Nurse Practitioners, vary by state. It is important that you understand what is required by the state in which you will ultimately practice. Chamberlain limits student enrollment to states where the Graduate Certificate in Psychiatric-Mental-Health Nurse Practitioner program is approved to ensure our program meets the state's education requirement for licensure. Your state may have requirements in addition to graduating from an approved PMHNP program or receiving national PMHNP certification. We recommend visiting your state professional licensing board website for details specific to your state. To obtain more information about the national nurse practitioner certification process, visit the American Nurses Credentialing Center.

By completing the Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner, the student will have the knowledge, skills and ability to manage the mental healthcare needs for individuals, groups and communities across the lifespan and sit for national certification as a Psychiatric-Mental Health Nurse Practitioner (PMHNP).

Program Details

Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner (PMHNP) with Practicum

Certificate: Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner (PMHNP)

Semesters: 5 Full Time With Practicum (35 credit hours)

COURSES FOR PSYCHIATRIC-MENTAL HEALTH NURSE PRACTITIONER (PMHNP) Effective Prior January 2024

Code	Title	Hours
NR-503	Population Health, Epidemiology and Statistical Principles	3
NR-506NP	Healthcare Policy and Leadership	3
NR-507	Advanced Pathophysiology	3

NR-565	Advanced Pharmacology Fundamentals	3
NR-509	Advanced Physical Assessment ¹	3
NR-546	Advanced Pharmacology: Psychopharmacology for the Psychiatric-Mental Health Nurse Practitioner	3
NR-547	Differential Diagnosis in Psychiatric-Mental Health across the Lifespan Practicum	3
NR-548	Psychiatric Assessment for Psychiatric-Mental Health Nurse Practitioner	2
NR-605	Diagnosis & Management in Psychiatric-Mental Health across the Lifespan I Practicum	3
NR-606	Diagnosis & Management in Psychiatric-Mental Health II Practicum	3
NR-607	Diagnosis & Management in Psychiatric-Mental Health III Practicum	3
NR-668	Psychiatric-Mental Health Capstone Practicum & Intensive ²	3

COURSES FOR PSYCHIATRIC-MENTAL HEALTH NURSE PRACTITIONER (PMHNP) EFFECTIVE JANUARY 2024

Code	Title	Hours
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice	3
NR-582NP	Leadership and Role Development for Advanced Nursing Practice	3
NR-507	Advanced Pathophysiology	3
NR-565	Advanced Pharmacology Fundamentals	3
NR-509	Advanced Physical Assessment ¹	3
NR-546	Advanced Pharmacology: Psychopharmacology for the Psychiatric-Mental Health Nurse Practitioner	3
NR-547	Differential Diagnosis in Psychiatric-Mental Health across the Lifespan Practicum	3
NR-548	Psychiatric Assessment for Psychiatric-Mental Health Nurse Practitioner	2
NR-605	Diagnosis & Management in Psychiatric-Mental Health across the Lifespan I Practicum	3
NR-606	Diagnosis & Management in Psychiatric-Mental Health II Practicum	3
NR-607	Diagnosis & Management in Psychiatric-Mental Health III Practicum	3
NR-668	Psychiatric-Mental Health Capstone Practicum & Intensive ²	3

Courses for Psychiatric-Mental Health Nurse Practitioner (PMHNP) Effective March 2024

Code	Title	Hours
NR-586NP	Population Health and Epidemiology for Advanced Nursing Practice	3
NR-582NP	Leadership and Role Development for Advanced Nursing Practice	3
NR-507	Advanced Pathophysiology	3
NR-565	Advanced Pharmacology Fundamentals	3
NR-509	Advanced Physical Assessment ¹	3

NR-546	Advanced Pharmacology: Psychopharmacology for the Psychiatric-Mental Health Nurse Practitioner	3
NR-547	Differential Diagnosis in Psychiatric-Mental Health across the Lifespan Practicum	3
NR-548	Psychiatric Assessment for Psychiatric-Mental Health Nurse Practitioner	2
NR-605	Diagnosis & Management in Psychiatric-Mental Health across the Lifespan I Practicum	3
NR-606	Diagnosis & Management in Psychiatric-Mental Health II Practicum	3
NR-607	Diagnosis & Management in Psychiatric-Mental Health III Practicum	3
NR-668	Psychiatric-Mental Health Capstone Practicum & Intensive ²	3

¹ As part of this course, students will attend an on-ground immersion weekend. The purpose of the immersion is to provide students with an opportunity to interact with professors and fellow students as well as to observe, participate and be evaluated on clinical assessment skills. The immersion weekend allows faculty to assess each student's clinical competency before entering clinical rotations.

² As part of this course, students will attend an on-ground intensive review weekend that focuses on final student preparation for advanced practice.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Master's Degree Program Practicum Specialty Tracks

The culminating course(s) of each of the five Master of Science in Nursing (MSN) specialty tracks is/are the practicum experience(s). The practicum course(s) provide students an opportunity to apply newly developed skills and theoretical knowledge to real-world practice situations. Prior to these unique courses, the student will have demonstrated an understanding of the theoretical foundations of the specialty track. This concentrated professional experience further prepares students for an advanced practice role. Additionally, it allows students to enhance their skills in communication, teamwork, critical thinking and professionalism. The practicum course(s) include online classroom work, assignments, discussions and a practicum project.

Students are responsible for searching for their own practicum site and qualified mentor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. If the preceptor, mentor and/or field instructor you are submitting for Chamberlain University's review and approval was found using a student-arranged third-party preceptor matching service, be advised that Chamberlain University will not reimburse any fees you may have incurred.

It is a best practice for students to secure an acceptable site and submit the practicum application paperwork a minimum of 120 days prior to the start of the practicum course(s). Each practicum must have a qualified

MSN-prepared nurse mentor with experience in the student's project focus and appropriate track. In collaboration with the practicum-course instructor and the practicum mentor, the student must execute a learning agreement that addresses the expected learning outcomes for the practicum and the means of measuring success.

During the practicum, the student must advise the mentor or preceptor of course requirements and personal learning objectives. The student is also responsible for keeping a practicum log or learning journal accurately reflecting activities, hours spent in the practicum and the means of meeting course requirements. The student's practicum-course instructor is responsible for evaluating the student's performance and all associated assignments completed during the practicum. The student is responsible for making travel arrangements, complying with Chamberlain and agency health and screening requirements at the practicum site and incurring all related expenses.

For more information, see the Chamberlain Practicum and Mentor Handbooks or contact the MSN experiential learning specialist.

Nurse Practitioner (NP) Specialty Tracks

The Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Specialty Track has a total of 700 clinical hours in the final six courses. Students must secure acceptable sites and preceptors and submit the practicum application paperwork a minimum of 120 days (two sessions or four months) prior to the start of the practicum courses. Each student must secure the services of qualified preceptors with the appropriate experience as required by the specific nurse practitioner program. Progression through the practicum courses can only proceed when students have approved sites and preceptors. Preceptors can be nurse practitioners, physician assistants (depending on state regulations) or physicians. Site approvals depend on appropriateness for setting (acute care), population (adolescents, adults and older adults), and the particular practicum course.

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Specialty Track students should plan for experiences in clinical sites that provide high-intensity environments demanding rapid critical thinking serving adolescents, adults and older adults to fulfill learning needs to meet Adult-Gerontology Acute Care Nurse Practitioner competency requirements. Students are responsible for finding appropriate sites and are assisted in this effort by an experiential learning specialist. Appropriate clinical settings include urgent care centers, emergency departments, inpatient medical-surgical or specialty units, critical care units, and hospital-to-clinic settings. Practicum courses include:

Code	Title	Hours
NR-569	Differential Diagnosis in Acute Care Practicum	3
NR-570	Common Diagnosis and Management in Acute Care Practicum	3
NR-571	Complex Diagnosis and Management in Acute Care Practicum	3
NR-572	Advanced Acute Care Management	2.5
NR-574	Acute Care Practicum I	3
NR-575	Acute Care Practicum II	3

The final five courses in the **Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Specialty Track** have 125 clinical hours each for a total of 625 clinical hours. Students must secure acceptable sites and preceptors and submit the practicum application paperwork a

minimum of 120 days (two sessions or four months) prior to the start of the practicum courses. Each student must secure the services of qualified preceptors with the appropriate experience as required by the specific nurse practitioner program. Progression through the practicum courses can only proceed when students have approved sites and preceptors. Preceptors can be nurse practitioners, physician assistants (depending on state regulations) or physicians. Site approvals depend on appropriateness for setting (primary care), population (adolescents, adults and older adults), and the particular practicum course.

The Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Specialty Track student should plan for experiences in clinical sites that provide primary care to adolescents, adults and older adults to fulfill learning needs to meet Adult-Gerontology Primary Care Nurse Practitioner competency requirements. The student is responsible for finding appropriate sites and is assisted with this effort by an experiential learning specialist. Generalist practice in internal medicine practices, long-term care facilities, and clinics providing primary care such as health departments or hospital-based primary care clinics are encouraged. Specialty areas are limited to later practicum courses and depend upon the student's mastery of general primary care clinical knowledge and skills. Practicum courses include:

Code	Title	Hours
NR-576	Differential Diagnosis in Adult-Gerontology Primary Care	3
NR-577	Primary Care Management of Adolescents and Adults	3
NR-578	Primary Care Management of Older Adults	3
NR-579	Palliative Care in Adult-Gerontology Across the Spectrum	3
NR-580	Adult-Gerontology Primary Care Capstone and Intensive	3

The final five courses in the **Family Nurse Practitioner (FNP) Specialty Track** have 125 clinical hours each. Students must secure an acceptable site and preceptor and submit the practicum application paperwork a minimum of 120 days (two sessions or four months) prior to the start of the practicum courses. Each student must secure the services of a qualified preceptor with the appropriate experience as required by the FNP program. Progression through the practicum courses can only proceed when students have an approved site and preceptor. Preceptors can be nurse practitioners, physician assistants (depending on state regulations) or physicians. Site approval depends on appropriateness for family practice and the particular practicum course. The student should plan for experiences in clinical sites that cover the entire lifespan to fulfill learning needs to meet Family Nurse Practitioner competency requirements.

The final five courses in the **Psychiatric-Mental Health Nurse Practitioner (PMHNP) Specialty Track** require a minimum of 125 clinical hours each. Students must secure an acceptable site and preceptor and submit the practicum application paperwork a minimum of 120 days (two sessions or four months) prior to the start of the practicum courses. Each student must secure the services of a qualified preceptor with the appropriate experience as required by the PMHNP program. Progression through the practicum courses can only proceed when students have an approved site and preceptor. Preceptors can be psychiatric-mental health nurse practitioners or psychiatrists. Certified nurse practitioners from other specialties and physicians assistants will be allowed consideration as PMHNP preceptors with three years of recent mental health experience within the last five years. Psychotherapy preceptors also may include

psychologists, licensed clinical social workers or licensed counselors who provide individual or group therapy in a mental health practice setting.

Site approval depends on appropriateness for managing patients with psychiatric-mental health conditions and the particular practicum course. The student should plan for experiences in clinical sites that provide psychiatric-mental health care across the lifespan to fulfill learning needs to achieve Psychiatric-Mental Health Nurse Practitioner competency requirements.

Students are required to obtain experience with children, adolescents and adults as well as with individual and group therapy in a least two modalities to meet national certification requirements. Outpatient psychiatric mental health offices, mental health centers, therapist offices, inpatient psychiatric units and freestanding facilities with inpatient and intensive outpatient services providing care across the lifespan are encouraged. Specialty areas are limited to later practicum courses and depend upon the student's mastery of general mental health clinical knowledge and skills. Practicum courses include:

Code	Title	Hours
NR-547	Differential Diagnosis in Psychiatric-Mental Health across the Lifespan Practicum	3
NR-605	Diagnosis & Management in Psychiatric-Mental Health across the Lifespan I Practicum	3
NR-606	Diagnosis & Management in Psychiatric-Mental Health II Practicum	3
NR-607	Diagnosis & Management in Psychiatric-Mental Health III Practicum	3
NR-668	Psychiatric-Mental Health Capstone Practicum & Intensive	3

Sites must be approved before the student can enroll in these courses.

The student is also responsible for keeping a practicum log in the Chamberlain approved software accurately and honestly reflecting activities, hours spent in the practicum and the means of meeting course requirements. The student's practicum-course instructor is responsible for evaluating the student's performance and all associated assignments completed during the practicum experience. The student is responsible for knowing and complying with documentation standards for clinical activities as set and updated by the program and found in each practicum course content or syllabus. The student is responsible for making travel arrangements, complying with Chamberlain and agency health and screening requirements at the practicum site and incurring all related expenses.

For more information, see the Chamberlain Practicum and Preceptor Handbooks or contact the experiential learning specialist.

Compliance Documentation - All MSN Specialty Tracks

Health, integrity and regulatory compliance are of the utmost importance among students charged with professional nursing care. Students must comply with various requirements regarding health, background, education, licensure and other stipulations, depending upon the student's specialty track and the requirements of each practicum site. Students in the non-NP specialty tracks should work with an experiential learning specialist to ensure they are meeting all compliance requirements. The

practicum site may request various requirements of the student. It is the student's responsibility to ensure all requirements are understood and completed prior to the beginning of the practicum experience. These can include but are not limited to: background check, drug screening, immunizations and proof of health insurance.

Healthcare Compliance¹ Documentation - Nurse Practitioner (NP) Specialty Tracks

All Nurse Practitioner (NP) students must submit copies of personal health records to Chamberlain via the healthcare requirements tracking website (fax or email only when directed) and maintain originals for future use. NP students are required to carry personal health insurance and must present proof of health insurance annually and when required by a clinical site. Students should begin submitting healthcare compliance documents when directed (approximately 120 days prior to the first practicum course). Complete healthcare compliance documentation should be provided no later than 30 days prior to the start of each practicum. Chamberlain NP required healthcare compliance documentation can be found in the Nurse Practitioner Healthcare Compliance Workbook.

For tracking and public health management purposes, the non-directory information of students may be shared with clinical sites at which a student is studying, working or gaining clinical experience. Students can contact their Academic Support Advisor for more information.

¹ Chamberlain University utilizes CDC guidelines for healthcare workers and state-specific mandates as a baseline for all healthcare compliance requirements.

Note: All programs are subject to additional requirements including the following examples: background check, fingerprint scan, drug screen clearance, immunizations, vaccines, additional forms and trainings, and other site requirements as requested, as based on state requirements. Additional out of pocket fees may apply due to state Board of Nursing and site requirements; see your admission representative for additional information.

NP specialty track students requiring clinical sites and/or preceptors must cooperate with the experiential learning specialist to ensure that clinical sites are identified, established and scheduled and that the qualifications of preceptors are verified. Clinical sites and preceptors must be confirmed by the experiential learning specialist and course faculty prior to registration for any practicum course. Individual states and/or clinical facilities may have additional requirements.

NP specialty track students must be in compliance with all requirements 30 days prior to the start of each practicum. Failure to submit all compliance requirements by the deadlines may make the student ineligible to register for classes or attend practicums until required documentation is received and accepted.

Students who are non-compliant in any session may be denied admission to clinical agencies. This could ultimately result in a student failing a course and/or being dropped from the program. Students declaring a Nurse Practitioner specialty track of the Master of Science in Nursing degree program are required to clear a background check and fingerprint screen, through a Chamberlain preferred vendor, before registering for any of the NP specialty courses. Practicum sites may require an additional clearance nearer to the time of practicum. Failure to comply with background, drug screening and fingerprint clearance (as required)

or failure to achieve a satisfactory outcome may result in dismissal from Chamberlain.

Insurance

Students in the MSN-NP Specialty Track degree programs are required to submit proof of health insurance annually. MSN-NP Specialty Track degree program students without injury and sickness insurance may be denied access to clinical facilities and therefore may be unable to complete their degree program.

Group injury and sickness insurance plans are available to all Chamberlain students. Coverage is effective 24 hours per day during the period for which the premium has been paid and eligibility has been met. Optional coverage for students' spouses and/or children is available when signing up for coverage. Rates and policy periods are subject to change each new policy term. Insurance is not mandatory for post-licensure graduate students in other MSN Specialty Tracks unless required by a practicum site.

Detailed enrollment information is available on the Chamberlain website at chamberlain.edu/studentinsurance.

More information is available from the National Healthcare Compliance Department: cuhealthcarecompliance@chamberlain.edu.

Students residing outside the U.S. are not eligible for this insurance. The student assumes all financial responsibility associated with their own healthcare.

Nurse Practitioner Tracks Only

Nurse practitioner (NP) students must submit copies of personal health records to Chamberlain via the healthcare requirements tracking website (fax or email only when directed) and maintain originals for future use. NP students are required to carry personal health insurance and must present proof of health insurance annually and when required by a clinical site. Students should begin submitting healthcare compliance documents when directed (approximately 120 days prior to their first practicum course). Complete healthcare compliance documentation should be provided no later than 30 days prior to the start of each practicum. A list of Chamberlain NP required healthcare compliance documentation can be found in the Nurse Practitioner Healthcare Compliance Workbook.

For tracking and public health management purposes, the non-directory information of students may be shared with clinical sites at which a student is studying, working or gaining clinical experience. Contact your academic support advisor for more information.

NP specialty track students requiring clinical sites and/or preceptors must cooperate with the experiential learning specialist to ensure that clinical sites are identified, established and scheduled and that the qualifications of the preceptor are verified. A clinical site and/or clinical preceptor must be confirmed by the experiential learning specialist and course faculty prior to registration for any practicum course. Individual states and/or clinical facilities may have additional requirements.

NP specialty track students must be in compliance with all requirements 30 days prior to the start of each practicum. Failure to submit all compliance requirements by the deadlines may make the student ineligible to register for classes or attend practicums until required documentation is received and accepted.

Students who are non-compliant in any session may be denied admission to clinical agencies. This could ultimately result in a student failing a course and/or being dropped from the program. Students declaring a nurse practitioner (NP) Specialty Track of the Master of Science in Nursing degree program are required to clear a background and fingerprint check, through a Chamberlain preferred vendor, before registering for any of the NP specialty courses. Students declaring any NP track will have their license reviewed for past sanctions, violations and restrictions that impact current clinical/ practicum approval by clinical sites and future licensure or other advanced practice credentials. Students may be denied entry related to current and past infractions at the discretion of the Dean. Practicum sites may require an additional clearance nearer to the time of practicum. Failure to comply with the drug screen or background and fingerprint checks (as required) or failure to achieve a satisfactory outcome may result in dismissal from Chamberlain.

Practicum/Experiential Learning Evaluation-MSN Tracks

In Chamberlain post-licensure programs students in clinical/ experiential practicum settings will be evaluated regularly on meeting clinical objectives throughout each course. This evaluation is completed by both the preceptor/mentor and the course faculty. Students must successfully meet clinical objectives specific to each course by the end of that course. The faculty of record is responsible for all evaluation of student performance and makes the final determination of grades regarding student evaluation. Students will have an opportunity to evaluate their preceptor and clinical site once each term.

Doctor of Nursing Practice (DNP) Degree Program

Graduate Post-Licensure Doctoral

- *Earn your DNP in as few as 6 semesters of year-round, full-time enrollment*
- Nurses striving for the highest level of professional practice in their specialty area
- Advance your nursing practice
- All coursework **100 percent online**
- **DNP Elective Course Sequences**
 - Advanced Practice Leadership
 - Educational Leadership
 - Healthcare Systems Leadership
- Total credit hours: 32-40¹

chamberlain.edu/dnp

¹ Credit hours required will vary, depending on practicum hours transcribed from student's master's degree in nursing program. Students must complete a minimum of 1000 post-baccalaureate practicum hours to meet accrediting body requirements for the Doctor of Nursing Practice degree.

Note: Program/program option availability varies by state/location

Program Overview

The Doctor of Nursing Practice (DNP) degree program is a post-master's professional degree program designed to prepare graduates to deliver,

either directly or indirectly, the highest level of nursing practice. The Chamberlain DNP degree program is practice-focused and prepares graduates to analyze, synthesize and apply scientific reasoning at the highest level to plan, design, implement and evaluate care for individuals, families and populations in an effort to improve healthcare outcomes. DNP graduates will be prepared to lead teams of intra- and inter-professional colleagues, care for vulnerable, culturally diverse populations and assume the role of a transformational leader in a complex healthcare delivery system. They will enhance patient-driven care, make evidence-based practice change and be mentors and role models to other nurses aspiring to lead and change healthcare in the 21st century and beyond. The curriculum is grounded in the eight essentials outlined in the American Association of Colleges of Nursing document, The Essentials of Doctoral Education for Advanced Nursing Practice (DNP Essentials) (AACN, 2006) and the NLN Competencies for Graduates of Nursing Programs.

Chamberlain's DNP degree program bases its program and curriculum on input from key constituencies including, but not limited to, the Institute of Medicine, Quality and Safety Education for Nurses and other national initiatives focusing on change and transformation to promote patient safety, nurse vitality and quality care outcomes in a culturally diverse society. The DNP curriculum provides core nursing courses addressing each of the DNP Essentials. The courses guide students to develop and advance their practice to new levels, advancing their expertise in a variety of topics. For students enrolled prior to the July 2021 session, the four Project and Practicum courses provide the opportunity for the learner to design, implement and evaluate a project aimed at changing practice in a healthcare delivery setting chosen by the student. Chamberlain's DNP program prepares graduates to lead in today's increasingly complex healthcare environment on the front lines of clinical practice, administration, education and shaping health policy.

Beginning with the July 2021 session¹, students enrolling in the DNP degree program complete six core courses, implement and evaluate a project of their choosing in five Project and Practicum courses, and tailor their degree with a two-course elective sequence in one of the following areas:

The **Advanced Practice Leadership** elective sequence is designed for advanced practice registered nurses (APRNs) and prepares graduates to lead, analyze and influence nursing practice and transform healthcare systems to enhance the quality of care and improve patient outcomes. In addition to the DNP core courses, students will complete two courses that focus on leadership development and the application of translational science in the direct care of populations across a wellness to illness continuum.

The **Educational Leadership** elective sequence is designed for nurses with experience or advanced education in teaching nursing academics or continuing education and prepares graduates to impact nursing practice and patient outcomes through the design, implementation and evaluation of educational initiatives across settings. In addition to the DNP core courses, students will complete two elective courses that focus on the role of the educator in facilitating learning and educational leadership across settings.

The **Healthcare Systems Leadership** elective sequence is designed for registered nurses with a master's degree in nursing who are not APRNs and who have indirect care roles such as nurse executives, nurse informaticists and healthcare policy leaders. In addition to the DNP core courses, students will complete two elective courses that focus on

the application of translational science to identify problems, propose solutions and implement change for healthcare systems as a whole.

The DNP degree program has a healthcare leadership focus and is designed to prepare nurses with advanced degrees to lead practice change for the profession and healthcare delivery system. Students must complete a minimum of 1,024 post-baccalaureate practicum hours to meet the requirements for the Doctor of Nursing Practice (DNP) degree. The 1,024 practice hours may include up to 512 practicum hours completed in master's degree programs. Credit hours required in the DNP degree program will vary depending on qualifying practicum hours transcribed from the student's Master of Science in Nursing degree program. Qualifying practicum hours are those directed toward meeting the objectives of the foci for DNP programs as identified in the DNP Essentials: an advanced practice nursing direct care focus, or an aggregate/systems/organizational focus, or both. Students may expect to complete two courses per semester over a total of six semesters.

Upon admission to the DNP degree program, the student's post-baccalaureate graduate transcript(s) will be evaluated and the number of qualifying practicum hours determined. Sixty-four qualifying practicum hours will be required to earn one practicum credit hour. Partial credit hours will not be granted. Practicum hours earned in a Master of Science in Nursing degree program that focused on nursing education do not qualify as DNP practicum hours, as education-focused practicum hours do not meet criteria established by the Commission on Collegiate Nursing Education. The number of practicum hours previously transcribed, up to 512 contact hours, will be deducted from the 1024 practicum hours required for completion of the DNP program. The remaining hours will be divided among the four required practicum courses and credit hours assigned accordingly. The four DNP practicum courses each contain a minimum of 128 and a maximum of 256 contact hours, for a total of 512-1024 practicum hours. Students must complete a minimum of 512 practicum hours regardless of the number of practicum hours transcribed from other graduate degrees. The ratio of semester credit hours to practicum contact hours is 1:4. Students will be notified at the time of admission to request a letter from their MSN program indicating the number of practicum hours completed. Upon completion of the program, all students will demonstrate achievement of course and program outcomes and the DNP Essentials.

¹ Students enrolled prior to July 2021 and readmit students can reference the academic catalog in effect at the time of the matriculation for their curriculum or contact their Academic Support Advisor.

Program Outcomes

The expected outcomes for Chamberlain's Doctor of Nursing Practice (DNP) degree program are as follows:

1. Apply biophysical, psychosocial, sociopolitical and cultural principles to integrative healthcare economics, nursing science and ethics in evidence-based advanced nursing practice to improve the nation's health using cultural humility and population-focused healthcare that is holistic and person-centered (DNP/E:VII,VIII; DNP/C:I-IV).
2. Formulate a professional identity leadership role as an extraordinary DNP-prepared nurse in application, formation and reformation of health policy and advocacy in healthcare at micro, meso and macro levels (DNP/E:V; DNP/C:III-IV).
3. Synthesize scientific methods and underpinnings to develop best practices with a spirit of inquiry to shape advanced nursing judgment

and systems of care for person/family and populations to improve care-focused outcomes (DNP/E:I,III; DNP/C:I,III-IV).

4. Build advanced nursing practice on relationship-based care and care-focused delivery models that embrace political, ethical, professional, economic, socially just and culturally appropriate services across healthcare systems (DNP/E:VIII; DNP/C:II-IV).
5. Integrate scientific-based theories and concepts that facilitate best practices with a spirit of inquiry for the nature and significance of health and healthcare delivery phenomena with strategies to improve healthcare delivery and outcomes, appreciating theory-based healthcare for evidence-based practice (DNP/E:I,III; DNP/C:I,III-IV).
6. Distinguish organizational and transformational leadership that fosters and promotes patient safety, human flourishing, integration of healthcare technology and informatics to improve patient safety and care-focused outcomes for quality improvement and systems thinking that improves and transforms healthcare (DNP/E:II,IV; DNP/C:I-III).
7. Assimilate concepts of healthcare technology and informatics to make data-driven decisions that inform advanced nursing practice and person-centered care systems that are nurse-sensitive and person/family- and population-focused (DNP/E:IV; DNP/C:I-III).
8. Exercise intra- and inter-professional collaboration as an extraordinary DNP-prepared nursing role model for collegiality and professionalism across healthcare systems to facilitate optimal care and care-focused outcomes that improve person/family and population health or practice outcomes (DNP/E:VI; DNP/C:I-III).
9. Analyze conceptual and analytical skills in evaluating links among practice, organization, population, fiscal and policy issues as a basis for transformational change across healthcare systems (DNP/E:V; DNP/C:III-IV).

DNP Program Competencies

1. Evaluates and integrates scientific underpinnings into quotidian clinical practice.
2. Applies organizational and system leadership skills to affect systemic changes in corporate culture and promote continuous quality improvement and improve clinical outcomes.
3. Uses analytic methods to translate critically appraised research and other evidence into clinical scholarship for innovative practice improvements.
4. Appraises, harnesses, and innovates current information systems and technologies to improve health care.
5. Analyzes and advocates for health care policies that provide equitable health care and social justice to all populations and those at risk due to social determinants of health.
6. Creates a supportive organizational culture for flourishing collaborative teams to facilitate clinical disease prevention and promote population health at all system levels.
7. Translates a synthesis of research and population data to deliver preventative care and improve the nation's health.
8. Demonstrates and mentors others in professional identity, advanced clinical judgment, systems thinking, and accountability in selecting, implementing, and evaluating clinical care while inspiring colleague resilience.

Program Details

Doctor of Nursing Practice

(Students enrolled prior to July 2021)

Degree: Doctor of Nursing Practice

Semesters: 6 Full-time

Code	Title	Hours
NR-700	Scientific Underpinnings	3
NR-701	Applications of Analytic Methods	3
Select one of the following:		2-4
NR-702A	DNP Project & Practicum I ¹	
NR-702B	DNP Project & Practicum I ¹	
NR-702C	DNP Project & Practicum I ¹	
NR-703	Applied Organizational and Leadership Concepts	3
NR-704	Concepts in Population Health Outcomes	3
Select one of the following:		2-4
NR-705A	DNP Project & Practicum II ¹	
NR-705B	DNP Project & Practicum II ¹	
NR-705C	DNP Project & Practicum II ¹	
NR-706	Healthcare Informatics & Information Systems	3
Select one of the following:		2-4
NR-707A	DNP Project & Practicum III ¹	
NR-707B	DNP Project & Practicum III ¹	
NR-707C	DNP Project & Practicum III ¹	
NR-708	Health Policy	3
Select one of the following:		
NR-709A	DNP Project & Practicum IV ¹	
NR-709B	DNP Project & Practicum IV ¹	
NR-709C	DNP Project & Practicum IV ¹	
NR-711	Fiscal Analysis and Project Management	3
NR-714	Application of Analytic Methods II	3

¹ Credit hours required will vary, depending on practicum hours transcribed from student's master's degree in nursing program. Student must complete a minimum of 1,000 post-baccalaureate practicum hours to meet accrediting body requirements for the Doctor of Nursing Practice degree.

Doctor of Nursing Practice (Effective July 2021)

Degree: Doctor of Nursing Practice

Semesters: 6 Full-time

Code	Title	Hours
Core Courses		
NR-703	Applied Organizational and Leadership Concepts	3
NR-706	Healthcare Informatics & Information Systems	3
NR-711	Fiscal Analysis and Project Management	3
NR-715	Scientific Underpinnings	3
NR-716	Analytic Methods	3

NR-717	Concepts in Population Health Outcomes & Health Policy	3

Project and Practicum Courses		
Select one of the following:		2-4
NR-702A	DNP Project & Practicum I ¹	
NR-702B	DNP Project & Practicum I ¹	
NR-702C	DNP Project & Practicum I ¹	
Select one of the following:		
NR-705A	DNP Project & Practicum II ¹	
NR-705B	DNP Project & Practicum II ¹	
NR-705C	DNP Project & Practicum II ¹	
Select one of the following:		2-4
NR-707A	DNP Project & Practicum III ¹	
NR-707B	DNP Project & Practicum III ¹	
NR-707C	DNP Project & Practicum III ¹	
Select one of the following:		2-4
NR-709A	DNP Project & Practicum IV ¹	
NR-709B	DNP Project & Practicum IV ¹	
NR-709C	DNP Project & Practicum IV ¹	
NR-730	DNP Project	1

Electives

Advanced Practice Leadership

NR-718	Topics in Advanced Practice Leadership I	3
NR-719	Topics in Advanced Practice Leadership II	2

Educational Leadership

NR-722	Role of the Educator in Facilitating Learning	3
NR-723	Role of the Educational Leader Across Settings	2

Healthcare Systems Leadership

NR-720	Topics in Healthcare Systems Leadership I	3
NR-721	Topics in Healthcare Systems Leadership II	2

¹ Credit hours required will vary, depending on practicum hours transcribed from student's master's degree in nursing program. Student must complete a minimum of 1,000 post-baccalaureate practicum hours to meet accrediting body requirements for the Doctor of Nursing Practice degree.

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Doctor of Nursing Practice (DNP) Practicum Information

DNP Practicum Experience Requirements

There are four Project and Practicum courses in Chamberlain's DNP degree program. The Project and Practicum courses allow the DNP student an opportunity to integrate course content and practice experiences. Rather than a knowledge-generating research effort, the student in a practice-focused program carries out a practice-application-oriented final DNP project that is an integral part of the integrative practice experience. Each practicum provides an opportunity to foster and expand the learner's advanced nursing practice knowledge through both practice and the development of a culminating project. The Project

and Practicum courses offer doctoral students an opportunity to apply newly developed skills and relate theoretical content to advanced nursing practice situations. This professional experiential learning helps to further prepare students for the highest level of either direct or indirect practice. On a larger scale, it allows students to enhance skills in communication, teamwork, critical thinking and professionalism.

Students are responsible for specifying their own practicum site and qualified mentor that meet the criteria established by Chamberlain. If students are unable to secure their own practicum site and qualified preceptor, Chamberlain will assist in identifying site/preceptor upon the student providing documentation of at least five potential sites that have not been able to accommodate the student, and must submit the request three sessions in advance of the need. Students using Chamberlain's preceptor matching service will be provided with one preceptor option within a 100-mile radius of their home address. Students must have an active and unrestricted nursing license in the state where they will complete their practicum. Students must secure an acceptable site and qualified preceptor a minimum of 120 days prior to the beginning of the first Project and Practicum course. Students must select a practicum site that will be available for support and learning in all four Project and Practicum courses. Planning ahead enhances the ability of the student to identify a practice issue and design, implement and evaluate an evidence-based practice-change project. If the preceptor, mentor and/or field instructor you are submitting for Chamberlain University's review and approval was found using a third-party preceptor matching service, be advised that Chamberlain University will not reimburse any fees you may have incurred.

Students must identify a preceptor for each of the four Project and Practicum courses in advance of starting the first Project and Practicum course. Although having the same preceptor for all Project and Practicum courses is not required, it is highly encouraged as this promotes continuity of learning and the development of a professional and collegial relationship for the student. DNP preceptors must be nurses who hold a doctorate such as a DNP, PhD, DNS, EdD, etc.

Before entering any practicum courses, students must provide proof of a current, active, unrestricted RN license in the state where the student will conduct the practicum(s). During the practicum, students will advise their preceptors of course requirements and personal learning goals. Students are also responsible for including reports of the practicum experiences including accurate reflections on activities and attainment of course outcomes and specialty competencies in their professional portfolio. Each assigned faculty member is responsible for evaluating the student's performance and all associated assignments completed during the practicum experience. Students are responsible for making travel arrangements and paying for all related practicum expenses.

Project Navigation

(Students enrolled prior to July 2021 only)

One session prior to beginning your first practicum course, NR-702A DNP Project & Practicum I, NR-702B DNP Project & Practicum I, or NR-702C DNP Project & Practicum I you will be required to work with a project navigator (a DNP faculty member) in Project Navigation. This will take place via one-on-one phone calls or video conferencing with the Project Navigator who will provide you with guidance on the completion of section 2A of the DNP Practicum form, which will prepare you for your practicum.

Completion of all Project Navigation requirements is mandatory prior to enrolling in NR-702A DNP Project & Practicum I, NR-702B DNP Project & Practicum I, or NR-702C DNP Project & Practicum I.

DNP Practicum Compliance Documentation

Health and integrity are of the utmost importance among students charged with professional nursing care. DNP students must submit copies of personal health records as requested to the National Healthcare Compliance Office and must maintain originals for future use. Complete documentation must be provided by students to the National Healthcare Compliance Office prior to enrollment in any practicum course.

Note: All programs are subject to additional requirements including the following examples: background check, fingerprint scan, drug screen clearance, immunizations, vaccines, additional forms and trainings, and other site requirements as requested, as based on state requirements. Additional out of pocket fees may apply due to state Board of Nursing and site requirements; see your admission representative for additional information.

Insurance

Group injury and sickness insurance plans are available to all Chamberlain students. Coverage is effective 24 hours per day during the period for which the premium has been paid and eligibility has been met. Optional coverage for students' spouses and/or children is available when signing up for coverage. Rates and policy periods are subject to change each new policy term. Insurance is not mandatory for post-licensure graduate students in the DNP program unless required by a practicum site.

Detailed enrollment information is available on the Chamberlain website at chamberlain.edu/studentinsurance.

More information is available from the National Healthcare Compliance Department: cuhealthcarecompliance@chamberlain.edu

Students residing outside the U.S. are not eligible for this insurance. The student assumes all financial responsibility associated with their own healthcare.

Practicum/Experiential Learning Evaluation-DNP

In Chamberlain post-licensure programs students in clinical/experiential practicum settings will be evaluated regularly on meeting clinical objectives throughout each course. This evaluation is completed by both the preceptor/mentor and the course faculty. Students must successfully meet clinical objectives specific to each course by the end of that course. The faculty of record is responsible for all evaluation of student performance and makes the final determination of grades regarding student evaluation. Students will have an opportunity to evaluate their preceptor and clinical site once each term.

Chamberlain University College of Health Professions

Creating a Culture of Health

Broadening our mission through our College of Health Professions is our latest and largest step in the journey toward transforming the health of

people worldwide. By educating practitioners to collaborate with partners and communities to promote regional, national and international health and wellness through the integration of education, service, workforce development and scholarly activities, we are continually moving closer to what the Robert Wood Johnson Foundation calls a *Culture of Health*. We are educating and empowering...**extraordinary healthcare professionals who will transform the health of people, families, communities and nations.**

- Master of Physician Assistant Studies (MPAS) Degree Program
 - Clinical Clerkships
 - MPAS Healthcare Compliance Documentation
 - Professional Appearance
 - Student Identification in Clinical Settings
 - Medical Equipment Kits
- Master of Public Health (MPH) Degree Program
 - Master of Public Health Applied Practice Experience (APE)
 - Chamberlain University Technical Standards for Master of Public Health (MPH) Program
- Public Health Certificate Program
- Master of Social Work (MSW) Degree Program
 - Master of Social Work (MSW) Immersion
 - Master of Social Work (MSW) Field Education Requirements
 - Compliance Documentation – Master of Social Work (MSW) Degree Program

Master of Physician Assistant Studies (MPAS) Degree Program

- *Earn your PA degree*
- *Full-time - As few as 2 years¹*
- *12-month didactic phase followed by a 12-month clinical phase*
- Campus-based didactic phase and on-site clerkships clinical phase
- Total credit hours: 109

chamberlain.edu/mpas

¹ With year-round, full-time study.

Note: Program/program option availability varies by state/location.

Master of Physician Assistant Studies (MPAS) Degree Program Overview

The Master of Physician Assistant Studies (MPAS) degree program at Chamberlain University is designed to prepare healthcare professionals for the practice of general medicine in collaboration with a licensed physician and healthcare team. This campus-based program uses a medical education model and modular format based on organ systems to build on basic and healthcare sciences to provide in-depth preparation for the provision of medical care for patients across the lifespan and in a variety of clinical settings. Through didactic coursework and immersive clinical experiences, students will learn to diagnose illness, order and interpret diagnostic tests, conduct physical exams, develop and manage plans of care for individuals across the lifespan, prescribe medications, provide preventive healthcare counseling and assist in surgery.

This 24-month program is designed to be completed on a full-time basis only (no part-time option is available). The curriculum is composed of a

12-month didactic phase followed by a 12-month clinical phase. Most of the courses in the didactic year of the program are delivered in a hybrid modular format in which students are registered for multiple courses within an eight-week session that are taken sequentially rather than concurrently; each course must be successfully completed in order to progress into the next course. The major focus of the didactic year is clinical medicine taught in Comprehensive Clinical Module (CCM) courses that allow students to focus on mastery of the clinical skills related to one organ system. Within the CCM course, students have the opportunity to integrate anatomy, physiology, pathophysiology, history and physical exam findings, clinical presentation, clinical diagnostics, pharmacology, evidence-based medicine, genetics, medical procedures and skills, patient education, and prevention of emergent, acute and chronic conditions related to that specific system across the lifespan.

The clinical year is comprised of ten four-week clinical clerkships, generally two per session. Clinical clerkships are supervised clinical practice experiences in family medicine, internal medicine, emergency medicine, surgery, pediatrics, obstetrics and gynecology, behavioral health and underserved populations. Students are also required to complete two elective clinical clerkships. Students are expected to mirror the preceptor's full-time schedule and shift. The minimum clinical requirement is 1,440 hours.

Students declaring an MPAS degree are required to authorize and pay for a background check and fingerprint screen, through a Chamberlain preferred vendor, and must be cleared in order to be fully accepted into the program. Prior to the clinical year, students will be required to authorize, pay for, and clear a background check, fingerprint screen and drug screen. Applicants may be denied entry related to current and past infractions at the discretion of the admissions committee and/or dean.

Upon successful completion of all degree requirements, the Master of Physician Assistant Studies degree will be conferred. Graduates will be eligible to take the certification examination administered by the National Commission on Certification of Physician Assistants (NCCPA). Certification is a requirement for registration/licensure to practice in all states.

The ARC-PA has granted **Accreditation-Provisional** status to the Chamberlain University Physician Assistant Program sponsored by Chamberlain University.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-chamberlain-university/>.

Master of Physician Assistant Studies (MPAS) Mission

To educate and empower competent, compassionate, and culturally sensitive physician assistant professionals who advance the health of people, families, communities and nations.

Master of Physician Assistant Studies (MPAS) Program Vision

By living Chamberlain Care, we graduate extraordinary physician assistant professionals who transform the health of people worldwide.

Master of Physician Assistant Studies (MPAS) Program Goals

- Enable graduates to apply the knowledge and skills necessary to provide compassionate, competent and culturally sensitive patient-centered care.
- Empower graduates to manage the healthcare needs and challenges of underserved populations.
- Foster professionalism throughout the entire MPAS curriculum.
- Model and cultivate cultural humility throughout the entire MPAS curriculum.
- Be a workforce solution by graduating high quality physician assistants to help meet the needs of the healthcare system.

Master of Physician Assistant Studies (MPAS) Program Competencies

The program competencies represent the objectives of the curriculum and the intensive patient care experiences, reflect the accreditation requirements of the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), and incorporate Competencies for the Physician Assistant Profession developed collaboratively by the National Commission on Certification of Physician Assistants (NCCPA), Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), American Academy of Physician Assistants (AAPA) and Physician Assistant Education Association (PAEA). The expected competencies for Chamberlain's Master of Physician Assistant Studies degree program are as follows:

Medical Knowledge

Apply medical knowledge in the assessment, diagnosis and management of patients across the lifespan to prevent, diagnose and treat acute, chronic, urgent and emergent disease states.

Interpersonal & Communication Skills

Communicates effectively with patient populations and other healthcare providers in managing the healthcare of individuals, families, aggregates and communities.

Clinical & Technical Skills

Incorporate clinical and technical skills while performing medical and surgical procedures essential to physician assistant practice.

Clinical Reasoning & Problem-Solving

Synthesize history, physical examination and clinical diagnostic findings to develop management plans appropriate for the patient's medical and/or surgical conditions.

Professional Behaviors

Demonstrate a high level of responsibility, compassion, commitment to ethical practice principles, sensitivity to diverse patient populations and adherence to legal and regulatory requirements.

Practice-Based Learning & Improvement

- Integrate evidence from scientific studies and multiple sources to improve practice using systematic methods in collaboration with other members of the healthcare team.
- Create a holistic and inclusive practice environment with awareness to personal and system biases, culture, individual preference, gaps in medical knowledge and physical limitations of self and others.

Systems-Based Practice

- Engage in inter-professional teams in various healthcare delivery settings and coordinate care to improve and optimize healthcare delivery and patient-centered care.
- Consider environmental influences, socioeconomic factors, health care disparities and other population level determinants to promote health and wellness of communities and patients.
- Advocate for health policies that promote quality, safe and cost-effective healthcare at the micro, meso and macro levels.

Program Details

Master of Physician Assistant Studies

Degree: Master of Physician Assistant Studies

Semesters: 6 Full Time

Minimum credit hours required to graduate: 109

Code	Title	Hours
MPAS Courses		
PA-501	PA Professional Practice Seminar I	1
PA-502	Evidence Based Medicine	1
PA-503	Essential Foundations in Clinical Medicine	5
PA-504	Medical Interviewing and Documentation	2
PA-505	Behavioral Medicine I	2
PA-510	Comprehensive Clinical Module Dermatology	1
PA-512	CCM Hematology/Oncology	2
PA-514	Comprehensive Clinical Module Infectious Disease	2
PA-516	Comprehensive Clinical Module HEENT (Head, Ears, Eyes, Nose, Throat)	3
PA-518	Comp Clin Mod Cardiovascular	8
PA-520	Comprehensive Clinical Module Pulmonology	5
PA-522	Comprehensive Clinical Module Endocrinology	3
PA-524	Comprehensive Clinical Module Nephrology & Genitourinary	4
PA-526	Comprehensive Clinical Module Gastroenterology	5
PA-528	Comprehensive Clinical Module Neurology	4
PA-530	Comprehensive Clinical Module Musculoskeletal	4
PA-531	Emergency Medicine	3
PA-532	Surgical and Clinical Skills	3
PA-533	Obstetrics & Gynecology	5
PA-534	Pediatrics	3
PA-536	Behavioral Medicine II	1

PA-541	PA Professional Practice Seminar II	1
PA-601	PA Prof Prac Seminar III	1
PA-602	PA Prof Prac Seminar IV	1
PA-603	PA Prof Prac Seminar V	1
PA-604	PA Prof Prac Seminar VI	1
PA-608	Transition to Practice I	3
PA-610	Clinical Clerkship – Family Medicine	3
PA-612	Clinical Clerkship – Internal Medicine	3
PA-614	Clinical Clerkship – Emergency Medicine	3
PA-616	Clinical Clerkship – Surgery	3
PA-618	Clinical Clerkship – Pediatrics	3
PA-620	Clinical Clerkship – Obstetrics & Gynecology	3
PA-622	Clinical Clerkship – Behavioral Health	3
PA-624	Clinical Clerkship – Underserved Population	3
PA-626	Clinical Clerkship – Elective I	3
PA-628	Clinical Clerkship – Elective II	3
PA-648	Transition to Practice II	3
PA-650	Capstone Project	1

Master of Physician Assistant Studies Technical Standards

Note: Based in part on the recommendations of the AAMC Special Advisory Panel on Technical Standards for Medical School Admission.

Chamberlain University is committed to the achievement of superior student outcomes for a diverse population of students. Learning is designed to provide all students with the best academic experience and support services to become extraordinary healthcare professionals. Clinical education is designed using a holistic experiential learning model that recognizes and fosters each student's professional potential to ultimately improve patients' health outcomes in communities across various fields of care.

When considering a physician assistant studies program, the student must evaluate their abilities and skills. To succeed in a physician assistant studies program, a student must possess certain abilities and skills deemed essential functions for the care of the patients they will serve.

Students seeking admission and currently-enrolled students should be aware that all students must meet technical standards with or without reasonable accommodations in addition to meeting academic standards. Students will be required to maintain satisfactory demonstration of both academic and technical standards for progression through the program.

A candidate for Chamberlain's MPAS degree program must have abilities and skills in five areas: Observation/Acquiring Knowledge; Communication; Intellectual, Integrative and Quantitative Abilities; Motor Functions; and Behavioral/Social Attributes.

Chamberlain is committed to excellence in accessibility to education; we encourage students with disabilities to seek accommodations. To make an accommodation request contact the Office of Student Disability Services at chamberlainosds@adtalem.com.

Observation/Acquiring Knowledge

The first standard, observation/acquiring knowledge, relates to the student's ability to develop through experience a skill or habit until learned as an innate ability.

- Possess the ability to observe the following in lecture, laboratory, and clinical settings:
 - presentations;
 - live and recorded demonstrations;
 - written material; and
 - visual media.
- Detect accurately a patient's medical condition
- Demonstrate the ability to acquire knowledge from didactic, experiential learning and clinical environments
- Demonstrate the ability to acquire knowledge from written documents and electronic systems which includes scholarly articles and journals

Communication

The second standard, communication relates to the students' ability to impart or exchange information or data.

- Demonstrate communication skills for sensitive and effective interactions with patients, families and/or communities and teams
- Effective communication abilities with faculty, preceptors and all members of the healthcare team in didactic, experiential learning and clinical environments
- Elicit information including a medical history and other details to accurately and effectively evaluate a patient's condition
- Communicate effectively in a professional manner with patients in order to elicit information
- Accurately describe patient changes such as mood, activity and posture and perceive nonverbal communications
- Deliver clear, concise and pertinent communication to ensure safe transitions in care or elicit action in critical situations

Intellectual, Integrative & Quantitative Abilities

The third standard, Intellectual, Integrative and Quantitative Abilities, relates to the students' ability to critically analyze information and determine next action steps.

- Possess intellectual, integrative and quantitative abilities necessary for synthesizing information, critical thinking and problem solving
- Measure, calculate, integrate, reason, analyze, prioritize, synthesize data related to patient diagnosis and care
- Comprehend three-dimensional relationships and to understand the spatial relationships of structures

Motor Functions

The fourth standard, Motor Functions, relates to the students' fine and gross motor skills necessary to function in the role.

- Possess necessary motor functions to perform palpation, auscultation, percussion and other diagnostic maneuvers on patients to elicit information
- Possess motor (fine and gross) capabilities to operate instruments; perform a complete physical examination; perform diagnostic procedures; provide emergency treatment to patients, such as cardiopulmonary resuscitation and the application of pressure to stop bleeding; perform procedures which require both gross and fine

motor movements; administer intravenous medication; and perform suturing of simple wounds

- Possess capability, strength and stamina to move within the classroom, laboratory and clinical areas including but not limited to examination rooms, treatment rooms and surgical suites for long periods of time

Behavioral/Social Attributes

The fifth standard, Behavioral/Social Attributes, describes a range of students' characteristics that can be measured and shown to differentiate effective and ineffective performance.

- Possess ability to effectively handle and manage heavy workloads, function effectively under stress, adapt to changing environments, display flexibility and function in the face of ambiguity inherent in the clinical problems of patients
- Possess the ability to critically think and reason
- Possess sensitivity, good judgment, effective interpersonal skills and concern for others
- Accept responsibility for learning, capable of caring
- Maintain professional interactions with patients and health care personnel
- Demonstrate integrity, accountability, interest and motivation
- Demonstrate intent and willingness to follow the American Academy of Physician Assistant's Code of Ethics

Clinical Clerkships

Clinical Facilities

Clinical clerkships are supervised clinical practice experiences that offer the student opportunities to learn and apply patient care skills in actual healthcare settings. Students will synthesize both academic and clinical skills acquired during the didactic year and, under the supervision of a clinical preceptor, apply these skills with increasing competence throughout the clinical year. Chamberlain uses a variety of hospitals and clinical agencies to provide supervised clinical practice experiences, including outpatient clinics, hospitals, operating rooms and emergency rooms. The MPAS Clinical Coordinator, in collaboration with faculty, coordinates all clinical assignments for students.

Clinical Coordination

Chamberlain MPAS students are not required or responsible for finding their clinical sites or preceptors. Our clinical model, featuring centralized coordination and national compliance, manages the process for our students and the clinical agencies that host them. Clinical coordinators work with our healthcare partners to establish clinical experiences and to ensure that students meet necessary requirements for clinical compliance and the individual rules and regulations of each healthcare partner. In order to participate in clinical clerkships, students must be up to date with all requirements and immunizations.

Clinical Expectations

Clinical experience is an essential requirement of Chamberlain's MPAS degree program. To participate in supervised clinical practice experiences, students may be required to take and pass an additional drug screen and background check. Students who fail a drug screen or background check may be dismissed. Students are responsible for their own travel arrangements to complete clinical learning experiences. The average distance between Chamberlain campuses and clinical sites

range from 20-31 miles. Student should note that they may be required to travel up to 100 miles or secure temporary housing at a remote site to complete clinical learning experiences. Some clinical experiences require additional costs. Students are expected to attend clinical clerkships at the site assigned to them. All clinical-related expenses (including scrubs, additional clinical supplies, travel, etc.) are the student's responsibility.

MPAS Healthcare Compliance Documentation

Health and integrity are of the utmost importance among physician assistant students. As a result, Chamberlain encourages students to become increasingly proficient in promoting self-health and becoming informed when they seek healthcare services.

Note: Chamberlain University utilizes CDC guidelines for healthcare workers and state-specific mandates as a baseline for all healthcare compliance requirements.

Healthcare Compliance Documentation Requirements

- **Drug Screen¹**
- **Wisconsin BID Form and Caregiver Report** (State of WI only)
- **Family Care Safety Registry** (State of MO only)
- **Personal Healthcare Responsibility Letter of Understanding & Confidentiality Statement**
- **Proof of Health Insurance²** (required annually)

¹ Screening required prior to clinical start.

² For MPAS students, proof of health insurance must be completed prior to first day of classes.

Insurance

Evidence of health insurance is required for all MPAS students. All MPAS students must enroll in and maintain a group injury and sickness insurance plan unless otherwise insured. Students without injury and sickness insurance may be denied access to clinical facilities and therefore may be unable to complete their MPAS degree program.

All registered students will automatically be enrolled in the Chamberlain group injury and sickness insurance plan, unless they can show evidence of coverage by another health insurance plan. If the student chooses to be entirely self-paying for healthcare, a waiver must be completed at the beginning of each policy year and be on file. The Chamberlain group injury and sickness Insurance plan is required for all MPAS students unless a Health Insurance Requirement form is filled out in Complio and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by published deadline.

MPAS students are required to enroll annually to maintain insurance coverage.

A group injury and sickness insurance plan purchased through Chamberlain is effective 24 hours per day during the period for which the premium has been paid and eligibility has been met. Optional coverage for students' spouses and/or children is available when signing up for coverage. Rates and policy periods are subject to change each new policy term. Semester options are available.

The student assumes all financial responsibility associated with his/her own healthcare. For details on health records required for admission or clinical courses, refer to the packet mailed to accepted students, the Clinical Expectations section of this catalog or the Student Handbook.

Detailed enrollment information is available on the Chamberlain website at chamberlain.edu/studentinsurance

More information is available from the National Healthcare Compliance Department: cuhealthcarecompliance@chamberlain.edu

- **Virtual Compliance Orientation**
- **Health Insurance Portability & Accountability Act of 1996 (HIPAA) Review & Quiz** (required annually)
- **Student Commitment to Clinical Behaviors**
- **Occupational Safety and Health (OSHA) Review & Quiz** (required annually)
- **Current American Heart Association Cardiopulmonary Resuscitation (CPR) Certification – Basic Life Support (BLS) for Healthcare Providers or American Red Cross (CPR) Certification-Basic Life Support (BLS) for Healthcare Providers**

The faculty and affiliating clinical agencies of Chamberlain have established the need for MPAS students to be certified in the American Heart Association Basic Life Support (BLS) CPR for Healthcare Providers or American Red Cross Basic Life Support (BLS) CPR for Healthcare Providers. All students enrolled in the Chamberlain MPAS degree program must be certified in the current American Heart Association BLS CPR or American Red Cross BLS CPR certification and must meet all other clinical compliance requirements. After initial certification, each student is responsible for maintaining and renewing their own bi-annual CPR certification and keeping other clinical compliance requirements up to date. Chamberlain accepts American Heart Association BLS CPR cards or American Red Cross BLS CPR Certificates.

- **Physical Form** (signed and dated by your healthcare provider – within one year of admission)
- **Immunization History**
- **Measles, Mumps, Rubella (MMR) Titers Showing Immunity or Immunization Records of MMR Booster**
- **Varicella Titer Showing Immunity or Proof of Immunization** (history of disease is not accepted)
- **Tetanus/Diphtheria/Pertussis (Tdap) Booster** (within past 10 years and during each pregnancy)
- **One-Time, 2-Step PPD** (one time; documentation showing test date, read date and result of each step required) **or IGRA/T-Spot Blood Test** (Must be dated last 12 months)
- **Annual Tuberculosis Knowledge Guide Acknowledgment and Risk Assessment Documents**
If a positive result is submitted, student will need to provide a completed Tuberculosis Screening Record form, which can be found in the Required Document's tab in student's Compio account.
- **Hepatitis B Series or Immune Titer**
- **Polio Vaccine** (State of North Carolina only)
Note: NC students must complete requirement prior to attending their first class.
- **Seasonal Flu Vaccine** (Flu Mist not accepted)
- **Immunization Waiver**
If a student is unable to receive any immunization, a waiver request must be signed and submitted for approval to the National Healthcare Compliance Office. This form can be obtained from your American

Data Bank Compio account or by contacting the National Healthcare Compliance Office. Students who do not receive all required immunizations may be denied clinical access by the clinical facility and therefore, may experience an interruption in or be unable to complete their programs of study.

Note: All programs are subject to additional requirements including the following examples: background check, fingerprint scan, drug screen clearance, immunizations, vaccines, additional forms and trainings, and other site requirements as requested, as based on state requirements. Additional out of pocket fees may apply due to site requirements; see your admission representative for additional information.

Healthcare Compliance Deadlines

Healthcare Compliance Deadlines – New Students

Master of Physician Assistant Studies degree program students must complete all clinical compliance requirements by Friday of Week 7 of their first session.

Healthcare Compliance Deadline – Continuing Students

In order to maintain healthcare compliance throughout program progression, students are required to have compliance items scheduled to expire in their ensuing session updated by the first day of the final month of the prior session. See below chart for deadlines.

Enrollment Session	Compliance Deadline
July Session	June 1
September Session	August 1
November Session	October 1
January Session	December 1
March Session	February 1
May Session	April 1

• Additional Clinical Disclosures

For tracking and public health management purposes, the non-directory information of students may be shared with clinical sites at which a student is studying, working or gaining clinical experience. Contact your academic support advisor for more information. Individual states and/or clinical facilities may have additional requirements.

• Non-Compliance

Students who are non-compliant in any session may be prevented from further registration. As a result, the student would no longer be able to further progress in the program, and would be denied admission to clinical agencies, resulting in an unsatisfactory clinical grade due to unexcused absences. This could ultimately result in a student failing a course and/or being dropped from the program.

Failure to comply with the drug screen or background and fingerprint checks (as required) or failure to achieve a satisfactory outcome may result in dismissal from Chamberlain.

Professional Appearance

Student professional dress and conduct should, at all times, reflect the dignity and standards of the medical profession. It is important that MPAS students dress in a manner that is respectful to their professors, classmates, patients and other interprofessional and administrative colleagues. Students are expected to dress modestly and in good taste while on campus and during educational activities at other affiliated

clinical rotations or sites. Professional appearance includes good grooming and hygiene. In both clinical and non-clinical settings all students should use discretion with fragrances, as patients, classmates and instructors may have allergies or sensitivities.

- No tank tops
- No shorts above mid-thigh
- No exposure of midriff
- No low-cut shirts or blouses or other revealing garments
- No offensive language or pictures on clothing
- Clothing that is clean and without rips, tears or frayed hems
- No sandals, flip flops, open toed shoes

Note: Uniform requirements may vary. See your clinical coordinator for the specific uniform requirements for your location and/or clinical site.

Student Identification in Clinical Settings

Chamberlain MPAS students are required to wear a student issued white coat during their Clinical Clerkships. Students must wear their Chamberlain ID tag, either clipped to their lab coat or worn around their neck with the Chamberlain student lanyard, which will clearly identify them as a MPAS student.

Chamberlain MPAS student scrubs in ciel blue are mandatory and must be purchased online at the Chamberlain bookstore. Visit chamberlain.edu/uniform or connect with your clinical coordinator for instructions on ordering your white coat prior to the clinical clerkship year.

Medical Equipment Kits

Medical Equipment Kits are required and included in the cost of the program. The kits will be distributed during the first course of the session. Once the kit is distributed, the equipment fee is non-refundable.

See Master of Physician Assistant Studies (MPAS) Clinical Manual for additional dress guidelines during Clinical Clerkships.

Master of Public Health (MPH) Degree Program

- *Become a Public Health Practitioner*
- *Full-time – As few as 2 years*¹
- *Part-time – Set your own pace*
- All coursework **100 percent online**
- Total credit hours: 43²

chamberlain.edu/mpH

¹ With year-round, full-time study.

² Provisionally accepted students must complete an additional one credit hour course to meet graduation requirements.

Note: Program/program option availability varies by state/location.

Master of Public Health (MPH) Degree Program Overview

The Master of Public Health (MPH) is a generalist graduate degree program designed to prepare students to become public health practitioners who work with communities and populations throughout the world to promote healthy living and prevent community health problems such as disease, poverty, health access disparities and violence. The coursework is interdisciplinary and draws on systems thinking knowledge and skills from a variety of disciplines. The minimum number of credit hours required to graduate and earn a Master of Public Health degree is 43¹ credit hours. A student may expect to complete the MPH degree program in as few as two years with full-time study comprised of one course (three credit hours) per eight-week session or two three credit courses per semester. The last semester includes two classes per session. There are three semesters in a year and the program is six semesters in length. This includes 144 hours of applied practice experience with an accompanying integrative learning experience at the end of the program, after students have completed all core MPH coursework. Students are responsible for identifying locations and preceptors that meet the criteria established by Chamberlain and that support the student's achievement of the MPH program's competencies and learning outcomes as defined by the MPH core coursework. Students are assisted in this effort by an applied practice experience manager dedicated to the MPH degree program.

The MPH foundation (core) coursework provides a scientific and practical base for public health practice. This coursework includes: quantitative methods in public health (biostatistics), epidemiology, leadership and emotional intelligence, healthcare policy, community activism and program development, behavioral and social aspects of public health (the social determinants of health), environmental health, cultural competency and health communication. As well as a student readiness course focused around student success and the importance of maintaining self-care throughout their graduate studies, and an additional readiness course for provisionally accepted students focused on professional writing. A two-session applied practice experience opportunity follows the completion of all online coursework, which allows the student to synthesize their overall learning in the practical setting and to contribute to meaningful change in public health outcomes.

The MPH degree program can be applied in a variety of settings and positions. A few examples are administration of private health organizations, social service or public health agencies at the local, state, national and international levels; healthcare organization managers, planners, evaluators or practitioners in community or workplace health promotion programs and/or as an epidemiologist working on cancer surveillance in the pharmaceutical industry. Current and future health professionals in medicine, nursing, dentistry or pharmacy may find the MPH degree to be a value added course of study as it provides these practice professionals with a broader perspective and additional skills to complement their primary discipline.

¹ Provisionally accepted students must complete an additional one credit hour course to meet graduation requirements.

Master of Public Health (MPH) Graduate Degree Program Outcomes

At the completion of the Chamberlain MPH program, the graduate will be able to:

1. Articulate the history and philosophy of the professional discipline of public health relative to its core values, concepts, functions and leadership roles.
2. Utilize quantitative methods and epidemiologic tools to assess, monitor and review the health status of populations and their related determinants of health and illness.
3. Apply evidence-based reasoning and health informatics approaches to the process of program planning, development, budgeting, management and evaluation in public health organizations and public health interventions to improve community health outcomes.
4. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
5. Apply theoretical constructs of social change, health behavior and social justice in planning public health interventions.
6. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
7. Practice systems thinking techniques and problem solving to understand and respond to the dynamic interactions among sectors, organizations and public health professionals in improving public health.
8. Demonstrate leadership abilities as effective collaborators and coordinators within and across organizations and as members of interdisciplinary and interprofessional teams.
9. Communicate public health messages to a variety of audiences using targeted written, mass media and electronic communication and social marketing.
10. Apply the ethical, legal, economic, political and regulatory dimensions of healthcare and public health policy to developing, evaluating and advocating for public health policies.

Program Details

Master of Public Health

(Effective May 2021)

Degree: Master of Public Health

Semesters: 6 Full-time

Minimum credit hours required for graduation: 43¹.

¹ Required for provisionally accepted students, bringing the minimum credit hour requirement to a total of 44.

Code	Title	Hours
MPH Core Courses		
MPH-500	Introduction to Public Health Systems, Organizations, & Practice	3
MPH-503	Advocacy in Public Health Policy and Law	3
MPH-504	Cultural Competency and Global Public Health	3
MPH-505	Public Health Communication and Behavioral Health Theories	3
MPH-506	Environmental Health in Public Health	3
MPH-507	Public Health Program Planning and Evaluation	3
MPH-508	Leadership and Administration in Public Health Systems	3
MPH-509	Community-Based Participatory Research	3

MPH-515	Epidemiology and Biostatistics for Public Health Application I	3
MPH-516	Epidemiology and Biostatistics for Public Health Application II	3
MPH-598	Student Success and Self-Care	1
MPH-599	Professional Writing ¹	1
MPH Required Final Courses		
MPH-610	Integrative Learning Experience (ILE) and Applied Practice Experience (APE) I	6
MPH-620	Integrative Learning Experience (ILE) and Applied Practice Experience (APE) II	6

¹ Required for provisionally accepted students, bringing the minimum credit hour requirement to a total of 44.

Master of Public Health Applied Practice Experience (APE)

Students are required to complete 144 contact hours of applied practice experience (APE) with an accompanying integrative learning experience (ILE) course over the last two sessions of the program, after they have completed all core MPH coursework. The intention of the applied practice experience, to provide students with the opportunity to synthesize and apply concepts learned in their coursework to resolving real-life public health problems and situations in public health practice. Both the integrative learning experience and the applied practice learning experience are final requirements for the MPH degree program.

Planning the Applied Practice Experience

Students must be in good academic standing, have completed all MPH core course requirements and have the approval of their supervising course faculty and the MPH applied practice experience manager prior to registering for the applied practice experience. The applied practice experience is planned for the last two sessions of the MPH program; however, applied practice experience may need to be extended for a variety of reasons. Students whose applied practice experience placements extend beyond the initial enrolled session will receive an incomplete until a final grade can be given (refer to the Incomplete section of the academic catalog).

Students are responsible for identifying locations and preceptors that meet the criteria established by Chamberlain and that support the student's achievement of the program's competencies and learning outcomes. If the preceptor, mentor and/or field instructor you are submitting for Chamberlain University's review and approval was found using a third-party preceptor matching service, be advised that Chamberlain University will not reimburse any fees you may have incurred. The MPH applied practice experience manager and the MPH experiential learning specialists assist a student with the contractual and compliance documents required to secure an applied practice experience site. Students will be in contact with the applied practice experience manager after their fifth course in the MPH curriculum sequence and prior to their projected applied practice experience start date to ensure placement and readiness to engage in the applied practice experience. After identifying a potential placement site, experiential learning specialists assist students in securing the placement site, in addition to making sure all required forms and documents are submitted as required.

Certain public health applied practice experiences may require screening including, but not limited to, a criminal background check, drug and/or alcohol testing, physical and/or psychological examination, or a credit check. Unsatisfactory screening results may result in denial of a particular applied practice experience opportunity.

Students are encouraged to begin planning for the applied practice experience as early as possible. Students will need time to research and contact sites before making application for site and preceptor approval. At least 120 days (two sessions) prior to beginning the MPH-610 Integrative Learning Experience (ILE) and Applied Practice Experience (APE) I course, students will prepare and submit an application identifying the selected site, the preceptor, and outline general objectives/projects that will be conducted in the setting. The student is required to upload a copy of the preceptor's resume with the application. At the start of the MPH-610 Integrative Learning Experience (ILE) and Applied Practice Experience (APE) I course, students develop a Student Learning Agreement (SLA). With the preceptor and faculty mentor supporting, the student will prepare the SLA which identifies the student's educational objectives, specific assignments the student will have at the agency, interaction with and knowledge of other employees and their functions, and contact with other organizations to which the agency relates.

Final Deliverables – Applied Practice Experience (APE) & Integrative Learning Experience (ILE) Products

The scope and sequence of the ILE and APE courses are developed so that students can apply all learning from the MPH didactic courses to demonstrate successful mastery of the MPH degree program outcomes and competencies. To this end, students will review the MPH degree program outcomes and program competencies outcomes for each ILE/APE course. Using an ePortfolio, students will present the following deliverables at the end of MPH-620 Integrative Learning Experience (ILE) and Applied Practice Experience (APE) II as evidence of successful attainment of competencies and outcomes:

1. ILE high-quality written product
2. ILE poster presentation
3. APE Student Learning Agreement (SLA)
4. APE hours log/reflection
5. APE products (two) representing projects conducted during the fieldwork
6. CITI Training Certificate

In November 2016, the Council on Education in Public Health (CEPH) published new accreditation criteria for public health programs. As a result, the latest MPH competencies were incorporated into the Chamberlain MPH degree program curriculum and should be reviewed during your required final courses.

You will need to address the CEPH competencies and the Chamberlain MPH degree program competencies in your e-portfolio as evidence of synthesis and beginning practice.

For a complete listing of CEPH/MPH Foundational Competencies, see the MPH APE Handbook at chamberlain.edu/handbooks

Applied Practice Experience Performance Evaluations

The preceptor supervises and provides feedback on the student's on-site performance. During the applied practice experience there will be

communication between the MPH applied practice experience manager and the student, and between the supervising course faculty member, the student and the preceptor, particularly when questions or issues arise. Contact will be made with the preceptor by the supervising course faculty member at least twice during the session to discuss the student's progress. The grade will be based on the preceptor's feedback, the student's evaluation, the written reflective journal and any other relevant information.

Chamberlain University Technical Standards for Master of Public Health (MPH) Program

Chamberlain University is committed to the achievement of superior student outcomes for a diverse population of students. Learning is designed to provide all students with the best academic experience and support services to become extraordinary public health practitioners. Practicum experiences are designed using a holistic experiential learning model that recognizes and fosters each student's professional potential to ultimately improve outcomes in communities across various fields of public health practice.

When considering a Public Health Program (MPH), the student must evaluate their abilities and skills. To succeed in a graduate program, a student must possess certain abilities and skills deemed essential functions for the care of the clients they will serve.

Students seeking admission and currently enrolled students should be aware that all students must meet technical standards with or without reasonable accommodations in addition to meeting academic standards. Students will be required to maintain satisfactory demonstration of both academic and technical standards for progression through the program.

A candidate for Chamberlain's MPH degree must have abilities and skills in five areas: Acquiring Knowledge; Developing Communication; Use and Integration of Data and Knowledge for Assessment; Intervention and Evaluation of Practice (Intellectual and Motor); and Developing Appropriate Professional Approaches, Behavior and Character.

Chamberlain is committed to excellence in accessibility to education; we encourage students with disabilities to seek accommodations. To make an accommodation request contact the Office of Student Disability Services at chamberlainosds@adtalem.com.

Acquiring Knowledge

- Must demonstrate ability to learn in classroom and all education settings including fieldwork, to find sources of information and acquire knowledge, and to be a life-long learner who can adapt their skills to new developments and techniques.
- Demonstrate cognitive abilities necessary to acquire and master curriculum content in a timely manner to include the following sources readings, lectures, educational materials, and demonstrations.
- Demonstrate accurate knowledge of public health as a profession.
- Demonstrate clarity of thinking to process information and appropriately apply it to situations in classroom and field.
- Demonstrate grounding in relevant social, behavioral, environmental, and biological science knowledge and research—including knowledge and skills in effective relationship building.

Developing Communication

- Must demonstrate communication skills for sensitive and effective interactions with clients, families and/or communities and teams.
- Comprehend information and communicate ideas and feelings, and communicate professionally with other students, faculty, staff, clients, and other professionals.
- Communicate in ways that are respectful, safe, and protect the privacy of faculty, staff, clients, and other professionals.
- Communicate clearly, professionally, and while using correct grammar and spelling in all communication.
- Apply appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation.
- Express ideas and feelings clearly.
- Must have the capacity for comfortable communication and interpersonal skills that enable effective collaboration within a multidisciplinary team.

Use and Integration of Data and Knowledge for Assessment

- The ability to use and integrate data as part of the assessment of evidence-based research. Measure, calculate, reason, analyze, and synthesize data related to assessment and intervention.
- Use research data to understand both client problems and effective strategies for intervention based upon individual client situations and circumstances.
- Concentrate, timely analyze and interpret data, and make decisions within environments in which exist a reasonable amount of visual and auditory distractions.
- Critically analyze and interpret data using basic statistical test, measures of disease occurrence and association.
- Exhibit the ability to conceptualize and integrate knowledge and appropriately apply that knowledge to professional practice.

Intervention and Evaluation of Practice (Intellectual and Motor)

- Students are to be able to synthesize information, problem solve and think critically to judge the most appropriate theory assessment strategy, and plan of care.
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the appropriate role level for which the student is being prepared. Ask for help when needed and make proper judgments of when a task can or cannot be carried out alone.
- Use research data to understand both client problems and effective strategies for intervention based upon individual client situations circumstances.
- Accurately assess client strengths and needs for development of appropriate interventions.
 - Assess, develop, implement and evaluate plans of care and use data to adapt plans as needed to best serve clients.

Developing Appropriate Professional Approaches (Behavior and Character)

- Must have the ability to effectively handle and manage heavy workloads, function effectively under stress, adapt to changing environments, display flexibility and function in the face of ambiguity

that is inherent in the various problems and life circumstances of clients.

- Maintain mature, sensitive, effective relationships with clients, families, students, faculty, staff, field instructors and other professionals under all circumstances.
- Exercise skills of diplomacy to advocate for clients' needs.
- Manifest concern for others.
- Demonstrate integrity, accountability, interest and motivation.
- Demonstrate ethical behavior, including a strong commitment to the goals of public health and to the Public Health Code of Ethics.
- Ability to interact with all individuals in a respectful and effective manner regardless of race, national origin, ethnicity, creed, religion, age, disability, sex, gender identity or any other protected status.
- Be receptive to feedback and supervision in a constructive manner, as well as use such feedback to enhance professional development/performance.

Public Health Certificate Program

- **Post-Baccalaureate**
- Public Health Generalist
- Advance your education **while you work**
- **Online Coursework**
- Total credit hours:
 - Post-Baccalaureate Certificate in Public Health Generalist: 16¹

chamberlain.edu/mphcertificates

¹ Provisionally accepted students must complete an additional one credit hour course to meet graduation requirements.

Note: Program/Program option availability varies by state/location.

Program Overview

Chamberlain Public Health Certificate program Post-Baccalaureate Certificate in Public Health Generalist is designed for individuals with a bachelor's degree who are interested in acquiring a specialized set of skills or continuing a graduate education. The certificate can be a means for individuals employed in the field of public health to continue their professional educational needs or can act as a bridge to a graduate program.

Public Health Certificate Program Outcomes

Post-Baccalaureate

By completing the Post-Baccalaureate Certificate in Public Health Generalist, students have the opportunity to develop the knowledge, skills and ability to apply public health applications in the field. The Post-Baccalaureate Certificate in Public Health Generalist provides an overview of the core public health disciplines.

For more information, visit chamberlain.edu/mphcertificates.

Program Details

Post-Baccalaureate Certificate in Public Health Generalist

Certificate: Post-Baccalaureate Certificate in Public Health Generalist

Semesters: 2.5 Full Time or 3 Part Time (16 credit hours)

Courses for Post-Baccalaureate Certificate in Public Health Generalist

Code	Title	Hours
MPH-500	Introduction to Public Health Systems, Organizations, & Practice	3
MPH-505	Public Health Communication and Behavioral Health Theories	3
MPH-506	Environmental Health in Public Health	3
MPH-515	Epidemiology and Biostatistics for Public Health Application I	3
MPH-516	Epidemiology and Biostatistics for Public Health Application II	3
MPH-598	Student Success and Self-Care	1
MPH-599	Professional Writing ¹	1

¹ Required for provisionally accepted students, bringing the minimum credit hour requirement to a total of 17.

Master of Social Work (MSW) Degree Program

- **Choose from two options:**
 - Traditional Option
 - Advanced Standing Option
- **Choose from three tracks:**
 - Crisis and Response Interventions
 - Medical Social Work
 - Trauma
- **Online Coursework**¹ with experiential learning activities
- Total credit hours:
 - Traditional Option: 60
 - Advanced Standing Option: 36

chamberlain.edu/msw

¹ Master of Social Work (MSW) degree program requires immersion experience and on-site fieldwork.

Note: Program/program option availability varies by state/location.

Master of Social Work (MSW) Program Overview

The Master of Social Work (MSW) degree program at Chamberlain University is designed to prepare students for specialized practice as an advanced generalist. Specialized practice builds on generalist practice as described in the Council on Social Work Education's (CSWE's) Educational Policy and Accreditation Standards, adapting and extending the social work competencies for practice with specific populations, problem areas, methods of intervention and perspectives or approaches to practice. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of practice. The MSW degree program at Chamberlain University's College of Health Professions focuses on developing exceptional social work professionals who maintain a passion for advancing human rights and social, economic, and environmental

justice. As such, the MSW degree program is designed to prepare social work students to be agents of social change in their communities and throughout the world. The MSW degree program's culturally responsive curriculum prepares graduates to work with individuals, families, groups, organizations, and communities in the context of healthcare, mental health and support services.

Students wishing to pursue a Master of Social Work degree have two options:

Traditional Option: This option is available for students who have completed a baccalaureate degree in a field other than social work and wish to obtain an MSW degree.

Advanced Standing Option: This option is available only for students who have completed a baccalaureate degree in social work from a CSWE accredited program.

Students enrolled in either option may also choose to complete a track as part of their program.

Master of Social Work (MSW) Advanced Generalist Specialization

Social work generalist practice is defined by the Council on Social Work Education as follows: "Generalist practice introduces students to basic concepts in social work, which include promoting human well-being and applying preventative and intervention methods to social problems at individual, group, and community levels while following ethical principles and critical thinking." The social work generalist curriculum incorporates basic and advanced social work principles designed to prepare students with the skills, knowledge, values, and cognitive and affective behaviors to enter nearly any profession within the social and human services field.

Using the strength-based perspective as its core foundation, students educated for generalist practice are prepared to assist clients from an ecological and systems perspective. Moreover, students engaged in the generalist track learn the fundamental principles of person in the environment and how to incorporate the basic tenants into micro, mezzo, and macro practice. This holistic view of the client allows for comprehensive assessments and intervention plans that address all systems that are implicated. Overall, this framework prepares graduates to look broadly at the nature and context of all systems and possibilities, so that they may identify the full range of factors involved and all the levels at which intervention may be necessary.

The MSW degree program at Chamberlain has an Advanced Generalist Specialization. The Advanced Generalist Specialization curriculum is designed to extend and enhance the knowledge, values, skills and cognitive and affective processes from the generalist core by infusing courses with global perspectives and non-Western traditions in social work theory, policy and practice skills. Students in the Traditional and Advanced Standing Options will complete this curriculum.

Master of Social Work (MSW) Tracks

In addition to the Advanced Generalist Specialization, students have the option to declare a Track for focused learning in one of the following areas:

- Crisis and Response Interventions
- Medical Social Work
- Trauma

These tracks are optional – students may choose to use their nine hours of elective credit by selecting one of the sequences and completing the courses as outlined below. Students may also opt to take elective courses across a variety of areas, choosing to take courses of interest that relate to their professional goals.

The Crisis and Response Interventions Track focuses on intervention strategies that help address immediate and long-term needs of trauma victims and their caregivers. Students pursuing this track will study crisis intervention theories and models for working with a wide range of populations through the paradigm of social work practice. In this track, students will examine best practices for counseling victims in the aftermath of natural or man-made crises. Upon completion of this track students will be prepared to design proactive crisis plans, prepare for future emergencies, and mobilize appropriate responses to international and domestic crises.

The Medical Social Work Track embraces the philosophy that treating an illness biomedically does not necessarily solve a patient's problems. This area of practice addresses the fact that physical illness often causes emotional and social problems. This track is designed to prepare students in developing the appropriate skills to provide counseling, connect patients with community resources, serve as advocates, work as part of a triage team of healthcare professionals, and work with self-help groups of patients experiencing similar problems. Medical social workers also work as clinicians, case managers, program directors, and administrators.

Medical social workers in social administrations and community organizations work in healthcare organizations to study patterns of illness, develop and implement programs to prevent disease, administer services to improve health, and advocate for a better healthcare system. Medical social workers provide social work services in a range of healthcare settings, including neighborhood health centers, community and rehabilitation hospitals, large urban medical centers, AIDS service organizations, home and community-based programs, long-term care institutions, and hospice programs.

The Trauma Track prepares students to provide evidence-based clinical services to those with a history of trauma across the lifespan, including children, adolescents, adults, survivors and perpetrators, and to those who have experienced a wide range of traumas, such as child abuse, sexual assault, domestic violence, community violence, combat, witnessing violence, human trafficking, natural disasters and/or traumatic accidents. Students pursuing area of practice will be prepared to work with individuals, families, groups, communities, and organizations. This track is designed to prepare students for advanced social work practice with diverse populations including sexual minorities and racial and ethnic groups. This track is designed to prepare the graduate to work in a variety of settings including mental health clinics, hospitals, schools, judicial systems, jails, prisons and faith-based institutions.

Master of Social Work (MSW) Program Goals

These goals and learning objectives are representative of the goals and objectives of the entire social work curriculum, including fieldwork. They reflect the accreditation requirements of the Council on Social Work Education. The MSW degree program goals are as follows:

1. Prepare students to be ethical social work practitioners who make sound professional judgments, across various levels of specialized

practice, and advance the lives of children, families, communities and groups domestically and abroad.

2. Prepare students to be caring, self-reflective advocates for those who are oppressed, marginalized, disenfranchised and without a voice to advocate for themselves.
3. Engage faculty and students in research that informs practice and policy and expands the knowledge base of the profession.
4. Create and deliver models for outstanding interprofessional education and collaborative practice to enhance the well-being of individuals, families, groups and communities.
5. Prepare competent, informed students to engage in specialized social work practice with individuals, families, groups, communities and organizations.

Traditional Option

Program Details - Master of Social Work

Degree: Master of Social Work | Semesters: 5 Full Time

Minimum credit hours required to graduate: 60

MSW Traditional Option Courses

Code	Title	Hours
MSW-500	Student Success and Self-Care	1
MSW-501	Professional Writing	1
MSW-504	Human Behavior in the Social Environment I	3
MSW-505	Direct Practice I (Individuals and Families)	3
MSW-506	Policy I: Social Welfare and Social Policy ¹	3
MSW-507	Research Methods and Applications	3
MSW-508	Foundation Field I ²	4
MSW-510	Foundation Field II ³	4
MSW-511	Social Work in a Multicultural Society	3
MSW-512	Direct Practice II ((Families, Groups, Communities, Organizations))	3
MSW-513	Policy II: Soc Pol & Soc Just ³	3
MSW-514	Human Behavior in the Social Environment II	3
MSW-515	Advanced Social Work Research	3
MSW-516	Advanced Social Work Theory Across Systems	3
MSW-517	Advanced Social Work Practice Across Systems	3
MSW-550	Advanced Practicum I ²	4
MSW-551	Advanced Practicum II ²	4
Electives ¹		
The MSW program allows students to take any three (3) of the following electives to meet the degree requirement:		9
MSW-509	Psychopathology	3
MSW-520	International Social Work	3
MSW-521	Social Work Response to Mass Violence and Disasters	3
MSW-524	Understanding Trauma	3
MSW-525	Trauma Treatment for Children and Adolescents	3
MSW-526	Mindfulness and Stress: Understanding the Breaking Points	3

MSW-528	Medical Social Work I	3
MSW-529	Medical Social Work II	3
MSW-531	Introduction to Gerontology and Aging	3
MSW-532	Social Work with the Aging and Their Families	3
MSW-533	Death, Dying, and Bereavement	3
MSW-535	Drugs and Addictive Behaviors	3

¹ Traditional Option students choosing a track must do so before or while enrolled in MSW-506 Policy I: Social Welfare and Social Policy. Students not choosing a track must select three electives from those offered by the program.

² This course requires students to complete 250 contact hours in an approved social work setting. Students in the Traditional Option must complete 1,000 fieldwork hours to complete the program.

³ Student electing to complete the Medical Social Work Track will complete in lieu of MSW-513 Policy II: Soc Pol & Soc Just.

Advanced Standing Option

Program Details - Master of Social Work

Degree: Master of Social Work | Semesters: 3 Full Time

Minimum credit hours required to graduate: 36.

MSW Advanced Standing Option Courses

Code	Title	Hours
MSW-500	Student Success and Self-Care	1
MSW-511	Social Work in a Multicultural Society	3
MSW-513	Policy II: Soc Pol & Soc Just ¹	3
MSW-514	Human Behavior in the Social Environment II	3
MSW-515	Advanced Social Work Research	3
MSW-516	Advanced Social Work Theory Across Systems	3
MSW-517	Advanced Social Work Practice Across Systems	3
MSW-550	Advanced Practicum I ²	4
MSW-551	Advanced Practicum II ²	4
Electives ³		9

The MSW program allows students to take any three (3) of the following electives to meet the degree requirement:

MSW-509	Psychopathology	3
MSW-520	International Social Work	3
MSW-521	Social Work Response to Mass Violence and Disasters	3
MSW-524	Understanding Trauma	3
MSW-525	Trauma Treatment for Children and Adolescents	3
MSW-526	Mindfulness and Stress: Understanding the Breaking Points	3
MSW-528	Medical Social Work I	3
MSW-529	Medical Social Work II	3
MSW-531	Introduction to Gerontology and Aging	3
MSW-532	Social Work with the Aging and Their Families	3

MSW-533	Death, Dying, and Bereavement	3
MSW-535	Drugs and Addictive Behaviors	3

¹ Student electing to complete the Medical Social Work Track will complete in lieu of MSW-513 Policy II: Soc Pol & Soc Just.

² This course requires students to complete 250 contact hours in an approved social work setting. Students in the Advanced Standing Option must complete 500 fieldwork hours to complete the program.

³ Advanced Standing students choosing a track must do so before or while enrolled in MSW-515 Advanced Social Work Research. Students not choosing a track must select three electives from those offered by the program.

Program Details – Master of Social Work Track Courses ¹

The MSW program allows students to take any three (3) of the following electives to meet the degree requirement:

Code	Title	Hours
MSW-509	Psychopathology	3
MSW-520	International Social Work	3
MSW-521	Social Work Response to Mass Violence and Disasters	3
MSW-524	Understanding Trauma	3
MSW-525	Trauma Treatment for Children and Adolescents	3
MSW-526	Mindfulness and Stress: Understanding the Breaking Points	3
MSW-528	Medical Social Work I	3
MSW-529	Medical Social Work II	3
MSW-531	Introduction to Gerontology and Aging	3
MSW-532	Social Work with the Aging and Their Families	3
MSW-533	Death, Dying, and Bereavement	3
MSW-535	Drugs and Addictive Behaviors	3

¹ Students may choose the course listed above or any course(s) that are part of the three tracks.

Program Details - Master of Social Work Specialty Track Courses ¹

¹ It is recommended that all MSW students declare their intent to pursue either the generalist degree or a track prior to enrolling in MSW-506 Policy I: Social Welfare and Social Policy for the Traditional Option or MSW-515 Advanced Social Work Research for the Advanced Standing Option. Students wishing to pursue a generalist degree program will choose three courses from those listed in the above electives area.

Courses for Crisis and Response Intervention Track

Code	Title	Hours
MSW-520	International Social Work	3
MSW-521	Social Work Response to Mass Violence and Disasters	3
MSW-524	Understanding Trauma	3

Courses for Medical Social Work Track

Code	Title	Hours
MPH-503	Advocacy in Public Health Policy and Law ¹	3
MPH-504	Cultural Competency and Global Public Health	3
MSW-528	Medical Social Work I	3
MSW-529	Medical Social Work II	3

¹ Student electing to complete the Medical Social Work Track will complete the MPH-503: Advocacy in Public Health Policy & Law course in lieu of MSW-513 Policy II: Soc Pol & Soc Just.

Courses for Trauma Track

Code	Title	Hours
Courses for Trauma Track		
MSW-524	Understanding Trauma	3
MSW-525	Trauma Treatment for Children and Adolescents	3
MSW-526	Mindfulness and Stress: Understanding the Breaking Points	3

For the most up-to-date curriculum grids, visit chamberlain.edu/curriculum.

Master of Social Work (MSW) Standards for Professional Behavior

This policy applies to the students enrolled in the Master of Social Work (MSW) degree program at Chamberlain University. The standards apply to students in all settings, including the classroom, the immersion and the field environments. The MSW degree program at Chamberlain University has professional/behavioral standards and expectations for both students and faculty. The goal for the program is to create a learning environment that is supportive and inclusive of the diversity of its students, faculty and staff. Further, we believe it is crucial to be transparent in our expectations for, and responsibilities of, all community members within and outside the program. Refer to the Chamberlain University College of Health Professions Student Handbook for a full description of the MSW Professional Standards.

Master of Social Work (MSW) Immersion

Chamberlain MSW students are required to demonstrate specific competencies prior to entering fieldwork courses. The immersion experience prepares students for field education while assessing their readiness for interactions with clients and organizations. As part of the MSW curriculum, students in the Traditional Option participate in two immersion experiences, and students in the Advanced Standing Option participate in one immersion experience.

The immersion experience provides students the opportunity to integrate theoretical concepts learned in the classroom into a practice setting. During the immersion experience, students develop essential social work skills designed to help them learn how to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner. In addition to developing critical theoretical and practice skills, the immersion experience also provides students the opportunity to experience **Chamberlain Care®**.

- **Immersion 1 (generalist year)** – students focus on skill-building and demonstrating concepts learned in the classroom, including ethical practice, listening skills, beginning interviewing skills, and socialization to the profession. Immersion 1 is embedded in MSW-512 Direct Practice II.
- **Immersion 2 (specialization year)** – students will apply advanced practice skills demonstrating an understanding of social work knowledge, values, and skills in diverse practice situations. Immersion 2 is embedded in MSW-517 Advanced Social Work Practice Across Systems.

Using the evidence-based resident teaching model “see one, do one and teach one” as its pedagogical foundation, students in the immersion are assessed on their ability to demonstrate social work competencies at multiple levels. In addition to learning basic and advanced social work skills, students also receive mentoring, professional advising, networking opportunities and direct access to school resources essential to program completion.

During immersion, students will actively observe and participate in practice exercises that will help prepare them for specialized fieldwork/practicum experiences. The immersion experience provides faculty and staff the opportunity to evaluate students and their ability to engage with potential clients prior to entering fieldwork. In addition, students will actively observe and participate in practice exercises that will prepare them for specialized fieldwork/practicum experiences. The immersion experience provides faculty and staff the opportunity to evaluate students and their ability to engage with peers and potential clients prior to entering fieldwork. Students are assessed throughout the immersion by faculty members as they demonstrate their competence in professional social work practice skills, critical thinking, and ethical conduct. Opportunities for continued professional development will be applied where necessary (e.g., for students who need additional support/remediation). Students are required to complete foundation and advanced-year immersions prior to entering the sequenced field placement (e.g., Direct Practice II prior to Foundation Field I and II and Advanced Practice Skills Across Systems prior to Advanced Practicum I and II).

Further details of the immersion experience will be provided within the individual courses.

Immersion Competencies

Chamberlain MSW students are required to demonstrate specific immersion competencies in order to enter fieldwork. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice. Upon completion of the program, students are expected to integrate and apply in their practice nine core competencies as outlined by the Council on Social Work Education. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to

practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

Social Work Competencies Assessed in Immersions

- **Competency 1** – Demonstrate Ethical and Professional Behavior
- **Competency 2** – Engage Diversity and Difference in Practice
- **Competency 3** – Advance Human Rights and Social, Economic, and Environmental Justice
- **Competency 4** – Engage In Practice-informed Research and Research-informed Practice
- **Competency 5** – Engage in Policy Practice
- **Competency 6** – Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7** – Assess Individuals, Families, Groups, Organizations, and Communities
- **Competency 8** – Intervene with Individuals, Families, Groups, Organizations, and Communities
- **Competency 9** – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Master of Social Work (MSW) Field Education Requirements

All MSW students are required to complete an integrated learning experience in a social work setting in order to earn the MSW degree. The MSW degree program's specialized practice informs its curriculum.

Field education is the essential component that prepares students for social work practice. Field education provides the framework for knowledge and skill development through immediate application of theoretical knowledge presented in the classroom to real situations presented by individuals, groups or service delivery systems.

Field education sites are carefully vetted to ensure that students receive optimum experiences in safe and nurturing learning environments. Students are required to successfully complete 500 (Advanced Standing Option) to 1,000 (Traditional Option) hours of field education, in alignment with CSWE accreditation standards.

Compliance Documentation – Master of Social Work (MSW) Degree Program

A cleared background check must be completed during the first two sessions of enrollment in the Master of Social Work (MSW) degree program. Students may not register for third session courses unless the background check is cleared in the first two sessions.

Planning for Field Education

Students must be in good academic standing, have completed all MSW core course requirements, and have the approval of the MSW field coordinator prior to registering for field education. Field education is planned for the last two sessions of the program; however, fieldwork may need to be extended for a variety of reasons. Students whose field placements extend beyond the initial enrolled session will receive an incomplete until a final grade can be given.

Students are responsible for identifying potential field placement sites and field instructors that meet the criteria established by CSWE and Chamberlain University. After identifying a potential placement site, field coordinators assist students in securing the placement site, in addition to making sure all required forms and documents are submitted as required. The MSW field coordinator assists students with the contractual and compliance documents required to secure a field placement site. Students must submit their fieldwork application at least two sessions prior to their projected fieldwork/practicum start date to ensure placement and readiness to engage in field education. Certain field education sites may require screening including, but not limited to, a criminal background check, drug and/or alcohol testing, physical and/or psychological examination, or a credit check. Final placement in fieldwork/practicum sites are subject to the outcomes of the screening results. Failure to comply with background, drug screening and fingerprint clearance (as required) or failure to achieve a satisfactory outcome may result in dismissal from Chamberlain. After securing the site, the field director will provide final approval ensuring that it meets the education requirements of the student and university. If the preceptor, mentor and/or field instructor you are submitting for Chamberlain University's review and approval was found using a third-party preceptor matching service, be advised that Chamberlain University will not reimburse any fees you may have incurred.

Planning begins with the student developing their own educational objectives with the assistance of the field instructor. The student must submit a Field Education Learning Agreement that identifies the student's educational objectives, specific assignments the student will have at the agency, and all other forms required to solidify the field education agreement with their fieldwork application. The student and field instructor, with the MSW coordinator's assistance, will mutually develop the Field Education Learning Agreement. A copy of the field instructor's resume and credentials will also be required.

Note: All programs are subject to additional requirements including the following examples: background check, fingerprint scan, drug screen clearance, immunizations, vaccines, additional forms and trainings, and other site requirements as requested, as based on state requirements. Additional out of pocket fees may apply due to state Board of Nursing and site requirements; see your admission representative for additional information.

Final Deliverables – Reflective Journal & Summary Report

While engaging in field education, students are required to keep a reflective journal (e.g., process recording) of their weekly experiences. The purpose is to provide the student with an opportunity for reflection and synthesis of this integrated learning experience. Students are also expected to prepare a written summary report that describes the activities performed during their field experience and demonstrate application of MSW degree program competencies and learning outcomes.

Field Education Performance Evaluations

The field instructor supervises and provides feedback on the student's on-site performance. While engaged in the field experience process, multilateral communication is expected between all parties involved (e.g., student, field instructor and supervising course faculty). Contact will be made with the field instructor by the supervising course faculty member at least twice during the session to discuss the student's progress (or as necessary to address any immediate issues/concerns). The supervising

course faculty member will determine the final grade for the student. The grade will be based on the field instructor's feedback, the student's evaluation, the written reflective journal and summary report, and any other relevant information.

Applying for Admission

chamberlain.edu/apply

How to Apply

Prospective students interested in attending Chamberlain must complete an interview with an admission representative and an application for admission. Applications are accepted year-round and can be completed via phone or in-person with an admission representative. Applications can also be submitted via the Chamberlain website at chamberlain.edu/apply.

For MPAS Admission Process

See Master of Physician Assistant Studies (MPAS) Program Admission Requirements.

Early Admission Process: RN to BSN Option

For prospective students still pursuing their degree in nursing or who have not yet taken the NCLEX[®] exam, Chamberlain University is now accepting Early Admission applications for the RN to BSN Online Degree Completion Option!

Speak with your admission representative to schedule an admission interview and apply.

Get Started - Instructions for Applying Undergraduate

- Submit a completed Application for Admission located at chamberlain.edu/apply. Admission documents may be mailed or faxed to the address indicated on the application.
- Submit a \$95 (\$60 for RN to BSN option) non-refundable¹ application fee payable to Chamberlain University (major credit cards, personal check or money order accepted).
- Schedule an interview with the admission representative.
- Request an official transcript documenting proof of graduation.² See the Undergraduate/Pre-Licensure and Undergraduate/Post-Licensure Admission Requirements section of the catalog for specific proof of graduation documents.
- Request official transcripts from all previously attended institutions.

¹ Application fee is refundable if the applicant cancels the agreement in writing prior to midnight of the tenth business day after the date of transaction. The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees, Chamberlain Georgia, Florida and Arizona campus location and Georgia online applicants, MPAS applicants who applied via CASPA and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program. Applicants to the BSN program who have demonstrated a family financial hardship to their high school counselor may qualify for a waiver through an income qualified college application waiver program from ACT, the College Board, and NACAC. Applicants must provide required documentation signed by

the student's high school counselor or another designated high school official. No application fee is required for current Chamberlain students enrolled in the RN-BSN to MSN option. Applicants who are utilizing the American Association of Colleges of Nursing (AACN) Centralized Application System (e.g., AACN Nursing CAS) and have submitted a Chamberlain application for admission via this service will have their Chamberlain application fee waived.

² Applicants for the Tysons Corner campus must provide a high school/ equivalency transcript documenting proof of graduation.

Additional Pre-Licensure Instructions

- Schedule and complete the HESI Admission Assessment (A2) (see Admission Requirements if applicable).
- Complete a drug screen and background and fingerprint check.

Additional Post-Licensure Instructions

- Provide proof of a current, active RN license from the U.S. or from a jurisdiction that is an associate member of the NCSBN.

Now Enrolling

Undergraduate/Pre-Licensure Students

September, January & May

Undergraduate/Post-Licensure Students

July, September, November, January, March & May

For more information, visit chamberlain.edu/calendar

Note: Failure to disclose all transcripts may result in a re-evaluation of the acceptance decision, possibly leading to the revocation of the decision and dismissal from the program. Students should note that a transcript request is not required for coursework previously completed at Chamberlain, as Chamberlain already has access to these records.

Graduate Online

- Submit a completed Application for Admission located at chamberlain.edu/apply. Admission documents may be mailed or faxed to the address indicated on the application.
- Submit a \$60 non-refundable¹ application fee payable to Chamberlain University (major credit cards, personal check or money order accepted).
- Request an official transcript documenting proof of graduation. See the Graduate Admission Requirements section of the catalog for specific proof of graduation documents.
- Applicants seeking to transfer credit must provide official transcripts of all graduate coursework.

¹ Application fee is refundable if the applicant cancels the agreement in writing prior to midnight of the tenth business day after the date of transaction. The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees, Chamberlain Georgia, Florida and Arizona campus location and Georgia online applicants, MPAS applicants who applied via CASPA and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program. Applicants to the BSN program who have demonstrated a family financial hardship to their high school counselor may qualify for a waiver through an income qualified college application waiver program from ACT, the College Board, and NACAC. Applicants must provide required documentation signed by

the student's high school counselor or another designated high school official. No application fee is required for current Chamberlain students enrolled in the RN-BSN to MSN option. Applicants who are utilizing the American Association of Colleges of Nursing (AACN) Centralized Application System (e.g., AACN Nursing CAS) and have submitted a Chamberlain application for admission via this service will have their Chamberlain application fee waived.

Additional Nursing Program Requirements

- Provide proof and maintain a current, active, unrestricted RN license from the U.S. or from a jurisdiction that is an associate member of the NCSBN.

Additional MSN Nurse Practitioner (NP) Provisional Program Requirements

- Schedule and complete the NP assessment.

NOW ENROLLING

Graduate/Post-Licensure Online Students

July, September, November, January, March & May

Graduate MPAS

- Prospective students should complete their CASPA application and select CU from the list of schools.
- Chamberlain application fee waived for applicants who applied via CASPA.
- For more details on the MPAS Admissions Process, see **Master of Physician Assistant Studies (MPAS) Program Admission Requirements**.

Now Enrolling

Graduate MPAS Students

September

For more information, visit chamberlain.edu/calendar

Acceptance

It is strongly recommended that completed applications, along with any supporting materials for admission, be submitted as early as possible. Prospective students are required to complete an application for admission and interview with a Chamberlain admission representative in order to initiate the admission process. Chamberlain does not provide visa services for international students.

Each applicant must provide proof of graduation of the degree required for admission prior to the session start date or as stipulated by the program. Any documents, including transcripts, used to make an acceptance decision must be official. When all admission requirements are fulfilled, applicants are notified in writing of their acceptance status to a specific Chamberlain program. Failure to disclose attendance at other colleges/universities is grounds for denial of admission or dismissal.

Note: Chamberlain does not accept Ability to Benefit students.

Provisional Acceptance

Applicants who meet all program admission requirements, but who have a CGPA for the post-secondary degree that falls within the range for provisional as defined in the graduate admission requirements section of the catalog, may be granted provisional acceptance. Not all programs grant provisional acceptance. Provisionally accepted students are

considered a regular student and will be placed on academic warning. See the Academic Warning sections for additional information.

Conditional Acceptance

If requirements are pending program conferral or pending final grades from Chamberlain University at the time of application, students may be conditionally accepted into another Chamberlain program. To be eligible for acceptance into a Chamberlain program, all admission requirements must be satisfied. See the Applying for Admission section of this catalog for program specific admission criteria.

Conditionally accepted students are not considered a regular student and enrollment will not be final until all conditions are satisfied. Students will be notified in writing of the conditions of their enrollment and the deadline to meet the requirements. Students must satisfactorily meet all requirements as a condition of matriculation into the degree program. Students who do not meet this deadline will be dropped from all enrolled courses and tuition will be reversed. Upon receipt of missing requirements, students may re-enroll for a future session subject to admission requirements at the time of re-entry.

Conditionally accepted students are not eligible for Title IV Federal Student Aid. During the conditional period, students are not permitted to enroll in a clinical, practicum or fieldwork courses. If conditionally accepted students using third party benefits (company reimbursement, military or veteran benefits, etc.) are not accepted to the program, they will be responsible for repaying any benefits paid to them based on enrollment certifications while conditionally accepted. If Chamberlain final grades or program conferral are satisfied by Friday of Week 3 of their first session of enrollment, the student will be granted admission to the program and the student may be eligible for Federal Aid, retroactive to the start of the session. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the conditionally accepted student violates any Chamberlain academic policies or documentation is not received by the deadline, the student will be dropped from the course(s) and tuition will be reversed.

Employer Waivers

Employees of the Department of Veterans Affairs (VA) must obtain an approved waiver from their employer in accordance with 38 U.S.C. § 3683. The conflicts of interest provisions identified in 38 U.S.C. 3683 and 38 C. F. R. § 21.4005 prohibit VA employees and officers from receiving instruction from a for-profit educational institution under a VA administered education benefits program. Accordingly, all VA employees and officers will be required to obtain and provide proof of a waiver in accordance with 38 U.S.C. 3683(d) and 38 C. F. R. § 21.4005(b) prior to enrollment.

All Degree Programs & Program Options - Admission Requirements

English-Language Proficiency

All instruction and services are provided in English. English language services are not provided. Applicants must prove English proficiency by providing evidence of one of the following:

- Having received the degree required for admission to Chamberlain in which the language of instruction was English

- Having scored at least 550 on the paper-based Test of English as a Foreign Language (TOEFL); having scored at least 213 on the computer-based TOEFL; or having scored at least 79 on the Internet-based TOEFL
- Having successfully completed four consecutive years of a secondary education, (i.e., high school) or higher (i.e., post-secondary, bachelor's or master's), in which the language of instruction was English
- Having successfully completed two consecutive years of a secondary education, (i.e., high school), in which the language of instruction was English (Navigate to Health Professions program students only)
- Having completed at least the equivalent of 48 semester credit hours with a CGPA of 2.75 for the undergraduate programs or 2.0 undergraduate post-licensure programs and 3.0 for the graduate programs, at a post-secondary institution in which the language of instruction was English (excluding Remedial, Developmental and English-As-A-Second-Language [ESL] courses)
- Having achieved an overall band score of at least 6.5 and no lower than 6.0 on the International English Language Testing System (IELTS) examination
- Having honorably served a minimum of three years of active military service in any branch of the Armed Forces
- Having honorably served a minimum of three years in any reserve component of the Armed Forces of the United States, to include the Air National Guard
- Having successfully completed secondary or post-secondary education from a country where English is identified as the official/native language of the country listed in the CIA World Factbook
- Foreign prepared Registered Nurses who took the NCLEX-RN initial licensing exam in any of the states or territories except for American Samoa, or New York¹
- Having successfully completed a total of six semester credit hours in English Composition and/or English Speech Communication (or a combination of both) with a grade of C or better

¹ Post-Licensure RN to BSN and graduate degree programs only.

Process for Applicants Graduating from Schools Without Chamberlain Recognized Accreditation

Chamberlain recognized accreditation includes state-approved high schools or institutions accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.

Home-schooled applicants and applicants from schools without one of the above mentioned recognitions will be evaluated to determine if the applicant's education meets Chamberlain's proof of graduation requirement. The criteria include, but are not limited to:

- School curriculum must parallel the curriculum required of state-approved high schools or institutions accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education
- For pre-licensure applicants, HESI Admission Assessment (A2) score will be considered

- For applicants to the MPAS degree program, GRE scores will be considered

Taking into account the above criteria, the applicant will be evaluated and notified whether or not the student may proceed with the admission process.

If the curriculum is not determined to be equivalent to that of a state-approved high school or institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, a portfolio containing a profile of the school attended and additional information, such as samples of work demonstrating learning outcomes, may be required.

Non-Degree-Seeking Students

In unique circumstances, an individual may desire enrollment in a particular course. Permission to enroll as a non-degree-seeking student is granted on an individual basis for all programs, except the MPAS degree program, and students enrolling in clinical nursing courses must seek approval prior to registration. A non-degree-seeking student is not considered accepted into any Chamberlain program or program option and is ineligible for career services, housing assistance, part-time employment assistance, U.S. Veterans Administration benefits, federal, state or provincial financial aid assistance. Non-degree seeking students are not eligible for Dean's List or Honor Roll recognition or Chamberlain scholarships.

Applicants are ineligible to enroll as non-degree seeking students in courses in a Chamberlain program from which they were dismissed for failure to meet standards of academic progress at the time of last enrollment. Non-degree-seeking applicants must meet criteria for prior education, proof of English language proficiency and licensure if required by the program, unless otherwise specified in a scholarship, grant or articulation program. Students should note that grades earned in courses completed in non-degree seeking status will impact the student's cumulative grade point average (CGPA). Students are expected to comply with academic policies, including attendance, coursework completion, interruption of studies and withdrawal processes. A maximum of 16 attempted semester credit hours may be completed as a non-degree-seeking student.

College of Nursing - Undergraduate/Pre-Licensure Admission Criteria

Admission requirements varies by program. Select the program below for the exact admission requirements.

3-Year Bachelor of Science in Nursing (BSN) Degree

The Chamberlain undergraduate/pre-licensure admission process is made up of two phases: Academic Eligibility and Clinical Clearance. Applicants must complete both to be eligible for admission.

Phase 1: Academic Eligibility

To initiate the admission process, a prospective student needs to complete an application indicating a preferred location and starting session date. Prospective students may also indicate a secondary location preference if desired. Not all locations are available for new student enrollment every session.

Determining Academic Eligibility is the role of the Chamberlain University BSN Admission Committee. The Chamberlain University BSN Admission Committee reviews applicants using a weighted evaluation system that considers several factors which may include previous coursework, CGPA and HESI Admission Assessment (A2) scores. Additional factors important to student success in nursing school may also be considered. An applicant's most recent educational experience shall be considered by the Chamberlain University BSN Admission Committee.

The thresholds listed below are intended as a guide to determining academic eligibility but do not guarantee acceptance. Applicants who fall below these thresholds may still be successful in the nursing program. It is the responsibility of the Chamberlain University BSN Admission Committee to select candidates for academic eligibility and document rationale.

- Proof of graduation with a minimum CGPA of 2.75 on a 4.0 scale from a Chamberlain recognized High School or an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education¹. Official foreign transcripts must be evaluated by a NACES-approved evaluating agency or Chamberlain's Internal Global Transcript Evaluation Services. Applicants who have attended other colleges and have earned at least 24 credit hours, excluding developmental courses, with a CGPA of 2.75 or higher may also be considered by the Chamberlain University BSN Admission Committee. Failure to disclose attendance at other colleges/universities is grounds for denial of admission or for expulsion.
- A custom score of 73 or higher on the HESI A2. The custom score is calculated by using a subset of all four exam scores.

Applicants from states that offer an approved high school equivalency may also be eligible for admission. To be considered by the Admission Committee, the applicant must have a minimum GED® test score of 551 if taken between 2002-2013 or a minimum score of 600 if taken after 2013. Applicants from states that offer an approved high school equivalency test such as the ETS High School Equivalency Test (HiSET), Test Assessing Secondary Completion (TASC) or California High School Proficiency Exam (CHSPE) in lieu of the GED tests may gain admission by presenting official documentation for having met state requirements for the equivalency of a high school diploma.

Florida Locations Only: Re-admitted students who have completed over 75 percent of the Bachelor of Science in Nursing (BSN) degree program, at a campus other than their intended Florida campus, will not be permitted to request admission to any Chamberlain University Florida campus. Students will remain assigned to their home/primary location and follow the process to complete nursing courses at an alternate campus. Degrees will be conferred at the home/primary Chamberlain campus. NCLEX® applications to test will require use of the degree conferral campus school code.

Pending space availability, applicants deemed academically eligible may be eligible to enroll as a new student at any Chamberlain pre-licensure location and for up to two sessions immediately following the session for which the decision was rendered. The applicant will not need to submit a new application unless their application has expired. If an applicant requests a change to their preferred location or session, additional deadlines may be imposed to reserve enrollment at the new location or in the future session (see Phase II requirements in this section of the catalog).

¹ Applicants for the Tysons Corner campus must provide a high school/ equivalency transcript documenting proof of graduation.

GED® is a registered trademark of the American Council on Education and may not be used without permission.

HESI Admission Assessment (A2) Testing

All applicants for pre-licensure programs are required to complete the HESI A2 at a Chamberlain location, at an approved location, or via an approved remote proctoring vendor prior to being deemed academically eligible and should schedule and test within 3 to 5 days of the initial application date.¹ All applicants taking the HESI A2 through Chamberlain are required to have a Chamberlain student ID number and present it at time of testing. Applicants must present one form of valid government-issued photo ID (i.e., driver's license, passport, military ID, etc.) on the day of the exam. Applicants are permitted two attempts of the HESI A2. Accessing the HESI A2, regardless of completion status, is considered an attempt. Applicants testing via remote proctoring must complete the HESI A2 attempt within two business days of accessing the exam. Applicants must complete all four required academic exams per attempt. If any of the four academic exams result in a zero, the incomplete exam will count as an attempt, but the results will not be considered acceptable. Applicants who are not accepted or do not start within six consecutive sessions of their original intended start date will be required to retake the HESI A2. HESI A2 results are valid for one year from the completed test date and will be reviewed for academic eligibility by the Chamberlain University BSN Admission Committee within that one-year timeframe. Applicants denied academic eligibility by the Chamberlain University BSN Admission Committee may request a third attempt within the one year of test validity for consideration in a future start.

Military applicants who intend to enroll at Chamberlain as part of a commissioning or military scholarship program are not required to retake the HESI A2 if they start class within nine consecutive sessions of submitting their application for admission. Former students applying for re-admission who previously completed the HESI A2 during the admission process are not required to re-test.

¹ Availability varies by campus location. Applicants to the BSN online option may not test at a Chamberlain campus location, even if the campus is nearby.

Military to BSN Option

To be eligible for the Military to BSN option¹, the applicant must be deemed academically eligible by the Chamberlain University BSN Admission Committee in addition to meeting the following criteria:

1. Be a veteran of the United States military (honorably discharged and provide a DD form 214 "Certificate of Release or Discharge from Active Duty" showing proof of healthcare specialist rating) **or**
2. Be serving in active duty status with the United States military and provide proof of healthcare specialist rating **or**
3. Be classified with a healthcare specialist rating (i.e., Navy HM, AF 4N0X1, Army 68W) while serving in the military
4. Submit proof of a minimum of 2 years or equivalent experience as a healthcare specialist or comparable role within the past 3 years
5. Complete and receive transfer credit for:

Code	Title	Hours
BIOS-251	Anatomy and Physiology I with Lab	2
BIOS-252	Anatomy and Physiology II with Lab	2
BIOS-255	Anatomy and Physiology III with Lab	2
BIOS-256	Anatomy and Physiology IV with Lab	2
CHEM-120	Introduction to General, Organic, and Biological Chemistry with Lab	4
BIOS-242	Fundamentals of Microbiology with Lab	4
PSYC-110N	Psychology	3

¹ Availability varies by campus location.

Denied Applicants

Applicants denied academic eligibility by the Chamberlain University BSN Admission Committee are denied for all locations and for the specific session for which the decision was rendered plus the next two consecutive sessions, unless there is new academic information or the application expires. Applicants reapplying for admission after one year or the sixth consecutive session, will be required to pay the application fee as well as take the HESI Admission Assessment (A2).

Phase 2: Clinical Clearance

All applicants deemed academically eligible by the Chamberlain University BSN Admission Committee must initiate drug, background and fingerprint screenings and clear all screenings within 120 days of the session start date. Applicants who enroll in the original session applied for may be granted full acceptance by signing a self-attestation and disclosure indicating their ability to clear all screenings within 120 days of the session start date. If fully accepted with the self-attestation and disclosure, students must receive approved screening clearance from Chamberlain University by the end of their first semester¹ or prior to attending a clinical learning experience, whichever occurs first. If the drug, background and fingerprint screenings are not satisfactorily cleared by the deadline, students will receive a hold on their account preventing progression into their second semester, or into any session that requires a clinical learning experience with an external partner. If an applicant or student receives screening results that cannot be cleared by Chamberlain prior to the deadlines noted above, the applicant or student will be dropped from all future enrollment until the screening results can be cleared. If an applicant deemed academically eligible by the Chamberlain University BSN Admission Committee requests a new preferred location and/or delays enrollment into a future session, the applicant may be required to clear all screenings prior to enrollment in that location or future session.

¹ Re-admit students that had not previously satisfied their screening requirements will be required to satisfy the missing requirement prior to registration of their readmitted term.

Criminal Records

Chamberlain is dedicated to both enrollment and student processes that focus on empowering students for successful outcomes and preparing graduates for careers in the nursing profession. Part of this objective is our rigorous admission requirements that ensure students meet requirements for eligibility aligned with State Boards of Nursing; are

eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN[®]); and meet requirements established by our clinical affiliates and employers. The safety of our students, staff, clinical affiliates and the patients they serve is our top priority. Chamberlain is committed to providing an educational environment for nursing that is focused on quality, professionalism and competent and compassionate patient care.

Some state professional standards prohibit issuing a registered nursing license to individuals with a criminal background. In addition, healthcare facilities routinely refuse to allow such persons into clinical training programs. Some healthcare facilities may also require FBI-level fingerprinting as a condition of clinical placement. Chamberlain reserves the right to deny admission to any student who has a criminal record. Chamberlain recommends that prospective students contact any county in which a criminal offense may have occurred to ensure their background is clear. Background or fingerprint checks that produce any criminal offenses, including charges or convictions, may make individuals ineligible for admission. Applicants will automatically be ineligible for admission if they have an offense that falls under certain categories, that are listed below. All other offenses will be reviewed on a case by case basis to determine the applicant's eligibility.

Exclusion Categories: Applicants may be ineligible for admission if they have offense conviction that falls under certain categories. Those categories include the following, but are not limited to:

- Alcohol or Drug related
- Assault/Battery
- Fraud
- Theft
- Disorderly Conduct

College of Nursing - Undergraduate/Post-Licensure Admission Requirements

Admission requirements varies by program. See the programs below for the exact admission requirements.

RN to BSN Option

- A nursing diploma or Associate Degree in Nursing from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education¹
- A minimum Cumulative Grade Point Average (CGPA) of 2.0 on a 4.0 scale.
- Current, active, unrestricted RN license in the U.S. or in a jurisdiction that is an associate member of the NCSBN². Before entering any clinical courses, students must provide proof of current, active, unrestricted license to practice as a Registered Nurse (or equivalent licensure outside the U.S.) in the state or country where the student will conduct the clinical(s). Students who fail to maintain an active, unrestricted license throughout their clinical courses do not meet the clinical requirements and cannot progress. Students are required to maintain RN licensure throughout the entire program of study and required to self-report any restrictions or adverse reports applied to their RN license as a professional best-practice.
- Applicants who are unable to provide proof of RN licensure may be admitted if they can submit proof of graduation. Additionally,

applicants must have temporary licensure in the form of either an email from a board of nursing showing proof of completed application, proof of completed application listed on a nursing board website, proof of a scheduled NCLEX exam or a passing score, or the authorization to test/ticket to test. They may be allowed to start and have the official licensure documentation by the end of their first semester (see Official Documentation Requirements section).

¹ Chamberlain reserves the right to admit candidates with equivalent educational qualifications from accreditors that are not recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, as determined by an independent transcript evaluation.

² Chamberlain reserves the right to admit candidates with nurse licensure from countries outside the U.S. that are not affiliated with NCSBN but where equivalent standards can be demonstrated. These decisions are made on a case-by-case basis according to the general academic principles of integrity outlined by the Academic Standards committee.

RN-BSN to MSN Option

- A nursing diploma or Associate Degree in Nursing from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education¹
- A minimum Cumulative Grade Point Average (CGPA) of 2.0 on a 4.0 scale
- Current, active, unrestricted RN license in the U.S. or in a jurisdiction that is an associate member of the NCSBN². Before entering any clinical/practicum courses, students must provide proof of current, active, unrestricted license to practice as a Registered Nurse (or equivalent licensure outside the U.S.) in the state or country where the student will conduct the clinical(s). Students who fail to maintain an active, unrestricted license throughout their clinical/practicum courses do not meet the clinical/practicum requirements and cannot progress. Students are required to maintain RN licensure throughout the entire program of study and required to self-report any restrictions or adverse reports applied to their RN license as a professional best-practice.
- Applicants who are unable to provide proof of RN licensure may be admitted if they can submit proof of graduation. Additionally, applicants must have temporary licensure in the form of either an email from a board of nursing showing proof of completed application, proof of completed application listed on a nursing board website, proof of a scheduled NCLEX exam or a passing score, or the authorization to test/ticket to test. They may be allowed to start and have the official licensure documentation by the end of their first semester (see Official Documentation Requirements section).
- CGPA of 3.0 or greater in RN to BSN coursework (minimum of 24 credit hours of coursework must be taken at Chamberlain), excluding NR-361 and NR-451
- Completion of all general education courses for the BSN degree, and patient care experience (if admission to the AGACNP specialty track is desired)³

¹ Chamberlain reserves the right to admit candidates with equivalent educational qualifications from accreditors that are not recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, as determined by an independent transcript evaluation.

² Chamberlain reserves the right to admit candidates with nurse licensure from countries outside the U.S. that are not affiliated with NCSBN but where equivalent standards can be demonstrated. These decisions are made on a case-by-case basis according to the general academic principles of integrity outlined by the Academic Standards committee.

³ Admission to the Adult-Gerontology Acute Care Nurse Practitioner track requires one year of RN experience at the time the application is submitted.

Licensed Vocational Nurse (LVN) 30 Unit Option for California Campus Students Only

Chamberlain provides the opportunity for a vocational nurse licensed in California to become eligible to apply for licensure as a registered nurse in accordance with California Regulation 1429 (a) (b) and (c). Applicants with an active, unrestricted LVN license must indicate their intent to apply for licensure under the LVN 30 Unit Option at the time of application; such applicants will be admitted on a space available basis.

Students may not exceed 30 semester credit hours in the LVN 30 Unit Option. Coursework is limited to 12 credit hours in science:

Code	Title	Hours
BIOS-251	Anatomy and Physiology I with Lab	2
BIOS-252	Anatomy and Physiology II with Lab	2
BIOS-255	Anatomy and Physiology III with Lab	2
BIOS-256	Anatomy and Physiology IV with Lab	2
BIOS-242	Fundamentals of Microbiology with Lab	4

and 18 credit hours in clinical nursing:

Code	Title	Hours
NR-326	Mental Health Nursing	4
NR-329	Adult Health I	6
NR-446	Collaborative Healthcare	4
NR-453	Capstone Course	4

Applicants considering the LVN 30 Unit Option should carefully consider the following before pursuing admission:

- Graduates may be unable to apply for RN licensure in other states due to not having an earned nursing degree.
- Graduates may be unable to find employment in an RN role due to not having an earned nursing degree.
- Graduates may be unable to enroll in advanced nursing education including an RN-BSN completion program due to not having an earned nursing degree.

College of Nursing - Graduate Admission Requirements

Admission requirements varies by program. See the programs below for the exact admission requirements.

Master of Science in Nursing (MSN), MSN Nurse Practitioner & Accelerated MSN Option

Prospective students must complete an application and interview with a Chamberlain admission advisor. They must provide documentation of previous education and licensure. When all admission requirements are fulfilled, applicants are notified in writing of their admission status.

- A degree in nursing at the bachelor's level or higher from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA), U.S. Department of Education or the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA)¹.
- A minimum undergraduate Cumulative Grade Point Average (CGPA) of 3.0 on a 4.0 scale for the Bachelor of Science in Nursing (BSN) degree.
- Current, active, unrestricted RN license in the U.S. or in a jurisdiction that is an associate member of the NCSBN.² Before entering any clinical/practicum courses, students must provide proof of current, active, unrestricted license to practice as a Registered Nurse (or equivalent licensure outside the U.S.) in the state or country where the student will conduct the clinical(s).³ Students who fail to maintain an active, unrestricted license throughout their clinical/practicum courses do not meet the clinical/practicum requirements and cannot progress. Students are required to maintain RN licensure throughout the entire program of study and required to self-report any restrictions or adverse reports applied to any of their RN license as a professional best-practice.
- For the Adult-Gerontology Acute Care Nurse Practitioner Specialty Track Only: One year of RN experience at the time the application is submitted.

¹ Chamberlain reserves the right to admit candidates with equivalent educational qualifications, from institutions outside the U.S. that are not recognized by CHEA, U.S. Department of Education, CCNE or CNEA as determined by an independent transcript evaluation.

² Chamberlain reserves the right to admit candidates with nurse licensure from countries outside the U.S. that are not affiliated with NCSBN but where equivalent standards can be demonstrated. These decisions are made on a case-by-case basis according to the general academic principles of integrity outlined by the Academic Standards committee.

³ Applicants applying to any one of the NP tracks will have their license reviewed for past sanctions, violations, and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicant may be denied entry related to current and past infractions at the discretion of the admissions committee and/or Dean.

Provisional Acceptance

Provisional Acceptance [Non-Nurse Practitioner (NP)]

Applicants who meet all general admission requirements to the Master of Science in Nursing degree program, but who have a CGPA for the Bachelor of Science in Nursing (BSN) degree between 2.50 to 2.99, may be granted provisional acceptance and placed on academic warning. See the Academic Warning sections for additional information. Provisional acceptance is not granted for the graduate certificate program.

Provisional Acceptance (NP)

Applicants who meet all general admission requirements to the Master of Science in Nursing (MSN) degree program, but who have a CGPA for the BSN degree between 2.50 to 2.99, may be granted provisional acceptance to an NP Specialty Track and be placed on Academic Warning. See the Academic Warning sections for additional information. These applicants must complete an NP assessment to determine the appropriate course placement. Provisional acceptance is not granted for the graduate certificate program.

Nurse Practitioner (NP) Specialty Tracks are science intensive; student success is related to the ability to synthesize knowledge in nursing science courses of pharmacology, physical assessment and pathophysiology. To provide resources to foster success in the NP courses, provisionally accepted NP students complete a formal assessment of their science knowledge after admission but before entering an NP core course or declaring an NP Specialty Track.

Based upon the assessment results:

- Students whose science knowledge is assessed within the passing threshold or 70 percent will be placed in an NP course and can declare NP (if all other specialty track change requirements have been met) if changing tracks; or
- Students who require additional science knowledge as identified by the assessment or below 70 percent will be placed in NR-545 Pharmacology, Physical Assessment, and Pathophysiology Nurse Practitioner graduate placement Course¹ (3 credits).

¹ Students who do not successfully complete NR-545 Pharmacology, Physical Assessment, and Pathophysiology Nurse Practitioner graduate placement on the first attempt may repeat it once. Unsuccessful completion of the course after the second attempt will result in dismissal from Chamberlain.

Accelerated RN to MSN Option

Prospective students must complete an application and interview with a Chamberlain admission advisor. They must provide documentation of previous education and nursing licensure. When all admission requirements are fulfilled, applicants are notified in writing of their admission status.

- A nursing diploma or a degree in nursing at the associate level or higher from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education¹
- A minimum undergraduate Cumulative Grade Point Average (CGPA) of 3.0 on a 4.0 scale for prior undergraduate nursing degree
- Current, active, unrestricted RN license in the U.S. or in a jurisdiction that is an associate member of the NCSBN². Before entering any clinical/practicum courses, students must provide proof of current, active, unrestricted license to practice as a Registered Nurse (or equivalent licensure outside the U.S. in the state or country where the student will conduct their practicum(s)).³ Students who fail to maintain an active, unrestricted license throughout their clinical/practicum courses do not meet the clinical/practicum requirements and cannot progress. Students are required to maintain RN licensure throughout the entire program of study and required to self-report any restrictions or adverse reports applied to their RN license as a professional best-practice.

- Applicants who are unable to provide proof of RN licensure may be admitted if they can submit proof of graduation. Additionally, applicants must have temporary licensure in the form of either an email from a board of nursing showing proof of completed application, proof of completed application listed on a nursing board website, proof of a scheduled NCLEX exam or a passing score, or the authorization to test/ticket to test. They may be allowed to start and have the official licensure documentation by the end of their first semester (see Official Documentation Requirements section).

- ¹ Chamberlain reserves the right to admit candidates with equivalent educational qualifications from accreditors that are not recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, as determined by an independent transcript evaluation.
- ² Chamberlain reserves the right to admit candidates with nurse licensure from countries outside the U.S. that are not affiliated with NCSBN but where equivalent standards can be demonstrated. These decisions are made on a case-by-case basis according to the general academic principles of integrity outlined by the Academic Standards committee.
- ³ Applicants applying to any one of the NP tracks will have their license reviewed for past sanctions, violations, and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicant may be denied entry related to current and past infractions at the discretion of the admissions committee and/or Dean.

Provisional Acceptance

Applicants who meet all general admission requirements to the MSN degree program's accelerated options, but who have a CGPA for the post-secondary nursing degree between 2.50 to 2.99, may be granted provisional acceptance and placed on academic warning. See the Academic Warning sections for additional information.

Nursing Certificate Programs Admission

- **Post-Baccalaureate Certificate Program** – A degree in nursing at the baccalaureate level or higher from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA), the U.S. Department of Education, accredited by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA)¹.
- **Graduate Certificate Programs** – A degree in nursing at the master's level or higher from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA), the U.S. Department of Education, accredited by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA)¹.
- A minimum cumulative graduate GPA of 3.0 on a 4.0 scale for the earned master's in nursing degree.
- Current, active unrestricted RN license from the U.S. or from a jurisdiction that is an associate member of the National Council of State Boards of Nursing (NCSBN).² Before entering any practicum courses, students must provide proof of current, active, unrestricted license to practice as a Registered Nurse in the state where the student will conduct the practicum(s).³ Students who fail to maintain

an active unrestricted license throughout their practicum courses do not meet the practicum requirements and cannot progress. Students are required to maintain RN licensure throughout the entire program of study and required to self-report any restrictions or adverse reports applied to their RN license as a professional best-practice.

- For the Adult-Gerontology Acute Care Nurse Practitioner Specialty Track Only: One year of RN experience at the time the application is submitted.

- ¹ Chamberlain reserves the right to admit candidates with equivalent educational qualifications, from institutions outside the U.S. that are not recognized by CHEA, U.S. Department of Education, CCNE or CNEA as determined by an independent transcript evaluation.
- ² Chamberlain reserves the right to admit candidates with nurse licensure from countries outside the U.S. that are not affiliated with NCSBN but where equivalent standards can be demonstrated. These decisions are made on a case-by-case basis according to the general academic principles of integrity outlined by the Academic Standards committee.
- ³ Applicants applying to any one of the NP tracks will have their license reviewed for past sanctions, violations, and restrictions that impact current clinical/practicum approval by clinical sites and future licensure or other advanced practice credentials. Applicant may be denied entry related to current and past infractions at the discretion of the admissions committee and/or Dean.

Doctor of Nursing Practice (DNP) Degree Program

Current, active unrestricted license to practice as a registered nurse in the student's state of residence. A registered nurse with a Nurse Licensure Compact license must reside in a state that is included in the Nurse Licensure Compact.

Plus, one of the following:

- A degree in nursing at the master's level or higher with a minimum CGPA of 3.0 on a 4.0 scale from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA), the U.S. Department of Education, accredited by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA)¹.
- A Bachelor of Science in Nursing degree and a degree in a discipline other than nursing at the master's level or higher with a minimum CGPA of 3.0 on a 4.0 scale from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA), the U.S. Department of Education, accredited by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA)¹.

Prior to January 2024, successful completion of the following courses satisfied through transfer credit, a Chamberlain portfolio² or coursework completed at Chamberlain, with a minimum CGPA of 3.0:

Code	Title	Hours
NR-500	Foundational Concepts and Applications	3
NR-501	Theoretical Basis for Advanced Nursing Practice	3

NR-505	Advanced Research Methods: Evidence-Based Practice	3
NR-512	Fundamentals of Nursing Informatics	3
NR-506	Health Care Policy	3

- Students with a Bachelor of Science in Nursing degree and a non-nursing master's degree may submit a portfolio in lieu of any or all of the courses listed above to earn course waivers.

Effective January 2024, successful completion of the following courses satisfied through transfer credit, a Chamberlain portfolio² or coursework completed at Chamberlain, with a minimum CGPA of 3.0:

Code	Title	Hours
NR-581	Foundational Concepts for Advanced Nursing Practice	3
NR-582	Leadership and Role Development for Advanced Nursing Practice	3
NR-583	Informatics for Advanced Nursing Practice	3
NR-584	Quality and Safety for Advanced Nursing Practice	3
NR-585	Research Methods and Evidence-Based Practice for Advanced Nursing Practice	3
NR-586	Population Health and Epidemiology for Advanced Nursing Practice	3

- Students with a Bachelor of Science in Nursing degree and a non-nursing master's degree may submit a portfolio in lieu of any or all of the courses listed above to earn course waivers.

¹ Chamberlain reserves the right to admit candidates with equivalent educational qualifications, from institutions outside the U.S. that are not recognized by CHEA, U.S. Department of Education, CCNE, CNEA as determined by an independent transcript evaluation.

² Chamberlain provides qualified DNP Preparatory applicants and students with the opportunity to receive course waivers through completion of a Chamberlain portfolio. Prior to January 2024, to complete the Chamberlain portfolio process for NR-500 Foundational Concepts and Applications, NR-501 Theoretical Basis for Advanced Nursing Practice, NR-505 Advanced Research Methods: Evidence-Based Practice, NR-506 Health Care Policy and/or NR-512 Fundamentals of Nursing Informatics, applicants or students must successfully document and provide sufficient evidence, to reflect attainment of each course outcome. Effective January 2024, to complete the Chamberlain portfolio process for NR-581 Foundational Concepts for Advanced Nursing Practice, NR-582 Leadership and Role Development for Advanced Nursing Practice, NR-583 Informatics for Advanced Nursing Practice, NR-585 Research Methods and Evidence-Based Practice for Advanced Nursing Practice, applicants or students must successfully document and provide sufficient evidence, to reflect attainment of each course outcome. Faculty will assess each course portfolio submitted to determine if attainment is achieved for each course outcome. In order to receive a course waiver, evidence of all course outcomes must be met. Students interested in this portfolio process should contact their Academic Support Advisor immediately upon admission for more details.

Additional Admission Requirements

- Current, active, unrestricted RN license in the U.S. or in a jurisdiction that is an associate member of the NCSBN¹. Before entering any

practicum courses, students must provide proof of current, active, unrestricted license to practice as a RN (or equivalent licensure outside the U.S.) in the state or country where the student will conduct the practicum(s). Students who fail to maintain an active, unrestricted license throughout their practicum courses do not meet the practicum requirements and cannot progress. Students are required to maintain RN licensure throughout the entire program of study and required to self-report any restrictions or adverse reports applied to their RN license as a professional best-practice.

¹ Chamberlain reserves the right to admit candidates with nurse licensure from countries outside the U.S. that are not affiliated with NCSBN but where equivalent standards can be demonstrated. These decisions are made on a case-by-case basis according to the general academic principles of integrity outlined by the Academic Standards committee.

DNP Conditional Acceptance

To be eligible for acceptance, successful completion of all preparatory coursework with a minimum cumulative GPA of 3.0 is required. All conditionally accepted students must satisfactorily meet all admission requirements as a condition of matriculation into the Doctor of Nursing Practice degree program. Conditionally accepted students are not considered a regular student and enrollment will not be final until all conditions satisfied. Conditionally accepted students are not eligible to enroll in a practicum nursing course. During the conditional period, the student is permitted to enroll in non-practicum courses and will not be eligible for Title IV Federal Student Aid.

DNP Preparatory Coursework Prior to January 2024

Chamberlain provides the opportunity for students to enroll in preparatory coursework to prepare for admission to the Doctor of Nursing Practice (DNP) degree program. The DNP program is designed for registered nurses with a master's degree in nursing. Registered nurses with a Bachelor of Science in Nursing degree and a master's degrees in fields other than nursing, must complete five Chamberlain courses (15 credits) prior to being admitted to the DNP degree program through any combination of transfer credit (maximum of six semester hours), course waiver via a Chamberlain portfolio or successful course completion at Chamberlain.

If accepted, a student will be admitted as a non-matriculating student until all preparatory coursework is completed. Time to complete prerequisite courses will vary depending on the number of required prerequisite courses which remain after transfer credit (if any) is awarded. Students will be notified of the total number of preparatory courses they need to complete at the time of admission. Preparatory coursework is limited to the following nursing courses:

Code	Title	Hours
NR-500	Foundational Concepts and Applications	3
NR-501	Theoretical Basis for Advanced Nursing Practice	3
NR-505	Advanced Research Methods: Evidence-Based Practice	3
NR-506	Health Care Policy	3
NR-512	Fundamentals of Nursing Informatics	3

Applicants must have a master's level degree or higher¹ with a minimum CGPA of 3.0 on a 4.0 scale and a current, active, unrestricted RN license in the U.S. or in a jurisdiction that is an associate member of the NCSBN².

Please see the Graduate Admission Requirements section of the catalog for more information on admission to the Doctor of Nursing Practice program. Students enrolled in DNP preparatory coursework may be eligible for Direct Subsidized/Unsubsidized Loans. Please see the Tuition & Assistance section of this catalog for more information.

DNP Preparatory Coursework Effective January 2024

Chamberlain provides the opportunity for students to enroll in preparatory coursework to prepare for admission to the Doctor of Nursing Practice (DNP) degree program. The DNP program is designed for registered nurses with a master's degree in nursing. Registered nurses with a Bachelor of Science in Nursing degree and a master's degrees in fields other than nursing, must complete six Chamberlain courses (18 credits) prior to being admitted to the DNP degree program through any combination of transfer credit (maximum of six semester hours), course waiver via a Chamberlain portfolio or successful course completion at Chamberlain.

If accepted, a student will be admitted as a non-matriculating student until all preparatory coursework is completed. Time to complete prerequisite courses will vary depending on the number of required prerequisite courses which remain after transfer credit (if any) is awarded. Students will be notified of the total number of preparatory courses they need to complete at the time of admission. Preparatory coursework is limited to the following nursing courses:

Code	Title	Hours
NR-581	Foundational Concepts for Advanced Nursing Practice	3
NR-582	Leadership and Role Development for Advanced Nursing Practice	3
NR-583	Informatics for Advanced Nursing Practice	3
NR-584	Quality and Safety for Advanced Nursing Practice	3
NR-585	Research Methods and Evidence-Based Practice for Advanced Nursing Practice	3
NR-586	Population Health and Epidemiology for Advanced Nursing Practice	3

Applicants must have a master's level degree or higher¹ with a minimum CGPA of 3.0 on a 4.0 scale and a current, active, unrestricted RN license in the U.S. or in a jurisdiction that is an associate member of the NCSBN². Please see the Graduate Admission Requirements section of the catalog for more information on admission to the Doctor of Nursing Practice program. Students enrolled in DNP preparatory coursework may be eligible for Direct Subsidized/Unsubsidized Loans. Please see the Tuition & Assistance section of this catalog for more information.

¹ Chamberlain reserves the right to admit candidates with equivalent educational qualifications, from institutions outside the U.S. that are not recognized by CHEA, U.S. Department of Education, CCNE or CNEA as determined by an independent transcript evaluation.

² Chamberlain reserves the right to admit candidates with nurse licensure from countries outside the U.S. that are not affiliated with NCSBN but where equivalent standards can be demonstrated. These decisions are made on a case-by-case basis according to the general academic principles of integrity outlined by the Academic Standards committee.

College of Health Professions - Graduate Admission Requirements

Admission requirements varies by program. See the programs below for the exact admission requirements.

Master of Physician Assistant Studies (MPAS) Program

Prospective students should complete an application through the **Centralized Application Service for Physician Assistants (CASPA¹)**. Applications are reviewed on a rolling basis and ranked according to the number of admission points awarded during the selection screening process. A campus visit and interview with the MPAS Admission Committee will be offered to selected applicants.

Determining conditional acceptance is the role of the Chamberlain MPAS Admission Committee. The Committee reviews all CASPA verified applicants based on educational experience, CGPA, GRE scores, healthcare experience and letter writers' assessments of the applicant's ability to be a future physician assistant. Applicants may submit materials for consideration by the Admission Committee that are above or below the thresholds. Students whose CGPA for the bachelor's degree is between 2.75 and 2.99 may be evaluated on a case-by-case basis. Additional factors important to student success in a physician assistant program may also be considered by the Admission Committee such as an applicant's most recent educational experience. Acceptance is not guaranteed.

Minimum criteria for admission to the Master of Physician Assistant Studies degree program are as follows:

- A degree in any major at the bachelor's level from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.²
- A minimum Cumulative Grade Point Average (CGPA) of 3.0 on a 4.0 scale for the bachelor's degree or higher as listed on the transcript from the degree conferring school.
- Prerequisite science courses completed within the previous 10 years (see prerequisite requirements section).
- Completion of prerequisite courses with a grade of C or better (see "Prerequisite Requirements" below) and a minimum CASPA-calculated Cumulative Grade Point Average (CGPA) of 3.0 for science courses at the time of CASPA verification.
- Submission of scores from the Graduate Record Examination (GRE) taken within the last 10 years.
- Three recommendation letters including one from a professor and one from an employer, preferably a healthcare experience supervisor.
- Completion of an on-campus interview with the MPAS degree program Admission Committee. Interviews are by invitation only, and completion of an interview does not guarantee admission.
- Cleared background and fingerprint checks within 120 days before the first session of enrollment start date.

¹ CASPA website: <https://caspa.liaisoncas.com/applicant-ux/#/login>.

² Chamberlain reserves the right to admit candidates with equivalent educational qualifications from accreditors that are not recognized by the Council for Higher Education Accreditation (CHEA) or the U.S.

Department of Education, as determined by an independent transcript evaluation.

Admission preference consideration will be given to applicants who meet the following criteria:

- A minimum of 300 hours of clinical healthcare experience (direct-patient-care experience that includes hands-on contact with patients in a medical setting, such as but not limited to certified nursing assistant, emergency medical technician, medical assistant, military medic, paramedic, registered nurse or respiratory therapist); while there is no requirement for healthcare experience, it is strongly recommended
- Physician assistant shadowing experience of at least 16 hours (shadowing a physician or nurse practitioner does not satisfy this criterion)
- Military or veterans
- Chamberlain University students or alumni
- Reside in an area designated medically underserved area

Prerequisite Requirements

The Master of Physician Assistant Studies degree program requires several course prerequisites for admission consideration. Prerequisite courses must have been completed at an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education¹.

¹ Chamberlain reserves the right to admit candidates with equivalent educational qualifications from accreditors that are not recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, as determined by an independent transcript evaluation.

All science prerequisite courses must have been completed within 10 years of the first session of enrollment start date. All prerequisite courses must be completed with a grade of a C or better; grades of C- are not acceptable for any prerequisite courses. College-Level Examination Program (CLEP) credit and Advanced Placement (AP) exam scores of 4 or 5 may be accepted for prerequisite courses that do not require a lab component if testing occurred within the previous 10 years.

Prerequisite courses are:

- Biology – choose one of the following options:
 - General biology with lab – 3 semester credits
 - Genetics with lab – 3 semester credits
 - Cell Biology with lab – 3 semester credits
 - Molecular Biology with lab – 3 semester credits
 - Immunology with lab – 3 semester credits
- Anatomy and Physiology – choose one of the following:
 - Human Anatomy with lab – 4 semester credits **and** Human Physiology (lab optional) – 4 semester credits
 - Human Anatomy and Physiology with lab – 8 semester credits
- Microbiology with lab – 3 semester credits
- Chemistry – choose one of the following:
 - Biochemistry (lab preferred) – 3 semester credits
 - Organic Chemistry I with lab – 4 semester credits

- Statistics or Biostatistics – 3 semester credits
- General or Developmental Psychology – 3 semester credits

MPAS Program Conditional Acceptance

To be eligible for acceptance, all admission requirements must be satisfied. If requirements are pending receipt of official documentation, a student may be granted conditional acceptance. MPAS applicants pending degree program conferral or pending final grades at the time of application may be conditionally accepted into the program.

In addition, cleared background and fingerprint checks are required. If an applicant has not initiated a background and fingerprint check, an extension may be granted, and the student will be conditionally accepted to the program and placed on a clinical compliance hold. All conditionally accepted students must satisfactorily clear all background and fingerprint checks by the Friday of Week 3 of their first session of enrollment as a condition of matriculation into the MPAS degree program. Conditionally accepted students are not considered a regular student and enrollment will not be final until all screening categories are satisfied. Conditionally accepted students may not enroll in a clinical course.

Conditionally accepted students are not eligible for Title IV Federal Student Aid. If conditionally accepted students using third party benefits (company reimbursement, military or veteran benefits, etc.) are not accepted to the program, they will be responsible for repaying any benefits paid to them based on enrollment certifications while conditionally accepted. During the conditional period, the student is permitted to enroll in non-clinical courses without incurring program charges. If requirements that are pending receipt of official documentation are received by the first day in August and clearance of required screenings are received by Friday of Week 3, the student will be granted admission to the program, and the student may be eligible for Federal Aid, retroactive to the start of the session. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student violates any Chamberlain academic policies, does not provide official documentation by the first day in August, or is not cleared by Friday of Week 3 of their first session of enrollment, they will be dropped from the course(s) and tuition will be reversed. Any equipment fees or charges will not be reversed.

Master of Public Health (MPH) Degree Program & Post-Baccalaureate Certificate Program

- A degree at the bachelor's level or higher from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education¹. Degrees earned from non-U.S. schools will be considered based on evaluation of transcripts by a National Association of Credential Evaluation Services, Inc. (NACES) approved evaluating agency or Chamberlain's internal Global Transcript Evaluation Services.
- A minimum undergraduate cumulative grade point average (CGPA) of 3.0 on a 4.0 scale **or**
- A minimum cumulative grade point average (CGPA) of 3.0 on a 4.0 scale based on nine or more semester hours of graduate coursework.

¹ Chamberlain reserves the right to admit candidates with equivalent educational qualifications from accreditors that are not recognized by the Council for Higher Education Accreditation (CHEA) or the U.S.

Department of Education, as determined by an independent transcript evaluation.

Master of Public Health (MPH) & MPH Post-Baccalaureate Certificate Provisional Acceptance

Applicants who meet all general admission requirements to the Master of Public Health degree program and the MPH Post-Baccalaureate Certificate, but who have a CGPA for the bachelor's degree between 2.5 to 2.99, may be granted provisional acceptance and placed on academic warning. Provisionally accepted students will need to complete an additional Professional Writing course to meet graduation requirements. See the Academic Warning sections for additional information.

Master Of Social Work (MSW) Degree Program

Prospective MSW degree program students must complete an application for admission and interview with a Chamberlain admission representative. Admission requirements differ for Advanced Standing and Traditional Options. Admission to the MSW degree program is dependent on the enrollment status of the student. All applicants are considered based on an analysis of their application. There is no GRE required for admission to the MSW degree program. Requirements for admission to Chamberlain and the MSW degree program include the following:

Master of Social Work – Traditional Option Admission Requirements

- A degree at the bachelor's level or higher with a minimum CGPA of 2.5 on a 4.0 scale from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education. Degrees earned from non-U.S. schools will be considered based on evaluation of transcripts by a National Association of Credential Evaluation Services, Inc. (NACES) approved evaluating agency or Chamberlain's internal Global Transcript Evaluation Services.

Master of Social Work – Advanced Standing Option Admission Requirements

Degrees earned within the past 5 years:

- A degree in social work at the bachelor's level or higher with a minimum CGPA of 3.0 on a 4.0 scale from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education and accredited by the Council on Social Work Education (CSWE). Applicants with foreign transcripts must have graduated from an accredited international program in social work where the accrediting body has a memorandum of understanding with CSWE or whose degree has been evaluated and approved by the CSWE International Social Work Degree Recognition Service.

or

Degrees earned in excess of 5 years:

- A degree in social work at the bachelor's level or higher with a minimum CGPA of 3.0 on a 4.0 scale from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education and accredited by the Council on Social Work Education (CSWE). Applicants with foreign transcripts must have graduated from an accredited international program in social work where the accrediting body has a memorandum of understanding with CSWE or whose

degree has been evaluated and approved by the CSWE International Social Work Degree Recognition Service.

- An active social work license in good standing with a state board in the U.S.¹.

¹ Chamberlain reserves the right to admit candidates with social work licensure from countries outside the U.S. where equivalent standards can be demonstrated. These decisions are made on a case-by-case basis according to the general academic principles of integrity outlined by the Academic Standards committee in the view of the policies regulated by the Council of Social Work Education.

Master of Social Work (MSW) Provisional Acceptance

Provisional admission will be applied to applicants who meet all general admission requirements to enter the Master of Social Work degree program, but who have a CGPA for the bachelor's degree between 2.0 to 2.49. These applicants may be granted provisional acceptance and placed on academic warning. See the Academic Warning sections for additional information. Provisional Acceptance is only available to students applying to the MSW Traditional Option.

Life Experience or Previous Work Experience

The MSW degree program does not grant or accept course credit, nor grant field practicum hours, for previous work and/or life experience.

Registration

Registration & Orientation

In addition to satisfying all admission requirements, students must complete the following pre-enrollment steps prior to course registration:

- Completed enrollment agreement
- Completed enrollment agreement addendum (as applicable)
- Completion of any necessary placement tests (as applicable)
- Signed Student Code of Conduct form (pre-licensure only)
- Financial aid clearance

As a resource to enhance online learning abilities, Chamberlain provides a self-administered assessment to determine student readiness in taking online courses. All students will be provided the online readiness assessment tool to confirm they are online ready.

After admission notification, registration and orientation schedules are arranged by each location/program. Contact your Academic Support Advisor for more information.

Transitional Studies

Eligibility to enroll in courses is based on assessment/placement results, prior college credit or successful completion of transitional studies coursework. Transitional studies courses are unlikely to transfer to other institutions and may increase program length and cost. Students should begin this coursework at the earliest opportunity. Once enrolled in a transitional studies course, no additional placement testing can occur. For purposes of evaluating satisfactory academic progress, transitional studies coursework is included in attempted and earned credit hours, but not used when computing GPA. Failure to achieve a "B" or higher (or "C" or higher for NR-545 Pharmacology, Physical Assessment, and Pathophysiology Nurse Practitioner graduate placement) on the subsequent attempt will result in dismissal from Chamberlain. For

additional details regarding academic progress, see the Academic Standards section of this catalog.

Course Diagnostic Tests

Initial course placements are based on a student's demonstrated college-level skills. In selected courses, additional focused diagnostic testing may occur at the beginning of the course. This may result in the student being required to enroll in coursework at the immediately prior proficiency level or receiving permission to enroll at the next higher level.

Deceleration Policy – Master of Physician Assistant Studies (MPAS) Only

The MPAS curriculum is designed to be completed on a full-time basis. Due to its curriculum design and academic intensity, Chamberlain's MPAS degree program does not offer part-time or deceleration options to students. All MPAS students must take the full required course load each session, and they must take the courses in the order in which they are offered during the session and the program.

Residency Requirement ¹

Students must complete at least 25 percent of the undergraduate programs' required credit hours through coursework completed at Chamberlain. Program-specific policies may require students to take certain courses in residence at Chamberlain.

¹ Refer to the Advanced Standing by Transfer of Credit and Graduation requirements section of the academic catalog for program specific transfer credit details

Note: Students enrolled in a degree and certificate program at or above the associate degree level at a Virginia location are required to earn at least 30 percent of the program's required credit hours through coursework completed at Chamberlain. Students who are residents of Missouri at the time of enrollment must complete the following percentage of the program's required credit hours through course work at Chamberlain:

- Undergraduate degree or certificate programs – 25 percent
- Graduate, professional degree or certificate programs – 75 percent

Transfer Credit

Transfer to Other Institutions

Students should be aware that degree requirements vary from institution to institution. Course credits, including transitional studies coursework, are not guaranteed to transfer to other schools. Acceptance of credits is subject to the receiving institution's requirements. Acceptance of the degree or certificate earned at Chamberlain is also at the discretion of the receiving institution. If the credits, degree or certificate earned at Chamberlain are not accepted at an institution to which a student seeks to transfer, the student may be required to repeat some or all coursework at that institution. For this reason students should make certain that their attendance at this institution will meet their educational goals. This may include contacting an institution to which a student may seek to transfer after attending Chamberlain to determine if credits, degree or certificate will transfer.

Transferability of Credits

The transferability of credits earned at Chamberlain University is at the discretion of the receiving college, university or other educational

institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Chamberlain University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma or other academic credential earned at Chamberlain University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or that credits earned at Chamberlain University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas or certificates earned.

Transfer Students

If considering a transfer to Chamberlain, students should examine Chamberlain requirements early in their college experience to begin making transfer plans in advance. Transfer students must follow the Chamberlain admission guidelines and procedures. Prior learning experiences are recognized by students demonstrating knowledge through examination of skill and subject matter (proficiency credits), evaluation of transcripts (transfer credits) or through course waivers.

The acceptance of transfer credits, proficiency credits, and course waivers may result in a change of program completion times and cost. Transfer credit, proficiency credit, and course waivers that satisfy graduation requirements are considered when determining a student's academic level and progress; however, this credit is not used when computing GPA or residency requirements. All transfer and proficiency credit must comply with residency and curriculum requirements. Transfer credit, proficiency credit, and course waivers may affect eligibility for financial assistance. Contact Academic Support Advising for more information.

An applicant seeking to transfer coursework or proficiency credit must request a credit evaluation prior to the first session at Chamberlain. If there are extenuating circumstances, such as lack of course availability or scheduling conflicts, a student may request permission from the academic dean or approved designee to satisfy additional course requirements through transfer credit or proficiency examination. Credit requested after initial registration must be approved by the academic dean or approved designee prior to the student registering for the course or the exam at any other institution.

Course waivers relieve students of specific educational requirements. The eligibility of prior learning experiences for course waivers is determined through a portfolio review prior to admission into the program. Waivers are available only for selected courses and selected programs. Available course waiver options are described in the admission requirements section, if available. Academic credit is not awarded for waived courses.

Due to state specific residency requirements, students who are residents of Missouri or Virginia at the time of enrollment may not be eligible to transfer in the maximum amount of transfer credits. Refer to the residency requirements section for full details.

Advanced Standing by Transfer of Credit

Chamberlain evaluates transfer courses from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education. Official foreign transcripts must be evaluated by a NACES-approved evaluating

agency or Chamberlain's internal Global Transcript Evaluation Services. Chamberlain may require a catalog, syllabus or additional material.

Transfer of courses are considered on an individual basis. Official transcripts from previously attended institutions are required and the course(s) must be comparable in level and content to the course for which the student receives credit. The evaluation includes an analysis of how the courses accepted in transfer meet specific course requirements in the curriculum. Chamberlain does not accept transfer credit for general life experiences, transitional studies coursework and courses taken on a pass/fail basis.

Undergraduate Transfer Credit Requirements Only

- A grade of "B-" or higher is required for all anatomy and physiology, microbiology and nursing transfer credits (pre-licensure only)¹. A grade of "C" or higher is required for all other transfer credits.
- Pre-licensure nursing coursework must have been completed within the past five years and be from a baccalaureate level program to be considered for transfer credit or for degree completion.
- Transfer credit will not be awarded for any clinical nursing course at the 300 level or above.
- Courses transferring in for microbiology, chemistry or anatomy and physiology credit must have been completed within five years of the date of enrollment or re-entry (See the Re-Entry Requirement section of this catalog) and include a lab component in order to be considered for transfer credit or for degree completion.²
- **Note:** Pass "P" grades awarded during Spring 2020 and Summer 2020 semesters (or grades awarded during the following months: March 2020-September 2020) will be considered as transferable. Pass grades in science courses may be accepted for transfer if the corresponding HESI Admission Assessment (A2) test score is 72 or greater.

¹ Prior to May 2025, "C" grades earned in anatomy and physiology or microbiology courses may be accepted for transfer if the corresponding HESI Admission Assessment (A2) score is 72 or greater. If an applicant does not achieve a 72 or greater on the first attempt, a second attempt may be requested, but it must be completed before registration for the first session of enrollment.

² Prior to May 2025, courses transferring in for microbiology, chemistry or anatomy and physiology credit must have been completed within seven years of the date of enrollment or re-entry (See the Re-Entry Requirement section of this catalog) and include a lab component in order to be considered for transfer credit or for degree completion.

Re-Entry Requirements (Pre-Licensure Programs Only) September 2020 & Beyond

For all academically dismissed students that will be reinstated after two or more sessions of non-enrollment the following will apply:

All previously completed or transferred science credit will be re-evaluated for students who have been academically dismissed and not enrolled for two or more sessions. If the science or science elective course does not meet the re-entry rules in place at the time of re-evaluation, the course will need to be repeated.

These students must also demonstrate proficiency in previously completed or transferred nursing courses. Standardized assessments

and comprehensive skills checklists for courses listed below must be completed prior to the start of the re-entry session. Applicants or students may opt to bypass individual standardized assessments and comprehensive skills checklists and retake the courses with Chamberlain.¹ Due to financial aid and academic implications it is in the best interest of the student to carefully choose which option they wish to pursue; students who choose to bypass the assessments or skills checklists and enroll in the coursework at Chamberlain may not be allowed to demonstrate proficiency at a later date. Applicants and students are responsible for additional tuition and fees related to retaking the course(s).

If the student is not successful on the first attempt of any assessment or skills checklist, the student will be enrolled in that course when it is available and must also repeat all nursing courses that were not successfully passed.

No assessment or skills checklist will be allowed unless the student previously earned a passing grade in that course at Chamberlain. Any course for which a passing grade was not earned previously at Chamberlain must be repeated.

¹ Courses that require both a standardized assessment and comprehensive skills checklist must have both components completed in order to be evaluated for re-entry

Standardized Assessments

- NR-226 Fundamentals: Patient Care
- NR-324 Adult Health I, NR-329 Adult Health I
- NR-325 Adult Health II, NR-330 Adult Health II
- NR-293 Pharmacology for Nursing Practice
- NR-326 Mental Health Nursing
- NR-327 Maternal-Child Nursing
- NR-328 Pediatric Nursing
- NR-341 Complex Adult Health, NR-342 Complex Adult Health
- NR-441 Community Health Nursing - Global, NR-442 Community Health Nursing, NR-444 Community Health Nursing
- NR-446 Collaborative Healthcare

Standardized Assessments and Comprehensive Skills Checklists

- NR-224 Fundamentals: Skills, NR-229 Fundamentals – Skills¹
- NR-302 Health Assessment I
- NR-304 Health Assessment II
- NR-306 Health Assessment¹

An individualized academic plan of study developed by campus academic leadership is required for re-entry of academically dismissed students who have received approval to be reinstated into the program and have less than two sessions of non-enrollment.

¹ For BSN online option only

Graduate Transfer Credit Requirements – Nursing

- A grade of "B" or higher is required for all transfer credits.
- Core nursing coursework must have been completed within the past seven years to be considered for transfer or for degree completion.¹

- Specialty nursing coursework must have been completed within the past five years to be considered for transfer or for degree completion.¹
- Maximum of 6 semester hours of transfer credit may be accepted except for the NP graduate certificates, the following may be accepted:

Prior to January 2024

- For master's or doctorally conferred students, a maximum of 9 credit hours may be accepted for any of the following courses: NR-506NP Healthcare Policy and Leadership, NR-503 Population Health, Epidemiology and Statistical Principles, or NR-565 Advanced Pharmacology Fundamentals.
- For master's or doctorally conferred CU students, a maximum of 15 credit hours may be accepted for NR-506NP Healthcare Policy and Leadership, NR-503 Population Health, Epidemiology and Statistical Principles, NR-507 Advanced Pathophysiology, NR-509 Advanced Physical Assessment, and NR-565 Advanced Pharmacology Fundamentals.
- For master's or doctorally conferred certified nurse practitioners a maximum of 15 credit hours may be accepted for NR-503 Population Health, Epidemiology and Statistical Principles, NR-506NP Healthcare Policy and Leadership, NR-507 Advanced Pathophysiology, NR-509 Advanced Physical Assessment, and NR-565 Advanced Pharmacology Fundamentals.
 - For certified nurse practitioners, NR-507 Advanced Pathophysiology, NR-509 Advanced Physical Assessment, and NR-565 Advanced Pharmacology Fundamentals will receive an aging rule waiver to be considered for degree completion².

Effective JANUARY 2024

- For master's or doctorally conferred students, a maximum of 9 credit hours may be accepted for any of the following courses: NR-582 Leadership and Role Development for Advanced Nursing Practice, NR-586NP Population Health and Epidemiology for Advanced Nursing Practice, or NR-565 Advanced Pharmacology Fundamentals.
- For master's or doctorally conferred CU students, a maximum of 15 credit hours may be accepted for NR-582NP Leadership and Role Development for Advanced Nursing Practice, NR-586NP Population Health and Epidemiology for Advanced Nursing Practice, NR-507 Advanced Pathophysiology, NR-509 Advanced Physical Assessment, and NR-565 Advanced Pharmacology Fundamentals.
- For master's or doctorally conferred certified nurse practitioners a maximum of 15 credit hours may be accepted for, NR-582NP Leadership and Role Development for Advanced Nursing Practice, NR-586NP Population Health and Epidemiology for Advanced Nursing Practice, NR-507 Advanced Pathophysiology, NR-509 Advanced Physical Assessment, and NR-565 Advanced Pharmacology Fundamentals.
 - For certified nurse practitioners, NR-507 Advanced Pathophysiology, NR-509 Advanced Physical Assessment, and NR-565 Advanced Pharmacology Fundamentals will receive an aging rule waiver to be considered for degree completion².
- Maximum of 3 semester hours of transfer credit may be accepted for the Graduate Certificate in Nursing Informatics without Practicum.

- For the NP specialty tracks, transfer credits will only be accepted for the core courses.
 - NR-545 Pharmacology, Physical Assessment, and Pathophysiology Nurse Practitioner graduate placement will have no expiration or aging time frame in order to be considered for degree completion.
- For Doctor of Nursing Practice (DNP), qualifying practicum hours will be considered for transfer.
- DNP students who have been out for six or more sessions who have started the Project and Practicum course sequence will need to start over in the first Project and Practicum course upon re-entry to the DNP degree program and will be required to complete NR-730 DNP Project prior to enrolling in NR-702A DNP Project & Practicum I, NR-702B DNP Project & Practicum I, or NR-702C DNP Project & Practicum I.

¹ Credits earned in Chamberlain's DNP degree program will be evaluated for degree completion only.

² Prospective Certified Nurse Practitioners must show proof of board certification upon admission for gap analysis and transfer equivalency evaluation. Failure to show proof of National Certification will prevent automatic transfer credit of the 3P courses and will default to the current aging rule of 5 years.

Re-Entry Requirements (Nurse Practitioner Specialty Track Students Only) March 2021 & Beyond

For all readmitted applicants, who have completed NR-509 Advanced Physical Assessment in the curriculum, the following will apply:

The student must complete an assessment prior to re-entry to determine the appropriate course placement. Students will have one attempt to earn a passing score. If the assessment is successfully passed, the student may resume where they left off in the program. If the student is unsuccessful on the first attempt, the student will be enrolled in NR-509 Advanced Physical Assessment (and the associated immersion) when it is available. NR-509 Advanced Physical Assessment must be successfully completed in order to continue in the degree program.

Graduate Transfer Credit Requirements – Health Professions

- A grade of "B" or higher is required for all transfer credits.
- Maximum of 24 credits may be transferred into the Master of Physician Assistant Studies degree program.
- Maximum of 6 credits may be transferred into the Master of Public Health degree program.
- No transfer credits allowed for the Post-Baccalaureate Certificate in Public Health Generalist.
- Maximum of 15 credits may be transferred in the Master of Social Work Traditional Option.
- Maximum of 6 credits may be transferred into the Master of Social Work Advanced Standing Option.

Note: Pass "P" grades awarded during Spring 2020 and Summer 2020 semesters (or grades awarded during the following months: March 2020-September 2020) will be considered as transferable.

Re-Entry Requirements – Master of Physician Assistant Studies (MPAS) Degree Program

For students, excluding those on an approved Leave of Absence, who are returning during the didactic year following an interruption in studies or are reinstated following an appeal of academic dismissal, cleared background and fingerprint checks must be completed at the expense of the student. A student who has not cleared the background and fingerprint checks by the Friday of Week 3 of the first re-entry session will be dropped from courses and withdrawn from the program. All other clinical compliance requirements must be up-to-date by the deadline stipulated for new students.

Students who are returning in the clinical year, a cleared drug screen, background and fingerprint check may be needed depending upon the amount of time since the last cleared screening and the requirements of clinical sites. Students must be clinically compliant with all healthcare compliance requirements prior to the first day of the first scheduled clerkship.

Prerequisite science course credit will be re-evaluated for all students, excluding those on an approved Leave of Absence, returning to the program in the didactic year. If the science course was not completed within the 10 years prior to re-enrollment, the course will need to be repeated. Students may enroll in prerequisite science courses offered at Chamberlain in a non-matriculating status; prerequisite science courses not offered at Chamberlain may be taken at another institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.

Students returning after an approved Leave of Absence must pass a comprehensive examination for each of the following courses that were previously passed. If a score of at least a 76 percent is not achieved on the first attempt, the student must repeat the course. All examinations must be completed prior to the financial aid advising appointment.

Code	Title	Hours
PA-510	Comprehensive Clinical Module Dermatology	1
PA-512	CCM Hematology/Oncology	2
PA-514	Comprehensive Clinical Module Infectious Disease	2
PA-516	Comprehensive Clinical Module HEENT (Head, Ears, Eyes, Nose, Throat)	3
PA-518	Comp Clin Mod Cardiovascular	8
PA-520	Comprehensive Clinical Module Pulmonology	5
PA-522	Comprehensive Clinical Module Endocrinology	3
PA-524	Comprehensive Clinical Module Nephrology & Genitourinary	4
PA-526	Comprehensive Clinical Module Gastroenterology	5
PA-528	Comprehensive Clinical Module Neurology	4
PA-530	Comprehensive Clinical Module Musculoskeletal	4
PA-531	Emergency Medicine	3
PA-532	Surgical and Clinical Skills	3

Readmitted students who did not have an approved Leave of Absence or who are reinstated following an appeal of academic dismissal must

pass a comprehensive examination for every course that was previously passed. If a score of at least a 76 percent is not achieved on the first attempt on an examination for the courses listed above, the student must repeat the course. If a score of at least a 76 percent is not achieved on the first attempt on an examination for a course that is not listed above, the student must audit the course. All examinations must be completed prior to the financial aid advising appointment.

Students returning from a leave of absence during the clinical year are required to complete the clinical year courses not yet passed. Depending on the length of the Leave of Absence and the number of clinical clerkships to be rescheduled, the student's graduation from the program may be delayed.

Advanced Standing by Proficiency Testing

Incoming students requesting proficiency credit from approved tests must submit official transcripts prior to initial registration. Approved tests include the International Baccalaureate (IB) program, Advanced Placement (AP), College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST). All proficiency credit from approved tests must meet the minimum score required by Chamberlain. A student's educational history (including military) may also be recognized for proficiency credit via an appropriate credit recommendation from the American Council on Education (ACE).

The Master of Physician Assistant Studies degree program does not offer advanced placement based upon proficiency testing.

Advanced Standing by Proficiency Testing for California Military Personnel

Chamberlain recognizes that military personnel in California with previous knowledge, training and experience as healthcare specialists that meet the criteria below may be able to demonstrate achievement of all pre-licensure BSN nursing course outcomes through proficiency examinations. Proficiency examinations are comprehensive final assessments (challenge exams) that provide veterans the opportunity to demonstrate achievement of course learning outcomes.

Applicants or students who feel that course material has been mastered, through coursework completed outside Chamberlain for which transfer credit cannot be given, may request a Chamberlain proficiency examination for any nursing course in the pre-licensure BSN curriculum, provided they have not previously attempted the proficiency exam or is not currently enrolled in the course. Nursing proficiency examinations must be completed in the order of course sequencing set forth on the curriculum plan. Some courses will require completion of a standardized assessment and/or a comprehensive skills checklist in order to validate previously acquired knowledge/skill. Proficiency exams may only be attempted one time and coursework satisfied by a Chamberlain proficiency exam cannot be repeated for a grade. Contact Academic Support Advising for more information.

Eligible Criteria

1. Be a veteran of the United States military (honorably discharged and provide a DD form 214 "Certificate of Release or Discharge from Active Duty" showing proof of healthcare specialist rating) or
2. Be serving in active duty status with the United States military and provide proof of healthcare specialist rating or

3. Be classified with a healthcare specialist rating (i.e., Navy HM, AF 4N0X1, Army 68W) while serving in the military.
4. Submit proof of a minimum of 2 years or equivalent experience as a healthcare specialist or comparable role within the past 3 years.

LPN/LVN Proficiency Testing

Chamberlain provides qualified LPN/LVN licensed students with the opportunity to earn the 3-year BSN degree with up to nine proficiency credits. Eligible students must be admitted to the BSN program and hold an unrestricted, active license as a practical/vocational nurse from the U.S. or a jurisdiction that is an associate member of the National Council of State Boards of Nursing. To earn proficiency credit for NR-224 Fundamentals: Skills/NR-229 Fundamentals – Skills and NR-226 Fundamentals: Patient Care, students must successfully complete the Nursing Fundamentals standardized assessment for each course and the nursing skills validation for Nursing Fundamentals-Skills. To earn proficiency credit for PSYC-290N Lifespan Development, students must successfully complete a proficiency exam according to the Advanced Standing by Proficiency Testing policy.

¹ California students enrolled prior to September 2017 may have completed NR-227 to fulfill the NR-226 requirement and earn up to ten proficiency credits. Students enrolled in the BSN online option have the opportunity to earn up to six proficiency credits.

Course Descriptions

Following are descriptions of courses from which students may choose, provided prerequisites are met. Co-requisites are requirements that must be completed prior to or at the same time as the specified course. To learn which courses apply to the chosen curriculum, see Program Descriptions, which provides details on required courses and alternative choices.

Course descriptions are presented alphabetically, by course designator.

The following course-numbering system is used:

- Courses in the 100 series are primarily for undergraduate freshmen
- Courses in the 200 series are primarily for undergraduate sophomores
- Courses in the 300 series are primarily for undergraduate juniors
- Courses in the 400 series are primarily for undergraduate seniors
- Courses in the 500 and 600 series are primarily for graduate level students
- Courses in the 700 series are primarily for doctorate level students

Numbers at the end of each course title refer to:

XX/	XX/	XX/	XX/
Lecture Contact Hours/	Lab Contact Hours/	Clinical Contact Hours/	Semester Credit Hours/

Undergraduate Courses

B

- BIOS-Biosciences (BIOS)

C

- CHEM-Chemistry (CHEM)
- COMM-Communication (COMM)

E

- ENGL-English (ENGL)
- ETHC-Ethics (ETHC)

H

- HIST-History (HIST)
- HUMN-Humanities (HUMN)

M

- MATH-Mathematics (MATH)

N

- NR-Nursing (NR)

P

- PHIL-Philosophy (PHIL)
- POLI-Political Science (POLI)
- PSYC-Psychology (PSYC)

S

- SOCS-Social Sciences (SOCS)

U

- UNIV-University Seminar (UNIV)

BIOS-Biosciences (BIOS)

BIOS-242: Fundamentals of Microbiology with Lab

Contact Hours: Lecture - 48, Lab - 32, Clinical - 0

Semester Hours: Theory 3, Lab 1

This course covers basic concepts of microbiology, with emphasis on medically important microorganisms and infectious diseases. The topics studied also include microscopy, microbial growth and genetics, antimicrobial agents, epidemiology and immune system responses to pathogens. Lab exercises emphasize aseptic techniques, isolation and culture of microorganisms, microscopy and staining techniques.

Prerequisite: CHEM-120

BIOS-251: Anatomy and Physiology I with Lab

Contact Hours: Lecture - 24, Lab - 16, Clinical - 0

Semester Hours: Theory 1.5, Lab .5

This course is the first of a four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes inter-relationships between form and function at the gross and microscopic levels of organization. Topics include basic anatomical and directional terminology, planes and sections, body cavities, chemical level of organization, fundamental concepts and principles of cell biology, histology, the integumentary system, the skeletal system, joints, and articulations. The concept of homeostasis is included and emphasized in each body system. Course work and laboratory exercises are designed to emphasize foundational concepts, promote critical thinking, and application of knowledge.

Prerequisite: None

BIOS-252: Anatomy and Physiology II with Lab

Contact Hours: Lecture - 24, Lab - 16, Clinical - 0

Semester Hours: Theory 1.5, Lab .5

This course is the second in a sequence of four-courses in human anatomy and physiology where we continue using a body systems approach. Coursework emphasizes interrelationships between structure and function at the gross and microscopic levels of organization. In this course, we will cover the following topics: fundamental concepts and principles of the muscular, macroscopic and microscopic organization and function of the nervous system, structure and functional components of the tissues making up the special senses, and analyzing the structure and functions of the endocrine system. The concept of homeostasis is included and emphasized in each body system. Course work and laboratory exercises are designed to emphasize foundational concepts, promote critical thinking, and application of knowledge.

Prerequisite: BIOS-251

Corequisite: MATH-114N or MATH-105N

BIOS-255: Anatomy and Physiology III with Lab

Contact Hours: Lecture - 24, Lab - 16, Clinical - 0

Semester Hours: Theory 1.5, Lab .5

This course is the third in a four-course sequence where we continue using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. The topics include the anatomy and physiology of the cardiovascular, lymphatic, immune, and respiratory systems with emphasis on physiological concepts and systems-level interactions. The concept of homeostasis is included and emphasized in each body system. Course work and laboratory exercises are designed to emphasize foundational concepts, promote critical thinking, and application of knowledge.

Prerequisite: BIOS-252, MATH-114N or MATH-105N

BIOS-256: Anatomy and Physiology IV with Lab

Contact Hours: Lecture - 24, Lab - 16, Clinical - 0

Semester Hours: Theory 1.5, Lab .5

This course is the last course of the A&P series in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include the digestive system, metabolism and nutrition, urinary system, fluid, electrolyte, and acid-base balance, the male and female reproductive systems, and human development and inheritance. The concept of homeostasis is included and emphasized in each body system. Course work and laboratory exercises are designed to emphasize foundational concepts, promote critical thinking and application of knowledge.

Prerequisite: BIOS-255, MATH-114N or MATH-105N

CHEM-Chemistry (CHEM)

CHEM-120: Introduction to General, Organic, and Biological Chemistry with Lab

Contact Hours: Lecture - 48, Lab - 32, Clinical - 0

Semester Hours: Theory 3, Lab 1

This is a survey course that covers the lower division chemistry disciplines of general and organic chemistry and introduces the upper division discipline of biochemistry. The general chemistry section of the course seeks to build an understanding of basic chemical processes and states of matter by starting with the definition of matter and progressing through the atom, molecules, intermolecular interactions, chemical equations and accounting. The organic chemistry section presents the major categories of organic compounds, including saturated and unsaturated hydrocarbons and oxygen- and nitrogen-containing compounds. In the biochemistry portion, students are exposed to the four major biological macromolecules with some coverage of enzymes and the central dogma of biology. Lab exercises relate to topics discussed.

Prerequisite: MATH-105N or MATH-114N

COMM-Communication (COMM)

COMM-277N: Interpersonal Communication

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course explores ways in which people interact verbally and non-verbally and teaches basic principles of interpersonal communication including perception, self-concept, persuasive communication, nonverbal communication, semantics, roles and norms and communication barriers. Activities include participating in groups, pairs and interactive communication situations.

Prerequisite: ENGL-118N

COMP-Computer Apps & Prgmrng (COMP)

ENGL-English (ENGL)

ENGL-118N: English Composition

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course develops writing skills with a focus on the writing process and rhetorical analysis, and through the practice of essay development, organization, style, and flow. The course also concentrates on grammar, mechanics, and basic APA formatting, citation, and referencing. Professional and sample student essays, articles, and other written works are used as models for writing practice and development. The reading process as a key to successful writing is stressed.

Prerequisite: Eligibility to enroll in the course is based on placement results

ENGL-148N: Advanced English Composition

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course builds on the conventions and techniques of composition though rich instruction in the argument rhetorical mode and with guided consideration of the rhetorical writing situation at each stage of essay development. Students study recognized persuasive techniques and apply critical thinking and logic to professional, social, and global topics. This course emphasizes best practices in locating, disseminating, synthesizing, and documenting credible and scholarly works. Assignments require the application of the full writing process, from conception through final revisions, including peer group workshops.

Prerequisite: ENGL-118N

ETHC-Ethics (ETHC)

ETHC-445N: Principles of Ethics

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

Through readings, discussions and case studies of contemporary issues, this course helps students acquire the ethical tools to determine appropriate courses of action. Ethical principles are applied to choices and decisions that arise in professional and personal life and that reflect membership in a democratic society.

Prerequisite: ENGL-148N

HIST-History (HIST)

HIST-405N: United States History

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course examines American history from the formation of the 13 original colonies to the present. Coursework addresses the struggle to define American citizenship and government, development of the nation and a national economy and racial exclusion in American society. Also examined are the country's transformation to a world power, reconstruction, resurgence, recession and reform, principles of justice and the American experience.

Prerequisite: ENGL-148N

HUMN-Humanities (HUMN)

HUMN-303N: Introduction to Humanities

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

Organized as a seminar in cultural history, this course develops responses to representative works of literature, history, philosophy, music and a wide

range of visual and performing arts. Students analyze and evaluate creative works in areas such as painting, poetry, drama, dance, film and architecture. They discover the personal significance of these forms and connections among works, genres, styles and movements. Discussions, essays, oral presentations and visits to cultural venues prepare students for more advanced inquiry in subsequent courses.

Prerequisite: ENGL-148N

MATH-Mathematics (MATH)

MATH-062N: Beginning Algebra

Contact Hours: Lecture - 64, Lab - 0, Clinical - 0

Semester Hours: Theory 4

This transitional studies course introduces critical elements of algebra for linear equations and inequalities. Coursework progresses from order of operations and combining like terms through addition and multiplication rules for solving linear equations. Students then apply these rules to inequalities. Graphing in two variables is introduced, as are exponents, polynomials and polynomial operations. The minimum requirement to pass this course is 80 percent, and grades of "C" and "D" are not assigned. The final grade earned in this course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation.

Prerequisite: Eligibility to enroll in the course is based on placement results

MATH-105N: Contemporary Mathematics

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This introductory course focuses on topics such as sets, financial mathematics, probability and statistics with appropriate applications. This course will include topics in Number Theory, Graphs applied in Algebra and Applications of Math in Science and Clinical Courses.

Prerequisite: None

MATH-225N: Statistical Reasoning for the Health Sciences

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course focuses on statistical reasoning used to evaluate data with an emphasis on the healthcare field. Descriptive statistics are used to understand sample data and inferential concepts are incorporated by using data to draw conclusions about populations. Statistical literacy designed to help facilitate understanding and analyzing information in today's technological world is emphasized.

Prerequisite: MATH-105N or MATH-114N

NR-Nursing (NR)

NR-103: Transition to the Nursing Profession

Contact Hours: Lecture - 32, Lab - 0, Clinical - 0

Semester Hours: Theory 2

A success seminar designed to introduce the student to the culture of Chamberlain, active adult learning principles, and professional presentation through development of effective verbal communication skills and relationship building through the concepts of emotional intelligence, personal inventory and self-management. Students also develop scholarship, written communication, punctuation, and grammar skills through a blended-learning format. Course also includes adult learning principles and concepts related to active learning.

Prerequisite: None

NR-110: Pathway to Professional Nursing for Military

Contact Hours: Lecture - 32, Lab - 0, Clinical - 0

Semester Hours: Theory 2

This course, designed for the Military to BSN student, explores the philosophy and roles of the professional nurse in the context of contemporary nursing practice. A variety of learning experiences provide the student with an introduction to professional nursing practice and the skills needed for successful completion of the Military to BSN degree option.

Prerequisites: Admission to the Military to BSN degree option (BIOS-251N; BIOS-252N; BIOS-255N; BIOS-256N; BIOS-242N; CHEM-120N; MATH-105N or MATH-114N, PSYC-110N)

Corequisite: ENGL-118N

NR-222: Health and Wellness

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course introduces students to health promotion and preventive care activities throughout the life span. These activities are explored through biological, psychological, spiritual, environmental and sexual domains.

A variety of theories emphasizing health and well-being are explored throughout the course. Healthy People objectives are examined. Health promotion assumptions basic to nursing practice are emphasized.

Prerequisites: BIOS-252, MATH-105N or MATH-114N, PSYC-110N

Corequisites: BIOS-255, NR-103

NR-224: Fundamentals: Skills

Contact Hours: Lecture - 32, Lab - 32, Clinical - 0

Semester Hours: Theory 2, Lab 1

Students are introduced to the fundamental skills of professional nursing. An introductory unit of physics provides the basis for understanding concepts such as body mechanics, positioning and mobility. The laboratory component provides practice of selected fundamental nursing skills, as well as psychomotor skills necessary for care of individuals requiring assistance with mobility, hygiene and comfort. Included are basic principles of drug administration, teaching-learning and vital-sign assessment. Students have the opportunity to develop the beginning skills of a professional nurse through experiential learning.

Prerequisites: BIOS-242, BIOS-251, BIOS-252, BIOS-255, BIOS-256, CHEM-120, MATH-105N, or MATH-114N, NR-103, NR-222

NR-226: Fundamentals: Patient Care

Contact Hours: Lecture - 32, Lab - 0, Clinical - 48

Semester Hours: Theory 2, Clinical 1

Content focuses on health promotion and the rehabilitative aspects of patient care. Students provide direct patient care in the acquisition of skills and concepts of professional nursing. The nursing process is utilized as the student implements basic aspects of nursing practice. A variety of populations and settings are used in the experiential learning component of this course.

Prerequisites: BIOS-251, BIOS-252, BIOS-255, BIOS-256, ENGL-147N, MATH-105N or MATH-114N, NR-224 or NR-229, NR-283, NR-302 or NR-306, PSYC-290N, COMM-277N

Effective November 2022 – Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, ENGL-148N, MATH-105N or MATH-114N, NR-224 or NR-229, NR-283, NR-302 or NR-306, PSYC-290N, COMM-277N

NR-228: Nutrition, Health & Wellness

Contact Hours: Lecture - 32, Lab - 0, Clinical - 0

Semester Hours: Theory 2

This course provides an overview of the basic nutrients required by the body for optimal health and wellness. The role that nutrition plays in various phases of the human life cycle and the psychological and sociological implications of food are discussed. Students use scientific thinking to question nutritional information presented in the various media and dispel any common nutrition myths. Students learn how the scientific method of inquiry is used in nutritional science and the health fields. In addition, the application of nutritional concepts to care for patients are studied. Lastly, conditions that are amenable to modification and possible cure by diet therapy and other nursing and medical interventions are explored.

Prerequisite: MATH-105N or MATH-114N

NR-229: Fundamentals – Skills

Contact Hours: Lecture - 32, Lab - 0, Clinical - 96

Semester Hours: Theory 2, Clinical 2

Students are introduced to the fundamental skills of professional nursing. An introductory unit of physics provides the basis for understanding concepts such as body mechanics, positioning and mobility. The laboratory component provides practice of selected fundamental nursing skills, as well as psychomotor skills necessary for care of individuals requiring assistance with mobility, hygiene and comfort. Included are basic principles of drug administration, teaching-learning and vital-sign assessment. Students have the opportunity to develop the beginning skills of a professional nurse through experiential learning.

Prerequisites: BIOS-242, BIOS-251, BIOS-252, BIOS-255, BIOS-256, CHEM-120, MATH-114N or MATH-105N, NR-103, NR-222

NOTE: California residents only.

NR-283: Pathophysiology

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

Select pathophysiologic processes of disease, clinical manifestations, complications and variations in wellness will be explored. Environmental and lifestyle influences are examined as well as other risks and influences on pathophysiological processes.

Prerequisites: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-105N or MATH-114N

NR-293: Pharmacology for Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course introduces a comprehensive approach to the clinical aspects of drug therapy, which are emphasized through the use of the nursing process, life span implications and basic principles of pharmacology. The course content includes several classifications of commonly prescribed medications, as well as selected complementary and alternative drugs. Within each classification, representative or prototype drugs are selected for study in terms of their mechanisms of action and therapeutic uses. Students apply knowledge of pharmacological concepts in the context of safe and effective nursing practice, which include methods of administration, safe dosage, side and adverse effects of medications, nursing implications and medication teaching.

Prerequisites: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-105 or MATH-114, NR-283

NR-295: Path/Pharm for Military

Contact Hours: Lecture - 64, Lab - 0, Clinical - 0

Semester Hours: Theory 4

This course, designed for the Military to BSN student, focuses on the biologic alterations that lead to or result from disease processes, the clinical manifestations and the pharmacologic and complementary alternative therapies used in treatment. The course builds on knowledge of anatomy and physiology with emphasis on deviation that threaten homeostasis.

Prerequisites: Admission to the Military to BSN degree option (BIOS-251; BIOS-252; BIOS-255; BIOS-256; BIOS-242; CHEM-120; ENG-147N; MATH-114N); NR-110

Effective November 2022 – Prerequisites: Admission to the Military to BSN degree option (BIOS-251; BIOS-252; BIOS-255; BIOS-256; BIOS-242; CHEM-120; ENG-148N; MATH-105N or MATH-114N); NR-110

NR-299: Foundations of Clinical Practice for Military

Contact Hours: Lecture - 48, Lab - 0, Clinical - 96

Semester Hours: Theory 3, Clinical 2

This course, designed for the military-to-BSN student, bridges previously gained healthcare knowledge, skills and abilities of the Veteran student to the current role of the professional nurse. Course includes didactic, laboratory and clinical experiences focused on nursing process, health assessment, theories related to health promotion and disease prevention, health considerations

in the older adult, professional role and standards of practice.

Prerequisites: Admission to the Military to BSN degree option (BIOS-251; BIOS-252; BIOS-255; BIOS-256; BIOS-242; CHEM-120; ENG-147N; MATH-114N); PSYC-290N; NR-110; NR-295

Effective November 2022 – Prerequisites: Admission to the Military to BSN degree option (BIOS-251; BIOS-252; BIOS-255; BIOS-256; BIOS-242; CHEM-120; ENG-148N; MATH-105N or MATH-114N); PSYC-290N; NR-110; NR-295

NR-300A: Directed Independent Study

Contact Hours: Lecture - 16, Lab - 0, Clinical - 0

Semester Hours: Theory 1

This course connects academic learning with service to the community. The focus is on addressing real-world problems, related to a designated subject of professional interest in the community. Students actively participate in planning and executing this learning experience. Caring for others, health promotion and prevention, professional development and self-reflection are emphasized. Students select an agency from the approved list of agencies or identify an agency for faculty approval, prior to beginning the course.

Prerequisites: NR-224, NR-226, NR-302 and NR-304 or NR-306, NR-324, NR-325

NOTE: In California, this course is not available to meet required curriculum content, such as pharmacology.

NR-300B: Directed Independent Study

Contact Hours: Lecture - 32, Lab - 0, Clinical - 0

Semester Hours: Theory 2

This course connects academic learning with service to the community. The focus is on addressing real-world problems, related to a designated subject of professional interest in the community. Students actively participate in planning and executing this learning experience. Caring for others, health promotion and prevention, professional development and self-reflection are emphasized. Students select an agency from the approved list of agencies or identify an agency for faculty approval, prior to beginning the course.

Prerequisites: NR-224, NR-226, NR-302 and NR-304 or NR-306, NR-324, NR-325

NOTE: In California, this course is not available to meet required curriculum content, such as pharmacology.

NR-300C: Directed Independent Study

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course connects academic learning with service to the community. The focus is on addressing real-world problems, related to a designated subject of professional interest in the community. Students actively participate in planning and executing this learning experience. Caring for others, health promotion and prevention, professional development and self-reflection are emphasized. Students select an agency from the approved list of agencies or identify an agency for faculty approval, prior to beginning the course.

Prerequisites: NR-224, NR-226, NR-302 and NR-304 or NR-306, NR-324, NR-325

NOTE: In California, this course is not available to meet required curriculum content, such as pharmacology.

NR-302: Health Assessment I

Contact Hours: Lecture - 24, Lab - 16, Clinical - 0

Semester Hours: Theory 1.5, Lab .5

This course, part one of a two-part course, introduces the student to principles and techniques of nursing assessment, focusing on patient history taking, interview and communication techniques and techniques of inspection, palpation, percussion and auscultation. The role of the nurse in obtaining comprehensive health assessments, including attributes of physical, psychosocial, developmental, cultural and spiritual functioning

is discussed. Application of assessment findings to clinical decision making is addressed. The laboratory component is designed to promote cognitive and psychomotor skills necessary to assess the integumentary, head and neck, lymphatics, respiratory and cardiovascular systems.

Practice of assessment techniques occurs through experiential learning.

Prerequisites: BIOS-242, BIOS-251, BIOS-252, BIOS-255, BIOS-256, CHEM-120, MATH-105N or MATH-114N, NR-103, NR-222

NR-304: Health Assessment II

Contact Hours: Lecture - 24, Lab - 16, Clinical - 0

Semester Hours: Theory 1.5, Lab .5

This course, part two of a two-part course, examines the principles and techniques of nursing assessment, focusing on utilization of assessment findings in clinical decision making. Participants learn to identify teaching and learning needs from a comprehensive assessment and health history. Professional responsibilities in conducting a comprehensive assessment and documenting assessment findings are addressed. The laboratory component is designed to continue promotion of the cognitive and psychomotor skills

necessary to assess the peripheral vascular, abdominal/gastrointestinal, musculoskeletal, neurological and male and female genitourinary systems (including breast). Practice of comprehensive assessment techniques occurs through experiential learning.

Prerequisites: BIOS-242, BIOS-251, BIOS-252, BIOS-255, BIOS-256, CHEM-120, MATH-105N or MATH-114N, NR-103, NR-222, NR-283, NR-302

NR-305: Health Assessment for the Practicing RN

Contact Hours: Lecture - 64, Lab - 0, Clinical - 0

Semester Hours: Theory 4

This course, for RN to BSN option students, builds upon students' existing knowledge of nursing assessment. Students explore current and innovative techniques for assessing an individual's physical, psychosocial, cultural and spiritual needs. The use of assessment findings for clinical decision making and the creation of individualized patient teaching plans is discussed throughout the course.

Prerequisites: NR-351, NR-361

NR-306: Health Assessment

Contact Hours: Lecture - 48, Lab - 32, Clinical - 0

Semester Hours: Theory 3, Lab 1

This course examines the principles and techniques of nursing assessment focusing on patient history taking, interview and communication techniques and techniques of inspection, palpation, percussion and auscultation. Application of assessment findings to clinical decision making is addressed. The role of the nurse in obtaining comprehensive health assessment, including attributes of physical, psychosocial, developmental, cultural and spiritual functioning is discussed. Participants learn to identify teaching and learning needs from a comprehensive assessment and health history. The laboratory component is designed to promote cognitive and psychomotor comprehensive assessment skills. Practice of comprehensive assessment techniques occurs through experiential learning.

Prerequisites: BIOS-242, BIOS-251, BIOS-252, BIOS-255, BIOS-256, CHEM-120, MATH-105N or MATH-114N, NR-103, NR-222, NR-283

NOTE: For pre-licensure BSN online option students only who were admitted prior to July 2024.

NR-307A: Advancing Equity, Inclusion, and Diversity in Healthcare

Contact Hours: Lecture - 16, Lab - 0, Clinical - 0

Semester Hours: 1

This course is designed to provide nurses with the knowledge, skills, and tools necessary to create a more equitable, diverse, and inclusive healthcare environment. Students will learn about the various dimensions of diversity and explore the ways in which social and structural determinants of health and systemic inequities can impact patient care and outcomes. Students will have the opportunity to examine their own biases and how they may impact their interactions with patients and colleagues. Students will learn strategies for mitigating bias and promoting health equity to reduce disparities in health outcomes.

Prerequisite: None

NR-307B: Advancing Equity, Inclusion, and Diversity in Healthcare

Contact Hours: Lecture - 32, Lab - 0, Clinical - 0

Semester Hours: 2

This course is designed to provide nurses with the knowledge, skills, and tools necessary to create a more equitable, diverse, and inclusive healthcare environment. Students will learn about the various dimensions of diversity and explore the ways in which social and structural determinants of health and systemic inequities can impact patient care and outcomes. Students will have the opportunity to examine their own biases and how they may impact their interactions with patients and colleagues. Students will learn strategies for mitigating bias and promoting health equity to reduce disparities in health outcomes.

Prerequisite: None

NR-307C: Advancing Equity, Inclusion, and Diversity in Healthcare

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: 3

This course is designed to provide nurses with the knowledge, skills, and tools necessary to create a more equitable, diverse, and inclusive healthcare environment. Students will learn about the various dimensions of diversity and explore the ways in which social and structural determinants of health and systemic inequities can impact patient care and outcomes. Students will have the opportunity to examine their own biases and how they may impact their interactions with patients and colleagues. Students will learn strategies for mitigating bias and promoting health equity to reduce disparities in health outcomes.

Prerequisite: None

NR-324: Adult Health I

Contact Hours: Lecture - 48, Lab - 0, Clinical - 96

Semester Hours: Theory 3, Clinical 2

The focus of this course is on the needs of adult patients and their families in relation to health promotion and management of conditions that require acute and chronic care. The nursing process is used in the discussion of health alterations affecting selected life processes. Students continue their professional skill development as members of the health team. A variety of populations and settings are used in the experiential learning component of this course.

Prerequisites: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114N, NR-226, NR-283, NR-304 or NR-306

NOTE: NR-304 may be taken as a corequisite for students who pass the LPN Proficiency.

Prerequisite(s) Military to BSN degree option: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114N, NR-295, NR-299 Corequisite: NR-293 and PSYC-290N

NR-325: Adult Health II

Contact Hours: Lecture - 48, Lab - 0, Clinical - 96

Semester Hours: Theory 3, Clinical 2

This course focuses on alterations in life processes, including the effect on the patient's family. The nursing process is used to make clinical decisions and foster health restoration and maintenance. Emphasis on discharge planning is included. A variety of populations and settings are used in the experiential learning component of this course.

Prerequisites: NR-293, NR-324, PSYC-290N

Prerequisite(s) Military to BSN degree option: NR-295, NR-324, PSYC-290N

NR-326: Mental Health Nursing

Contact Hours: Lecture - 48, Lab - 0, Clinical - 48

Semester Hours: Theory 3, Clinical 1

Emphasis is on the dynamics of an individual's ability to function in society. The course focuses on content relative to anxiety, self concept, thought disorders, mood alterations, addictive behaviors, organic brain dysfunction, abuse and violence issues. It also incorporates health promotion and wellness issues such as stress management and personal growth. Therapeutic communication techniques, individual and group therapy practices and community mental-health resources are also incorporated. A variety of population and settings are used in the experiential learning component of this course.

Prerequisites: NR-293, NR-325 or NR-330, PSYC-290N

Prerequisite(s) Military to BSN degree option: NR-295, NR-325, PSYC-290N

Prerequisite(s) LVN 30 Unit Option: NR-329

NR-327: Maternal-Child Nursing

Contact Hours: Lecture - 48, Lab - 0, Clinical - 48

Semester Hours: Theory 3, Clinical 1

This course focuses on family-centered approaches to maternal/newborn care and incorporates health promotion and wellness issues. The childbearing cycle, including normal experience, high-risk factors, complications and alterations are studied. Additional women's health issues are included. A variety of populations and settings are used in the experiential learning component of this course.

Prerequisites: NR-293, NR-325 or NR-330, PSYC-290N

Prerequisite(s) Military to BSN degree option: NR-295, NR-325, PSYC-290N

NR-328: Pediatric Nursing

Contact Hours: Lecture - 48, Lab - 0, Clinical - 48

Semester Hours: Theory 3, Clinical 1

Family-Centered care of children is the focus of this course, exploring issues of normal child care as well as health alterations of children from infancy through adolescence. Students participate as members of the multidisciplinary health team to provide health promotion, illness prevention, health restoration and maintenance and rehabilitative care to children and families. A variety of population and settings are used in the experiential learning component of this course.

Prerequisites: NR-293, NR-325 or NR-330, PSYC-290N

Prerequisite(s) Military to BSN degree option: NR-295, NR-325, PSYC-290N

NR-329: Adult Health I

Contact Hours: Lecture - 48, Lab - 0, Clinical - 144

Semester Hours: Theory 3, Clinical 3

The focus of this course is on the needs of adult patients and their families in relation to health promotion and management of conditions that require acute and chronic care. The nursing process is used in the discussion of health alterations affecting selected life processes. Students continue their professional skill development as members of the health team. A variety of populations and settings are used in the experiential learning component of this course.

Prerequisites: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-105N or MATH-114N, NR-226, NR-283, NR-304, NR-306

NOTE: NR-304 may be taken as a corequisite for students who pass the LPN Proficiency.

Corequisites: NR-293 and PSYC-290

Prerequisite(s) LVN 30 Unit Option: None

NOTE: California residents only.

NR-330: Adult Health II

Contact Hours: Lecture - 48, Lab - 0, Clinical - 144

Semester Hours: Theory 3, Clinical 3

This course focuses on alterations in life processes, including the effect on the patient's family. The nursing process is used to make clinical decisions and foster health restoration and maintenance. Emphasis on discharge planning is included. A variety of populations and settings are used in the experiential learning component of this course.

Prerequisites: NR-293, NR-329, PSYC-290N

NOTE: California residents only.

NR-341: Complex Adult Health

Contact Hours: Lecture - 48, Lab - 0, Clinical - 48

Semester Hours: Theory 3, Clinical 1

Adult patients with unstable emergent critical illnesses are the focus of this course. Students integrate nursing, technological and scientific knowledge with clinical judgment to potentiate optimal health with a diverse patient population. Students utilize comprehensive assessment techniques, advanced nursing skills and multiple nursing modalities to maximize optimal health. A variety of population and settings are used in the experiential learning component of this course.

Prerequisites: NR-283, NR-293, NR-325, PSYC-290N

Prerequisite(s) Military to BSN degree option: NR-295, NR-325, PSYC-290N

Prerequisite(s) LVN 30 Unit Option: NR-326, NR-329

NR-342: Complex Adult Health

Contact Hours: Lecture - 48, Lab - 0, Clinical - 96

Semester Hours: Theory 3, Clinical 2

Adult patients with unstable emergent critical illnesses are the focus of this course. Students integrate nursing, technological and scientific knowledge with clinical judgment to potentiate optimal health with a diverse patient population. Students utilize comprehensive assessment techniques, advanced nursing skills and multiple nursing modalities to maximize optimal health. A variety of population and settings are used in the experiential learning component of this course.

Prerequisites: NR-283, NR-293, NR-330, PSYC-290N

Prerequisite(s) Military to BSN degree option: NR-295, NR-325, PSYC-290N

NOTE: California residents only.

NR-351: Foundational Concepts for the Practicing RN

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course introduces the RN student to the knowledge, skills, attitudes, theory and roles of the professional nurse in the context of contemporary and future professional nursing practice. This course provides the student with opportunities to demonstrate skills for success as an online RN to BSN student.

Prerequisite: Admission into the RN to BSN option

NR-360: Information Systems in Healthcare

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

The use of electronic databases for clinical practice is the focus of this course. Skills for asking clinical questions and finding the best evidence to answer the questions are developed.

Prerequisite: None

NR-361: RN Information Systems in Healthcare

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

The focus of this course is the understanding of health information systems to ethically manage data, information, knowledge and technology to communicate effectively; provide safe and effective patient care; and utilize appropriate databases to search for evidence-based on research

to enhance the quality of patient care and inform practice decisions.

Development of competencies in using patient care technologies and information management systems is emphasized.

Corequisite: NR-351

NR-393: Nursing History

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course will explore nursing history from the early years to the current century. Students will explore historical events and persons while considering the impact on today's professional nursing practice.

Corequisite: NR-351

NR-394: Transcultural Nursing

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course will present theories, concepts, beliefs related to transcultural nursing. The influence of culture on individuals across the lifespan, groups and communities will be examined. The impact of global nursing on healthcare delivery systems will be explored.

Corequisite: NR-351

NR-395: Ethics, Integrity, and Professional Nursing Trends

Contact Hours: Lecture - 16, Lab - 0, Clinical - 0

Semester Hours: Theory 1

This course asks students to explore current trends in professional nursing related to integrity, professional behavior, ethical issues in today's healthcare environment related to the professional nurse role, and responsible communication related to technology.

Prerequisite: Admission into the RN to BSN Option

NR-435: Community Health Nursing II

Contact Hours: Lecture - 48, Lab - 0, Clinical - 96

Semester Hours: Theory 3, Clinical 2

Theory and concepts of community/public/global health utilizing levels of prevention are presented. The role of the Community Health Nurse (CHN) in determining predictive factors, including the social determinants of health (SDoH) that influence health will be explored.

This course will investigate the needs of aggregates in the community setting, including promoting health and preventing illness; planning for disasters; addressing environmental health problems; and managing information and communication technology. Planning, organization, and delivery of services for populations at risk are tied to Healthy People goals with an introduction to political and sociocultural aspects of community, demographic, and epidemiological methods. Communication, collaboration, and teamwork strategies will be explored along with application of evidence-based practice. This course includes a community health nursing practicum with an approved site and preceptor.

Prerequisites: NR-305, NR-351, NR-361

NR-436: Community, Public, and Population Health Nursing

Contact Hours: Lecture - 48, Lab - 0, Clinical - 48

Semester Hours: Theory 3, Clinical 1

Theory and concepts of community/public/global health utilizing levels of prevention are presented. The role of the Community Health Nurse (CHN) in determining predictive factors including the social determinants of health (SDoH) that influence health will be explored. This course will investigate the needs of aggregates in the community setting, including promoting health and preventing illness; planning for disasters; addressing environmental health problems; and managing information and communication technology. Planning, organization, and delivery of services for populations at risk are tied to Healthy People goals with an introduction to political and sociocultural aspects of community, demographic, and epidemiological methods. Communication, collaboration, and teamwork strategies will be explored along with application of evidence-based practice. This course includes mentored clinical experiences in community settings for students to assist in applying community-health principles and implementing relevant concepts in non-acute care settings.

Prerequisites: NR-305, NR-351, NR-361

NR-439: RN Evidence-Based Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

The research process and its contributions to the professional nursing practice are explored. The skills related to asking research questions and searching for best evidence are reviewed. The skills related to reading published research findings with understanding and using best evidence as the basis for professional nursing practice are developed.

Prerequisites: MATH-225N, NR-305, NR-351, NR-361, NR-447, NR-435 or NR-436

Corequisite: NR-451

NR-441: Community Health Nursing - Global

Contact Hours: Lecture - 32, Lab - 0, Clinical - 96

Semester Hours: Theory 2, Clinical 2

Theory and concepts of community/public/global health utilizing levels of prevention are presented in this course. The public/community health nurse's role as a partner with the community to shape conditions supportive of health is emphasized through application of the nursing process, beginning with the assessment of the community's health, wellness needs and available resources. Planning, organization and delivery of service for populations at-risk are tied to Healthy People goals with an introduction to political and sociocultural aspects of community, demographic and epidemiological methods. Clinical experiences for students assist them in applying community-health principles and implementing relevant concepts through a global immersion experience in a variety of healthcare settings.

Prerequisite: NR-325 or RN license and permission from the professor of International and Multicultural Studies

NR-442: Community Health Nursing

Contact Hours: Lecture - 32, Lab - 0, Clinical - 96

Semester Hours: Theory 2, Clinical 2

Theory and concepts of community/public/global health utilizing levels of prevention are presented in this course. The public/community health nurse's role as a partner with the community to shape conditions supportive of health is emphasized through application of the nursing process, beginning with the assessment of the community's health, wellness needs and available resources. Planning, organization and delivery of service for populations at-risk are tied to Healthy People goals with an introduction to political and sociocultural aspects of community, demographic and epidemiological methods. A variety of populations and settings are used in the experiential learning component of this course. Prerequisite: All 300 level nursing courses, except NR-341

NR-444: Community Health Nursing

Contact Hours: Lecture - 32, Lab - 0, Clinical - 144

Semester Hours: Theory 2, Clinical 3

Theory and concepts of community/public/global health utilizing levels of prevention are presented. The public/community health nurse's role as a partner with the community to shape conditions supportive of health is emphasized through application of the nursing process, beginning with the assessment of the community's health, wellness needs and available resources. Planning, organization and delivery of services for populations at-risk are tied to Healthy People goals, with an introduction to political and sociocultural aspects of community, demographic and epidemiological methods. A variety of populations and settings are used in the experiential learning component of this course.

Prerequisite: All 300 level courses, except NR-342

NOTE: California residents only.

NR-446: Collaborative Healthcare

Contact Hours: Lecture - 32, Lab - 0, Clinical - 96

Semester Hours: Theory 2, Clinical 2

This course is designed to expand the scope of the nursing practice for senior nursing students. Course and clinical activities provided to traditional students focus on leadership and management aspects of the professional nurse. The emphasis is on the role of the nurse in providing nursing care within the healthcare setting. A variety of populations and settings are used in the experiential learning component of this course. Prerequisite(s): All Nursing Courses

NR-447: Collaborative Leadership in Healthcare

Contact Hours: Lecture - 64, Lab - 0, Clinical - 0

Semester Hours: Theory 4

This course, for RN to BSN option students, is designed to expand the scope of nursing practice. The course and the selected collaborative learning activities provided to RN to BSN option students, focuses on leadership and management aspects of the professional nurse. The emphasis is on the role of the nurse in providing nursing care within the healthcare setting.

Prerequisites: NR-351, NR-361

NR-447M: Collaborative Leadership in Healthcare

Contact Hours: Lecture - 60.8, Lab - 0, Clinical - 9.6

Semester Hours: Theory 3.8, Clinical .2

This course, for RN to BSN option students, is designed to expand the scope of nursing practice. The course and the selected collaborative learning activities provided to RN to BSN option students, focuses on leadership and management aspects of the professional nurse. The emphasis is on the role of the nurse in providing nursing care within the healthcare setting. This course provides experiential learning activities with a self-identified mentor.

Prerequisite: NR-351, NR-361

NOTE: Washington residents only

NR-449: Evidence Based Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

The research process and its contributions to professional nursing practice are explored. The skills related to reading published research findings with understanding and using best evidence as the basis for professional nursing practice are developed.

Prerequisite: MATH-225N

NR-451: RN Capstone Course

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

Specifically for RN to BSN option students, this is a synthesis course and requires senior students to demonstrate mastery of skills learned in general education as well as nursing courses. Special emphasis is placed on the implementation of change in response to identification of needs/problems in selected healthcare settings. The major assignment is an evidence-based project that grows out of the student's interest in specific patient populations, professional nursing roles, and/or healthcare settings.

Prerequisites: NR-305, NR-351, NR-361, NR-447, NR-435 or NR-436

Corequisite: NR-439

NR-452: Capstone Course

Contact Hours: Lecture - 32, Lab - 0, Clinical - 48

Semester Hours: Theory 2, Clinical 1

This synthesis course requires seniors to demonstrate mastery of knowledge learned in liberal arts and sciences as well as nursing courses. The course facilitates the student's transition into professional nursing through an exploration of trends and issues in professional nursing and participation in experiential-based nursing experiences. This culminating clinical practicum focuses on refining skills in the delivery and management of nursing care within the context of legal, ethical, and evidence-based practice. A comprehensive nursing program review is embedded in this course to support mastery of essential nursing content for beginning practice as a registered nurse. A variety of populations and settings are used in the experiential learning component of this course.

Prerequisite: Successful completion of all other nursing courses.

NR-453: Capstone Course

Contact Hours: Lecture - 32, Lab - 0, Clinical - 96

Semester Hours: Theory 2, Clinical 2

This synthesis course requires seniors to demonstrate mastery of knowledge learned in general education as well as nursing courses. The course facilitates the student's transition into professional nursing through an exploration of trends and issues in professional nursing and participation in experiential-based nursing experiences. This culminating clinical practicum focuses on refining skills in the delivery and management of nursing care within the context of legal, ethical and evidence-based practice. A comprehensive nursing program review is embedded in this course to support mastery of essential nursing content for beginning practice as a registered nurse. A variety of populations and settings are used in the experiential learning component of this course.

Prerequisite: Successful completion of all other nursing courses

NOTE: California residents only.

PHIL-Philosophy (PHIL)

PHIL-347N: Critical Reasoning

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This writing-intensive course introduces practical and theoretical contexts of logical argument as well as critical reading and reasoning. Students apply information analysis and problem-solving skills to define, convey and defend positions that influence decision-making. Students prepare a range of documents that reflect and/or incorporate principles of sound logic and reasoning.

Prerequisite: ENGL-148N

POLI-Political Science (POLI)

POLI-330N: Political Science

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course examines the structures of American government and explores how government, politics, and society are interconnected. Topics covered

in this class include political parties and campaigns, the presidency, courts, Congress, the Constitution and Federalism, public opinion and news media and their influence on the political process, domestic and foreign policy, public opinion, interest groups, and social movements. Students will also be required to examine their state constitution for core principles and how federal and state governments both play a key role in their lives as individual citizens.

Prerequisite: ENGL-148N

NOTE The state of Nevada requires students to meet its requirement for study of the Nevada and U.S. constitutions. The Political Science (POLI-330N) course fulfills this requirement.

PSYC-Psychology (PSYC)

PSYC-110N: Psychology

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course provides a foundation for understanding, predicting and directing behavior. Organized within a framework encompassing foundations, general topics and applications, the course provides an understanding of how psychological principles and concepts relate to professional and personal life. Topics include learning, attitude formation, personality, social influence, dynamics of communication, conflict resolution, motivation, leadership and group roles and processes.

Prerequisite: None

PSYC-290N: Lifespan Development

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In the context of a general introduction to psychology and the social sciences, this course explores human development across the life span. Topics include physical, cognitive, psychological, social and moral development of infants, children, adolescents and adults. Coursework also addresses developmental theories, motivation, personality development, culture, and general psychological theories and principles.

Prerequisite: PSYC-110N or SOCS-185N

PSYC-305N: Motivation and Leadership

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course focuses on human motivation and leadership skills required to effectively manage groups and individuals. Topics include basic motivation principles, leadership styles, workplace stress and conflict and the dynamics of group development.

Prerequisites: ENGL-148N, PSYC-110N or SOCS-185N

SOCS-Social Sciences (SOCS)

SOCS-185N: Culture and Society

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course explores the role of culture in social organizations. Social institutions and the issues of race and gender within social structures are analyzed in the context of multicultural societies and increasing global interaction. Basic sociological principles and research findings are used to support analysis of cultural and social issues.

Prerequisite: None

UNIV-University Seminar (UNIV)

UNIV-101: University Seminar

Contact Hours: Lecture -1 Lab - 0 Clinical -0

Semester Hours: 1

This course is intended to provide foundational content essential for success in prelicensure undergraduate studies. The course employs a personalized learning approach for students to demonstrate competency in reading, quantitative reasoning and scientific knowledge.

UNIV-101A: University Seminar 1A

Contact Hours: Lecture -16 Lab - 0 Clinical -0

Semester Hours: 1

This course is intended to provide foundational content essential for success in prelicensure undergraduate studies. The course employs a personalized learning approach for students to demonstrate competency in reading, quantitative reasoning, and scientific knowledge.

UNIV-101B: University Seminar 1B

Contact Hours: Lecture -16 Lab - 0 Clinical -0

Semester Hours: 1

This course is intended to provide foundational content essential for success in prelicensure undergraduate studies. The course employs a personalized learning approach for students to demonstrate competency in biochemistry and anatomy & physiology concepts related to success in their future nursing courses.

Graduate Courses

M

- MPH-Public Health (MPH)
- MSW-Social Work (MSW)

N

- NR-Nursing (NR)

P

- PA-Physician Assistant (PA)

MPH-Public Health (MPH)

MPH-500: Introduction to Public Health Systems, Organizations, & Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This survey course introduces public health concepts and practice. Students examine the origin and development of the modern public health system and the relationship of public health to the overall healthcare system. The philosophy, purpose, essential dimensions, critical issues, and values related to public health practice are also explored and discussed. This course is the first required course in the MPH program.

Prerequisite: MPH-598

For Provisional Acceptance to the MPH degree or MPH Certificate program students must take MPH-598 and MPH-599 prior to enrolling in MPH-500.

Corequisites: Acceptance to the MPH degree program or the MPH Certificate program and MPH-598

MPH-503: Advocacy in Public Health Policy and Law

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course examines the impacts of economics, ethics, legal issues, political science, management, communications and technology on public health policymaking. Students explore contemporary issues in health policy through review of U.S. health policy development and factors that affect future health policy initiatives. Students are challenged to think systematically and critically about these issues and about various methods available to policymakers to improve the U.S. healthcare system.

Prerequisites (students enrolled prior to May 2021): MPH-500, MPH-501, MPH-502, MPH-505, MPH-506, MPH-509

Prerequisites (effective May 2021): MPH-500, MPH-505, MPH-506, MPH-509, MPH-515, MPH-516 Master of Social Work (MSW) degree program Prerequisites: MSW-506 or admission to the Advanced Standing Option

MPH-504: Cultural Competency and Global Public Health

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course explores global and international dimensions of public health. Students consider epidemiological, political, behavioral, sociological, cultural and medical aspects associated with variations in health and disease of individuals and populations. Coursework examines a range of public health issues for developing countries and for affluent industrialized societies, and population-based public health approaches used in solving global health issues are introduced. In addition, students will examine assumptions made about their cultural competency and how to work with populations who might share different values than their own.

Prerequisites (students enrolled prior to May 2021): MPH-500, MPH-503, MPH-505, MPH-506, MPH-509, MPH-515, MPH-516

Prerequisites (effective May 2021): MPH-500, MPH-503, MPH-505, MPH-506, MPH-509, MPH-515, MPH-516

Master of Social Work (MSW) degree program Prerequisites: None

MPH-505: Public Health Communication and Behavioral Health Theories

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course introduces concepts related to global health promotion and public health education. Students examine common behavioral and social

science theories used in health communication, education and health promotion. Coursework examines various settings, roles and agencies for

promoting health as well as effective program designs used in community, school, worksite, and healthcare settings.

Prerequisite: MPH-500

MPH-506: Environmental Health in Public Health

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

The course addresses factors associated with biological, physical and chemical environmental health issues. Students examine interaction among individuals, communities and the environment, the potential health impact of environmental agents and specific applications of environmental health policies and practices. Also examined are approaches for assessing, preventing, and controlling environmental health hazards, as well as regulatory programs that control environmental health issues.

Prerequisites (students enrolled prior to May 2021): MPH-500, MPH-501, MPH-502, MPH-505, MPH-509

Prerequisites (effective May 2021): MPH-500, MPH-505, MPH-509, MPH-515 and MPH-516

MPH-507: Public Health Program Planning and Evaluation

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, students consider methods for identifying population-based needs as a foundation for program planning and evaluation. Topics include public health intervention, needs-based program development and program marketing and evaluation. Students consider emerging priorities in health promotion programs, including disabilities, workplace issues, equity and counter marketing. They also explore leadership competencies needed for developing successful health promotion programs and apply methods for evaluating public health program effectiveness.

Prerequisites (students enrolled prior to May 2021): MPH-500, MPH-501, MPH-502, MPH-503, MPH-504, MPH-505, MPH-506, MPH-509 Prerequisite (effective May 2021): MPH-500, MPH-503, MPH-504, MPH-505, MPH-506, MPH-509, MPH-515, MPH-516

MPH-508: Leadership and Administration in Public Health Systems

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

Using a systems thinking approach, this course will focus on preparing students to develop entry-level competencies in public health management, leadership and administration. Topics will include leadership, mission and vision definition, quality improvement, strategic planning and marketing, and other emerging topics necessary for the effective delivery and administration of public health services.

Prerequisites (students enrolled prior to May 2021): MPH-500, MPH-501, MPH-502, MPH-503, MPH-504, MPH-505, MPH-506, MPH-507, MPH-509

Prerequisites (effective May 2021): MPH-500, MPH-503, MPH-504, MPH-505, MPH-506, MPH-507, MPH-509, MPH-515, MPH-516

MPH-509: Community-Based Participatory Research

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course covers techniques used in community-based research for investigating public health issues. Students learn about qualitative research methods, become informed consumers of health research and become able to participate in needs assessments, program evaluations and other applied public health research.

Prerequisites (students enrolled prior to May 2021): MPH-500, MPH-501, MPH-502, MPH-505

Prerequisites (effective May 2021): MPH-500, MPH-505, MPH-515, MPH-516

MPH-515: Epidemiology and Biostatistics for Public Health Application I

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course introduces basic principles of epidemiology and biostatistics and their application in assessing and addressing current public health issues. Students will draw inferences; apply findings to prevent or control health-related events; and explore concepts such as sampling, exploratory data analysis, prevalence, incidence, risk, and frequency distribution. Types of studies (i.e., quantitative, qualitative, mixed, observational, experimental, cohort, case, and more), biases, and appropriate use of these studies will also be explored and applied. The course will interweave the concepts of behavioral and social issues, social responsibility, policy, policy-making, and ethical and legal principles related to collecting, maintaining, using, and disseminating data.

Prerequisites: MPH-500, MPH-505, MPH-598

MPH-516: Epidemiology and Biostatistics for Public Health Application II

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course will be a continuation of epidemiological and biostatistical principles, case studies and exercises. Students will continue in this course to draw inferences; apply findings to prevent or control health-related events. Hypothesis development and data testing (i.e., T-tests, ANOVA, regression analysis, and more) will be explored and utilized through the use of statistical software and in the context of application to real-life scenarios. The course will also include discussions and work related to disease association, infectious disease, disease prevention, policy making, behavioral epidemiology, and special studies related to health disorders. The course will also interweave the concepts of ethical and legal principles related to collecting, maintaining, using, and disseminating data.

Prerequisites: MPH-500, MPH-505, MPH-515, MPH-598

MPH-598: Student Success and Self-Care

Contact Hours: Lecture - 16, Lab - 0, Clinical - 0

Semester Hours: Theory 1

This introduction course is required to be taken by all MPH students. The focus of this course is to orient students to graduate studies at Chamberlain Care® and explore how it is integral to their success as a student in the MPH program. In addition, this course introduces students to self-care and the importance of maintaining a healthy school/work/family balance. Finally, this course is designed to help MPH students learn and improve skills and strategies that are essential to their academic success.

Prerequisite: None

MPH-599: Professional Writing

Contact Hours: Lecture - 16, Lab - 0, Clinical - 0

Semester Hours: Theory 1

This course is a pre-requisite course for students wishing to enroll in MPH-500. It is designed to reorient students with the basic elements of writing expected at the graduate level with a primary focus on APA, scholarly tone, sentence structure, grammar, composition, and plagiarism. This course requires students to do proactive brainstorming, free-writing, sentence construction (in the context of short writing assignments), paragraph construction, the organization of ideas, and the several types of purposes of, and audiences for, general essays. Students will build on these basic skills by planning, writing, and revising essays, and experiencing writing and reading as a multi-step process. In addition, students will also learn the process and value of peer-to-peer editing. Through activities, application, and reflection, the materials covered in this course will support students as they progress through the MPH program.

Prerequisite: Provisional Acceptance to the MPH degree or the MPH Certificate program
Corequisite: MPH-598

MPH-610: Integrative Learning Experience (ILE) and Applied Practice Experience (APE) I

Contact Hours: Lecture - 0, Lab - 0, Clinical - 72

Semester Hours: Theory 6

In this course, the student begins an applied practice experience (APE) in public health, designed to broaden perspectives and support the integration of knowledge gained throughout the MPH curriculum. In collaboration with a community preceptor, the APE helps students to apply public health competencies, gain valuable work experience, and cultivate professionalism. The student will complete a total of 72 contact hours during the APE. Through case studies and research methodology, this course will allow the student to demonstrate application, integration and synthesis of foundational and concentration public health competencies. The student begins a scholarly project involving critical analysis of a public health problem using a population-based approach. The student will also begin development of a high-quality written product and two practice-based public health deliverables (to meet the needs of the APE site) that evidence public health knowledge, skills and integrative abilities. This 6-credit course includes 3.0 hours of theory and 3.0 hours of practicum.

Prerequisites (students enrolled prior to May 2021): MPH-500, MPH-501, MPH-502, MPH-503, MPH-504, MPH-505, MPH-506, MPH-507, MPH-508, MPH-509

Prerequisites (effective May 2021): MPH-500, MPH-503, MPH-504, MPH-505, MPH-506, MPH-507, MPH-508, MPH-509, MPH-515, MPH-516, MPH-598

MPH-620: Integrative Learning Experience (ILE) and Applied Practice Experience (APE) II

Contact Hours: Lecture - 0, Lab - 0, Clinical - 72

Semester Hours: Theory 6

In this course, the student continues an applied practice experience (APE) in public health, designed to broaden perspectives and support the integration of knowledge gained throughout the MPH curriculum. The student will complete a total of 72 contact hours during the APE. Through case studies and research methodology, the student continues to demonstrate application, integration and synthesis of foundational and concentration public health competencies. The student concludes the scholarly project culminating with the development of a high-quality written product and two practice-based public health deliverables (to meet the needs of the APE site) that evidence public health knowledge, skills and integrative abilities. The student will also present their high-quality written product and submit all course deliverables via their ePortfolio. This 6-credit course includes 3.0 hours of theory and 3.0 hours of practicum.

Prerequisites: MPH-500, MPH-503, MPH-504, MPH-505, MPH-506, MPH-507, MPH-508, MPH-509, MPH-515, MPH-516, MPH-598, MPH-610

MSW-Social Work (MSW)

MSW-500: Student Success and Self-Care

Contact Hours: Lecture - 16, Lab - 0, Clinical - 0

Semester Hours: Theory 1

This course is one of two introductory courses required to orient students to the MSW degree program. This holistic course introduces students to Chamberlain's mission of Chamberlain Care® and how it is integral to their success as a student in the MSW degree program. This course also introduces students to self-care and the importance of maintaining a healthy school/work/family balance. In addition, this course is designed to help students learn and improve skills and strategies that are essential to their academic success.

Prerequisite: None

MSW-501: Professional Writing

Contact Hours: Lecture - 16, Lab - 0, Clinical - 0

Semester Hours: Theory 1

This course is designed to reorient students to the basic elements of writing expected at the graduate level, with a primary focus on APA, scholarly tone, sentence structure, grammar, composition and avoiding plagiarism. This course requires students to practice brainstorming, free-writing, sentence construction (in the context of short writing assignments), paragraph construction, the organization of ideas and addressing the several types of, purposes of and audiences for general essays. Students will build on these basic skills by planning, writing and revising essays and experiencing writing and reading as a multi-step process. In addition, students will also learn the process and value of peer-to-peer editing. Through activities, application and reflection, the materials covered in this course will support and assist students as they progress through the MSW degree program. This course is graded on a satisfactory/unsatisfactory basis.

Prerequisite: None

MSW-504: Human Behavior in the Social Environment I

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course is one of two required to complete the human behavior series. This course provides a foundation for social work practice through an understanding of the major theories of individual and family functioning that encompasses biophysical, cognitive, emotional, social and spiritual dimensions. During this course, students will focus on the roles that culture and cultural identity play in human development within the context of diverse environmental factors. Students will learn the central concepts of theories that provide the basis for many assessment and intervention tools used in social work practice with individuals, families, groups, communities and organizations.

Prerequisite: MSW-501

MSW-505: Direct Practice I (Individuals and Families)

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course is one of two courses required to complete the direct practice series. This foundational course provides the basic knowledge and skills for MSW-512: Direct Practice II curriculum. Using a generalist practice perspective, this course introduces students to the basic principles of Motivational Interviewing (MI) and how it is applied to individuals and families. Essential values, concepts and ethical considerations as they pertain to generalist social work practice are explored.

Prerequisite: MSW-504

MSW-506: Policy I: Social Welfare and Social Policy

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course is one of two required to complete the policy series. This course provides students with a foundational understanding of social welfare policies and programs in the United States and the historical and contemporary forces that have shaped their development. In addition to providing students with a rich understanding of policy and policy reform, this course introduces students to core policy concepts and analytic skills needed to further the achievement of social work goals regarding social policies and programs. This course also reviews the development of the social work profession and its influence on social welfare policies through advocacy, social action, research and social reform.

Prerequisite: MSW-501

MSW-507: Research Methods and Applications

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course develops knowledge and skills needed for using research evidence to inform practice and policy. Topics covered include key research methods and statistics, program evaluation concepts and critical thinking skills related to making professional decisions about research information. Students develop experience in analyzing research and its use within specific practice contexts and with diverse individuals, families and communities.

Prerequisite: MSW-504

MSW-508: Foundation Field I

Contact Hours: Lecture - 16, Lab - 0, Clinical - 250

Semester Hours: Theory 4

During this first foundation course, students are expected to complete 250 hours of supervised fieldwork experience at an approved social work agency/organization. Students will apply general social work competencies to work with individuals, families, groups and communities. Fieldwork culminates with a student evaluation completed by the field instructor.

Prerequisites: MSW-504, MSW-505, MSW-506, MSW-511, MSW-512

MSW-509: Psychopathology

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This elective course covers the domain of psychopathology as it is represented in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders. This course is designed to provide students with extensive knowledge of psychological, emotional and mental illnesses within the context of pathology and persons in environment (PIE). Students will be educated about the types and causes of mental disorders, their assessment, treatment plans, referrals for services, prognosis, related research in psychotherapy and prevention. The legal, ethical, and cultural issues related to psychopathology, behavior of mental health professionals and society will be deliberated. Students will be prepared to engage in treatment planning through awareness and understanding of the most modern and accepted treatments for each major category of mental illness. Upon successful completion of the course, students will also be prepared to gather and analyze relevant information, make accurate diagnoses based upon that information, assess positive and negative factors affecting treatment decisions, develop an appropriate and contemporary treatment plan and present it in a form consistent with current practice in the mental health professions. Finally, students will be prepared for diagnosis and treatment planning activities appropriate to a variety of clinical settings.

Prerequisite: MSW-517

MSW-510: Foundation Field II

Contact Hours: Lecture - 16, Lab - 0, Clinical - 250

Semester Hours: Theory 4

During this second foundation course, students are expected to complete 250 hours of supervised fieldwork experience at an approved social work agency/organization. Students will apply general social work competencies to work with individuals, families, groups and communities. Fieldwork culminates with a student evaluation completed by the field instructor.

Prerequisites: MSW-504, MSW-505, MSW-506, MSW-508, MSW-511 and MSW-512

MSW-511: Social Work in a Multicultural Society

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This is a foundation course in which students engage in in-depth discussions and discourse in areas of race, ethnicity, socioeconomic status, class, culture, religion, gender, sexual orientation and power and privilege. Students will explore the meaning and value of such concepts as culture, ethnicity, bias and cultural competence as they relate to various psychological issues. While engaging in personal reflection and introspection, students will deconstruct the role of power and privilege and its impact on oppression and marginalization of clients and communities. At the completion of this course, students will understand the importance of social workers developing competence in providing evidence-based contextually and culturally relevant assessments and interventions for individuals, families, groups and communities.

Traditional Option Prerequisite: MSW-504

Advanced Standing Option Prerequisite: MSW-514

MSW-512: Direct Practice II

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course completes the direct practice sequence. This course exposes students to advanced principles of Motivational Interviewing (MI) and teaches students how to apply these principles to complex problems and scenarios involving, families, groups, communities and organizations. Students in this course will concentrate on the application of evidence-based practice theories and group work models consistent with MI and ecological perspectives. Using MI as its theoretical base, students will demonstrate clinical practice skills in the assessment, intervention and evaluation of family systems and groups. This course will focus on the influence of social work professional values in working with families and on group work practice. At the completion of this course, students will be prepared to demonstrate knowledge, values, skills and cognitive and affective processes relating to direct practice with families, groups, communities and organizations.

Students will complete an immersion experience at the end of this course.

Traditional Option Prerequisites: MSW-505

Advanced Standing Option Prerequisite: MSW-514

MSW-513: Policy II: Soc Pol & Soc Just

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course completes the policy sequence. This advanced course explores social legislation affecting disadvantaged persons, communities, families and systems. The course has two basic purposes. The first is to provide students with a historical and contemporary understanding of governmental policy and its relationship to poverty, oppression and social justice. The second aim is to develop an appreciation and understanding of the range of social work involvement in the policy/legislative process through advocacy and policy reform.

Traditional Option Prerequisite: MSW-506, MSW-510

Students electing to enroll in the Medical Social Work Track: MSW-504, MSW-505, MPH-503

Advanced Standing Option Prerequisite: MSW-514

MSW-514: Human Behavior in the Social Environment II

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This advanced course is designed to prepare students for clinical social work practice that reflects an advanced understanding of life-span development and socio-psychological identity development in individuals, families, groups and communities. Throughout this course, students will use their learning around life-span development and socio-psychological identity development to understand human behavior and, particularly, individual and family functioning within the environmental context. With an emphasis on ethical practice in social work, this course gives students the opportunity to use this information to inform their assessments, evaluations, interventions and advocacy for their clients.

Prerequisites: MSW-504 or admission to the Advanced Standing Option, MSW-510 for Traditional option students

MSW-515: Advanced Social Work Research

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This advanced course builds knowledge and skills for systematically evaluating programs and practice. It enhances effective and ethical social work practice by teaching skills necessary to design, implement, and empirically assess intervention with clients and programs. Previously acquired research knowledge is built upon for elaborating on the conceptual, methodological and administrative aspects of evaluation research. This course is designed to cover hypothesis testing in the behavioral sciences, building on concepts learned in a research methods course. The logic, assumptions, computation and interpretation of inferential statistics will be covered, including one-sample, related-samples, and independent-samples t-tests; one-way and two-way ANOVA; correlation and bivariate regression; and non-parametric procedures. In addition to the logic of hypothesis testing, this course will integrate SPSS as a tool for data management and hypothesis testing.

Traditional Option Prerequisite: MSW-507, MSW-510

Advanced Standing Option Prerequisites: MSW-514

MSW-516: Advanced Social Work Theory Across Systems

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This is a theory course designed to advance students' understanding of human development, family and family structure, aging and elder care, social issues such as addiction, mental illness, poverty and inequality, and policy development and analysis, inclusive of non-Western theoretical perspectives (e.g., African-Centered practice, global perspectives, etc.). This course is designed to increase students' awareness and use of research-supported theories of social work to guide their practice with all clients. The course will emphasize a strengths perspective of empowering vulnerable persons, groups and communities to address their needs.

Traditional Option Prerequisites: MSW-500, MSW-501, MSW-504, MSW-505, MSW-506, MSW-507, MSW-508, MSW-510, MSW-511, MSW-512

Advanced Standing Option Prerequisites: MSW-500, MSW-511, MSW-514

MSW-517: Advanced Social Work Practice Across Systems

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This is a practice course designed to introduce students to social work practice from non-Western traditions (e.g., African-Centered Practice, global perspectives, etc). Practice skills, methods and techniques from other countries, cultures and traditions will be explored and practiced in virtual role plays, case scenarios and through the immersion experience attached to the course. Non-Western traditional values that undergird practice approaches will be examined, applied, and compared to those learned in previous course work. The course will emphasize a strengths perspective to empower vulnerable persons, groups and communities to address their needs. Students will complete an immersion experience at the end of this course.

Traditional Option Prerequisite: MSW-500, MSW-501, MSW-504, MSW-505, MSW-506, MSW-507, MSW-508, MSW-510, MSW-511, MSW-512, MSW-514, MSW-515

Advanced Standing Option Prerequisite: MSW-500, MSW-511, MSW-514

MSW-520: International Social Work

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This elective course introduces students to social work globally and/or transnational work in the United States or abroad through an understanding of the major theories of individual and family functioning that encompass biophysical, cognitive, emotional, social and spiritual dimensions. Specific attention will be paid to the role that culture and cultural identity play in human development and contextual factors that define what is considered "normal" behavior. Students will be exposed to central concepts and core ideas of theories that provide the conceptual base for many tools of intervention utilized in international social work as well as with refugee, immigrant and migrant individuals and families at the local level. This course will also focus on international crises and responses caused by natural and human disasters. These include hurricanes, earthquakes, cyclones, mass shootings and terrorist attacks. Prerequisite: MSW-511

MSW-521: Social Work Response to Mass Violence and Disasters

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This elective course is designed to provide students with advanced learning opportunities intended to increase students' knowledge of how to apply different theories and intervention strategies to the social work assessment and response to mass violence and disaster. Crisis theory, used to guide crisis intervention and response to traumatic events, in addition to prevention and preparedness among diverse groups and communities, will be studied. Multiple conceptualizations of exposure to natural disasters will be discussed, ranging from acute to chronic, complex and long-term trauma reactions. The course will explore evidence-based interventions, controversies and emerging areas of practice with various populations who experience trauma across multiple settings. Larger social, cultural and political forces will be considered with regard to how they influence exposure, response and recovery from traumatic events. Prerequisite: MSW-511

MSW-524: Understanding Trauma

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this elective, students will learn the conceptualization of trauma from cognitive-behavioral, psychodynamic and attachment theory perspectives; neuroscience findings that explain the impact of trauma on brain development will be included. Students will be expected to differentiate between different types of trauma, to identify the impact of trauma on adults and to understand the role of gender, race, ethnicity and culture on individuals' responses to trauma. In the second part of the course, students learn to apply diagnosis, assessment, psychoeducation, stress management and affect regulation, and emotional processing (systematic desensitization, exposure, Eye Movement Desensitization and Reprocessing [EMDR], and narration) as core treatment components. The course will include the applications of trauma therapy to selected groups, including adult survivors of complex post-traumatic stress disorder (PTSD) such as sexual abuse, combat trauma, and survivors of acute incident trauma. Prerequisite: MSW-511

MSW-525: Trauma Treatment for Children and Adolescents

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This elective course will introduce students to the core concepts (general theory and foundational knowledge) that inform evidence-based assessment and intervention with children, adolescents and families who are traumatized. Trauma is broadly defined and includes children and adolescents exposed to traumatic events including, but not limited to, natural disasters, war, abuse and neglect, medical trauma and witnessing interpersonal crime (e.g., family violence, intimate partner violence) and other traumatic events from a domestic and international perspective. The course will highlight the role of development, culture and empirical evidence in trauma-specific interventions with children, adolescents and their families. It will address the level of functioning of primary care giving environments and assess the capacity of the community to facilitate restorative processes. Prerequisite: MSW-511

MSW-526: Mindfulness and Stress: Understanding the Breaking Points

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This elective course is a part of the trauma cluster and teaches students principles and techniques of mindfulness in a practice setting. Psychological, physiological and sociocultural aspects of stress will be taught in this advanced clinical methods course. In addition, traumatic stress, attachment behaviors and changes in brain structure will be addressed in the first part of this course. During the second part, selected stress management techniques will be explored cognitively and experientially. Prerequisite: MSW-511

MSW-528: Medical Social Work I

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This elective course is the first of the Medical Healthcare Cluster that students take to advance their skills, knowledge and understanding of medical social work. This course is designed to provide students with an advanced understanding of the roles and competencies of social workers in medical settings. Students will enhance their knowledge of medical treatment teams, health policy issues and resources available to individuals and families affected by illness. Students will explore culture and religion/spirituality and their effects on health outcomes and access to healthcare. Students will also learn about legal issues implicated in the provision of medical social work services including HIPAA and end-of-life care. At the end of this course, students should understand ethical practices related to medical social work. Students will also explore differences in healthcare settings to include hospice, hospitals, inpatient and outpatient clinics, and contemporary methods of using technology to treat and care for patients.

Prerequisite: MSW-511

MSW-529: Medical Social Work II

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This elective course is the second of the Medical Healthcare Cluster that students take to advance their skills, knowledge and understanding of medical social work. The course is designed to introduce students to healthcare services through the paradigm of social work by providing students with knowledge and skills for supporting vulnerable populations, including individual clients, patients and families. Using a person-in-environment framework, students will acquire knowledge of acute, chronic and terminal illness; disabilities and other health related issues germane to healthcare settings. In addition, students will extend their knowledge of support and resources for families around organ transplants; psychosocial aspects of illness and health for individuals and families; support skills for individuals and families around grief and loss and end-of-life decision making. Students will enhance their knowledge of ethical group and individual interventions for these vulnerable populations.

Prerequisite: MSW-528

MSW-531: Introduction to Gerontology and Aging

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This elective is a part of the Gerontology cluster. When completing this course, students will gain an understanding of Gerontology by using a bio-psycho-social framework to examine the historical, cultural, biological, physiological, psychological, and social aspects of aging. Emphasis is given to the changes that are associated with aging and the resulting dynamic interactions between older people and their environment.

Prerequisites: None

MSW-532: Social Work with the Aging and Their Families

This elective is a part of the gerontology cluster. This course provides a foundation for clinical social work practice with the elderly and their families or caretakers from various cultural and community perspectives. Considerable attention is given to formulating assessments from a conceptual framework and devising appropriate interventions with this population. The primary focus of this course is the aged person and his or her relationship with the family and other social systems.

Prerequisites: None

MSW-533: Death, Dying, and Bereavement

This elective is part of the gerontology cluster. This course provides students a framework of knowledge, skills, and values for cultivating competent and responsive social work practice in helping clients who confront the issues of death and dying. When completing this course, students will explore the various legal issues associated with death and more importantly, the stages of grief and the systems that are affected by it.

Prerequisites: None

MSW-535: Drugs and Addictive Behaviors

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This elective course is designed to teach students advanced clinical skills in the following major content areas: (1) current scientific understanding of substance use disorders (SUDs), (2) diagnostic indicators of SUD(s), (3) drug classifications, routes of drug administration, and intoxication effects for select commonly abused substances, (4) example evidence-supported screening and assessment instruments, (5) example evidence-supported interventions for treating SUDs, (6) the impact of factors such as gender, race, ethnicity, co-occurring disorders, and health disparities on treatment access and outcomes, and (7) the application of social work values and ethics in the delivery of SUD-related services.

Prerequisites: MSW-511

MSW-550: Advanced Practicum I

Contact Hours: Lecture - 16, Lab - 0, Clinical - 250

Semester Hours: Theory 4

During this first part of the advanced MSW fieldwork cluster, students are expected to complete 250 hours of supervised fieldwork experience at an approved social work agency/organization. This course provides students the opportunity to discuss practice situations, professional development issues, the relationship of field to classroom learning and skills necessary for effective practice. Students will apply classroom knowledge to activities and interventions serving individuals, families, groups and communities. Fieldwork culminates in a written report describing the students' area of study. The report includes the student's reflection on the experience and conclusions.

Traditional Option Prerequisites: MSW-504, MSW-505, MSW-506, MSW-507, MSW-508, MSW-510, MSW-511, MSW-512, MSW-516, MSW-517

Advanced Standing Option Prerequisites: MSW-514, MSW-516, MSW-517

MSW-551: Advanced Practicum II

Contact Hours: Lecture - 16, Lab - 0, Clinical - 250

Semester Hours: Theory 4

During this second part of the advanced MSW fieldwork course, students are expected to complete 250 hours of supervised fieldwork experience at an approved social work agency/organization. This course builds on the experiential learning in MSW-550: Advanced Practicum I and continues the application of classroom knowledge. This course provides students the opportunity to discuss practice situations, professional development issues, the relationship of field to classroom learning and skills necessary for effective practice. Students will focus on more complex, micro, mezzo and/or macro learning in diverse community social service agencies/ facilities. Fieldwork culminates in a written report describing the students' area of study. The report includes the student's reflection on the experience and conclusions.

Prerequisites: MSW-512, MSW-550

NR-Nursing (NR)

NR-500: Foundational Concepts and Applications

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This nursing course introduces the graduate student to the conceptual foundations and skills essential for the master's-prepared nurse.

A framework for professional nursing practice, the scholarly communication of ideas, the use of critical inquiry and information dissemination, and the professional development of the master's-prepared nurse will be explored.

Prerequisite: None

NR-500NP: Foundational Concepts and Advanced Practice Roles

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This nursing course introduces the graduate student to the conceptual foundations and skills essential for the advanced practice nurse. A framework for professional nursing practice, scholarly communication of ideas, use of critical inquiry and information dissemination, various roles of the advanced practice nurse, and the professional development of the advanced practice nurse will be explored.

Prerequisite: None

NOTE: NP-designated course for Nurse Practitioner track students only.

NR-501: Theoretical Basis for Advanced Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, the student examines multiple theories from nursing and relevant fields. The student critiques the components of the theories and explores the value and contributions of the theories to nursing, advanced nursing, and evidence-based practice.

Prerequisite: NR-500

NR-501NP: Theoretical Basis for Advanced Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, the student examines multiple theories from nursing and relevant fields. The student critiques the components of the theories and explores the value and contributions of the theories to nursing, advanced nursing, and evidence-based practice.

Prerequisite: NR-500NP or NR-500

NOTE: NP-designated course for Nurse Practitioner track students only.

NR-503: Population Health, Epidemiology and Statistical Principles

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course introduces students to advanced practice competencies utilized by advanced practice nurses. These competencies include the utilization of epidemiological and statistical principles to serve as a basis for the assessment, development and implementation of evidence-based interventions for populations. Additional concepts focus on utilizing epidemiology to identify, predict and intervene for risk factors that impact populations.

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-505NP or NR-505, NR-506NP, NR-599

NR-504: Leadership and Nursing Practice: Role Development

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course applies leadership principles to the role of the MSN-prepared nurse across a variety of practice settings. Leadership-specific knowledge, skills and attitudes to assure safe, high quality care within a person-centered practice environment are integrated. The role of the MSN-prepared nurse to lead change and facilitate outcome achievement is emphasized.

Prerequisite: NR-500, NR-501, NR-506 or NR-544, NR-512

NR-505: Advanced Research Methods: Evidence-Based Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course provides an evidence-based practice with research in order to foster scholarship and holistic, person-centered care in diverse healthcare settings. Content related to research methodologies, problem identification, critique of findings and literature and application to evidence-based practice is presented. Students will be provided an opportunity to practice learned principles through the development of an evidence-based project that focuses on quality improvement or safety.

Prerequisites: NR-500, NR-501, NR-504 or NR-510, NR-506 or NR-544, NR-512

NR-505NP: Advanced Research Methods: Evidence-Based Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course provides an integration of evidence-based practice with research in order to foster scholarship and holistic, person-centered care in diverse healthcare settings. Content related to research methodologies, problem identification, critique of findings and literature, and application to evidence-based practice is presented. Students will be provided an opportunity to practice learned principles through the development of an evidence-based project that focuses on quality improvement or safety.

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-506NP, NR-599

NOTE: NP-designated course for Nurse Practitioner track students only

NR-506: Health Care Policy

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

Students explore healthcare policy as it impacts nursing, consumers and systems from institutional to global spheres. Students, as advocates, propose healthcare policies that reflect person-centered care and population health needs. The development, analysis and consequence of healthcare policies are examined within the context of social, ethical, and regulatory issues.

Prerequisites: NR-500, NR-501, NR-512

NR-506NP: Healthcare Policy and Leadership

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

Students explore healthcare policy and advanced practice leadership as it impacts nursing, consumers and systems from institutional to global spheres. Students, as advocates, propose healthcare policies that reflect person-centered care and population health needs. The development, analysis and consequence of healthcare policies, leadership models and ethical and legal decision-making are examined within the context of social, ethical and regulatory issues.

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-599

NOTE: NP-designated course for Nurse Practitioner track students only.

NR-507: Advanced Pathophysiology

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, the student encounters advanced content in pathophysiology and human physiologic responses across the lifespan. The student explores, analyzes, applies and evaluates the normal and abnormal human responses to selected pathophysiologic mechanisms and conditions.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-599

Prerequisites (students enrolled prior to May 2019): NR-500, NR-501, NR-503, NR-505, NR-506, NR-510, NR-512

NR-508: Advanced Pharmacology

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, the student focuses on pharmacology and therapeutics used in the treatment of selected health conditions commonly encountered by the advanced practice nurse in the primary care setting. Emphasis is placed on the decision making process utilized to safely and effectively prescribe and monitor pharmacotherapeutics for the treatment of acute and chronic diseases appropriate to the patient situation.

Prerequisites: NR-500, NR-501, NR-503, NR-505, NR-506, NR-507, NR-510, NR-512

NR-509: Advanced Physical Assessment

Contact Hours: Lecture - 40, Lab - 25, Clinical - 0

Semester Hours: Theory 2.5, Lab Hours .5

This course expands the knowledge of health assessment principles specific to the role of the APN. The student will develop assessment techniques related to history and physical examination of clients across the lifespan, including psychiatric-mental health and related supportive assessment. Student will explore, analyze, apply and evaluate these principles in the classroom setting. This course includes approximately 25 hours of lab practicing physical assessment skills using both a virtual and on-ground learning environment. A remote hands-on physical examination check off will also occur in the course. The student will submit a video recording to complete this assignment. Additionally, an immersion skills lab will occur in this course. This requires the student to visit the on-ground Chamberlain designated site offering the immersion lab. The entire immersion is approximately 11 hours of lab time. If any portion of the immersion is missed, the total practice time in the course must still be at least 25 hours. The student is responsible for completing and certifying at least 25 hours practicing physical assessment skills in the course. The remote physical examination check-off and the immersion lab are graded as pass/fail and are not factored into the course GPA. Students must pass each of these in order to pass the course and progress in the program. If either are failed the course grade will revert to a failing grade (F).

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-566, NR-567, NR-568, NR-546

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-565, NR-567, NR-599

Prerequisites (students enrolled prior to May 2019): NR-500, NR-501, NR-503, NR-505, NR-506, NR-507, NR-508, NR-510, NR-512

NR-510: Leadership and Role of the APN

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course introduces students to the role development of today's advanced practice nurse (APN) leader in society and healthcare organization systems from the perspective of primary and acute care. Students will explore, analyze, apply and evaluate diverse aspects of ethical and legal decision-making standards specific to APN scope of practice. Topics include the standards and regulations governing the practice of APNs in diverse settings. The course emphasizes strategies and processes that foster implementation of visionary leadership, diffusion of innovation and change within an organization. It also defines social, political, legal, legislative, regulatory and organizational factors that influence healthcare. Principles of leadership are emphasized including ethics, negotiation, motivating others, acting as an advocate, problem-solving, managing diversity, interprofessional collaboration and multi-agency partnerships, quality improvement and safety and organizational behavior.

Prerequisites: NR-500, NR-501, NR-506, NR-512

NR-510F: Leadership and Role Development of the Advanced Practice Nurse

This course provides foundational or introductory knowledge about informatics, with an emphasis on developing an understanding of concepts relevant to nursing informatics (NI). NI is a nursing specialty that supports quality nursing care through the distribution of data and information so that knowledge can be generated, processed, acquired, and disseminated. NI synthesizes nursing science with computer, information, and cognitive sciences. You will explore informatics-based health applications that support decision making in the four areas of nursing: clinical, administrative, research and education. These applications enhance the value of nursing. Prerequisite: NR500

NR-511: Differential Diagnosis and Primary Care Practicum

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

This course will provide students with the fundamental knowledge needed to formulate a differential diagnosis of individuals within the primary care setting, along with an introduction to critical diagnostic skills to cultivate evidence-based behaviors. An emphasis will be placed on processing client information in a logical, progressive manner and formulating differential diagnoses for individuals across the lifespan. The course will include 125 hours of supervised clinical practicum in primary care.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-509, NR-565, NR-566

Prerequisite: NR-500NP, NR-501NP, NR-503, NR-505NP, NR-506NP, NR-507, NR-509, NR-599, NR-565, NR-566

NR-512: Fundamentals of Nursing Informatics

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course provides foundational and introductory knowledge regarding informatics with an emphasis on developing an understanding of concepts

of nursing informatics (NI) and becoming knowledgeable and competent with basic skills needed in person-centered care and educational settings.

Basic NI skills support the application and distribution of data/information to generate knowledge used in decision-making to plan, design, analyze

and facilitate the nursing process to enhance safe, quality holistic healthcare. The NI synthesizes and integrates nursing science with computer, Information and cognitive sciences. Students will explore informatics-based health applications in a virtual learning environment (VLE) developed to improved informatics skills and knowledge in order to better support decision making in the areas of nursing such as: clinical, administrative, research, quality and safety, health policy and education. Prerequisites: NR-500, NR-501

NR-513: Professional Role Enhancement

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course focuses on professional role development in advanced nursing practice. Building on the knowledge, skills, and attitudes acquired by the registered nurse, the student will learn the critical elements in advanced nursing education and contemporary professional role specification. The relationship of theories, professional core competencies and standards to leadership, education, scholarship, and professionalism will be explored.

Prerequisite: Admission to the Accelerated RN to MSN Option or Accelerated RN to MSN with Clinical Nursing Leadership Option

NR-514: Health Assessment

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course expands health assessment knowledge and skills by focusing on the relationships between physical findings and other health determinants across the lifespan. Current technical skills are enhanced by applying advanced knowledge of psychological, socio-cultural, and spiritual factors to physical assessment findings. Students integrate components necessary to complete a comprehensive health assessment. Attention is also given to health risk assessment and prevention.

Corequisite: NR-513

NR-515: Informatics in Healthcare

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course explores health-and-nursing informatics concepts, principles, and practices used to improve healthcare outcomes. This course explores collection and management, and transformation of data; information, knowledge, and wisdom; as well as ethical, legal, regulatory, and security concerns related to healthcare information systems. The potential benefits and detriments of clinical information systems (CIS) and information technology for nursing practice are examined.

Corequisite: NR-514

NR-516: Basic Research and Evidence-based Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course explores concepts related to basic research and its application to nursing practice. Learning focuses on appraisal of research and use of

best evidence to inform care. The integration of evidence-based practice, as well as legal, ethical, and cultural issues in nursing research are emphasized within this course.

Prerequisite: NR-513

Corequisite: NR-515

NR-517: Policy & Economics of Healthcare Delivery

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course examines healthcare policies and economics on a national and global scale. General economic principles provide the lens for examining healthcare delivery systems, delivery models, and consumers and providers of healthcare services. Legal, political, regulatory and ethical factors influencing healthcare-delivery and economics are investigated and strategies are proposed for policy development. The influence of nurses in policy making and healthcare advocacy is also emphasized.

Prerequisite: NR-514

Corequisite: NR-516

NR-518: Population Health and Epidemiology in Nursing Practice

Contact Hours: Lecture - 64, Lab - 0, Clinical - 0

Semester Hours: Theory 4

This course introduces the concepts of population-focused professional nursing. Utilizing levels of prevention as a framework, theories, principles and concepts of community, population and global health are explored. Through the lens of health promotion and disease prevention, predictive factors that influence health of individuals, aggregates and populations are explored. Epidemiological principles, processes and methods are emphasized to examine the impact of environmental issues and risk factors to local and global population health.

Prerequisite: Admission to the Accelerated MSN/RN to MSN Option or Accelerated MSN/RN to MSN with Clinical Nursing Leadership Option

Corequisite: NR-517

NR-519: Adv Nursing Practice Across the Health Continuum: Health Assessment, Pathophysiology, & Pharmacology

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course focuses on advanced health assessment, pathophysiology, and pharmacology as a foundation for advanced nursing practice.

Learning centers on application of advanced health assessment, pathophysiology, and pharmacology to provide holistic, comprehensive care to individuals across the life span. Implications for advanced nursing practice will be emphasized.

Corequisite: NR-518

NR-520: Applied Theoretical Foundations, Scientific Inquiry, and Decision-Making

Contact Hours: Lecture - 64, Lab - 0, Clinical - 0

Semester Hours: Theory 4

This course integrates quality science, theory, and evidence-based practice in the context of interdisciplinary, coordinated, and ethical healthcare delivery. Students explore nursing and healthcare related theories applicable to practice experiences and research findings. Influences of healthcare policy and frameworks for ethical-decision making are also addressed.

Corequisite: NR-519

NR-524: Curriculum Development

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, the student will focus on the processes of curriculum development. Traditional and innovative program development applied to various educational environments are examined. Curriculum and instruction are analyzed within a theoretical framework.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP

Prerequisite: NR-535

NR-527: Communication and Collaboration for Advanced Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course emphasizes advanced communication skills and collaboration strategies at the interpersonal, population and systems levels. Use of contemporary methods for communication and collaboration are explored, utilized and evaluated.

Corequisite: NR-520

NR-528: Leading and Managing Evidence-Based Change in Nursing

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course focuses on skill development of the master's prepared nurse in leading and managing change in healthcare delivery settings. Students will explore principles for cultivating a culture of collegial support and respect that facilitates evidence-based innovation to produce positive health outcomes. Strategies for gathering and utilizing evidence to support organizational systems, transformation and growth are emphasized.

Corequisite: NR-527

NR-529: Leadership and Management within the Clinical Healthcare Environment

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course focuses on advanced leadership and management processes and skills needed to ensure safe, high-quality, person-centered nursing care. Expansion of decision-making skills and management of human resources and patient-care environments within the context of point-of-care coordination is emphasized. Critical elements including person-centered care, evidence-based practice, quality improvement, safety, advocacy and informatics are addressed.

Corequisite: NR-528

NR-530: Foundations Population Health

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course provides an overview of the foundational concepts and models that shape the health of populations and influence population health management. Epidemiologic applications, determinants of health, health literacy, environmental hazards, and access to health-related resources are explored. Frameworks to guide health promotion, diminish health risks and eliminate health disparities at the population level are examined along with implications for advanced nursing practice.

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512

NR-531: Nursing Leadership in Healthcare Organizations

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, the student focuses on leadership and management of healthcare organizations, emphasizing organizational structure, processes and outcomes.

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512

NR-532: Healthcare Operational Planning and Management

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, the student focuses on synthesizing organizational and management theories in relation to strategic planning and management, changing care-delivery systems, human and financial resource management, decision making, professional practice, management information systems and meeting accreditation and legal standards.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-531

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-531

NR-533: Financial Management in Healthcare Organizations

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, the student examines concepts and issues in budget formulation, decision making, variance analysis, financing in healthcare, models for forecasting, addressing throughput issues, implementing professional practice models and program planning. The emphasis is on practical methods and techniques within a wide variety of healthcare situations.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-531, NR-532

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-531, NR-532

NR-534: Healthcare Systems Management

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

The purpose of this course is to discuss utilizing a systems-theory approach in providing patient-centered and value-added care. Functioning

within a system, the individual healthcare practitioner learns to utilize critical thinking and decision making to coordinate and deliver quality and cost-effective patient care. The content serves to develop an understanding of different modes of organizing nursing care within the unit environment, managing care within a multidisciplinary-team framework and promoting effective team work that enhances patient outcomes, improves staff vitality and reduces costs. Emphasis is placed on concepts related to systems theory, problem solving and decision making, nursing-care delivery models, delegation and team strategies.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-531, NR-532, NR-533

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-531, NR-532, NR-533

NR-535: Theoretical Foundations and Instructional Strategies for the Nurse Educator

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, the student will be introduced to the educator role in academic and healthcare settings. Educational models and instructional strategies within the theoretical foundations of education will be explored. Cultural humility and legal and ethical issues surrounding education will be explored.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP

Prerequisites: NR-500, NR-501, NR-504, NR-506 or NR-544, NR-512, NR-505

NR-536: Advanced Health Assessment, Pathophysiology, and Pharmacology for Advanced Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course focuses on advanced health assessment, pathophysiology and pharmacology as a foundation for advanced nursing practice.

Learning centers on application of advanced health assessment, pathophysiology, and pharmacology to provide holistic, comprehensive care to individuals across the life span. Implications for advanced nursing

practice will be emphasized.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-535, NR-524

Prerequisite: NR-524

NR-537: Assessment and Evaluation in Education

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course the student will examine assessment and evaluation strategies that support learning outcomes in education. The student applies reliable and valid methods in the assessment and evaluation of learning outcomes.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-535, NR-536, NR-524

Prerequisite: NR-536

NR-538: Population Health I: Assessment and Analysis of Data

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course focuses on the assessment of population health across health care delivery settings and geographic regions. Emphasis is placed upon the analysis of assessment findings to identify population health resources, risks, and disparities to inform strategies to advance population health outcomes.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-550

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-530

NR-539: Population Health II: Planning, Implementation, and Evaluation

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course focuses on planning, implementation, and evaluation of evidence-based, population-focused interventions to address health risks and disparities across selected health care delivery settings. Ethical and legal considerations, principles of interprofessional collaborative practice, safety and high-quality care are integrated to promote population health outcomes.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-550, NR-538

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-530, NR-538

NR-540: Leading and Managing Population Health

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, principles of effective leadership will be applied to advocate for population health within complex systems. Approaches to manage population health through advanced nursing practice are examined, along with their impact on health outcomes. Emphasis is placed on the multi-faceted roles of the MSN-prepared nurse to lead endeavors which promote and protect population health across the care continuum.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-550, NR-538, NR-539

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-530, NR-538, NR-539

NR-541: Practice of Nursing Informatics

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, the student examines the role, functions and scope and standards of practice of the informatics nurse. The student explores, analyzes, applies and evaluates diverse aspects of nursing-informatics practice as a specialization.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP

Prerequisite: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512

NR-542: Managing Data and Information

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, the student examines the use of information technology to create, analyze and exploit data sets in order to monitor and evaluate patient care. The student incorporates the data-information-knowledge wisdom model in the development of databases and other techniques for managing data and information.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-541

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-541

NR-543: Information Workflow in Healthcare

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, the student applies concepts, principles and practices of the information-system life cycle to improve information workflows, with an emphasis on healthcare-related settings. The student explores various. Information systems in healthcare.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586, NR-541, NR-542

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-541, NR-542

NR-544: Quality and Safety in Healthcare

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course focuses on advanced quality management principles and best practice techniques, tools, and skills useful in multiple healthcare settings. Using a person-centered and interdisciplinary approach, students analyze evidence-based, quality and safety practices in healthcare delivery systems. Students examine patient safety policies and processes and outcomes to inform strategies for continuous quality improvement.

Prerequisites: NR-500, NR-501, NR-512; NP students are not eligible to take this course.

NR-545: Pharmacology, Physical Assessment, and Pathophysiology Nurse Practitioner graduate placement

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This graduate placement, transitional study course provides a synthesis of pathophysiology, pharmacology and physical assessment principles for aspiring graduate nurse practitioner students. Select pathophysiologic processes of disease will be explored, including physical assessment components and pharmacological treatment. The minimum requirement to pass this course is 76 percent; grade of "C." The final grade earned in this course is not used in GPA calculations and credit hours earned are not applicable to credit hours required for graduation. Eligibility to enroll in the course is based on placement results.

Prerequisite: Provisional acceptance into an NP degree program.

NOTE: Eligibility to enroll in the course is based on placement results of the nurse practitioner assessment.

NR-546: Advanced Pharmacology: Psychopharmacology for the Psychiatric-Mental Health Nurse Practitioner

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course the student builds upon previous knowledge of pharmacology, providing a foundation of knowledge in neuroscience and the psychopharmacology principles required for the treatment of mental health disorders across the lifespan.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-565, NR-599

NR-547: Differential Diagnosis in Psychiatric-Mental Health across the Lifespan Practicum

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

This course will provide students with the fundamental knowledge needed to formulate a differential diagnosis of individuals within the with psychiatric mental health setting. The Diagnostic and Statistical Manual of Mental Disorders will be introduced, providing the foundation for critical diagnostic skills to cultivate evidence-based behaviors. An emphasis will be placed on processing client information in a logical, progressive manner and formulating differential diagnoses for individuals

across the lifespan. The course will include 125 hours of supervised clinical practicum.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-546, NR-509, NR-548

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-546, NR-548, NR-565, NR-599

NR-548: Psychiatric Assessment for Psychiatric-Mental Health Nurse Practitioner

Contact Hours: Lecture - 32, Lab - 0, Clinical - 0

Semester Hours: Theory 2

This course expands the knowledge and skills of health assessment principles to perform a thorough psychiatric mental health assessment. The Standards of Psychiatric Mental Health Nursing Practice Advanced Practice Competencies will be introduced. The psychiatric interview will be explored, including interview techniques. Students will develop assessment techniques related to psychiatric history and the review of systems for mental health clients across the lifespan.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-546, NR-509, NR-548

*Corequisite: NR-509

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-546, NR-565, NR-599

Corequisite: NR-509

NR-550: Population Health Disparities: Local, National, and Global Perspectives

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course analyzes population-level health disparities from local, national, and global perspectives and examines strategies to advance equity and well-being. The complex variables that influence health are investigated in conjunction with frameworks to guide interventions that mitigate risk and optimize outcomes at the aggregate level. Professional competencies, caring strategies, and evidence-informed solutions are identified to protect and promote the health of populations. Implications for advanced nursing practice are explored.

Prerequisites: NR-581, NR-582, NR-583, NR-584, NR-585, NR-586

NR-552: Economics of Healthcare Policy

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course is an examination of the economics of healthcare on a national and global scale. Current policy involving financing of healthcare, health insurances, environmental and social issues related to health, and access to health services will be covered from an economic perspective. The effect of economic policy on patient outcomes and the role of nursing in healthcare economics will be explored. Develop skills in analyzing and improving healthcare systems and processes by integrating systems analysis, health systems engineering and quality management techniques.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-555

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512

NR-553: Global Health

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course is an examination of globalization, global health systems and associated challenges/opportunities for nurses to promote population health and safety through policy work. Students will apply global health concepts through use of theoretical frameworks that impact population health and safety outcomes. Ethical principles related to global and population health are explored.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-555, NR-552

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512

NR-555: Health Policy: Advancing Health Equity & Outcomes

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course analyzes the foundational concepts that shape health outcomes and health-related policy interventions. Social determinants of health are explored along with strategies to reduce disparity. In addition, efforts to enhance healthcare quality are examined along with implications for advanced nursing practice. Professional competencies to

support health outcomes and equity are emphasized.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512

NR-556: The Nurse Leader and Health Policy

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, leadership competencies are applied to advocate for health equity across complex organizational systems and diverse communities. Health-related policy interventions designed to improve quality and reduce disparity are examined, along with implications for advanced nursing practice. Emphasis is placed on strategies to improve health outcomes.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-555, NR-552, NR-553

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512

NR-561: Addressing Global Health Disparities

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course explores global health inequities and examines strategies to address health disparities of selected populations. The ways in which globalization has changed patterns of the spread of disease and methods to control disease are examined. The role of the global nurse is emphasized as a catalyst for affecting positive change and improving health and healthcare outcomes.

Corequisite: NR-529

NR-562: Leadership and Management within Complex Healthcare Systems

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course focuses on advanced processes and skills needed to support safe, high-quality nursing care through leadership and management at the organizational and systems level. A major focus is connecting, challenging and embracing change improvement within complex healthcare settings. The influence of systems level concepts on providing quality and safe person-centered nursing care are addressed. Principles related to healthcare problems and solution strategies within the environment of care are emphasized.

Corequisite: NR-561

NR-565: Advanced Pharmacology Fundamentals

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, the student focuses on mastering pharmacokinetics, pharmacodynamics, pharmacogenomics, fundamental pharmacology, and therapeutics, covering broad categories of agents used to treat common conditions encountered by the advanced practice nurse. Emphasis is placed on the decision-making process utilized to prescribe and monitor pharmacotherapeutics for the treatment of acute and chronic diseases appropriate to the patient's situation safely and effectively.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-599

NR-566: Advanced Pharmacology for Care of the Family

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, the student builds expanded knowledge of pharmacology across the lifespan, applying foundational principles from previous courses. Specific issues across the lifespan will be addressed including the effects of culture, ethnicity, age, pregnancy, gender and funding on pharmacologic management. Legal and ethical aspects of prescribing will be addressed.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-507, NR-565, NR-599

NR-567: Advanced Pharmacology for the Adult Gerontology Acute Care Nurse Practitioner

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course the student builds expanded knowledge of pharmacology in critically ill adults and older adults while applying foundational principles from previous courses. Specific issues in the pharmacologic management of critically ill adults will be addressed including the effects of culture, ethnicity, age, gender and funding on pharmacologic management. Legal and ethical aspects of prescribing will be also addressed.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-565, NR-599

NR-568: Advanced Pharmacology for the Adult-Gerontology Primary Care Nurse Practitioner

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course the student builds expanded knowledge of pharmacology in acute and chronic diseases in adolescents, adults and older adults while applying foundational principles from previous courses. Specific issues in the pharmacologic management of acute and chronic health conditions will be addressed including the effects of culture, ethnicity, age, gender and funding on pharmacologic management. Polypharmacy, legal and ethical aspects of prescribing will be also addressed.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-565, NR-599

NR-569: Differential Diagnosis in Acute Care Practicum

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

In this course students will master content regarding formulating differential diagnoses of individuals within the acute care setting, along with an introduction to critical diagnostic skills to cultivate evidence based

behaviors. An emphasis will be placed on processing client information in a logical, progressive manner and formulating differential diagnoses for critically ill adults and older adults in a practicum experience in a precepted acute care setting.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-567, NR-599

NR-570: Common Diagnosis and Management in Acute Care Practicum

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

In this course the student expands knowledge in care of patients specific to the role of the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) with a focus on common acute care problems and healthcare needs of the adult and older adult patient. The student will explore, analyze, apply, and evaluate acute and chronic health conditions frequently encountered in acute care of adults and older adults. Students will further develop their skills related to patient education, protocol development, follow-up, and referral through a practicum experience in a precepted acute care setting.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-567, NR-509, NR-569

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-567, NR-569, NR-599

NR-571: Complex Diagnosis and Management in Acute Care Practicum

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

In this course the student expands the knowledge in care of patients specific to the role of the Adult-Gerontology Acute Care Nurse

Practitioner (AGACNP), with a focus on healthcare needs of complex critically ill adults and older adults. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of complex acute health problems experienced. Care strategies will include patient education, protocol development, follow up and referral through a practicum experience in a precepted acute care setting.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-567, NR-509, NR-569, NR-570

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-567, NR-569, NR-570, NR-599

NR-572: Advanced Acute Care Management

Contact Hours: Lecture - 7, Lab - 0, Clinical - 100

Semester Hours: Theory .42, Clinical 2.08

In this course the student learns theoretical and practical knowledge of diagnostic principles specific to the role of the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), for the healthcare needs of advanced critically ill adults and older adults. Students will further develop their skills related to health promotion, prevention of illness, diagnosis and management of advanced acute and chronic conditions, including behavioral health. Care strategies will include patient education, protocol development, follow-up and referral through a practicum experience in a precepted advanced acute care setting.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-567, NR-509, NR-569, NR-570, NR-571

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-567, NR-569, NR-570, NR-571, NR-599

NR-573: Advanced Acute Care Management Lab

Contact Hours: Lecture - 0, Lab - 0.5, Clinical - 0

Semester Hours: Theory 0, Lab 0.5

In this course, students participate in a faculty-supervised lab in which they have the opportunity to learn and practice advanced skills for assessments and procedures used in managing the care of acutely or critically ill adults.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-567, NR-509, NR-569, NR-570, NR-571

Pre- or Corequisite: NR-572

Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-567, NR-569, NR-570, NR-571, NR-599

Pre- or Corequisite: NR-572

NR-574: Acute Care Practicum I

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

The student will synthesize all elements of clinical management skills and knowledge and continue to analyze, apply and evaluate diverse aspects of patient assessment and healthcare intervention, with a focus in growing independence. This precepted practicum will be with an approved provider in a complex acute care practice setting.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-567, NR-509, NR-569, NR-570, NR-571, NR-573

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-567, NR-569, NR-570, NR-571, NR-572, NR-573, NR-599

NR-575: Acute Care Practicum II

Contact Hours: Lecture - 15, Lab - 0, Clinical - 100

Semester Hours: Theory .92, Clinical 2.08

The student will continue to synthesize all elements of clinical management skills and knowledge and continue to independently analyze, apply, and evaluate diverse aspects of patient assessment and healthcare intervention. This precepted practicum will be with an approved provider in an advanced acute care practice setting. Focus topics include independent clinical management skills, case studies, chart reviews, and practice critique, with a capstone product evidencing increasing complex acute care clinical management skills. At the end of this course the student will be prepared for entry into clinical practice providing advanced healthcare to critically ill adults and older adults after first passing the national certification for the adult gerontology acute care nurse practitioner. An on-ground intensive review session occurs during the course.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-567, NR-509, NR-569, NR-570, NR-571, NR-572, NR-573, NR-574

Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-567, NR-569, NR-570, NR-571, NR-572, NR-573, NR-574, NR-599

NR-576: Differential Diagnosis in Adult-Gerontology Primary Care

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

In this course the student will master content regarding formulating differential diagnoses of individuals within the primary care setting, along

with an introduction to critical reasoning and diagnostic skills to cultivate evidence-based behaviors. An emphasis will be placed on processing patient information in a logical, progressive manner and formulating differential diagnoses for adolescents, adults, older adults and women in a practicum experience in a precepted primary care setting.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-509, NR-565, NR-568

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-568, NR-599

NR-577: Primary Care Management of Adolescents and Adults

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

In this course the student will gain knowledge needed to manage the multidimensional care of adolescents, adults, women and at-risk and marginalized populations specific to the role of the Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) with a focus on common acute and chronic diseases. The student will explore, analyze, apply and evaluate acute and chronic health conditions frequently encountered in primary care of adolescents, adults and women. Students will further develop their skills related to patient education, protocol development, follow-up and referral through a practicum experience in a precepted primary care setting.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-509, NR-565, NR-568, NR-576

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-568, NR-576, NR-599

NR-578: Primary Care Management of Older Adults

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

In this course the student will gain knowledge needed to manage multidimensional care of older adults specific to the role of the AGPCNP with a focus on common acute and chronic diseases. The student will explore, analyze, apply and evaluate acute and chronic health conditions frequently encountered in primary care of older adults. Students will further develop their skills related to patient education, protocol development and referral through a practicum experience in a precepted primary and long-term settings.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-509, NR-565, NR-568, NR-576, NR-577

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-568, NR-576, NR-577, NR-599

NR-579: Palliative Care in Adult-Gerontology Across the Spectrum

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

In this course the student will apply an evidence-based approach to provide in-depth examination of palliative care principles specific to the role of the Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) with a focus on palliative care. The student will explore, analyze, apply and evaluate serious, life-limiting, incurable health conditions frequently encountered adolescents, adults and older adults at any stage of illness or development. Students will examine the obstacles and opportunities to provide palliative care from a practice and policy perspective within current and emerging models of care. Students, in collaboration with other disciplines, integrate physical, psychological, social and spiritual aspects of care for the patient, family and communities through a practicum experience in a precepted hospice, palliative care or rehabilitation setting.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-509, NR-565, NR-568, NR-576, NR-577, NR-578

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-568, NR-576, NR-577, NR-578, NR-599

NR-580: Adult-Gerontology Primary Care Capstone and Intensive

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

The student will synthesize all elements of management skills and knowledge and continue to independently analyze, apply, and evaluate diverse aspects of patient assessment, and healthcare intervention. This precepted practicum will be with an approved provider in an adult-gerontology primary care practice setting. Focus topics include independent practicum management skills, revolving case studies, chart reviews, and practice critiques. At the end of the capstone practicum the student will be prepared for entry into practice providing advanced healthcare to adolescents, adults, and older adults after first passing the primary care adult-gerontology primary care nurse practitioner national certification exam. An on-ground intensive review session occurs during the course.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-509, NR-565, NR-568, NR-576, NR-577, NR-578, NR-579

Prerequisite: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-565, NR-568, NR-576, NR-577, NR-578, NR-579, NR-599

NR-581: Foundational Concepts for Advanced Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course examines the professional standards and fundamental historical, theoretical, and ethical underpinnings that guide advanced nursing practice. Exploration of concepts related to person-centered care; health outcomes and equity; communication; interprofessional collaboration; and contemporary issues in healthcare will enhance the professional formation of learners.

Prerequisite: None

NR-581NP: Foundational Concepts for Advanced Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course examines the professional standards and fundamental historical, theoretical, and ethical underpinnings that guide advanced nursing practice. Exploration of concepts related to person-centered care; health outcomes and equity; communication; interprofessional collaboration; and contemporary issues in healthcare will enhance the professional formation of learners.

Prerequisite: None

NR-582: Leadership and Role Development for Advanced Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course explores advanced nursing leadership theory, roles, and skills, necessary to advance healthcare outcomes across diverse settings. Examination of policy and advocacy at all levels of the system will enable learners to act as definitive change agents in evolving healthcare.

Prerequisite: NR-581 or NR-581NP

NR-582NP: Leadership and Role Development for Advanced Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course explores advanced nursing leadership theory, roles, and skills, necessary to advance healthcare outcomes across diverse settings. Examination of policy and advocacy at all levels of the system will enable learners to act as definitive change agents in evolving healthcare.

Prerequisite: NR-581 or NR-581NP

NR-583: Informatics for Advanced Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course explores the application of healthcare informatics to advanced nursing practice. Examination of concepts surrounding technologies, emerging trends, and ethical and legal considerations involved in healthcare delivery and information management will enable the learner to advance healthcare outcomes and equity across diverse healthcare settings.

Prerequisite: NR-581 or NR-581NP, NR-582 or NR-582NP

NR-583NP: Informatics for Advanced Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course explores the application of healthcare informatics to advanced nursing practice. Examination of concepts surrounding technologies, emerging trends, and ethical and legal considerations involved in healthcare delivery and information management will enable the learner to advance healthcare outcomes and equity across diverse healthcare settings.

Prerequisite: NR-581 or NR-581NP, NR-582 or NR-582NP

NR-584: Quality and Safety for Advanced Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course examines quality management and safety principles for advanced nursing practice. Exploration of best practice techniques, policies, processes, tools, and skills will enable learners to apply evidence to engage in continuous quality improvement and advance healthcare outcomes and equity across diverse settings.

Prerequisite: NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP

NR-584NP: Quality and Safety for Advanced Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course examines quality management and safety principles for advanced nursing practice. Exploration of best practice techniques, policies, processes, tools, and skills will enable learners to apply evidence to engage in continuous quality improvement and advance healthcare outcomes and equity across diverse settings.

Prerequisite: NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP

NR-585: Research Methods and Evidence-Based Practice for Advanced Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course introduces research methods for advanced nursing practice. Emphasis on scientific reasoning, problem identification, research design, data collection methods, analysis, interpretation, dissemination, and ethical standards in research will enable learners to apply evidence to advance healthcare outcomes and equity.

Prerequisite: NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP

NR-585NP: Research Methods and Evidence-Based Practice for Advanced Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course introduces research methods for advanced nursing practice. Emphasis on scientific reasoning, problem identification, research design, data collection methods, analysis, interpretation, dissemination, and ethical standards in research will enable learners to apply evidence to advance healthcare outcomes and equity.

Prerequisite: NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP

NR-586: Population Health and Epidemiology for Advanced Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course emphasizes epidemiological and population health principles for advanced nursing practice. Examination of population health research and data will enable learners promote health, prevent injury and illness, and lead disaster response and recovery to advance healthcare outcomes and equity for diverse populations at the local, national, and global levels.

Prerequisite: NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP

NR-586NP: Population Health and Epidemiology for Advanced Nursing Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course emphasizes epidemiological and population health principles for advanced nursing practice. Examination of population health research and data will enable learners promote health, prevent injury and illness, and lead disaster response and recovery to advance healthcare outcomes and equity for diverse populations at the local, national, and global levels.

Prerequisite: NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP

NR-599: Nursing Informatics for Advanced Practice

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

This course provides foundational and introductory knowledge regarding informatics with an emphasis on developing an understanding of concepts of nursing informatics (NI) and becoming knowledgeable about the application of informatics in advanced practice. Basic nursing informatics (NI) skills support the application and distribution of data/information to generate knowledge, information literacy, EHR use as an advanced practice provider and aspects of documentation. NI skills are used to synthesize and integrate nursing science with computer, information and cognitive sciences.

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501

NR-601: Primary Care of the Maturing and Aged Family Practicum

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

This course continues to expand the knowledge of health-assessment principles specific to the role of the FNP with a focus on the common health problems and healthcare needs of the middle-aged and older adult and family. The student will explore, analyze, apply and evaluate chronic health conditions frequently encountered in the primary care of older adults. Students will further develop their skills related to patient education, protocol development, follow-up and referral through a clinical practicum experience in a precepted primary-care setting.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-566, NR-509, NR-511

Prerequisites (students enrolled prior to May 2019): NR-500, NR-501, NR-503, NR-505, NR-506, NR-507, NR-508, NR-509, NR-510, NR-511, NR-512

Prerequisites (effective May 2019): NR-500NP, NR-501NP, NR-503, NR-505NP, NR-506NP, NR-507, NR-509, NR-511, NR-565, NR-566, NR-599

NR-602: Primary Care of the Childbearing and Childrearing Family Practicum

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

This course continues to expand the knowledge of health assessment principles specific to the role of the FNP, with a focus on the healthcare needs of women and families throughout reproductive and childrearing years. Students will further develop their skills related to health promotion, prevention of illness, diagnosis and management of health problems commonly experienced. Care strategies will include patient education, protocol development, follow-up and referral through a clinical practicum experience in a precepted primary care setting.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-566, NR-509, NR-511, NR-601

Prerequisites (students enrolled prior to May 2019): NR-500, NR-501, NR-503, NR-505, NR-506, NR-507, NR-508, NR-509, NR-510, NR-511, NR-512, NR-601

Prerequisites (effective May 2019): NR-500NP, NR-501NP, NR-503, NR-505NP, NR-506NP, NR-507, NR-509, NR-511, NR-565, NR-566, NR-599, NR-601

NR-603: Advanced Clinical Diagnosis and Practice across the Lifespan Practicum

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

This course continues to expand the theoretical and practical knowledge of diagnostic principles specific to the role of the FNP for the healthcare needs of individuals of all ages. Students will further develop their skills related to health promotion, prevention of illness, diagnosis and management of complex acute and chronic conditions, including behavioral health. Care strategies will include patient education, protocol development, follow-up and referral through a clinical practicum experience in a precepted advanced practice setting.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-566, NR-509, NR-511, NR-601, NR-602

Prerequisites (students enrolled prior to May 2019): NR-500, NR-501, NR-503, NR-505, NR-506, NR-507, NR-508, NR-509, NR-510, NR-511, NR-512, NR-601, NR-602

Prerequisites (effective May 2019): NR-500NP, NR-501NP, NR-503, NR-505NP, NR-506NP, NR-507, NR-509, NR-511, NR-565, NR-566, NR-599, NR-601, NR-602

NR-605: Diagnosis & Management in Psychiatric-Mental Health across the Lifespan I Practicum

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

This course will incorporate psychosocial theories and psychotherapy modalities within mental health. Individual and group therapies will be explored as a foundation for non-pharmacological and adjunct treatment of psychiatric mental health disorders across the lifespan. The therapeutic alliance and use of self will be examined. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of acute and chronic mental health problems. Care strategies will include psychotherapy, psychopharmacological prescribing, patient education, follow-up, and referral through a practicum experience in a precepted psychiatric mental health setting.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-546, NR-509, NR-548, NR-547

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-546, NR-547, NR-548, NR-565, NR-599

NR-606: Diagnosis & Management in Psychiatric-Mental Health II Practicum

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

In this course the student expands knowledge in the care of patients specific to the role of the PMHNP, with a focus on perinatal, child and adolescent populations. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of acute and chronic mental health problems. Care strategies will include psychopharmacological prescribing, psychotherapy, patient education, follow-up, and referral through a practicum experience in a precepted psychiatric mental health setting.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-546, NR-509, NR-548, NR-547, NR-605

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-546, NR-547, NR-548, NR-565, NR-599, NR-605

NR-607: Diagnosis & Management in Psychiatric-Mental Health III Practicum

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

In this course the student will expand upon previous knowledge to include complex mental health diagnoses and psychiatric emergencies. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of complex psychiatric mental health problems across the lifespan. Care strategies will include psychopharmacological prescribing, psychotherapy, patient education, follow-up, and referral through a practicum experience in a precepted psychiatric mental health care setting.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-546, NR-509, NR-548, NR-547, NR-605, NR-606

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-546, NR-547, NR-548, NR-565, NR-599, NR-605, NR-606

NR-611: Population Health Concluding Graduate Experience I

Contact Hours: Lecture - 24, Lab - 0, Clinical - 72

Semester Hours: Theory 1.5, Practicum 1.5

This course involves an intensive experience designed to broaden perspectives and support the integration of knowledge gained throughout the curriculum. In collaboration with a population health mentor, critical analysis of population health concepts and implementation of population health management strategies occur in a clinical or community-based

practice setting. Initiation of an evidence-based practice project relevant to an issue in population health are included.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-550, NR-538, NR-539, NR-540

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-530, NR-538, NR-539, NR-540

NR-612: Population Health Concluding Graduate Experience II

Contact Hours: Lecture - 24, Lab - 0, Clinical - 72

Semester Hours: Theory 1.5, Practicum 1.5

This course involves an intensive experience designed to broaden perspectives and support the integration of knowledge gained throughout the curriculum. In collaboration with a population health mentor, critical analysis of population health concepts and implementation of population health management continue in a clinical or community-based practice

setting. Implementation and evaluation of an evidence-based practice project relevant to an issue in population health are included. In this culminating course, emphasis is placed on synthesis of learning and professional growth in advanced nursing practice.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-550, NR-538, NR-539, NR-540, NR-611

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-530, NR-538, NR-539, NR-540, NR-611

NR-621: Nurse Educator Concluding Graduate Experience I

Contact Hours: Lecture - 24, Lab - 0, Clinical - 72

Semester Hours: Theory 1.5, Practicum 1.5

In this course, the student has an intensive experience in critical analysis, designed to broaden perspectives and support the integration of knowledge gained throughout the curriculum. In collaboration with a nurse educator mentor, the student applies teaching-and-learning theories and concepts in the implementation of the nurse-educator role in an academic or clinical practice setting and develops and implements evidence-based teaching strategies. The student begins a scholarly project involving critical analysis of an issue relevant to nursing education.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-535, NR-524, NR-536, NR-537

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-524, NR-535, NR-536, NR-537

NR-622: Nurse Educator Concluding Graduate Experience II

Contact Hours: Lecture - 24, Lab - 0, Clinical - 72

Semester Hours: Theory 1.5, Practicum 1.5

In this course, the student has an intensive experience in critical analysis, designed to broaden perspectives and support the integration of knowledge gained throughout the curriculum. In collaboration with a nurse-educator mentor, the student continues to apply teaching-and learning theories and concepts in the implementation of the nurse educator role in an academic-or-clinical-practice setting and continues the implementation of evidence-based teaching strategies begun in NR-621. The student completes a scholarly project, begun in NR-621, demonstrating synthesis of the advanced knowledge and skills needed to address an area of relevance to professional nursing education.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-535, NR-524, NR-536, NR-537, NR-621

Prerequisite: NR-621

NR-631: Nurse Executive Concluding Graduate Experience I

Contact Hours: Lecture - 24, Lab - 0, Clinical - 72

Semester Hours: Theory 1.5, Practicum 1.5

In this course, the student begins an intensive experience in critical analysis, designed to broaden perspectives and support the integration of knowledge gained throughout the curriculum. In collaboration with a nurse-leader mentor, the student demonstrates application of leadership and management theories and concepts and essential competencies in the role of nurse executive in an academic or clinical practice setting, where the student develops and implements evidence-based leadership and management strategies. The student begins a scholarly project involving critical analysis of an issue relevant to professional nursing in leadership. The student is introduced to the planning phase of project management and develop tools to assist them in planning to lead an organizational practice change project.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-531, NR-532, NR-533, NR-534

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-531, NR-532, NR-533, NR-534

NR-632: Nurse Executive Concluding Graduate Experience II

Contact Hours: Lecture - 24, Lab - 0, Clinical - 72

Semester Hours: Theory 1.5, Practicum 1.5

In this course, the student continues their intensive experience in critical analysis, designed to broaden perspectives and support the integration of knowledge gained throughout the curriculum. In continued collaboration with a nurse-leader mentor, the student demonstrates application of leadership and management theories and concepts and essential competencies in the role of nurse executive in a variety of practice settings. The student moves their project from the planning phase begun in NR-631 to the phases of execution and evaluation in this course. The student also expands and broadens their understanding of several key nursing roles as they apply to senior leadership positions in organizations.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-531, NR-532, NR-533, NR-534, NR-631

Prerequisite: NR-631

NR-640B: Informatics Nurse Specialist Practicum I

Contact Hours: Lecture - 24, Lab - 0, Clinical - 72

Semester Hours: Theory 1.5, Practicum 1.5

In this course, the application of the concepts, principles and practices of formal informatics project management is emphasized. The role of the informatics nurse is implemented, applied and analyzed in a related organizational setting, in collaboration with a mentor.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-541, NR-542, NR-543

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-541, NR-542, NR-543

NR-642: Informatics Nurse Specialist Concluding Graduate Experience I

Contact Hours: Lecture - 24, Lab - 0, Clinical - 72

Semester Hours: Theory 1.5, Practicum 1.5

In this course, the student has an intensive experience in critical analysis, designed to broaden perspectives and support the integration of knowledge gained throughout the curriculum. In collaboration with an informatics-nurse-specialist mentor, the student applies informatics theories and concepts in the implementation of the informatics-nurse-specialist role in a virtual learning environment, academic, business or clinical setting and implements evidence-based informatics strategies developed in NR-640B. The student begins a scholarly project demonstrating synthesis of the advanced knowledge and skills needed to address an area of relevance to nursing informatics.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-541, NR-542, NR-543, NR-640B

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-541, NR-542, NR-543, NR-640B

NR-643: Informatics Nurse Specialist Concluding Graduate Experience II

Contact Hours: Lecture - 24, Lab - 0, Clinical - 72

Semester Hours: Theory 1.5, Practicum 1.5

In this course, the student has an intensive experience in critical analysis, designed to broaden perspectives and support the integration of knowledge gained throughout the curriculum. In collaboration with an informatics-nurse-specialist mentor, the student continues to apply informatics theories and concepts in the implementation of the informatics-nurse-specialist role in a virtual learning environment, academic, business or clinical setting and concludes the implementation of evidence-based informatics strategies developed in NR-640B. The student concludes a scholarly project, begun in NR-642, demonstrating synthesis of the advanced knowledge and skills needed to address an area of relevance to nursing informatics.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-541, NR-542, NR-543, NR-640B, NR-642

Prerequisite: NR-642

NR-651: Healthcare Policy Concluding Graduate Experience I

Contact Hours: Lecture - 24, Lab - 0, Clinical - 72

Semester Hours: Theory 1.5, Practicum 1.5

This course requires demonstration of student synthesis of concepts for leadership and management, delivery of nursing services, and educational components with role immersion through completion of a scholarly evidence-based proposal. Students develop a healthcare policy Concluding Graduate Experience (CGE) proposal utilizing evidence-based practice research, implementation, evaluation and dissemination models, in collaboration with CGE site stakeholders.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-555, NR-552, NR-553, NR-556

Prerequisites: NR-500, NR-501, NR-504, NR-505, NR-506 or NR-544, NR-512, NR-552, NR-553, NR-555, NR-556

NR-652: Healthcare Policy Concluding Graduate Experience II

Contact Hours: Lecture - 24, Lab - 0, Clinical - 72

Semester Hours: Theory 1.5, Practicum 1.5

In this course, students demonstrate comprehensive knowledge, skills and ability to critically think as a policy leader to improve health outcomes. Students and Concluding Graduate Experience (CGE) site stakeholders collaborate on the implementation and evaluation of the proposed healthcare policy CGE project to address a CGE site need. Students use implementation, evaluation and dissemination and stakeholders' collaboration models in their project. Students complete the CGE practicum project with a manuscript ready submission and presentation to organization administrators and stakeholders.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-555, NR-552, NR-553, NR-556, NR-651

Prerequisite: NR-651

NR-658: Advanced Nursing Role Immersion – Part 1

Contact Hours: Lecture - 0, Lab - 0, Clinical - 192

Semester Hours: Clinical 4

A microsystems viewpoint is utilized within an interdisciplinary team approach for point-of-care client cohort management. Integration of prior course work related to advanced nursing practice of client illness and wellness conditions is addressed. Research, theory and principles of practice that impact health promotion, wellness & illness management, risk-factor determination to promote client safety through an interdisciplinary approach is emphasized. Formulation of the project proposal is completed with approvals from faculty and organization leaders.

Prerequisite: Admission to the Clinical Nursing Leadership Option and completion of all didactic coursework

NR-662: Advanced Nursing Role Synthesis

Contact Hours: Lecture - 16, Lab - 0, Clinical - 144

Semester Hours: Theory 1, Clinical 3

This course requires demonstration of student synthesis of all concepts of the leadership and management, delivery of nursing services, and educational components with role immersion through completion of a scholarly evidence-based process-improvement project. Students produce a submission-ready manuscript and poster as part of the dissemination of their work.

Corequisite: NR-562

NR-663: Advanced Nursing Role Immersion – Part 1

Contact Hours: Lecture - 16, Lab - 0, Clinical - 144

Semester Hours: Theory 1, Clinical 3

A microsystems viewpoint is utilized within an interdisciplinary team approach for point-of-care client cohort management. Integration of prior coursework related to the advanced nursing practice of client illness and wellness conditions is addressed. Research, theory and principles of practice that impact health promotion, wellness and illness management and risk-factor determination to promote client safety through an interdisciplinary approach is emphasized. Formulation of the project proposal is completed with approvals from faculty and organization leaders.

Prerequisite: Admission to the Clinical Nursing Leadership Option and completion of all didactic coursework

NR-664: Advanced Nursing Role Immersion – Part 2

Contact Hours: Lecture - 0, Lab - 0, Clinical - 144

Semester Hours: Clinical 3

Emphasizing acute to chronic illness, students apply theory, course concepts and evidence-based care to a cohort of clients. Special focus is on the utilization of various types of technology at the point-of-care to home monitoring for condition management. An interdisciplinary approach is used to apply epidemiological models and data related to chronic health conditions, to develop, design, coordinate and evaluate health outcomes. Project proposal is implemented.

Prerequisite: NR-663

NR-665: Advanced Nursing Role Immersion – Part 3

Contact Hours: Lecture - 16, Lab - 0, Clinical - 144

Semester Hours: Theory 1, Clinical 3

Students complete the capstone practicum project with a presentation to organization, administrators, and stakeholders. Effective collaboration, negotiation and presentation of the evidence-based epidemiologically-based problem related to the selected client cohort is presented in a manuscript-ready capstone paper. Students demonstrate comprehensive knowledge, skills, and ability to critically think as an interdisciplinary group leader related to care outcomes for clients.

Prerequisite: NR-664

NR-667: FNP Capstone Practicum and Intensive

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

The student will synthesize all elements of clinical management skills and knowledge and continue to analyze, apply and evaluate diverse aspects of patient assessment and healthcare intervention. This precepted clinical practicum will be with an approved provider in an advanced practice setting. Focus topics include clinical management skills, case studies, chart reviews and practice critique, with a capstone product evidencing increasing complex clinical management skills. At the end of this course, the student will be prepared for entry into clinical practice providing primary healthcare across the life span after first passing the national certification for the family nurse practitioner. An onground intensive review session occurs during this course.

Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-566, NR-509, NR-511, NR-601, NR-602, NR-603

Prerequisite: NR-500NP, NR-501NP, NR-503, NR-505NP, NR-506NP, NR-507, NR-509, NR-511, NR-599, NR-565, NR-566, NR-601, NR-602, NR-603

NR-668: Psychiatric-Mental Health Capstone Practicum & Intensive

Contact Hours: Lecture - 6, Lab - 0, Clinical - 125

Semester Hours: Theory .4, Clinical 2.6

The student will synthesize all elements of clinical management skills and knowledge and continue to analyze, apply, and evaluate diverse aspects of patient assessment and healthcare intervention. This precepted clinical practicum will be with an approved provider in psychiatric mental health setting. Focus topics include clinical management skills, case studies, chart reviews, and practice critique, with a capstone product evidencing increasing complex psychiatric mental health clinical management skills. At the end of this course the student will be prepared for entry into clinical practice providing psychiatric mental healthcare across the lifespan after first passing the national certification for the psychiatric mental health nurse practitioner. Prerequisites Effective January 2024:

NR-581 or NR-581NP, NR-582 or NR-582NP, NR-583 or NR-583NP, NR-584 or NR-584NP, NR-585 or NR-585NP, NR-586 or NR-586NP, NR-507, NR-565, NR-546, NR-509, NR-548, NR-547, NR-605, NR-606, NR-607

Prerequisites: NR-500NP or NR-500, NR-501NP or NR-501, NR-503, NR-505NP or NR-505, NR-506NP, NR-507, NR-509, NR-546, NR-547, NR-548, NR-565, NR-599, NR-605, NR-606, NR-607

NR-669: Advanced Nursing Role Immersion – Part 3

Contact Hours: Lecture - 8, Lab - 0, Clinical - 168

Semester Hours: Theory 0.5, Clinical 3.5

Students complete the capstone practicum project with a presentation to organization administrators and stakeholders. Effective collaboration, negotiation and presentation of the evidence-based, epidemiologically-based problem related to the selected client cohort is presented in a manuscript-ready capstone paper. Students demonstrate comprehensive knowledge, skills and ability to critically think as an interdisciplinary group leader related to care outcomes for clients

Prerequisite: NR-664

PA-Physician Assistant (PA)

PA-501: PA Professional Practice Seminar I

Contact Hours: Lecture - 16, Lab - 0, Clinical - 0

Semester Hours: Theory

This is the first of a 6-part seminar series that begins in the didactic year and continues through the clinical year. This series explores topics relevant to PA professional practice. This first course in the series will explore the history and development of the profession, and current role of the physician assistant as part of the healthcare team and as part of the U.S. healthcare team and as part of the U.S. healthcare system. The concept of interdisciplinary care teams will be introduced with exploration of the roles and responsibilities of various healthcare professionals. This will serve as a base for interprofessional practice experiences that are integrated throughout the program curriculum. Lastly, PA students will participate in activities and discussions for creating individual plans to be implemented throughout the MPAS degree program to help maintain wellness, reduce stress and preserve a holistic balance to the mind and body.

Prerequisite: Admission to the Master of Physician Assistant Studies degree program

Corequisites: PA-502, PA-503, PA-504, PA-505

PA-502: Evidence Based Medicine

Contact Hours: Lecture - 16, Lab - 0, Clinical - 0

Semester Hours: Theory 1

In this course, students will critically analyze medical literature to make clinical decisions based on current best evidence in medicine. Students will systematically analyze medical literature, demonstrate knowledge of study designs and statistical methods, and examine patient characteristics and preferences. In addition, students will evaluate diagnostic and therapeutic effectiveness of treatment modalities.

Corequisites: PA-501, PA-503, PA-504, PA-505

PA-503: Essential Foundations in Clinical Medicine

Contact Hours: Lecture - 56, Lab - 48, Clinical - 0

Semester Hours: Theory 3.5, Lab 1.5

This course is designed to create a foundation of basic clinical medicine knowledge upon which subsequent system-based modules will build. Students will utilize the anatomy table and computer simulation software throughout the course. Students will examine pharmacology and pharmacogenetics, diagnostic imaging, clinical genetics, immunology and immunotherapy and other essential elements of clinical medicine.

Corequisites: PA-501, PA-502, PA-504, PA-505

PA-504: Medical Interviewing and Documentation

Contact Hours: Lecture - 28, Lab - 8, Clinical - 0

Semester Hours: Theory 1.75, Lab .25

This course will introduce students to basic interviewing techniques and skills to obtain relevant and appropriate history information during a medical interview. Emphasis will be placed on enhancing empathetic-listening and relationship-building communication skills as well as applying a holistic approach that incorporates patient cultural beliefs and environmental influences. Students will also learn the basics of medical documentation, including an introduction to electronic medical records and informatics necessary for clinical practice.

Corequisites: PA-501, PA-502, PA-503, PA-505

PA-505: Behavioral Medicine I

Contact Hours: Lecture - 32, Lab - 0, Clinical - 0

Semester Hours: Theory 2

This course is designed to help the PA student develop the necessary skills, knowledge and sensitivity in order to intervene effectively for a variety of psychiatric, emotional, and social concerns that are presented by patients in healthcare settings. Students will gain skills in the evaluation, diagnosis and management of patients with a variety of behavioral, psychosocial and psychiatric conditions.

Corequisites: PA-501, PA-502, PA-503, PA-504

PA-510: Comprehensive Clinical Module Dermatology

Contact Hours: Lecture - 14, Lab - 4, Clinical - 0

Semester Hours: Theory .875, Lab .125

This systems-based module concentrates on the dermatologic system, its normal state and disorders of the system. Coordinated instruction includes anatomy, physiology, clinical presentation, pathophysiology, history and physical exam findings, clinical diagnostics, pharmacology, evidence-based medicine, genetics, medical procedures and prevention of emergent, acute and chronic conditions related to this area of study. Students are engaged in innovative and high technology simulations, both face-to-face and virtually, problem-based learning, and clinical case applications to help develop critical thinking and real-world professional skills needed for clinical practice and patient care.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505

Corequisites: PA-512, PA-514, PA-516

PA-512: CCM Hematology/Oncology

Contact Hours: Lecture - 28, Lab - 8, Clinical - 0

Semester Hours: Theory 1.75, Lab .25

This systems-based module concentrates on the hematologic system and associated disorders. This module also covers disorders with oncologic processes. Coordinated instruction includes anatomy, physiology, clinical presentation, pathophysiology, history and physical exam findings, clinical diagnostics, pharmacology, evidence-based medicine, genetics, medical procedures and prevention of emergent, acute and chronic conditions related to this area of study. Students are engaged in innovative and high technology simulations, both face-to-face and virtually, problem-based learning, and clinical case applications to help develop critical thinking and real-world professional skills needed for clinical practice and patient care.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505

Corequisites: PA-510, PA-514, PA-516

PA-514: Comprehensive Clinical Module Infectious Disease

Contact Hours: Lecture - 28, Lab - 8, Clinical - 0

Semester Hours: Theory 1.75, Lab .25

This systems-based module concentrates on infectious diseases. Coordinated instruction includes anatomy and function of the immune system, physiology, clinical presentation, pathophysiology, history and physical exam findings, clinical diagnostics, pharmacology, evidence-based medicine, genetics, medical procedures and prevention of emergent, acute and chronic conditions related to this area of study. Students are engaged in innovative and high technology simulations, both face-to-face and virtually, problem-based learning, and clinical case applications to help develop critical thinking and real-world professional skills needed for clinical practice and patient care.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505

Corequisites: PA-510, PA-512, PA-516

PA-516: Comprehensive Clinical Module HEENT (Head, Ears, Eyes, Nose, Throat)

Contact Hours: Lecture - 32, Lab - 32, Clinical - 0

Semester Hours: Theory 2, Lab 1

This systems-based module concentrates on the head, ears, eyes, nose and throat (HEENT) and associated disorders. Coordinated instruction includes anatomy, physiology, clinical presentation, pathophysiology, history and physical exam findings, clinical diagnostics, pharmacology, evidence-based medicine, genetics, medical procedures and prevention of emergent, acute and chronic conditions related to this area of study. Students are engaged in innovative and high technology simulations, both face-to-face and virtually, problem-based learning, and clinical case applications to help develop critical thinking and real-world professional skills needed for clinical practice and patient care.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505

Corequisites: PA-510, PA-512, PA-514

PA-518: Comp Clin Mod Cardiovascular

Contact Hours: Lecture - 104, Lab - 48, Clinical - 0

Semester Hours: Theory 6.5, Lab 1.5

This systems-based module concentrates on the cardiovascular system and associated disorders. This module also includes instruction in EKG and auscultation of heart sounds. Coordinated instruction includes anatomy, physiology, clinical presentation, pathophysiology, history and physical exam findings, clinical diagnostics, pharmacology, evidence-based medicine, genetics, medical procedures, and prevention of emergent, acute and chronic conditions related to this area of study. Students are engaged in innovative and high technology simulations, both face-to-face and virtually, problem-based learning, and clinical case applications to help develop critical thinking and real-world professional skills needed for clinical practice and patient care.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516

Corequisite: PA-520

PA-520: Comprehensive Clinical Module Pulmonology

Contact Hours: Lecture - 56, Lab - 48, Clinical - 0

Semester Hours: Theory 3.5, Lab 1.5

This systems-based module concentrates on the pulmonary system and associated disorders. Coordinated instruction includes anatomy, physiology, clinical presentation, pathophysiology, history and physical exam findings, clinical diagnostics, pharmacology, evidence-based medicine, genetics, medical procedures and prevention of emergent, acute and chronic conditions related to this area of study. Students are engaged in innovative and high technology simulations, both face-to-face and virtually, problem-based learning, and clinical case applications to help develop critical thinking and real-world professional skills needed for clinical practice and patient care.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516

Corequisite: PA-518

PA-522: Comprehensive Clinical Module Endocrinology

Contact Hours: Lecture - 36, Lab - 24, Clinical - 0

Semester Hours: Theory 2.25, Lab .75

This systems-based module concentrates on the endocrine system and associated disorders. Coordinated instruction includes anatomy, physiology, clinical presentation, pathophysiology, history and physical exam findings, clinical diagnostics, pharmacology, evidence-based medicine, genetics, and prevention of emergent, acute and chronic conditions related to this area of study. Students are engaged in innovative and high technology simulations, both face-to-face and virtually, problem-based learning, and clinical case applications to help develop critical thinking and real-world professional skills needed for clinical practice and patient care.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520

Corequisites: PA-524, PA-526

PA-524: Comprehensive Clinical Module Nephrology & Genitourinary

Contact Hours: Lecture - 44, Lab - 40, Clinical - 0

Semester Hours: Theory 2.75, Lab 1.25

This systems-based module concentrates on the renal system and genitourinary system and associated disorders. Coordinated instruction includes anatomy, physiology, clinical presentation, pathophysiology, history and physical exam findings, clinical diagnostics, pharmacology, evidence-based medicine, genetics, medical procedures and prevention of emergent, acute and chronic conditions related to this area of study. Students are engaged in innovative and high technology simulations, both face-to-face and virtually, problem-based learning, and clinical case applications to help develop critical thinking and real-world professional skills needed for clinical practice and patient care. For the purpose of this course, the terms female and male will be used to describe individuals assigned sex of female and male at birth.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520

Corequisites: PA-522, PA-526

PA-526: Comprehensive Clinical Module Gastroenterology

Contact Hours: Lecture - 52, Lab - 56, Clinical - 0

Semester Hours: Theory 3.25, Lab 1.75

This systems-based module concentrates on the gastrointestinal system and associated disorders. Coordinated instruction includes anatomy, physiology, clinical presentation, pathophysiology, history and physical exam findings, clinical diagnostics, pharmacology, evidence-based medicine, genetics, medical procedures and prevention of emergent, acute and chronic conditions related to this area of study. Students are engaged in innovative and high technology simulations, both face-to-face and virtually, problem-based learning, and clinical case applications to help develop critical thinking and real-world professional skills needed for clinical practice and patient care.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520

Corequisites: PA-522, PA-524

PA-528: Comprehensive Clinical Module Neurology

Contact Hours: Lecture - 44, Lab - 40, Clinical - 0

Semester Hours: Theory 2.75, Lab 1.25

This systems-based module concentrates on the nervous system and associated disorders. Coordinated instruction includes anatomy, physiology, clinical presentation, pathophysiology, history and physical exam findings, clinical diagnostics, pharmacology, evidence-based medicine, genetics, medical procedures and prevention of emergent, acute and chronic conditions related to this area of study. Students are engaged in innovative and high technology simulations, both face-to-face and virtually, problem-based learning, and clinical case applications to help develop critical thinking and real-world professional skills needed for clinical practice and patient care.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526

Corequisites: PA-530, PA-531, PA-532

PA-530: Comprehensive Clinical Module Musculoskeletal

Contact Hours: Lecture - 50, Lab - 28, Clinical - 0

Semester Hours: Theory 3.125, Lab .875

This systems-based module concentrates on the musculoskeletal system and associated disorders. Coordinated instruction includes anatomy, physiology, clinical presentation, pathophysiology, history and physical exam findings, clinical diagnostics, pharmacology, evidence-based medicine, genetics, medical procedures and prevention of emergent, acute and chronic conditions related to this area of study. Students are engaged in innovative and high technology simulations, both face-to-face and virtually, problem-based learning, and clinical case applications to help develop critical thinking and real-world professional skills needed for clinical practice and patient care.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526

Corequisites: PA-528, PA-531, PA-532

PA-531: Emergency Medicine

Contact Hours: Lecture - 26, Lab - 44, Clinical - 0

Semester Hours: Theory 1.625, Lab 1.375

This course will focus on urgent and emergent medical conditions that are frequently seen in emergency settings. While emergent conditions are covered within each of the comprehensive clinical modules, this course will concentrate on triaging, critically evaluating and treating common emergency issues. Students will also work on emergency and life-saving certifications such as Advanced Cardiac Life Support.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526

Corequisites: PA-528, PA-530, PA-532

PA-532: Surgical and Clinical Skills

Contact Hours: Lecture - 24, Lab - 48, Clinical - 0

Semester Hours: Theory 1.5, Lab 1.5

This course will focus on teaching PA students surgical and clinical skills which are necessary for PA practice. It will include hands-on instruction including but not limited to procedural skills such as suturing, sterile technique, wound care, regional nerve block, local anesthesia, ultrasound technique, knee injections, scrubbing, gowning and gloving techniques, IV placement, venipuncture and more.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526

Corequisites: PA-528, PA-530, PA-531

PA-533: Obstetrics & Gynecology

Contact Hours: Lecture - 56, Lab - 48, Clinical - 0

Semester Hours: Theory 3.5, Lab 1.5

This course will explore healthcare issues unique to women throughout the lifespan, including gynecologic history and physical, adolescent development, menstruation, breast health, contraception, pregnancy, labor and delivery, gynecologic disorders, and menopause. For the purpose

of this course, the terms woman and female will be used to describe individuals assigned sex of female at birth.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532

Corequisites: PA-534, PA-536, PA-541

PA-534: Pediatrics

Contact Hours: Lecture - 44, Lab - 8, Clinical - 0

Semester Hours: Theory 2.75, Lab .25

This course will explore healthcare issues and common disorders of the pediatric population, from neonates to adolescence, and includes neonatal,

pediatric and adolescent physical examinations; well child visits; growth and development assessments; immunizations; and clinical presentation,

diagnosis, and management of childhood disorders and issues.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532

Corequisites: PA-533, PA-536, PA-541

PA-536: Behavioral Medicine II

Contact Hours: Lecture - 16, Lab - 0, Clinical - 0

Semester Hours: Theory 1

This course is the second of two courses designed to explore behavioral health issues. The focus of this course will be on identification and treatment of substance-related and addictive disorders. Students will learn about the chemistry of addiction and treatment modalities including

behavior modification and Medication-Assisted Treatment (MAT).

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532

Corequisites: PA-533, PA-534, PA-541

PA-541: PA Professional Practice Seminar II

Contact Hours: Lecture - 16, Lab - 0, Clinical - 0

Semester Hours: Theory 1

This is the second of a 6-part seminar series that begins in the didactic year and continues through the clinical year. This course will explore ethics and ethical practice to include issues related to social determinants of health with respect to cultural competency, race/ethnicity, religious beliefs/spirituality, gender identity, sexual orientation, and individuals with disabilities, and special healthcare needs. Discussions will also include topics of death, dying and loss, and palliative and end of life care.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532

Corequisites: PA-533, PA-534, PA-536

PA-601: PA Prof Prac Seminar III

Contact Hours: Lecture - 16, Lab - 0, Clinical - 0

Semester Hours: Theory 1

This is the third of a 6-part seminar series which begins in the didactic year and continues through the clinical year. This course will explore the U.S.

healthcare delivery system, medical information and clinical data systems, payment systems and funding sources and provider practices that promote

quality cost-effective healthcare. Topics will include practical applications in electronic medical record utilization, documentation in electronic medical

records, billing, coding, reimbursement and costs/cost containment in clinical practice. It will explore the current environment of healthcare reform including issues related to health equity and access to care.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541

Corequisites: PA-608 and one clerkship course

PA-602: PA Prof Prac Seminar IV

Contact Hours: Lecture - 16, Lab - 0, Clinical - 0

Semester Hours: Theory 1

This is the fourth of a 6-part seminar series which begins in the didactic year and continues through the clinical year. This course will explore patient advocacy, health policy, the public health system, community health, maintenance of population health and global health. It will continue to explore the current environment of healthcare reform including issues related to diversity, health equity and access to care.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541, PA-601, PA-608

Corequisites: Two clerkship courses

PA-603: PA Prof Prac Seminar V

Contact Hours: Lecture - 16, Lab - 0, Clinical - 0

Semester Hours: Theory 1

This is the fifth of a 6-part seminar series which begins in the didactic year and continues through the clinical year. This course will explore regulatory and legal compliance, health law, patient safety, prevention of medical errors, and malpractice, quality improvement and risk management. Discussions will also include topics of death, dying and loss, palliative and end of life care.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541, PA-601, PA-602, PA-608

Corequisites: Two clerkship courses

PA-604: PA Prof Prac Seminar VI

Contact Hours: Lecture - 16, Lab - 0, Clinical - 0

Semester Hours: Theory 1

This is the last of a 6-part seminar series which begins in the didactic year and continues through the clinical year. This last course in the series will revisit the topic of PA provider wellness which was first introduced in the first course of this series. Focus will be on maintaining wellness, reducing stress and preserving holistic balance to the mind and body while clinically practicing as a certified PA. It will also explore advances and future trends in medical care such as telemedicine, AI and pharmacogenetics.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541, PA-601, PA-602, PA-603, PA-608

Corequisites: Two clerkship courses

PA-608: Transition to Practice I

Contact Hours: Lecture - 16, Lab - 64, Clinical - 0

Semester Hours: Theory 1, Lab 2

This course is the first in a series developed to help students in transition periods. This first course includes instruction, activities and experiential learning in clinical settings which are intended to help students as they prepare for clinical clerkships. Includes hands on experience with EMR and other interactive procedures and clinical preparedness activities.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541

Corequisites: PA-601 and one clerkship course

PA-610: Clinical Clerkship – Family Medicine

Contact Hours: Lecture - 0, Lab - 0, Clinical - 144

Semester Hours: Clinical 3

The Family Medicine Clinical Clerkship is a four-week required supervised clinical practice experience. This primary care experience will be in an outpatient setting and will focus on care of families for acute and chronic conditions, preventive care and counseling for health maintenance.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541

Corequisites: PA-601, PA-608

PA-612: Clinical Clerkship – Internal Medicine

Contact Hours: Lecture - 0, Lab - 0, Clinical - 144

Semester Hours: Clinical 3

The Internal Medicine Clinical Clerkship is a four-week required supervised clinical practice experience. This experience will focus on adult and geriatric care in an ambulatory and/or inpatient setting. Students will participate as part of a healthcare team and apply clinical knowledge to the care of adult and elderly patients, with a variety of medical conditions, including complex, multisystem and chronic conditions.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541

Corequisites: PA-601, PA-608

PA-614: Clinical Clerkship – Emergency Medicine

Contact Hours: Lecture - 0, Lab - 0, Clinical - 144

Semester Hours: Clinical 3

The Emergency Medicine Clinical Clerkship is a four-week required supervised clinical practice experience. This experience will provide students with the opportunity to experience management of patients in an emergency care setting. Students will apply clinical knowledge and interventions to the care of patients with a wide range of medical and surgical emergencies as part of a healthcare team.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541

Corequisites: PA-601, PA-608

PA-616: Clinical Clerkship – Surgery

Contact Hours: Lecture - 0, Lab - 0, Clinical - 144

Semester Hours: Clinical 3

The Surgery Clinical Clerkship is a four-week required supervised clinical practice experience in the evaluation, diagnosis, management and treatment of common problems encountered in general surgery practice. Students will gain experience in pre- and post-operative assessment and care of the surgical patient, active participation in surgical cases in the operating room, outpatient follow-up care and performance of minor surgical procedures.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541

Corequisites: PA-601, PA-608

PA-618: Clinical Clerkship – Pediatrics

Contact Hours: Lecture - 0, Lab - 0, Clinical - 144

Semester Hours: Clinical 3

The Pediatrics Clinical Clerkship is a four-week required supervised clinical practice experience. This experience will focus on pediatric care in an ambulatory and/or inpatient setting. Students will apply their clinical knowledge in the evaluation and management of pediatric patients, from newborns to adolescents for a range of emergent, acute and chronic issues, from well child visits to children with illnesses and chronic conditions.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541

Corequisites: PA-601, PA-608

PA-620: Clinical Clerkship – Obstetrics & Gynecology

Contact Hours: Lecture - 0, Lab - 0, Clinical - 144

Semester Hours: Clinical 3

The Obstetrics & Gynecology Clinical Clerkship is a four-week required supervised clinical practice experience. This clerkship will provide PA students exposure to gynecologic and obstetric care of female patients. Students will participate in management and treatment of common gynecologic issues. They also will participate in obstetric care including prenatal, labor, delivery and postpartum care.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541

Corequisites: PA-601, PA-608

PA-622: Clinical Clerkship – Behavioral Health

Contact Hours: Lecture - 0, Lab - 0, Clinical - 144

Semester Hours: Clinical 3

The Behavioral Health Clinical Clerkship is a four-week required supervised clinical practice experience. This experience will provide PA students experience in the management of patients seeking care for behavioral and mental health conditions in either an outpatient and/or inpatient setting.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541

Corequisites: PA-601, PA-608

PA-624: Clinical Clerkship – Underserved Population

Contact Hours: Lecture - 0, Lab - 0, Clinical - 144

Semester Hours: Clinical 3

The Underserved Population Clinical Clerkship is a four-week required supervised clinical practice experience. This clerkship provides PA students an opportunity to participate in delivery of healthcare services to an underserved population. Sites for this rotation will have been designated as a Medically Underserved Area and/or Health Professional Shortage Area site by the U.S. Health Resources and Services Administration or a similar designation by the Indian Health Service and/or other governmental organizations. There may be opportunities for students to combine this clinical experience with other clinical clerkships such as family practice or emergency medicine rotations if the populations for such rotations meet the criteria described above.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541

Corequisites: PA-601, PA-608

PA-626: Clinical Clerkship – Elective I

Contact Hours: Lecture - 0, Lab - 0, Clinical - 144

Semester Hours: Clinical 3

The Elective I Clinical Clerkship is a four-week required supervised clinical practice experience. This clerkship gives the student the ability to choose

an area of clinical interest*. The student may choose from any area of medical practice, from primary care to sub-specialties. All experiences must be in clinical settings, be approved by the director of clinical training, and have adequate hours of patient contact. In cases in which a student has not obtained adequate clinical hours or was identified as having deficiencies in clinical performance in their mandatory supervised clinical

practice experiences, the program reserves the right to require a specific clinical area for the student's elective.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541

Corequisites: PA-601, PA-608

PA-628: Clinical Clerkship – Elective II

Contact Hours: Lecture - 0, Lab - 0, Clinical - 144

Semester Hours: Clinical 3

The Elective II Clinical Clerkship is a four-week required supervised clinical practice experience. This clerkship gives the student the ability to choose

an area of clinical interest*. The student may choose from any area of medical practice, from primary care to sub-specialties. All experiences must be in clinical settings, be approved by the director of clinical training, and have adequate hours of patient contact. In cases in which a student has not obtained adequate clinical hours or was identified as having deficiencies in clinical performance in their mandatory supervised clinical

practice experiences, the program reserves the right to require a specific clinical area for the student's elective.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541

Corequisites: PA-601, PA-608

PA-648: Transition to Practice II

Contact Hours: Lecture - 24, Lab - 48, Clinical - 0

Semester Hours: Theory 1.5, Lab 1.5

This course is the second in a series developed to help students in transition periods. This second course includes end-of-program summative evaluations as well as activities that are intended to help students as they prepare for the national certification board examination and for employment as a certified physician assistant. Students work through NCCPA board preparation material and receive instruction on NCCPA certification and licensing processes. Summative evaluations administered in this course will assess student attainment of end-of-program competencies in medical knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities. These competencies will be assessed through several methods including written examinations, procedural skills and summative Objective Structured Clinical Examinations (OSCEs). Students will take a final summative examination to evaluate scope and depth of medical knowledge. They will also perform objective standardized clinical examinations in which their clinical reasoning and problem-solving abilities, interpersonal skills, physical examination skills, clinical and technical skills, and professionalism will be evaluated. Students must pass all evaluations in order to graduate from the program.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541, PA-601, PA-602, PA-603, PA-604, PA-608, PA-650

PA-650: Capstone Project

Contact Hours: Lecture - 12, Lab - 8, Clinical - 0

Semester Hours: Theory .75, Lab .25

This course represents a culmination of student work longitudinally throughout the clinical year. Students integrate their clinical experiences with their assessment examinations, self-reflection, quality improvement activities and board preparatory work in a portfolio format. The capstone project course reflects the overall synthesis of knowledge, reflective thought, professional growth experiences, and evidence that assignment, course and program learning outcomes have been met. In this course, students will present the results of their capstone portfolio experiences.

Prerequisites: PA-501, PA-502, PA-503, PA-504, PA-505, PA-510, PA-512, PA-514, PA-516, PA-518, PA-520, PA-522, PA-524, PA-526, PA-528, PA-530, PA-531, PA-532, PA-533, PA-534, PA-536, PA-541, PA-601, PA-602, PA-603, PA-604, PA-608

Doctorate Courses

- NR-Nursing (NR)

NR-Nursing (NR)

NR-700: Scientific Underpinnings

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

The focus of this course is on the scientific underpinnings of nursing practice and the application of theory to advanced nursing practice at the highest level.

Prerequisite: Admission into the DNP degree program

NR-701: Applications of Analytic Methods

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

The focus of this course is on concepts and application of original research to practice, evaluation of clinical practice guidelines (CPGs) and examination of existing research for scientific merit.

Prerequisite: NR-700

NR-702A: DNP Project & Practicum I

Contact Hours: Lecture - 0, Lab - 0, Clinical - 128

Semester Hours: Practicum 2

The focus of this course is on broad issues for DNP-prepared nurses practicing across healthcare systems to advance nursing practice. Students identify a nursing practice problem and link the problem and plan for evidence-based practice change using advanced nursing judgment in the practicum setting.

Prerequisites (prior to July 2021): NR-700, NR-701, NR-703, NR-704, NR-706, NR-708, NR-711, NR-714

Prerequisites (effective July 2021): NR-703, NR-706, NR-711, NR-715, NR-716, NR-717, (NR-718 & NR-719) or (NR-720 & NR-721) or (NR-722 & NR-723), NR-730

NR-702B: DNP Project & Practicum I

Contact Hours: Lecture - 0, Lab - 0, Clinical - 192

Semester Hours: Practicum 3

The focus of this course is on broad issues for DNP-prepared nurses practicing across healthcare systems to advance nursing practice. Students identify a nursing practice problem and link the problem and plan for evidence-based practice change using advanced nursing judgment in the practicum setting.

Prerequisites (prior to July 2021): NR-700, NR-701, NR-703, NR-704, NR-706, NR-708, NR-711, NR-714

Prerequisites (effective July 2021): NR-703, NR-706, NR-711, NR-715, NR-716, NR-717, (NR-718 & NR-719) or (NR-720 & NR-721) or (NR-722 & NR-723), NR-730

NR-702C: DNP Project & Practicum I

Contact Hours: Lecture - 0, Lab - 0, Clinical - 256

Semester Hours: Practicum 4

The focus of this course is on broad issues for DNP-prepared nurses practicing across healthcare systems to advance nursing practice. Students identify a nursing practice problem and link the problem and plan for evidence-based practice change using advanced nursing judgment in the practicum setting.

Prerequisites (prior to July 2021): NR-700, NR-701, NR-703, NR-704, NR-706, NR-708, NR-711, NR-714

Prerequisites (effective July 2021): NR-703, NR-706, NR-711, NR-715, NR-716, NR-717, (NR-718 & NR-719) or (NR-720 & NR-721) or (NR-722 & NR-723), NR-730

NR-703: Applied Organizational and Leadership Concepts

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

The focus of this course is on application of organizational and leadership concepts to foster and promote healthcare systems conducive to relationship-based care that improve care-focused outcomes.

Prerequisites (prior to July 2021): NR-700, NR-701, NR-714

Prerequisites (effective July 2021): NR-715, NR-716

NR-704: Concepts in Population Health Outcomes

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

The focus of this course is on analysis and synthesis of clinical preventive best practice for populations and aggregates with an emphasis on primary, secondary and tertiary preventive best practice.

Prerequisites: NR-700, NR-701, NR-703, NR-714

NR-705A: DNP Project & Practicum II

Contact Hours: Lecture - 0, Lab - 0, Clinical - 128

Semester Hours: Practicum 2

The focus of this course is on preparing for evidence-based practice change using advanced nursing judgment in the practicum setting.

Prerequisites (prior to July 2021): NR-700, NR-701, (NR-702A, NR-702B, or NR-702C), NR-703, NR-704, NR-706, NR-708, NR-711, NR-714

Prerequisites (effective July 2021): (NR-702A, NR-702B, or NR-702C), NR-703, NR-706, NR-711, NR-715, NR-716, NR-717, (NR-718 & NR-719) or (NR-720 & NR-721) or (NR-722 & NR-723), NR-730

NR-705B: DNP Project & Practicum II

Contact Hours: Lecture - 0, Lab - 0, Clinical - 192

Semester Hours: Practicum 3

The focus of this course is on preparing for evidence-based practice change using advanced nursing judgment in the practicum setting.

Prerequisites (prior to July 2021): NR-700, NR-701, (NR-702A, NR-702B, or NR-702C), NR-703, NR-704, NR-706, NR-708, NR-711, NR-714

Prerequisites (effective July 2021): (NR-702A, NR-702B, or NR-702C), NR-703, NR-706, NR-711, NR-715, NR-716, NR-717, (NR-718 & NR-719) or (NR-720 & NR-721) or (NR-722 & NR-723), NR-730

NR-705C: DNP Project & Practicum II

Contact Hours: Lecture - 0, Lab - 0, Clinical - 256

Semester Hours: Practicum 4

The focus of this course is on preparing for evidence-based practice change using advanced nursing judgment in the practicum setting.

Prerequisites (prior to July 2021): NR-700, NR-701, (NR-702A, NR-702B, or NR-702C), NR-703, NR-704, NR-706, NR-708, NR-711, NR-714

Prerequisites (effective July 2021): (NR-702A, NR-702B, or NR-702C), NR-703, NR-706, NR-711, NR-715, NR-716, NR-717, (NR-718 & NR-719) or (NR-720 & NR-721) or (NR-722 & NR-723), NR-730

NR-706: Healthcare Informatics & Information Systems

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

The focus of this course is on assessment, planning, design and analysis of healthcare informatics and information systems to generate data-driven decisions in nursing and healthcare delivery.

Prerequisites (prior to July 2021): NR-700, NR-701, NR-703, NR-704, NR-714

Prerequisites (effective July 2021): NR-703, NR-715, NR-717

NR-707A: DNP Project & Practicum III

Contact Hours: Lecture - 0, Lab - 0, Clinical - 128

Semester Hours: Practicum 2

The focus of this course is on implementation of evidence-based practice change using advanced nursing judgment in the practicum setting.

Prerequisites (prior to July 2021): NR-700, NR-701, (NR-702A, NR-702B or NR-702C), NR-703, NR-704, NR-705, NR-706, NR-708, NR-711, NR-714

Prerequisites (effective July 2021): (NR-702A, NR-702B or NR-702C), NR-703, (NR-705A, NR-705B or NR-705C), NR-706, NR-711, NR-715, NR-716, NR-717, (NR-718 & NR-719) or (NR-720 & NR-721) or (NR-722 & NR-723), NR-730

NR-707B: DNP Project & Practicum III

Contact Hours: Lecture - 0, Lab - 0, Clinical - 192

Semester Hours: Practicum 3

The focus of this course is on implementation of evidence-based practice change using advanced nursing judgment in the practicum setting.

Prerequisites (prior to July 2021): NR-700, NR-701, (NR-702A, NR-702B or NR-702C), NR-703, NR-704, NR-705, NR-706, NR-708, NR-711, NR-714

Prerequisites (effective July 2021): (NR-702A, NR-702B or NR-702C), NR-703, (NR-705A, NR-705B or NR-705C), NR-706, NR-711, NR-715, NR-716, NR-717, (NR-718 & NR-719) or (NR-720 & NR-721) or (NR-722 & NR-723), NR-730

NR-707C: DNP Project & Practicum III

Contact Hours: Lecture - 0, Lab - 0, Clinical - 256

Semester Hours: Practicum 4

The focus of this course is on implementation of evidence-based practice change using advanced nursing judgment in the practicum setting.

Prerequisites (prior to July 2021): NR-700, NR-701, (NR-702A, NR-702B or NR-702C), NR-703, NR-704, NR-705, NR-706, NR-708, NR-711, NR-714

Prerequisites (effective July 2021): (NR-702A, NR-702B or NR-702C), NR-703, (NR-705A, NR-705B or NR-705C), NR-706, NR-711, NR-715, NR-716, NR-717, (NR-718 & NR-719) or (NR-720 & NR-721) or (NR-722 & NR-723), NR-730

NR-708: Health Policy

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

The focus of this course is on policy process pertinent to micro, meso and macro systems levels to analyze and evaluate health policy and legislative issues including but not limited to those related to ethics, safety, healthcare economics, access to care, insured and underinsured and quality of care issues.

Prerequisite: NR-700, NR-701, NR-703, NR-704, NR-706, NR-714

NR-709A: DNP Project & Practicum IV

Contact Hours: Lecture - 0, Lab - 0, Clinical - 128

Semester Hours: Practicum 2

The focus of this course is on evaluation of evidence-based practice change using advanced nursing judgment in the practicum setting.

Prerequisites (prior to July 2021): NR-700, NR-701, (NR-702A, NR-702B, or NR-702C), NR-703, NR-704, (NR-705A, NR-705B, or NR-705C), NR-706, NR-707, NR-708, NR-711, NR-714

Prerequisites (effective July 2021): (NR-702A, NR-702B, or NR-702C), NR-703, (NR-705A, NR-705B, or NR-705C), NR-706, (NR-707A, NR-707B, or NR-707C), NR-711, NR-715, NR-716, NR-717, (NR-718 & NR-719) OR (NR-720 & NR-721) OR (NR-722 & NR-723), NR-730

NR-709B: DNP Project & Practicum IV

Contact Hours: Lecture - 0, Lab - 0, Clinical - 192

Semester Hours: Practicum 3

The focus of this course is on evaluation of evidence-based practice change using advanced nursing judgment in the practicum setting.

Prerequisites (prior to July 2021): NR-700, NR-701, (NR-702A, NR-702B, or NR-702C), NR-703, NR-704, (NR-705A, NR-705B, or NR-705C), NR-706, NR-707, NR-708, NR-711, NR-714

Prerequisites (effective July 2021): (NR-702A, NR-702B, or NR-702C), NR-703, (NR-705A, NR-705B, or NR-705C), NR-706, (NR-707A, NR-707B, or NR-707C), NR-711, NR-715, NR-716, NR-717, (NR-718 & NR-719) OR (NR-720 & NR-721) OR (NR-722 & NR-723), NR-730

NR-709C: DNP Project & Practicum IV

Contact Hours: Lecture - 0, Lab - 0, Clinical - 256

Semester Hours: Practicum 4

The focus of this course is on evaluation of evidence-based practice change using advanced nursing judgment in the practicum setting.

Prerequisites (prior to July 2021): NR-700, NR-701, (NR-702A, NR-702B, or NR-702C), NR-703, NR-704, (NR-705A, NR-705B, or NR-705C), NR-706, NR-707, NR-708, NR-711, NR-714

Prerequisites (effective July 2021): (NR-702A, NR-702B, or NR-702C), NR-703, (NR-705A, NR-705B, or NR-705C), NR-706, (NR-707A, NR-707B, or NR-707C), NR-711, NR-715, NR-716, NR-717, (NR-718 & NR-719) OR (NR-720 & NR-721) OR (NR-722 & NR-723), NR-730

NR-711: Fiscal Analysis and Project Management

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

The focus of this course is on concepts and issues related to the advanced nursing leadership role in financial planning, business management, needs-based organizational assessment and project planning, management and evaluation.

Prerequisites (prior to July 2021): NR-700, NR-701, NR-703, NR-704, NR-706, NR-708, NR-714

Prerequisites (effective July 2021): NR-703, NR-706, NR-715, NR-716, NR-717, (NR-718 & NR-719) or (NR-720 & NR-721) or (NR-722 & NR-723), NR-730

NR-714: Application of Analytic Methods II

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

The focus of this course is on comprehensive systematic review of evidence, including economic appraisal, statistical analysis, and outcome measurement and evaluation.

Prerequisites: NR-700, NR-701

NR-715: Scientific Underpinnings

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, students examine the scientific underpinnings of nursing practice with a focus on evidence-based interventions and the relationship to global burden of disease. Learning will emphasize various research methodologies and focus on application, examination, and evaluation.

Prerequisite: Admission to the DNP degree program

NR-716: Analytic Methods

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, students focus on concepts of translation science and the application of original research to practice. The focus of learning will include evaluation of research and non-research evidence for economic appraisal, statistical analysis, and outcome measurement. The student will translate best evidence to address a national practice problem at the local level.

Prerequisite: NR-715

NR-717: Concepts in Population Health Outcomes & Health Policy

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

The focus of this course is on analysis and synthesis of health policy and clinical preventive best practice for populations and aggregates with an emphasis on primary, secondary, and tertiary prevention, social determinants of health, and health disparities. Students analyze population health and health policy and promote political competency to develop and advocate for health care policy to improve healthcare delivery and population health outcomes.

Prerequisites: NR-703, NR-715, NR-716

NR-718: Topics in Advanced Practice Leadership I

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, students actualize their role within specific specialties of the Advanced Practice Registered Nurse (APRN) and translate the best available evidence to support and improve the quality and safety locally, nationally, and globally within healthcare systems and expanded settings. Emphasis is placed on translation science to manage populations across a wellness to illness continuum, with a focus on prevention, optimum wellness, and the global burden of disease.

Prerequisites: NR-703, NR-706, NR-715, NR-716, NR-717

NR-719: Topics in Advanced Practice Leadership II

Contact Hours: Lecture - 32, Lab - 0, Clinical - 0

Semester Hours: Theory 2

In this course, students examine the leadership and practice change role of the Advanced Practice Registered Nurse (APRN). The focus of learning is on leadership strategies, negotiations with interprofessional teams, and collaborative communication to transform healthcare systems and nursing practice through evidence-based initiatives.

Prerequisites: NR-703, NR-706, NR-715, NR-716, NR-717, NR-718

NR-720: Topics in Healthcare Systems Leadership I

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

The course prepares students to synthesize advanced nursing leadership concepts for a dynamic healthcare environment. Emphasis is placed on practical concepts for the leader at a senior level in a variety of healthcare systems.

Prerequisites: NR-703, NR-706, NR-715, NR-716, NR-717

NR-721: Topics in Healthcare Systems Leadership II

Contact Hours: Lecture - 32, Lab - 0, Clinical - 0

Semester Hours: Theory 2

The course prepares students to collaborate across interprofessional teams while exploring organizational strategies relevant to advanced nursing leadership.

Prerequisites: NR-703, NR-706, NR-715, NR-716, NR-717, NR-720

NR-722: Role of the Educator in Facilitating Learning

Contact Hours: Lecture - 48, Lab - 0, Clinical - 0

Semester Hours: Theory 3

In this course, students explore the role of the nurse educator as it relates to understanding facilitated learning, learner development and socialization, and functions within the educational environment. Emphasis is placed on educational theories that govern teaching and learning models and principles.

Prerequisites: NR-703, NR-706, NR-715, NR-716, NR-717

NR-723: Role of the Educational Leader Across Settings

Contact Hours: Lecture - 32, Lab - 0, Clinical - 0

Semester Hours: Theory 2

In this course, the student continues to explore the role of the nurse educator in leading assessment and evaluation, curriculum design, as well as evaluation of program outcomes, continuous quality improvement, and scholarship.

Prerequisites: NR-703, NR-706, NR-715, NR-716, NR-717, NR-722

NR-730: DNP Project

Contact Hours: Lecture - 16, Lab - 0, Clinical - 0

Semester Hours: Theory 1

In this course, students work with a DNP faculty Project Navigator to conceptualize and design their DNP Project.

Prerequisites: NR-703, NR-706, NR-715, NR-716, NR-717 and NR-718 or NR-720 or NR-722

Student Academic Standards

Requirements & Procedures

Students must adhere to the program option requirements and academic regulations set forth by Chamberlain. To ensure successful completion within an allowable timeframe, students may not enroll in multiple degree programs simultaneously. Students are strongly encouraged to maintain continuous enrollment and complete their program of study. Failure to maintain continuous enrollment may result in an inability to enroll in a required course due to space restrictions.

Registration

Students can register by contacting their academic support advisor. In some locations, students can also register through the **My Chamberlain** experience. If registering through the student portal experience, students should reference the graduation plan provided by their academic support advisor to ensure enrollment in the appropriate coursework. It is the student's responsibility to inform their academic support advisor of any changes in registration. Many locations have a registration deadline. Contact Academic Support Advising for more information. When registering for general education or science elective courses, students will need to select the course with an "N" suffix designator.

Campus-based, pre-licensure students¹ may not enroll in more than one clinical or practicum nursing course during any session. Before entering any clinical/practicum courses, students in post-licensure and graduate programs must demonstrate proof of current, active, unrestricted license to practice as a Registered Nurse in the state where the student will conduct the clinical(s)/practicum(s). Students who have an outstanding balance, outstanding library books or fines, incomplete clinical compliance documentation, or who are deficient in other requirements of Chamberlain may be prevented from registering for classes or denied access to classes, thereby delaying or preventing completion of the program. Students may only enroll in courses that

are available in their program of study. Please see the Program Details section of the catalog for a complete list.

¹ Does not apply to students enrolled in the BSN online option.

For enrollment prior to the September 2020 session:

Students transferring credit for fundamentals, pharmacology and/or health assessment will be required to take the standardized subject matter exam for that course. If the standardized assessment is not completed by the deadline, students will be restricted from enrolling in subsequent nursing course/s until those requirements have been met. Students who received transfer credit for NR-226 Fundamentals: Patient Care, must complete the course-associated standardized assessment prior to registering for their first clinical nursing course. Students who received transfer credit for NR-293 Pharmacology for Nursing Practice and/or NR-304 Health Assessment II, must complete the course-associated standardized assessment prior to registering for NR-324 Adult Health I or NR-329 Adult Health I. In addition, students will have one attempt to earn a 76 percent conversion score in the Fundamental Patient-Care, Health Assessment and Pharmacology standardized. Students who do not achieve a successful score on the assessments must complete a content enhancement plan with the Center for Academic Success (CAS) personnel prior to registration of a 300 level clinical nursing course. These scores will not have any positive or negative effect on the transfer credit.

For enrollment into the September 2020 session and beyond:

In order for transfer credit to be awarded for NR-226 Fundamentals: Patient Care and/or NR-293 Pharmacology for Nursing Practice, students will be required to take the standardized assessments for that course. Students transferring credit for NR-224 Fundamentals: Skills and/or NR-302 Health Assessment I, NR-304 Health Assessment II or NR-306 Health Assessment¹ will need to complete a standardized assessment and a comprehensive skills checklist. Students will have one attempt to earn a passing score. Standardized assessments and comprehensive skills checklists will be required to be completed prior to the pre-enrollment appointment. Students who do not achieve a passing score on the assessment(s) or checklist(s) will not receive transfer credit for the corresponding course.

¹ For BSN online option only.

Course Availability

Not all programs and program options are offered in all states and locations and some courses may not be offered every session. In order to complete their program, some students may be required to take coursework online or at another location in close proximity to their home campus. Other course restrictions may apply by location. Pre-licensure BSN students taking online nursing courses may be required to take their unit exams and final exams on campus, in a proctored environment. To ensure compliance with state regulations, students are discouraged from changing course sections after initial registration. In addition, students may be subject to administrative course section moves at the discretion of Chamberlain. Check with Academic Support Advising regarding course availability and delivery format.

Prerequisites & Corequisites

When the description for a particular course lists a prerequisite, successful completion of the prerequisite is required prior to enrollment

in the desired course. Students who do not successfully complete prerequisite course(s) are administratively dropped from any courses requiring the prerequisite. Students should reach out to Academic Support Advising immediately so that Chamberlain can assist in determining if alternative course option(s) are available. A reduction in enrolled hours may affect financial aid eligibility and/or awards. When the description for a particular course lists a corequisite, the corequisite course must be taken prior to or concurrent with the course.

Credit Hour Allocation

The amount of academic work accomplished by a student is expressed in semester credit hours. A semester credit is defined as a minimum of 16 contact hours of lecture or online learning activities with an associated 32 hours of out-of-class student work, 32 contact hours of laboratory, 48 contact hours of clinical instruction/practice/practicum/fieldwork, 24 hours of graduate practicum/applied practice experience for MPH or 64 contact hours of practicum for DNP and 83 hours of out-of-class fieldwork for MSW. Courses with zero academic credits are designed to support student success and therefore are exempt from the Credit Hour Allocation policy. Clinical and experiential learning are essential requirements of multiple Chamberlain academic programs and courses with clinical, practicum, fieldwork, or laboratory credit hour(s). Some courses with clinical or lab credit hour(s) may also include simulation (virtual or on-site) experiences. In addition to contact hours, students need to factor in sufficient time preparing for these learning experiences and transportation time to and from on-site experiences. The additional time needed will vary depending on the specific experience, required assignment, and students' personal circumstances and is not included in the contact and credit hour calculations.

One contact hour is defined as 50 minutes of attendance in lecture, laboratory, clinical instruction/practice, graduate practicum/fieldwork/applied practice experience or participation in online learning activities. Lab and clinical section credit hours are integrated into the course. Up to five additional contact hours are added per graduate practicum/fieldwork/applied practice experience course for conferencing and documentation.

Note: For online learning activities, time-on-task studies have been conducted to ensure credit hour equivalencies. Included in the study are reading levels and time allotments for supplemental readings, PowerPoint presentations, LMS (learning management system) materials, course assignments and interactive requirements such as tutorials and podcasts. Students access class materials accordingly to their own schedule. Faculty guide them through readings and assignments including weekly discussions through electronic posts, giving feedback to student work submitted electronically.

Academic Load

Undergraduate students carrying 12 or more credits in a semester are classified as full-time students. Three-quarter time enrollment is nine to 11 credits in a semester. Half-time enrollment is six to eight credits and less than half-time is one to five credits in a semester. In order to enroll for more than nine credit hours a session in a pre-licensure program, a student must obtain permission from the academic dean or approved designee. In order to enroll for more than 11 credit hours a session or 18 credit hours a semester in an undergraduate post-licensure program, a student must obtain permission from the academic dean or approved designee. Undergraduate F-1 students must maintain at least 12 credit hours per semester with no more than three credit hours taken as an online course and no less than nine credit hours taken as an on-site

course. Undergraduate F-1 students must enroll in and attend an on-site course during each eight-week session.

Graduate or doctoral students carrying six or more credits in a semester are classified as full-time students. Three-quarter time enrollment is 4-5.99 credits in a semester. Half-time enrollment is 3-3.99 credits and less than half-time is less than three credits in a semester.

Requirements and Procedures

Location & Change of Address

Chamberlain considers a student's mailing address to be their location in order to fulfill requirements related to providing information about professional licensure as required by Title IV regulations.

Students are obligated to formally notify Chamberlain of their new location by updating their mailing address anytime their location changes. To formally update your mailing address, contact your academic support advisor.

Students in programs which lead to professional licensure whose location changes to a different state are encouraged to contact Chamberlain to determine how that change in location may impact their ability to continue to receive Title IV funding and obtain professional licensure in their new state.

Nursing Licensure Requirements

Chamberlain is committed to preparing graduates for professional nursing practice. To achieve this goal, students in post-licensure and graduate programs are required to maintain RN licensure throughout the entire program of study and required to self-report any restrictions or adverse reports applied to their RN license as a professional best practice and to comply with state Nurse Practice Acts. Before entering any clinical/practicum courses, students must demonstrate proof of current, active, unrestricted license to practice as a Registered Nurse in the state where the student will conduct their clinical(s)/practicum(s). Students who fail to maintain an active, unrestricted license throughout their clinical/practicum courses do not meet the clinical/practicum requirements and cannot progress.

Master of Social Work (MSW) Licensure

At the completion of the MSW degree program, students are eligible to seek licensure in their respective state according to the state's standards and regulations. The minimum academic credential required to obtain licensure to practice as a social worker in most states is a Master of Social Work (MSW) from a program accredited by the Council on Social Work Education (CSWE). Licensing requirements vary by state and may include additional criteria. It is important that you understand what is required by the state in which you will ultimately practice.

Chamberlain limits student enrollment to states where our Master of Social Work degree program is approved to ensure the program meets the state's education requirement for licensure.

Your state may have requirements in addition to graduating from an accredited MSW degree program. We recommend visiting your state professional licensing board website for details specific to your state.

State-specific social work licensure and certification requirements, including education requirements, exam requirements, reciprocity

licensure information and professional organization contacts, are available at socialworklicensure.org

Official Documentation Requirements

In order to progress through their program, students are required to provide official documentation of all admission requirements by the end of their first semester¹ with the exception of the Master of Physical Studies (MPAS) degree program. This includes transcripts and official documentation from all previously attended institutions, official proof of graduation and official proof of English and Registered Nursing License (if required by the program). Before entering any clinical courses (or NR-443 or NR-447 or undergraduate post-licensure), students must provide proof of current, active, unrestricted license to practice as an RN (or equivalent licensure outside the U.S.) in the state or country where the student will conduct the clinical(s). Students who fail to provide all official documentation by the deadline will be prevented from progressing with a hold on their account. MPAS-specific admission criteria can be found under the Applying for Admission section.

¹ Re-admit students that had not previously satisfied their missing documentation will be required to satisfy the missing requirement prior to registration of their readmitted term.

Attendance

Attendance Expectations

Attendance and participation are required within all classroom, lab, clinical instruction (including simulation), practice, practicum and fieldwork activities. Students must arrive on time and stay for the duration of the classroom or learning activity for synchronous course events, lab, and clinical experiences (including simulation, pre- and post-conference/briefing/assignment) in order to satisfy the clinical or lab hours for each course.

Students must successfully complete and satisfy the credit hour requirements, clinical expectations and course outcomes set forth in the course syllabi to achieve all regulatory requirements and obtain a grade of "satisfactory" for each clinical or lab course.

Site-based classes may require both classroom and online participation. A student in a site-based course who anticipates missing any class meetings should seek academic advising and contact the faculty or instructor as soon as possible.

Attendance Expectations - MPAS

A student who anticipates missing class meetings should contact the program and the course faculty as soon as possible. While attendance is not tracked in MPAS courses beyond the 3rd day, it is the expectation of the program that MPAS students will be in attendance in every class per the MPAS schedule.

Academic Events

An academic event for on-site courses is defined by attending scheduled class meetings. An academic event for online courses is defined by submitting a class assignment, participating in threaded discussions, or completing quizzes and exams or completing synchronous activities. An academic event for blended courses is defined by attending scheduled class meetings for the on-site component or by submitting a class

assignment, participating in threaded discussions or completing quizzes and exams in the online component.¹

¹ F-1 student attendance for blended courses is defined as physically attending each on-site class meeting. Participation in an online academic event does not constitute as attendance for F-1 students. Withdrawal of course enrollment may lead to the F-1 student not maintaining the minimum full-time enrollment requirements and the student's SEVIS record may be subject to termination.

Administrative Withdrawal & Request for Reinstatement

Attendance Taking Programs

For attendance taking programs, attendance is tracked for all eight weeks of the session on a course-by-course basis and is recorded daily based on academic events. A student who does not participate in a course for seven consecutive calendar days will be sent an impending attendance dismissal notice advising that they must attend within the next seven calendar days or will be withdrawn from the course. If the student is unable to attend within the next seven consecutive calendar days but wishes to remain in the course, a request may be submitted to the instructor within five calendar days from the date of the notification. A student may only request reinstatement after an attendance withdrawal once per course. If the request for reinstatement is approved, the student must have an academic event recorded in the next seven calendar days in order to remain in the course. A student who has not attended for 14 consecutive calendar days and whose last date of attendance is on or prior to the Sunday of the fifth week of the session will be administratively withdrawn and receive a Withdrawal grade in the course, if they did not request reinstatement.

A student who has not attended for 14 consecutive calendar days and whose last date of attendance falls after the Sunday of the fifth week of the session will not be administratively withdrawn; however, according to federal regulations, may require a federal aid refund calculation to be performed. Students will be encouraged to participate in the course as they will be awarded a final grade. A student who does not attend during the first two weeks of class will be dropped from the course and is precluded from requesting reinstatement.

Attendance Taking for a Limited Period of Time Programs¹

For programs where attendance is tracked for a limited period of time, attendance will be monitored daily during the first three days of each course on the basis of any recorded academic event type to determine whether the student attended at least once, and thus can be considered to have begun instruction in that course. Chamberlain does not continue to monitor attendance for these students after the third day of each course.

A student who does not participate in the first day of a course will be sent an impending attendance dismissal notice advising that the student must attend within the next two calendar days or will be dropped from the course. A student who does not attend within the first three consecutive calendar days of class will be dropped from the course and is precluded from requesting reinstatement. The student will be dropped from any future enrollments during the current session and future sessions and will be subject to standards of academic progress. See the

Standards of Academic Progress section of this academic catalog for more information.

¹ For the competency-based course UNIV-101 University Seminar, attendance will be monitored for tracking of the last date of attendance only.

Last Date of Attendance

With the exception of programs where attendance is monitored for a limited period of time, all types of academic events as identified in the Academic Events section of the catalog are documented for all eight weeks of the session. In the event of a student withdrawal, the date of the latest recorded academic event will be used to define the withdrawal date for the purpose of determining eligible refund amounts as well as any applicable amounts of earned and unearned financial aid.

For students who withdraw from a program with limited attendance tracking, all academic events tracked during the first 3 days of each course will be used to determine an appropriate last date of attendance. After the attendance taking period, the last date of attendance will be determined on the basis of the latest recorded academic event as described in the Academic Events section of the catalog.

Student Attestation of Identity

At this time, all Chamberlain University students are required to attest (acknowledge) their understanding of these policies through an attestation quiz within the Canvas LMS. The Student Attestation is provided in each course every session. Faculty will monitor for completion of the Student Attestation and will encourage completion. Students will not be withdrawn from the course for failure to complete the Student Attestation.

Laboratory Class

Lab time is utilized to practice and master skills and to help students apply theory to practice to meet criteria that demonstrate completion of course outcomes. Demonstration of the ability to apply and practice scientific knowledge, nursing skills, and/or required competencies must be performed satisfactorily to pass the lab component of the course (see course shell and skills return demonstration forms for criteria).

Student Virtual Learning Expectations

Students participating in a scheduled virtual class, clinical, or lab are required to uphold all regular student conduct and Attendance Policy. If the virtual experience is clinical learning, students are required to be in complete Chamberlain uniform as outlined within the Student Handbook. When live video cameras are utilized, they must be professional, including but not limited to surroundings and language usage (i.e., students should not be engaged in other activities while in a scheduled virtual class, clinical, or lab).

Grading

Grading Scale

Chamberlain uses the grading system outlined in the corresponding chart. Grades are posted to the **My Chamberlain** experience the week following course completion. During student orientation, students are advised of this procedure and instructed how to navigate the **My Chamberlain** experience to locate their grades.

A student's Grade Point Average (GPA) is based on a 4.0 scale. It is computed by dividing total quality points by the total credit hours for which grades A, A-, B+, B, B-, C+, C, C-, D or F are received.

All courses completed while enrolled in a Chamberlain program are included in this calculation, with the exception of courses with Hold ("H") grade designators. Courses with Hold ("H") grade designators are not counted in attempted or earned credit hours for rate of progress, maximum timeframe or grade point calculations. Transfer credits from academic institutions will be accepted for credit only, and are also not included in the GPA calculation.

Semester GPA is calculated at the end of a semester and represents the GPA for work completed in a given semester only. The semester GPA is used to determine eligibility for Dean's List and Honor Roll. The Cumulative GPA (CGPA) is an average for all work completed while enrolled at Chamberlain. Standards of academic progress, graduation honors and degree conferrals are all determined by a student's CGPA.

Nursing, Physician Assistant, Science & Health Professions Coursework

Undergraduate

Grade designators of "Satisfactory" or "Unsatisfactory" will be issued for clinical and lab components of an undergraduate course. Students who receive an "Unsatisfactory" grade in the clinical and/or lab component of a course will receive a failing grade for the course. If a final "Unsatisfactory" grade in the clinical or lab component of a nursing course is earned by the withdrawal deadline, the student will be administratively withdrawn and awarded a grade of Unsatisfactory ("U"). If a student withdraws prior to a final clinical or lab grade being determined by the withdrawal deadline, they will be awarded a grade of Withdrawal ("W"). If an "Unsatisfactory" grade in the clinical and/or lab component of a course is determined after the withdrawal deadline, the student will be administratively withdrawn and awarded a grade of Failing ("F"). If a grade below a "C" is earned in any component of a course or a "D" in a science elective course, the student must repeat all components of the course even if the grade of "Satisfactory" was earned in the clinical or lab. All pre-licensure nursing courses require a 76 percent cumulative weighted average on the core assignments before supplemental assignments are calculated into the grade. An average below 76 percent on the core assignments constitutes failure of the course. Extra credit points are not awarded for nursing coursework. The University does not permit any excused or curved graded activity.

Each BSN clinical course has a required medication calculation exam, which students must pass in order to successfully pass each course. Students may not administer medications in the clinical setting prior to passing the medication calculation exam for the course. Passing score criteria is listed in each course. Students have three attempts to achieve the passing score by the end of Week 2 of the session. The score on the first attempt only is worth two percent of the final course grade. Scores obtained on subsequent exams are not used in the calculation of the final grade. A student who does not pass the medication calculation exam on the third attempt by the end of Week 2 of the session will be administratively withdrawn and awarded a grade of Withdrawal ("W").

¹ Prior to November 2024, students may receive a grade of Withdrawal Failing ("WF") or a Withdrawal ("W").

Graduate

If it is determined by the withdrawal deadline that the student is unsatisfactory in a graduate clinical, practicum, fieldwork and applied practice experience course, the student will be administratively withdrawn and awarded:

- Master of Social Work: a grade of a Withdrawal ("W")¹
- Master of Public Health: a grade of a Withdrawal ("W")¹
- Master of Science in Nursing/Nurse Practitioner: a grade of a Withdrawal Failing ("WF")
- Doctor of Nursing Practice: a grade of a Withdrawal Failing ("WF")
- Master of Physician Assistant Studies a grade of a Withdrawal Failing ("WF")

If it is determined after the withdrawal deadline that the student is unsatisfactory in the clinical, practicum, fieldwork or applied practice experience course, the student will be administratively withdrawn and awarded a grade of Failing ("F"). If a grade below a "C" is earned in a course, the student must repeat the course. This policy also applies to MSW-501 Professional Writing. If a grade below a "C" is earned in a physician assistant course, the student must repeat the course the next time it is offered (see the Resumption of Study section in this academic catalog).

The University does not permit any excused or curved graded activity. Grade designators of A, B, C or F will be issued for graduate clinical courses. If it is determined by the withdrawal deadline that the student is unsatisfactory in a graduate clinical course, the student will be administratively withdrawn and awarded a grade of Withdrawal ("W")¹ except in the case of students in the graduate nursing programs (MSN and DNP) or Master of Physician Assistant Studies, in which case a grade of Withdrawal Failing ("WF") will be granted.

¹ Prior to November 2024, a grade of Withdrawal Failing ("WF") will be awarded.

Competency-Based Education Grading Scale

Grade	Percentage	Quality Points
A	90-100	4.00
B	80-89.9	3.00
F	Below 80	0.00

Nursing¹, Science² and MSW Coursework Grading Scale³

Effective September 2017

Grade	Percentage	Quality Points
A	94-100	4.00
A-	92-93	3.75
B+	89-91	3.25
B	86-88	3.00
B-	84-85	2.75
C+	81-83	2.25
C	76-80	2.00
F	0-75	0.00

¹ A new MSN-NP and Graduate Certificate Specialty Track Courses Grading Scale took effect January 2025.

² Science elective courses follow the General Education Coursework Grading Scale.

³ MPH coursework grading scale from September 2017-March 2021.

Master of Physician Assistant Studies Coursework Grading Scale

Grade	Percentage	Quality Points
A	94-100	4.00
A-	90-93	3.75
B+	87-89	3.25
B	84-86	3.00
B-	80-83	2.75
C+	78-79	2.25
C	76-77	2.00
F	0-75	0.00

MPH Coursework Grading Scale

Effective May 2021

Grade	Percentage	Quality Points
A	93-100	4.0
A-	90-92	3.75
B+	87-89	3.25
B	83-86	3.0
B-	80-82	2.75
C+	77-79	2.25
C	73-76	2.0
C-	70-72	1.75
F	0-69	0

General Education Coursework Grading Scale

Effective September 2017

Grade	Percentage	Quality Points
A	90-100	4.00
B	80-89	3.00
C	70-79	2.00
D	60-69	1.00
F	0-59	0.00

MSN-NP and Graduate Certificate Specialty Coursework Grading Scale

Effective January 2025

Grade	Percentage	Quality Points
A	94-100	4.00
A-	92-93	3.75
B+	89-91	3.25
B	86-88	3.00

B-	84-85	2.75
F	0-83	0.00

Grade Designation

Grade Designation	Definition
W	Withdrawal After Start of Class (General Education)
WP ¹	Withdrawal Passing
WF ¹	Withdrawal Failing
AU	Audit
I	Incomplete
RM	Remediation
S	Satisfactory
U	Unsatisfactory
T	"T" preceded by a letter grade indicates transfer credit
IP	In Progress
H	Hold ²

¹ Effective January 2017

² "H" in use beginning March 2020

Withdrawal

A student may officially withdraw from a course prior to the withdrawal deadline. It is the student's responsibility to notify their academic support advisor if they wish to withdraw from a course(s). A Withdrawal is recorded when the student withdraws after the drop period but prior to the last day to withdraw from the course.¹ For students in the MPAS degree program, the deadline to withdraw from a course is the day before the last day of the course. Students in the MPAS degree program whose Withdrawal is due to a sudden, significant change in personal circumstances or health may be considered for an approved Leave of Absence (see the Leave of Absence section of this academic catalog). A Withdrawal Failing ("WF") grade is recorded for graduate nursing and physician assistant studies courses when the student is failing the course at the time the withdrawal is requested. Hold ("H") grade designators may be awarded to students who were not able to complete a course. These credits do not count toward earned hours for rate of progress, maximum timeframe or grade point average calculations. If a student participates in the course after a request for withdrawal has been submitted, the request to withdraw will be voided and the student will remain enrolled in the course. A reduction in enrolled hours may affect financial aid eligibility and/or awards. Students who withdraw from a course will be considered for a tuition refund under the tuition refund policy. Students completely withdrawing from the institution, even during the drop period, will receive a Withdrawal grade in the course(s) and will be dropped from all future registrations. For purposes of evaluating satisfactory academic progress [excluding Hold ("H") grade designators], a withdrawn course is counted in attempted hours but is not used in any GPA calculations. A withdrawal from a course may impact academic standing.

Students who withdraw from a course should be aware that re-enrollment in that same course in a future session is subject to availability. A student who has failed the clinical or lab component of a graduate nursing course by the withdrawal deadline will be awarded a grade of Withdrawal Failing ("WF")².

Please see the Academic Calendar to determine the last day to withdraw from a course at chamberlain.edu/calendar.

¹ Prior to November 2024, a Withdrawal Passing ("WP") grade is recorded for science, nursing, and health professions courses when the student is passing the course at the time the withdrawal is requested.

² Prior to November 2024, a student who has failed the clinical or lab component of a nursing course by the withdrawal deadline, or who has failed all allowed attempts of the medication calculation examination, will be administratively withdrawn and awarded a grade of Withdrawal Failing ("WF")

Course Audit

A course audit refers to the completion of a course study for which no assessment of the performance of the student is made nor grade awarded. Students who wish to audit a lecture component of a course must receive approval from the academic dean or approved designee prior to the beginning of the session. Tuition is charged for audited courses; however, financial aid may not be applied. Thus, changing to audit status may affect financial aid awards. Audited courses are not counted toward degree requirements. Evaluation, class participation and attendance are not required. Not all courses are eligible for audit status. The ability to audit a course is contingent upon seat availability. Students who have audited a course may not subsequently take the course for credit.

Incomplete

A student faced with extenuating circumstances after they have successfully completed 75 percent of a course may request a grade of Incomplete (I)¹. If the instructor approves the request, an Incomplete Grade Form will be signed by both the instructor and the student. Incompletes must be resolved by Friday of the sixth week after the end of the course, unless otherwise specified in the Incomplete Grade Request. A grade will be computed at the time the deadline expires. A student should attend through the end of the course, even when a grade of an "I" will be issued. Failure to attend through the end of the course may result in a federal refund calculation.

For purposes of evaluating satisfactory academic progress, grades of "I" are counted in attempted hours but are not used in any GPA calculations. When the "I" is converted to a final grade for the course, the grade is applied to the session in which the student took the course. The GPA and academic standing are recalculated for that session. The final grade for the course may impact the academic standing. If the recalculation of academic standing results in an academic dismissal, the student is no longer eligible for Title IV HEA program funds. If the student is enrolled after an incomplete results in an academic dismissal, the student is not eligible to receive Title IV aid for those credit hours. For currently enrolled courses, if the incomplete is not resolved by Friday of the sixth week after the end of the course, or if the incomplete results in an academic dismissal, the student will be dropped and tuition will be reversed. Please note any bookstore return deadlines may impact student's ability to return books and supplies. When necessary a federal refund calculation will be performed.

In addition, a student who has been dismissed for failing to meet standards of academic progress may appeal for reinstatement. Due to the potential impact of an incomplete grade on academic progression and financial aid status, it is highly recommended that an academic support advisor is consulted prior to making this request. For more

information on academic standards and financial aid status, please contact your academic support advisor.

A grade of "I" in a prerequisite course does not satisfy the course requirement; thus, the student is administratively dropped from any course for which the prerequisite course was required. A reduction in enrollment hours may affect financial aid eligibility and/or awards. A degree cannot be conferred until all incomplete coursework has been graded. When a grade of "I" is changed to a letter grade that results in the completion of graduation requirements for a student, the degree will be awarded on the official conferral date immediately following the change of the incomplete grade to a letter grade.

¹ For students seeking a location transfer: if a student is awarded an incomplete grade after their location transfer has been approved, then their location transfer request will be rescinded and a new location transfer request will need to be submitted in order for them to remain at their current location.

MPAS Remediation

Students offered an Extended Learning Contract for a course/clerkship will be placed in a remediation enrollment status and will not be awarded a final grade until completion of remediation steps. The grade designator will appear as "RM" (Remediation) on the transcript until the final grade is calculated. Courses with this grade designation are included in attempted hours but are not included in the GPA calculation.

Course Repeat Policy

Undergraduate and graduate students should be aware that repeated coursework may impact a student's veterans' educational benefits and ability to qualify for Title IV funding. Contact Student Finance Advising for more information.¹

If a student fails any course, then the student must repeat the course. Once a repeated course is successfully passed, the GPA for the term the course was initially taken will recalculate; however, the academic standing will not be adjusted. For coursework completed in September 2020 or after, the grade for a repeated course will have an "E" for exclude beside it and the original grade will not be counted in additional academic standing.^{2,3} If the second attempt results in the same failing grade, the second failure is excluded from the term and CGPA calculations but may impact academic standing for coursework completed prior to September 2020. If the second attempt results in the same failing grade, the first failure is excluded and second failure is included in the term and CGPA calculations and may impact academic standing for coursework completed in September 2020 or later.

Students may be allowed to repeat a passed course in order to improve their GPA or to meet re-entry requirements. The highest grade is computed in the credit hours completed and CGPA for coursework completed prior to September 2020. The most recent attempt is computed in the credit hours completed and CGPA for coursework completed in September 2020 or later. Once a degree has been conferred, courses applicable to that degree cannot be repeated to improve the program CGPA.

¹ Prior to November 2024, if a grade below a "C" is earned in any component of a nursing, science or health professions course, or if

a grade below a "C-" is earned in a physician assistant course, or if a grade below a "D" is earned in a non-science general education course, then, the student must repeat the course.

² Effective November 2024

³ For students who enrolled at the Columbus campus location prior to November 2024, all failures will continue to count towards additional academic standing requirements.

Semester Honors for Undergraduate Programs

Dean's List & Honor Roll

Chamberlain has established a Dean's List and Honor Roll to recognize academic achievement. These lists are prepared at the end of each student's semester/cycle in order to recognize exceptional scholastic achievement. Full-time students with a semester GPA of 3.5 or above are eligible for the Dean's List. Full-time students with a semester GPA between 3.0 and 3.49 are listed on the Honor Roll. Students who earn a grade of "D," "F," "WF" or "I" will not be eligible for honors during that semester. For the purpose of semester honors, transitional studies coursework does not count toward full-time status. The official semester honors will be notated on the student's transcript.

Standards of Academic Progress

Students must demonstrate satisfactory academic progress toward completing their degree program. Satisfactory academic progress is evaluated at the end of each student's semester and is measured by the following standards:

Grade Point Average

Undergraduate Degree Program: In order to be in good academic standing, a student must maintain a Cumulative Grade Point Average (CGPA) of 2.0 or higher on a 4.0 scale. If at the end of an enrolled academic semester the CGPA is below 2.0, the student is placed on academic and financial aid warning. If the student has a CGPA below 2.0 in any two consecutive enrolled semesters, the student is dismissed and is ineligible for Title IV HEA program funds.

Graduate Degree Program: In order to be in good academic standing, a student must maintain a Cumulative Grade Point Average (CGPA) of 3.0 or higher on a 4.0 scale. If at the end of an enrolled academic semester the CGPA is below 3.0, the student is placed on academic and financial aid warning. If the student has a CGPA below 3.0 in any two consecutive enrolled semesters, the student will be dismissed and is ineligible for Title IV HEA program funds.

For both undergraduate and graduate students academic standing is based on the official academic record at the time the standing was calculated. If a grade is changed, including resolving an incomplete, the final grade for the course may impact the academic standing. Satisfactory/Unsatisfactory, Hold ("H") and Remediation ("RM") grade designators are not included in the GPA calculation.

Maximum Timeframe

Credit toward graduation must be earned at a rate that ensures successful program completion within an allowable timeframe. A student may attempt up to 1.5 times the number of credit hours in their current program of study. All credit hours attempted within the level of the

student's current program transfer credit, are used in this calculation. Withdrawals, repeated courses, incompletes and Remediation ("RM") grade designators are counted in attempted hours. Dropped courses and courses with Hold ("H") grade designators do not count as attempted hours.

A student who attempts more than 1.5 times the number of credit hours in their program of study will be dismissed and is ineligible for Title IV HEA program funds.

Rate of Progress

Credit toward graduation must be earned at a rate that ensures successful program completion within an allowable timeframe. A student's rate of progress, or pace, is assessed after every semester and is calculated by dividing the total number of hours the student has earned by the total number attempted. Based on the corresponding charts, the student must have completed the specified percentage established for the incremental ranges of attempted credit hours. For the MPAS program, a student must complete at least 66.6 percent of **all** attempted coursework. All credit hours attempted and earned within the level of the student's current program, transfer credit, are used in this calculation. Withdrawals, repeated courses, incompletes and Remediation ("RM") grade designators are counted in attempted hours. Dropped courses and courses with Hold ("H") grade designators do not count as attempted hours. For the purpose of calculating maximum timeframe, a grade of "D" in a nursing or science course is included in the earned hours.

For more information on how Satisfactory/Unsatisfactory grade designators are integrated into a course's final grade, see the Grading Scale section of this catalog.

A student who fails to maintain the minimum rate of progress toward graduation is placed on an academic and financial aid warning. If the student fails to maintain the minimum pace in any subsequently enrolled semester, the student is dismissed and is ineligible for Title IV HEA program funds.

Undergraduate Degree Programs

Cumulative Attempted Credit Hours and Pace

From	To	Pace Must Be At Least
0.1	15	10%
15.1	30	40%
30.1	60	60%
60.1	999	66.6%

Graduate and Doctorate Degree Programs

Cumulative Attempted Credit Hours and Pace

From	To	Pace Must Be At Least
0.1	9	10%
9.1	15	40%
15.1	27	60%
27.1	999	66.6%

Note: For the MPAS program, a student must complete at least 66.6 percent of **all** attempted coursework.

Graduate Certificates

Cumulative Attempted Credit Hours and Pace

From	To	Pace Must Be At Least
0.1	6	30%
6.1	999	66.6%

Additional Academic Standards

For Students Enrolled January 2017 and After^{1,2}

In addition to GPA and maximum timeframe, Chamberlain has established additional academic standards that are assessed weekly in the MPAS degree program and after every session for all other programs. Failure to meet these standards will also result in dismissal from Chamberlain.

¹ For coursework completed in September 2020 or after, the grade for a repeated course will have an "E" for exclude beside it. If successfully passed, the original grade will not be counted in additional academic standing.

² For students who enrolled at the Columbus campus location prior to November 2024, all failures will continue to count towards additional academic standing requirements.

Undergraduate Degree Program

- Two unsuccessful attempts ("WF"¹ or "F") in any combination of nursing courses.
- Three unsuccessful attempts in any combination of science² ("D", "WF" or "F") or nursing ("WF" or "F") courses.³

¹ Prior to November 2024, WF grades were considered unsuccessful.

² Does not apply to science elective courses.

³ Prior to September 2017, a "D" was considered an unsuccessful science grade.

Graduate Degree Program – Nursing

- Two unsuccessful attempts ("WF" or "F") in any combination of nursing courses.
- Failure to achieve a grade of "B" or higher in NR-581 Foundational Concepts for Advanced Nursing Practice¹ (RN-BSN to MSN option only). The student may still be eligible to complete the RN to BSN option.

¹ NR-504 Leadership and Nursing Practice: Role Development/NR-510 Leadership and Role of the APN for RN-BSN to MSN option students prior to March 2018 and NR-500 Foundational Concepts and Applications for RN-BSN to MSN option to students prior to January 2024.

Graduate Degree Program – Health Professions

- Two unsuccessful attempts ("WF" or "F") in any combination of courses¹

¹ Prior to November 2024, WF grades were considered unsuccessful.

Graduate Degree Program – Physician Assistant Studies

- One unsuccessful attempt ("WF" or "F") in any course.

Academic Warning

Academic warning results when a student fails to maintain satisfactory academic progress. While on academic and financial aid warning status, students may continue to take courses at Chamberlain and remain eligible to receive Title IV HEA program funds.

A student may be placed on academic warning only once while enrolled in any Chamberlain program or program option within the same degree level. Failure to meet satisfactory academic progress in any subsequent semester will result in dismissal from Chamberlain. A student may be provisionally accepted and placed on academic warning.

Appeal of Academic Dismissal

A student who has been dismissed for failing to meet standards of academic progress may appeal the action by completing an Appeal for Reinstatement form, which is available through your academic support advisor. A student may not be enrolled in courses during the appeal process. If the appeal is denied, the student cannot resume studies or re-apply. If the appeal is approved, the student will be reinstated and placed on financial aid probation. A student must meet satisfactory academic progress by the end of that semester, unless otherwise stated in the academic plan. Progress of the plan will be evaluated after the next enrolled semester. Students who re-enroll after the approval of an appeal may be required to complete additional requirements as specified by an academic officer of Chamberlain and adhere to the re-entry requirements prior to resumption or readmission (see Re-Entry Requirements section).¹ Students who have additional requirements will be placed on a registration hold and will be restricted from enrolling in future sessions until those requirements have been met. For more information on the appeal process, please see the Student Handbook. If the student is meeting the requirements of the academic plan, the student is eligible to receive Title IV aid. Failure to meet the conditions of the plan or satisfactory academic progress will result in a second dismissal and the student is no longer eligible for Title IV HEA program funds or veterans benefits. Reinstated students who interrupted their academic studies for six consecutive sessions or more must also request readmission.

¹ Effective for applicants/students starting or resuming studies for the September 2020 and beyond session in applicable nursing and/or science or science elective courses.

Interruptions of Study

Interruption of Study/Withdrawal

Students are strongly encouraged to maintain continuous enrollment and complete their program of study. Registration for future sessions should be completed soon as possible as space is not guaranteed with an interruption of study. Students in the MPAS degree program are required to request a leave of absence for any interruption in studies and must follow the steps for a resumption of study regardless of the length of the leave of absence. Military personnel who interrupt their academic studies by voluntary or involuntary military service must also request to resume studies. Students who must interrupt studies during a semester or who defer starting the next semester must follow Chamberlain's official withdrawal procedure, which includes completing loan exit counseling.

Students who cannot complete required procedures in person should contact an academic support advisor as soon as possible.

Leave of Absence – Master of Physician Assistant Studies (MPAS) Degree Program Only

Due to the intensive nature of physician assistant education and the sequential curriculum design, students in the MPAS degree program are strongly encouraged to maintain uninterrupted enrollment to avoid delaying graduation. Students who encounter sudden and significant changes in personal, family or health circumstances may request a leave of absence. Requests for a leave of absence must be submitted to the Program Director or approved designee in writing using the Master of Physician Assistant Studies Leave of Absence form and must contain an explanation of and documentation supporting the request. For the request to be considered, students must be in good academic standing. Students are urged to submit requests for a leave of absence as soon as an absence is anticipated. The student should contact Student Financing Advising prior to the leave to determine how the student's financial aid status will be affected by a leave of absence. Students returning from an approved Leave of Absence in the didactic year must pass a comprehensive exam for each of the courses listed in the Re-Entry Requirements – Master of Physician Assistant Studies (MPAS) degree program section of this catalog.

The student must return to class or be considered withdrawn from the program. Students resuming their studies following an approved leave of absence are subject to the requirements of the re-entry Policy (see the Re-Entry Requirements – Master of Physician Assistant Studies (MPAS) degree program section). These requirements may result in additional coursework requirements and tuition obligations.

Resumption of Study

Any undergraduate or graduate student who interrupts their academic studies for six consecutive sessions or more must request readmission. A person seeking readmission must complete and submit an application for admission and meet all admission requirements in effect at the time of readmission. Students reapplying will qualify for an application fee waiver. If other colleges have been attended since the last Chamberlain enrollment, official transcripts from those colleges must be submitted. Failure to disclose attendance and submit transcripts from other colleges is grounds for denial of readmission or for dismissal. A student's re-admission will be canceled if no subsequent coursework is taken.

Decisions regarding the application for readmission include consideration of the student's previous academic standing at Chamberlain, the reason for interrupting academic studies at Chamberlain and the quality of academic and non-academic experiences following departure from Chamberlain. Readmitted students are bound by Chamberlain policies in effect at the time of readmission. Dismissed students must appeal for reinstatement. Pre-licensure students must adhere to the Re-Entry Requirements prior to readmission (see Re-Entry Requirements section).¹

Students who return after an interruption of studies should note that course availability may vary. Registration for future sessions should be completed as soon as possible as space is not guaranteed with an interruption of study. Because program requirements change periodically, the academic support advisor and the academic dean or approved designee will assess the returning student's academic records to determine whether an alternate plan of study is required.

Alternate plans may result in additional coursework requirements and tuition obligations. All students must be current in their financial obligations to Chamberlain prior to resuming studies.

Military personnel who interrupt their academic studies by voluntary or involuntary military service must also request to resume studies. Students will complete a request for resumption of study for military deployment. If approved, there will be no change to the student's prior curriculum unless re-entry requirements are not met or prior transfer or completed Chamberlain credit has expired. Additional knowledge and/or skills checks can be required by the admission committee prior to resuming classes at no cost to the student. Students who interrupted their studies due to deployment and are in an academic dismissal status upon approved resumption will be subject to meeting all pre-licensure re-entry rules including all associated financial obligations, if applicable.

¹ Effective for applicants/students starting or resuming studies for the September 2020 and beyond session in applicable nursing and/or science or science elective courses.

Resumption of Study – Master of Physician Assistant Studies Only

Any graduate student who interrupts their academic studies for six consecutive sessions or more must request readmission. A person seeking readmission must complete and submit an application for admission and meet all admission requirements in effect at the time of readmission. If other colleges have been attended since the last Chamberlain enrollment, official transcripts from those colleges must be submitted. Failure to disclose attendance and submit transcripts from other colleges is grounds for denial of readmission or for dismissal.

Decisions regarding the application for readmission include consideration of the student's previous academic standing at Chamberlain, the reason for interrupting academic studies at Chamberlain, and the quality of academic and non-academic experiences following departure from Chamberlain. Readmitted students are bound by Chamberlain policies in effect at the time of re-entry. Dismissed students must appeal for reapplication.

Students in the Master of Physician Assistant Studies (MPAS) degree program who had an approved Leave of Absence and were in good academic standing at the time they interrupted their studies during the didactic year may return in the next academic year. If the interruption in studies was for more than six consecutive sessions, students will not be required to complete a Chamberlain application for admission and do not need to submit another application through CASPA. The student must notify the director of the MPAS degree program and confirm in writing his/her intent to return no later than three months prior to the published start date for the next entering cohort. Failure to do so will result in the student forfeiting their place in the program. Students who forfeit their seats and want to return to Chamberlain's MPAS degree program must reapply for admission through CASPA and meet the same criteria as for initial admission into the program; acceptance is not guaranteed, and students will compete with other applicants for admission.

Students in the MPAS degree program who did not have an approved leave of absence at the time they interrupted their studies during the didactic or clinical year or who are reinstated following an appeal for reapplication must reapply for admission through CASPA and meet the same criteria as for initial admission into the program; acceptance is

not guaranteed, and students will compete with other applicants for admission.

Students in the MPAS degree program who had an approved Leave of Absence and were in good academic standing at the time they interrupted their studies may resume as soon as the situation requiring a leave of absence has been resolved but not later than one year from the effective date of the leave of absence. The student must notify the MPAS degree program director in writing of the intended date of return as soon that date is known. If the interruption in studies was for more than six consecutive sessions, students will not be required to complete a Chamberlain application for admission and do not need to submit another application through CASPA.

Readmitted and reinstated students in the MPAS degree program must adhere to the re-entry requirements prior to resumption or readmission (see the Re-Entry Requirements – Master of Physician Assistant Studies (MPAS) degree program section of this catalog).

Students who return after an interruption of studies should note that course availability may vary. Because program requirements change periodically, the academic support advisor and the academic dean, program director or approved designee will assess the returning student's academic records to determine whether an alternate plan of study is required. Alternate plans may result in additional coursework requirements and tuition obligations. All students must be current in their financial obligations to Chamberlain prior to resuming studies.

Change Requests

Change in Program or Concentration¹

An undergraduate or graduate student wishing to change programs at Chamberlain will need to apply to that program as a new student. Admission into one of Chamberlain's programs does not guarantee admission into another program or program option. To request a change of concentration, please contact your academic support advisor.

¹ Availability varies by campus location.

Location Transfer

Undergraduate students currently enrolled and in good academic and financial standing at Chamberlain may request a location transfer to any other Chamberlain location offering the same program of study as their current enrollment. Students can only transfer to a new location at the beginning of a session, unless they have prior approval from the program administrator at the new location¹. To request a change of location, submit a completed Location Transfer form, which is available through your academic support advisor. Students transferring to the Tysons Corner Campus must provide a high school/equivalency transcript documenting proof of graduation. Chamberlain can deny a location transfer request for any reason.

Florida Locations Only: Re-admitted or continuing students who have completed over 75 percent of the Bachelor of Science in Nursing (BSN) degree program, at a campus other than their intended Florida campus, will not be permitted to request admission or transfer to any Chamberlain Florida campus. Students will remain assigned to their home/primary location and follow the process to complete nursing courses at an alternate campus. Degrees will be conferred at the home/primary Chamberlain campus. NCLEX® applications to test will require use of the degree conferral campus school code. Chamberlain may deny a transfer request for any reason.

Virginia Locations Only: Students transferring to the Tysons Corner location must provide a high school/equivalency transcript documenting proof of graduation.

¹ Students interested in transferring locations should have already been advised by an ASA on behalf of the receiving location prior to receiving this location transfer DocuSign form. If a student is awarded an incomplete grade after their location transfer has been approved, then their location transfer request will be rescinded and a new location transfer request will need to be submitted in order for them to remain at their current location.

Change of Specialty Track in the MSN or DNP Degree Program

Students enrolled in the MSN or DNP program and in good academic and financial standing at Chamberlain may request a change of specialty track. Program and specialty track approval varies by state. Specialty track changes must be made prior to enrollment in the final course. MSN students wishing to change to a Nurse Practitioner (NP) specialty track must be in good academic and financial standing and must reside in a state where Chamberlain is approved to offer the NP Specialty Track. In addition to the above track change requirements, a provisionally accepted MSN-ST or MSN undeclared student wanting to change tracks or declare an NP specialty track must take the NP assessment. Students who earn a 70 percent or greater on the NP assessment will be placed into an NP course. Students earning less than 70 percent on the NP assessment will be enrolled in NR-545 Pharmacology, Physical Assessment, and Pathophysiology Nurse Practitioner graduate placement.

Changing specialty tracks may result in additional coursework requirements and tuition and fee obligations. Changing tracks after completing 18 or more credit hours in the program may result in a delayed start of practicum courses if a preceptor and site have not been identified and approved.

To request a change, please contact your academic support advisor.

Student Records & Transcripts

All materials submitted in support of a student's application, including transcripts from other institutions and related documents, become the property of Chamberlain. During a student's enrollment, Chamberlain maintains electronic records that include admission and attendance information, academic progress, grade information and other relevant student data. Student academic records are maintained permanently. Students who wish to review their files must submit a written request.

Requests for transcripts can be submitted through the **My Chamberlain** portal at community.chamberlain.edu or by completing a transcript request form located at chamberlain.edu/transcripts.

Each student will receive one complimentary transcript upon conferral. Any additional copies will cost \$10 for each electronic transcript and \$15 for each paper transcript. All course attempts will appear on the official transcript.

Enrollment Verification and Program Completion letters can be requested via email to the Registrar's Office at ccnverifications@chamberlain.edu.

Graduation

Graduation Information

It is the responsibility of students to verify eligibility for graduation with their academic support advisor. Degree conferral will occur on the official conferral date immediately following the completion of all coursework and other degree requirements.

Graduation Requirements

Graduation candidates must fulfill all financial obligations to Adtalem Global Education and complete loan exit counseling. Failure to complete loan exit counseling may result in a hold on students' records (see Loan Exit Counseling).

Completion of a nursing program does not guarantee the graduate's ability to take the NCLEX-RN®. Authorization to take the NCLEX-RN rests solely with the state Board of Nursing.

Students seeking licensure outside the U.S. should contact the country's nursing regulatory body for requirements and information on practicing as a nurse in their country.

Graduation Honors

In order to be considered for honors at graduation, a graduate of the BSN program must have completed a minimum of 60 credit hours in residence with a CGPA of 3.3. Summa Cum Laude, the highest honor, requires a CGPA of 3.8 or above. Students with a CGPA between 3.5 and 3.79 will graduate Magna Cum Laude, and those with a CGPA between 3.3 and 3.49 will graduate Cum Laude. President's Honors will be awarded to BSN students who graduate with a CGPA of 3.5 or above and have fewer than 60 credit hours in residence. A student who has graduated from a doctorate or graduate degree program must have completed a minimum of 30 credit hours in residence. Doctorate or graduate degree students with a CGPA of 4.0 will graduate with the designation "With High Distinction" and those with a CGPA from 3.85 to 3.99 will graduate with the designation "With Distinction."

All coursework completed (including the last semester of study) will be included in the calculation of graduation honors. The official graduation honors will be notated on the student's transcript.

Commencement

Students completing graduation requirements are invited to participate in the commencement exercises following completion of their program. For pre-licensure students, commencement exercises are held at least once during the academic year. Post-Licensure, graduate and public health commencement exercises are held twice a year virtually. In order to participate in the commencement exercises, a student must have fulfilled all financial obligations to Chamberlain. To order your Chamberlain graduation regalia, visit jostens.com/chamberlain.

Undergraduate Program Licensure Application Requirements

Completion of a nursing program does not guarantee the graduate's eligibility to take NCLEX-RN®. Graduates must apply to take the NCLEX-RN by submitting all application materials to the state board of nursing in the state in which they wish to become licensed.

NCLEX-RN exam materials are available on site for the states in which Chamberlain is located. Graduates planning to take the NCLEX-RN exam in another state are responsible for contacting the appropriate state board of nursing to obtain application materials.

Upon request, official transcripts and/or certificates of completion can be issued by the registrar to the state board of nursing after degree conferral.

Bachelor of Science in Nursing Degree – 122¹ Curriculum

The student must:

- Complete all required coursework in the degree program of study.
- Complete a minimum of 122 credit hours, including 66 credits in nursing for the Bachelor of Science in Nursing degree program, 64 for the RN to BSN option and 56 for the Military to BSN Degree Option.¹
- Complete 25 percent² or at least 39 credit hours in residence at Chamberlain for the Bachelor of Science in Nursing degree program, 30 for the RN to BSN option³ and 48 for the Military to BSN Degree Option.
- Achieve a minimum of a "C" grade in each nursing and science⁴ course and a minimum 2.0 CGPA.

¹ For the RN to BSN option, 123 credit hours, including 65 credits in nursing for Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing. See your academic support advisor for more information.

² Students enrolled in a degree and certificate program above the associate degree level at a Virginia location or who are located in Virginia and enrolled in the BSN Online program, are required to earn at least 30 percent of the program's required credit hours through coursework completed at Chamberlain.

³ Students located in Virginia at the time of application are required to complete 30 percent of the program in residence, which is 37 credit hours.

⁴ Science elective courses follow the general education coursework grading scale.

Bachelor of Science in Nursing Degree – 126 Curriculum (California Only)

The student must:

- Complete all required coursework in the degree program of study.
- Complete a minimum of 126 credit hours, including 70 credits in nursing.
- Complete 25 percent or at least 42 credit hours in residence at Chamberlain.
- Achieve a minimum of a "C" grade in each nursing and science¹ course and a minimum 2.0 CGPA.

¹ Science elective courses follow the general education coursework grading scale.

Master of Science in Nursing Degree & Doctor of Nursing Practice Degree

The student must:

- Complete all required coursework in the degree program of study.
- Complete a minimum of 36 credit hours in the MSN degree program, 30 credit hours in the Accelerated MSN option and 37 credit hours in the Accelerated MSN with Clinical Nursing Leadership option, 45 credit hours in the MSN Family Nurse Practitioner and MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Tracks, 48 hours in the MSN Adult-Gerontology Acute Care Nurse Practitioner Specialty Track, 47 credit hours in the MSN Psychiatric-Mental Health Nurse Practitioner Specialty Track, or 40 credit hours in the DNP degree program.
- Complete at least 30 credit hours in residence at Chamberlain in the MSN and DNP degree programs and 24 credit hours in the Accelerated MSN option, 31 credit hours in the Accelerated MSN with Clinical Nursing Leadership option. MSN alumni who graduated from the Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics and Population Health Specialty Tracks may return and earn a second MSN in the Family Nurse Practitioner, Adult Gerontology Nurse Practitioner or Psychiatric-Mental Health Nurse Practitioner Specialty Tracks and must complete an additional 30 hours in residence¹.
- Achieve a minimum of a "C" grade in each graduate course and a minimum 3.0 CGPA.

¹ Students located in Missouri at the time of application are required to complete 75 percent of the program in residence, which is outlined for the following programs:

- MSN Family Nurse Practitioner and MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Tracks – 34 credit hours
- MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and MSN Psychiatric-Mental Health Nurse Practitioner Specialty Track – 36 credit hours

Accelerated RN to MSN Option and Accelerated RN to MSN with Clinical Nursing Leadership Option

The student must:

- Complete all required coursework in the degree program of study.
- Complete a minimum of 45 credit hours in the Accelerated RN to MSN option and 52 credit hours in the Accelerated RN to MSN with Clinical Nursing Leadership option.
- Complete a minimum of 39 credit hours in residence at Chamberlain in the Accelerated RN to MSN option and 46 credit hours in the Accelerated RN to MSN with Clinical Nursing Leadership option.
- Achieve a minimum of a "C" grade in each graduate course and a minimum 3.0 CGPA.

Certificate Programs – Post-Baccalaureate and Graduate

The student must:

- Complete all required coursework in the certificate program of study.
- Complete a minimum of: 18 credit hours in the Post-Baccalaureate Certificate in Leadership Foundations; 33 credit hours in the Family Nurse Practitioner (FNP) Certificate program; 35 credit hours in the Psychiatric-Mental Health Nurse Practitioner (PMHNP) Certificate program; 36 credit hours in the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Certificate program; 36 credit hours in the Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate program; 12 credit hours in the Healthcare Policy Certificate program without Practicum; 18 credit hours in

the Healthcare Policy Certificate program with Practicum; 12 credit hours in the MSN Nursing Education Certificate program; 18¹ credit hours in the Nursing Education with Practicum and the Nursing Informatics with Practicum Certificate programs; 9 credit hours in the Nursing Informatics Certificate program; 12 credit hours in the Graduate Certificate in Nursing Leadership program without Practicum; 18 credit hours in the Graduate Certificate in Nursing Leadership program with Practicum; 12 credit hours in the Graduate Certificate in Population Health program without Practicum; 18 credit hours in the Graduate Certificate in Population Health program with Practicum.

- Complete a minimum of: 12 credit hours in the Post-Baccalaureate Certificate in Leadership Foundations; 18 credit hours in the Family Nurse Practitioner (FNP) Certificate program; 20 credit hours in the Psychiatric-Mental Health Nurse Practitioner (PMHNP) Certificate program; 21 credit hours in the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Certificate program; 18 credit hours in the Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate program; 6 credit hours in the Healthcare Policy Certificate program without Practicum; 12 credit hours in the Healthcare Policy Certificate program with Practicum; 6 credit hours in the MSN Nursing Education Certificate program; 12¹ credit hours in the Nursing Education with Practicum and the Nursing Informatics with Practicum Certificate programs; 6 credit hours in the Nursing Informatics Certificate program; 6 credit hours in the Graduate Certificate in Nursing Leadership program without Practicum; 12 credit hours in the Graduate Certificate in Nursing Leadership program with Practicum; 6 credit hours in the Graduate Certificate in Population Health program without Practicum; 12 credit hours in the Graduate Certificate in Population Health program with Practicum in residence at Chamberlain².
- Achieve a minimum of a "C" grade in each graduate course and a minimum 3.0 CGPA.

¹ 15 credit hours for students enrolled prior to March 2017

² Students located in Missouri at the time of application are required to complete 75 percent of the program in residence, which is outlined for the following programs:

Post-Baccalaureate Certificate in Leadership Foundations – 14 credit hours

- Family Nurse Practitioner (FNP) Certificate program – 23 credit hours

- Psychiatric-Mental Health Nurse Practitioner (PMHNP) Certificate program –

24 credit hours

- Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Certificate and

Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate

programs – 25 credit hours

- Healthcare Policy Certificate program without Practicum – 9 credit hours

- Healthcare Policy Certificate program with Practicum – 14 credit hours

- MSN Nursing Education Certificate program – 9 credit hours

- Nursing Education with Practicum and the Nursing Informatics with Practicum Certificate programs – 14 credit hours

- Nursing Informatics Certificate program – 7 credit hours

- Graduate Certificate in Nursing Leadership program without Practicum – 9 credit hours

- Graduate Certificate in Nursing Leadership program with Practicum – 14 credit hours
- Graduate Certificate in Population Health program without Practicum – 9 credit hours
- Graduate Certificate in Population Health program with Practicum – 14 credit hours.

Master of Physician Assistant Studies Degree

Graduation requirements are as follows:

The student must:

- Complete all required coursework in the degree program of study.
- Complete a minimum of 109 credit hours for the Master of Physician Assistant Studies degree program.
- Complete at least 85 credit hours in residence at Chamberlain.
- Achieve a minimum 3.0 CGPA.

Master of Public Health Degree

The minimum requirements for graduation from the MPH program are as follows. The student must:

- Complete all required coursework in the degree program of study.
- Complete a minimum of 43 credit hours in the MPH degree program¹.
- Complete at least 36 credit hours in residence at Chamberlain in the Master of Public Health degree program.
- Achieve a minimum of a “C-” grade in each graduate course and a minimum 3.0 CGPA.

¹ 44 credit hours if the student was provisionally accepted. 42 credit hours for students enrolled prior to May 2021.

Certificate Programs – Post-Baccalaureate - Public Health

The student must:

- Complete all required coursework within the certificate program of study.
- Complete a minimum of 16 credit hours of coursework in the Public Health Generalist certificate (17 credit hours if admitted provisionally).¹
- Complete a minimum of 13 credit hours of coursework in the Public Health Generalist certificate (14 credit hours if admitted provisionally).
- Achieve a minimum of a “C-” grade in each certificate course and a minimum 3.0 CGPA.

Research Requirement

The Master of Public Health program does not require completion of a formal research product (thesis, dissertation or research project). However, an integrative learning experience requirement is part of the final coursework deliverables and is conducted concurrently with the applied practice experience.

Qualifying or Comprehensive Examination

The Master of Public Health program does not require demonstration of a formal qualifying or comprehensive examination. However, multiple course examinations and evidence-based research papers are threaded throughout the Master of Public Health curriculum, and a culminating

experience and final e-portfolio are course requirements and deliverables at the end of the program

¹ 15 credit hours for students enrolled prior to May 2021.

Master of Social Work Degree

The student must:

- Complete all required coursework in the program of study.
- Complete the minimum required credit hours in the MSW degree program (60 credit hours for Traditional Option or 36 credit hours for the Advanced Standing Option).
- Complete a minimum of 45 credit hours in the Traditional Option and 30 credit hours in the Advanced Standing Option in residence at Chamberlain in the MSW degree program.
- Complete all required fieldwork/practicum experiences.
- Achieve a minimum of a “C” grade in each graduate course and a minimum 3.0 CGPA.

Student Support

Chamberlain provides a variety of support to students from academics to student organizations and technical. Select the various student support categories for exact details.

Technical Requirements

Sufficient technology and Internet access is required to complete Chamberlain online classes.

The following list will help verify that you are adequately equipped.

- Specific curricula for courses may require additional software purchases. Any additional software requirements will be provided in the syllabi for your courses.
- Computer specifications are reviewed and revised bi-annually to accommodate changes in technology. While every attempt is made to ensure that these specifications satisfy all curricular needs for students completing courses, Chamberlain reserves the right to require upgrades in the event of technology changes. Students will be given 90 days notice before such changes are implemented.
- While tablets, smartphones and other mobile devices may allow for some completion of coursework, they are not guaranteed to work in all areas. Please ensure you have a Windows (preferred) or Mac-based computer available to complete coursework in the event your selected mobile device does not meet the needs of the course. The Help Desk does not provide technical support for tablets, smartphones and other mobile devices at this time.
- Students who need assistive technologies will have different computer and technology requirements. Please check with your academic support advisor to determine the requirements for the specific technologies needed to support your online classes.

For questions regarding these requirements, phone the Help Desk at 877.366.9388.

Hardware & Software Requirements

Chamberlain University is highly committed to your success as a student. As a forward-thinking institution, we rely heavily on technology, which is why it is so important that you have the right equipment for your student endeavors. Chamberlain University requires that all students own a

laptop/computer and that you have a high-speed Internet connection. Although it is suggested that students obtain the highest quality products available to them, the following are the minimum technology requirements for the programs offered by Chamberlain.

Note: Chromebooks are not supported.

Hardware/Software	Minimum	Recommended
Operating System (PC) ¹	Microsoft Windows 10	Microsoft Windows 11
Operating System (Mac) ²	macOS X 13 (Ventura)	macOS X 15 (Sequoia)
Processor	Intel: i5 Processor AMD: Ryzen 3	Intel: i7 Processor AMD: Ryzen 5
Graphics	Intel HD 6000 Integrated video card that supports 1024 X 768	Intel iris 540/GeForce GTX 960/Radeon RX470 or higher that supports 1920 X 1080
Hard Drive	250GB standard hard drive	512GB solid state hard drive or greater
Memory	8GB random access memory (RAM)	16GB RAM or greater
Networking	Integrated Gigabit Ethernet and Wi-Fi ac/a/n	Integrated Gigabit Ethernet and Wi-Fi ac/a/n
Devices	720p Webcam and Microphone	1080 (HD) Webcam and USB Headset with microphone
Internet Connection ³	LAN, cable or DSL connection of 5Mb down/2.5Mb up	LAN, cable or DSL connection of 10Mb down/5Mb up

¹ The Windows version must be a 64 bit OS. Windows 10 S Mode and Windows RT are not supported: support.microsoft.com/en-us/help/4456067/windows-10-switch-out-of-s-mode

² Mac OS 13 and newer is supported, but there are some applications that may require Windows OS. Be prepared to run a Windows OS instance if you elect to use a Mac system by installing Boot Camp: support.apple.com/en-us/HT201468. Apple's M1 Chip processor, supported by Apple's Boot Camp, does not support installing Windows in this new processor. Use **Parallels software** to install Windows instead.

³ How to test your computer speed: speedtest.net

Device Inspector

Please use the Device Inspector tool to check your computer or laptop and ensure you are meeting at least the minimum requirements: atge.deviceinspector.adtalem.com/.

Operating System Updates

It is important to ensure that your Windows and/or macOS critical updates remain current. As Microsoft and Apple find weaknesses in their operating systems, updates that can be downloaded are posted. These updates can be set to occur automatically. Your Windows and/or macOS updates should be checked on a weekly basis.

- How to update Windows OS: support.microsoft.com/en-us/help/4027667/windows-10-update
- How to update macOS: support.apple.com/en-us/HT201541

Mobile Requirements

Course content and technologies can be accessed via mobile devices. Beginning in the September 2024 session, Chamberlain University students will not be permitted to use iPads to take tests, quizzes, or exams in the Exemplify Application. Some functionality may not be available via mobile device, so you will also need a laptop/desktop for some online coursework. For the best student experience, the devices below are recommended:

Device	Android	Apple
Phone	• Minimum: Version 11 and 64GBs space • Recommended: Version 12 and 128GBs space	• Minimum: iOS 14 and 64GBs space • Recommended: iOS 15 and 128GBs space
Tablet	• Minimum: Version 11 and 64GBs space • Recommended: Version 12 and 128GBs space	• Minimum: iOS 14 and 64GBs space • Recommended: iPadOS 15 and 128GBs space

Productivity Tools

Microsoft Office 365: A complimentary Microsoft Office 365 subscription is available to matriculating students through the **My Chamberlain** portal for as long as you are an active student with the University. You can access and install your Microsoft 365 subscription during Preview Week, which is the week prior to the start of each term.

Instructions on how to obtain MS Office365: You need to use your Chamberlain email and password to access the resource below: mychamberlain.sharepoint.com/sites/StudentResourceCenter/SitePages/Office365.aspx.

Internet Connectivity & Browsers

Internet access is required to participate in online components of your courses at Chamberlain University. If you connect to the internet through your workplace, you may need to ensure that appropriate plug-ins and access rights are available to you. Check with your employer's IT department to ensure that you may access course materials from your workplace's network.

Supported Internet Browsers

- Mozilla Firefox – Version 94 or newer
- Google Chrome – Version 96 or newer
- Microsoft Edge – Version 95 or newer
- Apple Safari – Version 15 or newer

Browser Settings

JavaScript must be enabled. For help, visit: [wikihow.com/Enable-JavaScript](https://www.wikihow.com/Enable-JavaScript)

Cookies must be enabled. For help, visit: whatismybrowser.com/guides/how-to-enable-cookies/

Pop-up windows must be enabled. For help, visit support.vhlcentral.com/hc/en-us/articles/216615857-A-Master-Guide-How-to-adjust-Pop-up-Blocker-on-Your-Web-Browser

Email Account

A valid email address is required for participation in components of your coursework. You are required to use the University supplied email address in order to access resources and applications such as MS Office 365 and the Student Resource Center. It will help to avoid issues with

spam blockers that may prevent you from receiving email from your instructors. In addition, your University email allows you to participate in special student offers, available only to students with a .edu email address.

Chamberlain email accounts have the following format: **firstname.lastname@my.chamberlain.edu**, ex: **jane.smith@my.chamberlain.edu**.

To access Chamberlain email accounts, log onto the My Chamberlain portal at **community.chamberlain.edu** and click My Student Email.

Student Rights

Select the various student rights categories for exact details.

Graduation Rates

Chamberlain complies with the Student Right-to-Know Act and annually prepares the graduation rate of its degree-seeking, first-time, full-time undergraduate students who have graduated by the end of the 12-month period ending August 31st, during which 150 percent of the normal time for graduation from their program has elapsed. Important information about the educational debt, earnings and completion rates of students who attended Chamberlain can be found at chamberlain.edu/studentconsumerinfo.

Family Education Rights & Privacy Act of 1974 (FERPA)

Chamberlain University maintains compliance with the Family Education Rights & Privacy Act of 1974, as amended (FERPA). FERPA protects the privacy of student educational records, establishes a student's right to inspect and review their academic records, and provides guidelines for correcting inaccurate and misleading data through informal and formal hearings. Generally, only directory information pertaining to a student's records can be released to any third party without written authorization of the student, judicial order or a lawfully issued subpoena.

Tuition & Assistance

chamberlain.edu/tuition

Tuition & Expenses

Tuition and expenses are itemized and calculated on a per-session basis and subject to change. Payment of tuition and expenses is the student's obligation. Application for financial assistance does not negate this responsibility. A billing statement is available each month.

The statement outlines the charges and the balance due. Certain expenses are assessed for all students; other charges depend on a student's enrollment status and specific course requirements. Tuition for coursework is assessed according to the student's primary program of enrollment. A student's first program of study is considered the primary program unless the student requests a program change.

Please visit <https://www.chamberlain.edu/cost-of-attendance.pdf> for additional information regarding cost of attendance.

Fees and Rates

Application Fee & Deposits

The application fee is due at the time the application is submitted.¹

Three-year BSN students are required to pay a non-refundable fee for a background check, fingerprinting and drug screening. After notice of conditional acceptance, MPAS applicants are required to pay a non-refundable fee for background and fingerprint checks. Graduate and Doctoral programs may have a background check and drug screening fee if the practicum site requires it.

Within ten (10) business days² following notification of conditional acceptance, MPAS applicants are required to pay a \$1,000 non-refundable seat deposit³ to secure their place in the program. This deposit is applied towards the student's tuition and fee charges once they begin classes.

Tuition and expenses are assessed and payable in full each session and are subject to change with appropriate written notification. Application for financial assistance does not negate the student's responsibility to ensure that arrangements for full payment of tuition and fees are made by the first day of classes. A billing statement provided each month outlines the charges and the balance due.

Tuition for all coursework is assessed according to the student's primary program of enrollment. A student's first program of study is considered the primary program unless the student requests a program change. For the most updated information, visit chamberlain.edu/tuition.

¹ Chamberlain application fee waived for applicants that applied via CASPA.

² Two business days for MPAS applicants moved from Waitlisted to Conditional Acceptance.

³ Seat deposit is fully refunded if completed background and fingerprint checks are not cleared or the degree program fails to achieve Accreditation-Provisional.

Alumni Rate

Graduates of a Chamberlain degree program, or students enrolled in graduate coursework as part of the RN-BSN to MSN program option, are eligible for the Alumni Rate and are not required to pay an application fee.

Military Rate¹

U.S. military personnel who are a veteran of or retired from any of the five branches of the U.S. Armed Forces (including Active Duty, National Guard and Reserves), their spouses and Veterans Affairs and Department of Defense (DoD) employees are eligible for Chamberlain's military pricing for post-licensure programs. Textbooks, course materials and other fees are charged at the standard rate. Contact an admission representative for more information. For more information, visit chamberlain.edu/military.

¹ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

Student Activity Fee

The student activity fee covers support for activities and events that enrich a student's educational experience. Some examples of activities supported by this fee include student organizations, campus life activities, recognition ceremonies, and graduation events.

Student Service Charge

The student service charge covers support services that benefit the student, but are ancillary to the instructional program. Some examples of services supported by this charge are student organizations, activities, recognition ceremonies, tutoring and career support services.

Course Resource Fee

The course resource fee allows for maintenance and upgrades associated with educational technology. This includes the tools and resources made available through our course shells such as tutorials, simulations and study guides, clinical logging tools and test proctoring.

NCLEX Prep Fee

One-time NCLEX Prep fee used to support student learning enhancements and technologies that enable real time Next Gen NCLEX practice (clinical judgment and decision-making). The fee is charged upon enrollment in the BSN NR-446 Collaborative Healthcare course. The learning enhancements will help ensure students are prepared for the NCLEX exam.

Purchase of Supplies

Students are required to purchase textbooks, electronic versions of textbooks (eBooks), lessons and/or supplies. These costs may vary by the student's semester and program. Some courses may require an eBook if a textbook is not offered. Students have the opportunity to purchase textbooks for courses they are enrolled in through the Chamberlain bookstore at chamberlain.edu/bookstore or the bookstore of their choice. Students will be required to obtain all course materials prior to the start of the course.

For additional information regarding textbooks and supplies, contact your academic support advisor. Only dropped courses are eligible for a 100 percent reversal of tuition and fees, including the course resource fee. Books and supplies are subject to the return policy established by the vendor.

Medical Equipment Kit

The medical equipment kit is required for the MPAS program. Medical equipment within the kit will include a stethoscope, ophthalmoscope/otoscope, blood pressure cuff and other pieces of equipment that will be used regularly in class, in clinical and in individual practice in order to master physical examination skills.

Payment Policies

Transportation and meals at clinical/practicum facilities, healthcare insurance not provided through Chamberlain University and other personal expenses are not included in the calculation of student costs. These expenses will vary according to individual student needs.

Full payment of all tuition and fees are due by the first day of classes unless other arrangements have been made. The financial obligation for each session must be met in order to register for a subsequent session. Unusual circumstances or a financial crisis should be reported to student finance advising immediately so that Chamberlain can assist the student in planning or determining if alternative payment options are available.

Certain international students may be required to provide a statement of financial support or a sponsor letter indicating that tuition will be paid in advance of each semester and that a sponsor will provide all necessary living expenses for the international student. (Form I-134 may be used.) Most international students cannot receive U.S. federal

financial assistance, nor can they work legally in the United States without appropriate permission.

Chamberlain reserves the right to change tuition and fees as necessary. Changes may apply to all students. Written notice of planned tuition and fee changes will be posted in advance.

Students who are not in compliance with their primary financial option terms will not be permitted to attend courses. A student may be administratively withdrawn for failure to make payment in a timely manner, preventing the student from attending future class sessions until the amount owed is paid in full or satisfactory payment arrangements are made.

All applicable fees are payable with session tuition. All costs of collection, including court costs and attorney's fees, and a 33.33 percent charge on all accounts sent to collection, will be added to delinquent accounts collected through third parties. For Disputes: Students who receive notification that their overdue account may be reported to a credit reporting agency and wish to dispute the debt should follow the instructions contained in the letter that they receive from the collection agency. Students may also submit their dispute to Chamberlain University via U.S. Mail at 500 W. Monroe Street, Suite 13 Attn: FAM Chicago, IL 60661.

Note: A fee not exceeding \$10 is charged for each check returned for non-sufficient funds.

Cancellation & Refund Policy

Students may cancel their enrollment at any time prior to midnight of the tenth business day after the date the enrollment agreement is signed (cancellation period) for a refund of all monies paid. After the cancellation period, the application fee is not refunded. Cancellation requests are accepted:

By mail to:

Chamberlain University
1221 N. Swift Road, Suite 200
Addison, IL 60101
Attn: Customer Service
By email to: noticeofcancellation@chamberlain.edu

A student who does not report for class may request a refund of any monies paid over and above the application fee.¹ Students must make all scheduled changes by the end of the first week of a session (Add/Drop Period) to receive a tuition adjustment (see Add/Drop Period section of this catalog). After classes begin, students may withdraw from a course by notifying their academic support advisor prior to the withdrawal deadline published on the Academic Calendar for that session. Withdrawal is complete when the designated official has been notified or on the date Chamberlain determines a student is no longer enrolled, whichever is earlier. Students who withdraw are responsible for all outstanding financial obligations. In addition, those receiving federal student loans must complete a loan exit interview with an academic support advisor prior to withdrawing.

In compliance with applicable requirements, Chamberlain issues refunds to students who withdraw from a course prior to completing a session. In attendance taking programs, refunds are issued on a prorated basis to students who withdraw from a course. Refunds are based on the last date of attendance and are calculated using the Chamberlain refund policy and any applicable state refund policy. The refund most favorable to the student is issued. Refund calculations are applied to the tuition

charged for the course from which the student withdraws and are calculated according to the last documented date of attendance.

In the Master of Physician Assistant Studies degree program, refunds are issued on a prorated basis to students who withdraw from a session. Refunds are based on the later of the last day of attendance or the last academically related event as documented in the learning management system and are calculated using the Chamberlain refund policy and any applicable state refund policy. Refund calculations are applied to the tuition charged for the session from which the student withdraws.

Refunds are issued within 30 days of the withdrawal notification date or the date Chamberlain determines a student is no longer enrolled, whichever is earlier. Examples of refund calculations are available from your academic support advisor. At minimum, refunds are calculated as follows:

Withdrawal During	Percent Refund of Tuition Less Administrative Fee
First Day of Session	100%
Balance of Week 1	90%
Week 2	75%
Week 3	25%
Week 4	25%
Weeks 5-8	0

¹ Seat deposit payments for the MPAS degree program are not refundable.

Note: The administrative fee is \$50 per session for the MPAS degree program and \$50 per course in all other programs.

Florida Minimum Refund Policy

Students who withdrawal during the add/drop period will be refunded all tuition and fees, as well as any funds paid for supplies, books or equipment which can be and are returned to the institution.

Georgia Minimum Refund Policy

Students who cancel their application within 10 business days of submission are entitled to a refund of all monies paid. Students who have completed 50 percent or less of the session are entitled to a refund based on the proration of tuition and percentage of course completed at withdrawal, or as required by applicable state or federal laws and regulations if more favorable to the student.

Fees

Institutions that charge for fees, books and supplies which are in addition to tuition must refund any unused portion of the fees if a student withdraws before completing 50 percent of the period of enrollment except for:

- Items that were specially ordered for a particular student and cannot be used or sold to another student.
- Items that were returned in a condition that prevents them from being used by or sold to new students.
- Nonrefundable fees for goods and/or services provided by third-party vendors.

Indiana Minimum Cancellation & Refund Policy

The postsecondary proprietary education institution shall pay a refund to the student in the amount calculated under the refund policy specified in

this section or as otherwise approved by the commission. The institution must make the proper refund no later than thirty-one (31) days of the student's request for cancellation or withdrawal.

The following refund policy applies to each resident postsecondary educational institution:

The student is entitled to a full refund if one or more of the following criteria are met:

1. The student cancels the enrollment application within six business days after signing.
2. The student does not meet the school's minimum admission requirements.
3. The student's enrollment was procured as a result of a misrepresentation in the written materials utilized by the school.
4. If the student has not visited the school prior to enrollment and withdraws within three days of touring the school or attending the regularly scheduled orientation/classes.

After beginning classes, Indiana residents who withdraw from the school are entitled to the following refund amounts less an enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100):

1. After attending one week or less, ninety percent (90%).
2. After attending more than one week but equal to or less than twenty-five percent (25%) of the program, seventy-five percent (75%).
3. After attending more than twenty-five percent (25%) but equal to or less than fifty percent (50%) of the program, fifty percent (50%).
4. After attending more than fifty percent (50%) but equal to or less than sixty percent (60%) of the program, forty percent (40%).
5. After attending more than sixty percent (60%) of the program, the student is not entitled to a refund.

Iowa Refund Policy

For Iowa Students

Students who withdraw from a course during the first two calendar weeks of a session will be refunded 100 percent of tuition.

Students who withdraw after the first two calendar weeks of class but before 60 percent of the session has been completed will received a refund that is 95 percent of the tuition charged multiplied by the ratio of the number of calendar days remaining in the session to the number of calendar days in the session.

Students who complete 60 percent or more of a session will not receive a tuition refund.

Exceptional Policy, IA Code 714.23(4)

If an Iowa student terminates a postsecondary educational program after the first 14 consecutive days of the semester due to the student's physical incapacity, or due to the transfer of the student's spouse's employment to another city, the terminating student shall receive a refund of the tuition charges in an amount that equals the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

Louisiana Minimum Refund Policy

Students who withdraw from a course during the first day of a session will be refunded 100 percent of tuition.

Students who withdraw from a course during days 2-7 of a session will be refunded 90 percent of tuition.

Students who withdraw from a course during days 8-14 of a session will be refunded 75 percent of tuition.

Students who withdraw from a course during days 15-24 of a session will be refunded 50 percent of tuition.

Students who withdraw from a course during days 25-28 of a session will be refunded 25 percent of tuition.

Students who withdraw from a course during day 29 of a session or later will be refunded 0 percent of tuition.

Nevada Refund Policy

If the institution has substantially failed to furnish the program agreed upon in the enrollment agreement, the institution shall refund all money that the student has paid. If a student cancels their enrollment before the start of the program, the institution shall refund all money that the student has paid, minus 10 percent of the tuition or \$150, whichever is less. If a student withdraws or is expelled after the start of the program and before the completion of more than 60 percent of the program, the institution shall refund the student a pro rate amount of the tuition minus 10 percent of the tuition or \$150, whichever is less.

If a student withdraws or is expelled by the institution after completion of more than 60 percent of the program, the institution is not required to refund the student any money and may charge the student the entire cost of the tuition.

If a refund is owed, the institution shall issue the refund within 15 calendar days after the date of cancellation by a student, date of termination by the institution or the last day of an authorized leave of absence if a student fails to return after the period of authorized absence, or the last date of attendance, whichever is applicable.

Books, educational supplies or equipment for individual use are not included in the policy described above. A separate refund must be paid by the institution to the student if those items were not used by the student. Disputes must be resolved by the Administrator for refunds on a case-by-case basis.

A period of a student's attendance must be measured from the first day of instruction through the student's last day of actual attendance, regardless of absences. The period of time for a program is the period set forth in the enrollment agreement. Tuition must be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies or equipment that are listed separately from the tuition and fees.

Oregon

After classes begin for a term, a student who withdraws from a course is eligible for a partial refund through the middle week of the term. Refunds shall be based on unused instructional time and shall be prorated on a weekly basis for schools using a semester, quarter, or nontraditional calendar.

Utah Minimum Cancellation & Refund Policy

Students may cancel their enrollment at any time prior to midnight of the tenth business day after the last of the qualifying events: the date the enrollment agreement is signed, payment of tuition/fees for services is

made, student's first day of attendance, or the day on which student first gains access to university services (cancellation period), for a refund of all monies paid. After the cancellation period, the application fee is not refunded.

Virginia

Tysons Corner Campus students who withdraw during the add/drop period shall be entitled to a 100% refund for the period. After the end of the add/drop period, tuition refund calculations are based on the Chamberlain refund policy.

All Other States Policy

Students whose original state of residence is California should refer to their enrollment agreement addendum for their state's minimum refund policy. In cases where the refund policy differs from those shown above, students receive the more favorable refund. For students from all other states, the refund is calculated according to the Chamberlain policy and the policy of the student's original state of residence. The student receives the more favorable refund.

Add/Drop Period – Attendance Taking Programs

The add/drop period is through Sunday following the first day of class. The first day for on-site courses is the first scheduled day the class meets. The first day of class for online and blended courses is the first Monday of the session. Course additions are subject to academic approval by the academic dean. During the add/drop period, students completely withdrawing from the institution that have participated in at least one course, will receive a Withdrawal (W) grade in the course and will be dropped from any course with no participation. Students who withdraw from a course will be considered for a tuition refund under the tuition refund policy. Contact a student finance advisor prior to making the change to determine how financial aid status will be affected.

Add/Drop Period – Taking for a Limited Period of Time Programs

The drop period for MPAS students is the first day of class; due to the sequential nature of courses within a session, a course drop also results in dropping all subsequent courses in the session. Because of its curriculum design, MPAS students must take the full required course load each session and may not add courses. The first day for on-site courses is the first scheduled day the class meets. The first day of class for online and blended courses is the first Monday of the session. Course additions are subject to academic approval by the academic dean. During the add/drop period, students completely withdrawing from the institution that have participated in at least one course, will receive a Withdrawal (W) grade in the course and will be dropped from any course with no participation. Students who withdraw from a course will be considered for a tuition refund under the tuition refund policy. Contact a student finance advisor prior to making the change to determine how financial aid status will be affected.

Types of Financial Assistance

Chamberlain offers students several payment plan options for paying tuition, book charges and any required electronic materials that have posted to their student account. Additional information can be obtained from a student finance advisor.

Delinquent payments may result in loss of ability to participate in Chamberlain's payment plans. If delinquencies are not resolved, students may also be financially suspended from Chamberlain. Any student account balance owed when a student leaves Chamberlain must be repaid in accordance with applicable provisions.

For more information visit, chamberlain.edu/financialaid.

Federal Student Aid Programs

There are three categories of federal financial assistance:

- **Grant** – aid that does not need to be repaid.
- **Loan** – aid that must be repaid, but generally not until students have graduated, enroll less than half-time or stop attending school.
- **Work-study** – wages for part-time, educationally related, student or community-service employment.

To help students pay for post-secondary education, the U.S. Department of Education offers federal financial aid to those who qualify. In accordance with the Higher Education Act of 1965, as amended (HEA), Chamberlain permits all students to purchase books and supplies from the Chamberlain Bookstore and to charge these expenses to their student accounts. Federal Student Aid recipients who do not wish to purchase books and supplies from the Chamberlain Bookstore may qualify for a stipend to assist with these expenses. For more information on the program or to determine eligibility, students must speak with their student finance advisor and complete the Books and Supplies Stipend Request form prior to the start of the semester. Chamberlain is eligible to participate in the following programs:

Federal Pell Grants

Federal Pell Grants help fund post-secondary education for undergraduate students who have not previously earned a bachelor's degree. For many students, these grants provide a foundation of financial aid to which aid from other sources may be added.

Federal Supplemental Educational Opportunity Grants (FSEOG)

Federal Supplemental Educational Opportunity Grants (FSEOG) provide supplemental funds to undergraduate students with exceptional need, with priority given to Federal Pell Grant recipients. To be eligible for FSEOG, students must be enrolled in an undergraduate program and have not previously earned a bachelor's degree or first professional degree. Exceptional need is defined as the lowest Student Aid Index (SAI) per federal-need-analysis methodology. Because FSEOG funds are limited, students should apply for these grants by completing their Free Application for Federal Student Aid (FAFSA®) as early as possible.

Federal Work-Study (FWS)

Federal Work-Study (FWS) allows students who demonstrate financial need to earn a portion of their educational expenses. Students must complete the FAFSA to be considered for FWS funds. In this program, students earn at least the current hourly minimum wage by working at Chamberlain or in community service roles. Chamberlain helps eligible students locate Federal Work Study positions. Certain restrictions apply.

Federal Direct Loans®

Direct Subsidized, Direct Unsubsidized and Direct PLUS Loans obtained through the Direct Loan Program® are acquired directly from the U.S. Department of Education. Students who receive a student loan of any type have a legal obligation to repay the loan. The student's degree of success at Chamberlain does not alter this obligation.

® FAFSA, Direct Loans and the Direct Loan Program are registered trademarks of the U.S. Department of Education

Federal Direct Subsidized & Federal Direct Unsubsidized Loans

Undergraduate and graduate students may be eligible for the Direct Loan Program. These are low-interest loans that offer a range of flexible repayment options. Repayment can also be deferred while the student is enrolled at least half-time. Loan amounts are based on a number of factors, including the number of credit hours earned toward your degree.

- **Federal Direct Subsidized Loans:** Available to undergraduate students who demonstrate financial need and otherwise meet the eligibility criteria. The federal government pays the interest on the loan while the student continues to be enrolled at least half time.
- **Federal Direct Unsubsidized Loans:** Available to undergraduate and graduate students, regardless of financial need. The student is responsible for the interest accrued on the loan. The student may allow the interest to accumulate over the loan period, but Chamberlain suggests that the student pay the interest quarterly.

Undergraduate students enrolled at least half-time may borrow – from Federal Direct Subsidized and Unsubsidized Loans – a maximum of \$5,500 for the first complete academic year (two semesters), \$6,500 for the second complete academic year and \$7,500 per academic year after they have completed their second year of study. Students who are independent by federal definition (and students whose parents cannot borrow a Federal Direct PLUS Loan) may borrow an additional \$4,000 per academic year in Federal Direct Unsubsidized Loans for each of the first two completed academic years and an additional \$5,000 per academic year after completing the second academic year.

The amount borrowed may not exceed the cost of attendance minus other aid per academic year. The aggregate limit for dependent students is \$31,000, up to \$23,000 of which can be Federal Direct Subsidized Loans. The limit for independent students (and dependent students whose parents cannot borrow a Federal Direct PLUS Loan) is \$57,500, up to \$23,000 of which can be Federal Direct Subsidized Loans. Students begin repaying the loan six months after ceasing to be enrolled at least half-time. Additional information on interest rates and loan fees for Federal Direct Loans is available via: <https://studentaid.gov/understand-aid/types/loans/interest-rates>.

Graduate students enrolled at least half-time may borrow a maximum of \$20,500 per academic year (two semesters), but the amount borrowed may not exceed the cost of attendance minus certain other aid per academic year. The aggregate limit for graduate students is \$138,500, up to \$65,500 of which can be Federal Direct Subsidized Loans. Additional information on interest rates and loan fees for Federal Direct Loans is available via: <https://studentaid.gov/understand-aid/types/loans/interest-rates>.

Students may not be eligible for Federal Direct Loans at the graduate level if they have exceeded undergraduate loan limits. Undergraduate Federal Direct Loan limits cannot exceed \$57,500 of combined Federal Direct Subsidized and Federal Direct Unsubsidized loans, of which up to \$23,000 can be Federal Direct Subsidized Loans. Satisfactory repayment of the amounts in excess of the aggregate limits must be made in order to regain eligibility.

Monthly payments are based on aggregate borrowing, though the minimum monthly payment is \$50 for each loan. Repayment is usually completed within ten years. Students who leave school or drop below

half-time status are contacted by their loan servicer to establish repayment schedules. Students must notify their student finance advisor and their lender of a change in address.

Federal Direct PLUS Loans & Federal Direct Graduate PLUS Loans

These loans allow graduate students and parents of undergraduate students who are dependent by federal definition to borrow a maximum of educational costs less financial aid per academic year (two semesters). Additional information on interest rates and loan fees for Federal Direct Loans is available via <https://studentaid.gov/understand-aid/types/loans/interest-rates>. A credit check is performed to establish creditworthiness.

Preparatory Coursework

A student not enrolled in a degree program is eligible for Direct Subsidized/Unsubsidized Loans for up to one year if the student is taking coursework necessary for enrollment in the Doctor of Nursing Practice (DNP) program.

If enrolled at least half-time in DNP prerequisite courses, the student is eligible for loans for one consecutive 12-month period beginning on the first day of the loan period. If the period of preparatory courses spans more than one academic year, the student may receive multiple loans. To be eligible for loans under the preparatory coursework exception, the student must be taking courses that are a prerequisite for admission to the DNP program.

State-Funded Programs

In addition to federal financial assistance, state grant and scholarship programs may be available to students who demonstrate financial need or who have successfully achieved certain academic qualifications. Typically, state grant recipients must attend an institution in their home state, and they or their parents must have resided in the state for a specified period of time. Proof of residency is usually required.

Non-Federal Student Loans

Many lenders also offer private loans to students to supplement their federal financial aid. Such loans are not subject to federal student loan rules. Terms of repayment, including interest rates, vary by loan. Lenders perform a credit check and determine a loan applicant's creditworthiness before approving these loans. A loan applicant also may be required to provide a credit worthy co-signer before a loan will be approved. Additional information and application assistance are available from a student finance advisor.

Loan Exit Counseling

Federal student aid regulations require that all borrowers complete loan exit counseling for their Federal Direct and/or Federal Perkins Loans. Students must complete loan exit counseling when they are graduating, leaving Chamberlain or enrolling for fewer than six credit hours. Loan exit counseling notifications are provided to all identified students. Student borrowers who have not completed loan exit counseling will be contacted by a student finance advisor to facilitate the process.

AmeriCorps

Education awards earned through service in AmeriCorps, a program allowing Americans to perform community service in local projects, may be used to help pay educational costs. These awards also may be used to repay educational loans. Students may work on AmeriCorps-approved projects either full- or part-time, before, during or after attending a post-secondary institution. Further information is available at nationalservice.gov.

Veterans' Benefits

Students who may qualify for veterans' educational benefits should notify their Chamberlain admission representative and meet with their student finance advisor regarding eligibility as far in advance of their scheduled class start date as possible.

Veterans utilizing Chapter 31, Vocational Rehabilitation and Employment or Chapter 33, Post 9/11 benefits are permitted to enroll in courses once proof of VA education benefit eligibility and the Chamberlain VA New Student Checklist is provided. This Checklist informs the School Certifying Official that the student is requesting to begin the use of benefits.

The institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries other institutional facilities or require that a covered individual borrow loans because of the individual's inability to timely meet their financial obligations to the institution due to delayed disbursement of funding from the VA under chapter 31 or 33.

Penalties, fees and/or finance-related registration holds may be assessed by the institution if there is an unpaid difference between the amount of the student's financial obligation and the amount of the anticipated or actual VA education benefit disbursement. The student is responsible for charges and fees that are not covered by the Department of Veterans Affairs including but not limited to: transitional (remedial and deficiency) online courses, the cost of repeat courses that were previously passed, printed books that are not required, admissions fees, screening charges, bookstore orders that are not required for a course, badge replacements, parking fees, health insurance premiums in excess of basic student coverage or other non-institutional charges.

Transcript Requirements

For the purpose of certifying Veterans Affairs (VA) benefits, students are required to submit all official transcripts for prior education (including previously attended institutions and Joint Services Transcripts). Previously passed courses which must be repeated to meet re-entry requirements, will be excluded from total hours reported to the U.S. Department of Veterans Affairs.¹ It is the student's responsibility to be aware of prior credit eligible for transfer.

Reporting Enrollment

Chamberlain reports enrollment to the Department of Veterans Affairs on a per session basis aligning with academic calendar session dates. Certification is sent based off a session's enrollment status. Undergraduate full-time enrollment is six credit hours per session. Graduate full-time enrollment is three credit hours per session.

Yellow Ribbon

Many Chamberlain campuses participate in the Yellow Ribbon GI Education Enhancement Program, which is available for eligible students utilizing Chapter 33 benefits. Additional information is available from a student finance advisor.

Additional Academic Progress Information for Students Receiving Veterans' Education Benefits

Chamberlain notifies the Department of Veterans Affairs of those students who are receiving veterans' education benefits and whose status is academic warning. For details on standards of academic progress, refer to the Student Academic Standards section of this catalog.

Students on academic warning are eligible to receive veterans' education benefits for that semester. A student who has been dismissed for failing to meet standards of academic progress may appeal for reinstatement. Those with approved appeals remain eligible for veterans' education benefits. Students who do not successfully appeal their dismissals are dismissed and have their enrollment certifications terminated. The VA is notified of such dismissals.

Veteran students must notify the chief location administrator/student finance advisor immediately upon withdrawal from school or from a course. For students receiving veterans' education benefits, Chamberlain notifies the VA of changes in student status within 30 days of the official last date of attendance.

¹ Effective for applicants/students starting or resuming studies for the September 2020 and beyond session in applicable nursing and/or science or science elective courses.

Employer Tuition Reimbursement

Some students may be eligible for employer tuition reimbursement benefits. Students should contact their work supervisor or human resources department to determine whether tuition reimbursement is available.

Tuition reimbursement does not eliminate a student's responsibility to pay tuition and fees prior to the billing due date.

Additional Sources

Many national, regional and local groups and organizations sponsor scholarships and/or loans. Some of these sources are from the National League for Nursing (NLN) and state nurses' associations. To explore the numerous sources of financial assistance, to obtain an application or learn about priority dates for applications, consult a student finance advisor or visit chamberlain.edu/scholarships.

Chamberlain Scholarship Opportunities

Chamberlain offers a range of merit- and need-based scholarships to assist students in funding their tuition. For a complete listing of Chamberlain scholarship opportunities, contact a student finance advisor or visit chamberlain.edu/scholarships.

Eligibility Requirements

1. Acceptance in a Chamberlain degree program (colleagues of Adtalem Global Education or any Adtalem Global Education institution are not eligible).
2. If a student is eligible for multiple benefits (Chamberlain group tuition pricing and/or multiple scholarships), the one benefit that is in the student's best financial interest will be applied.
3. Scholarships will not be awarded in excess of tuition within each semester.

Note: Scholarship recipients are responsible for all other educational expenses.

Chamberlain Payment Plans

Chamberlain University offers payment plans for tuition and fees. Payment plans allow students to break up their out-of-pocket expenses in up to four equal installments. Delinquent payments may result in registration holds and loss of ability to participate in additional payment plans. Any student account balance owed when a student leaves

Chamberlain must be paid at that time or their account will be sent to a collections agency and potentially reported to a credit bureau. Failure to make scheduled payments may result in loss of ability to participate in Chamberlain's payment plans.

Some students also may qualify for additional payment sources. Unusual circumstances or a financial crisis should be reported to student finance advising immediately so that Chamberlain can assist the student in determining if alternative options are available. Further information is available from a student finance advisor.

Financial Aid Process

Chamberlain assists students in developing plans for financing their education through a combination of financial-assistance programs (if eligible), family contributions, employer tuition reimbursement (when available) and Chamberlain payment plans.

Students are eligible for federal student aid if they:

- Are enrolled as a matriculating student in an eligible program.
- Are a U.S. citizen or eligible non-citizen.
- Demonstrate financial need (for need-based financial aid)
- Make satisfactory academic progress toward completing their degree program.
- Are not in default on a Federal Perkins/NDSL, Federal Direct, Federal Stafford, Federal SLS, Income Contingent Loan or Federal Direct PLUS Loan received at any institution.
- Do not owe refunds on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACG), National Science and Mathematics Access to Retain Talent (SMART) Grant or State Student Incentive Grant (SSIG) received at any institution.
- Register with Selective Service (if you are a male born on or after January 1, 1960 or over 18 years of age and not currently in the armed forces).
- Have a high school diploma or equivalent.

How to Apply for Financial Aid

The first step in qualifying for financial assistance is completing the Free Application for Federal Student Aid (FAFSA[®]), which serves as an application for all federal and many state student aid programs.

The FAFSA can be filed electronically at studentaid.gov. Be sure to include the Chamberlain school code **006385**. Students attending the Indianapolis campus, or RN-BSN option students residing in Indiana, please include **E02182** as your first school code (in addition to 006385) to be considered for Indiana state grant funds. Chamberlain's priority deadline for filing the FAFSA is March 1st. The FAFSA should be filed within two weeks of application for admission and must be renewed each year. Prompt submission assures consideration for maximum available financial aid. The information reported on the FAFSA is used to determine a Student Aid Index (SAI). After the FAFSA has been processed, the student will receive a FAFSA Submission Summary. The student and/or family must review the FAFSA Submission Summary for accuracy and update the FAFSA with any necessary corrections. Financial need is determined by subtracting the SAI from the Cost of Attendance.

The foundation for all assistance packages is contributions from student and family income and assets. Chamberlain provides students with

award announcements indicating the amount of financial aid for which they may be eligible and sources from which the aid may be received.

Reinstated/readmitted students may be considered for financial aid if they meet all eligibility requirements. Retaking coursework may impact students who are receiving certain forms of financial assistance. Students who retake a course should contact their student finance advisor prior to registering for the course to determine if their financial aid will be affected.

Chamberlain complies with all applicable state and federal equal-credit opportunity laws. However, Chamberlain cannot guarantee financial assistance or credit to any student.

Financial Need

Financial Need is based on the following formula:

Cost of Attendance (Direct and Indirect Costs)

- Student Aid Index (SAI)

= Financial Need

Direct Costs: Tuition, fees, books and supplies.

Indirect Costs: Transportation, personal expenses and room and board.

Student Aid Index (SAI): SAI is a formula-based index number used to determine how financial support a student may need. This index number results from the information provided on the Free Application for Federal Student Aid (FAFSA).

To determine your eligibility, it is important that you inform your Chamberlain student finance advisor of recent changes to your family's financial situation (loss of job or income, change in marital status, death of a family member, etc.) in writing with as much detail as possible.

® FAFSA, Direct Loans and the Direct Loan Program are registered trademarks of the U.S. Department of Education

General Eligibility for Federal Programs

In order to qualify for federal financial assistance,¹ you must:

- Enroll as a degree-seeking student
- Be a U.S. citizen or an eligible non-citizen
- Demonstrate financial need for need-based aid programs
- Maintain satisfactory academic progress
- Not be in default on a federal educational loan
- Not owe a refund on a federal educational grant
- Register with Selective Service (if you are a male born on or after January 1st, 1960 or over 18 years of age and not currently in the armed forces)
- Have a high school diploma or equivalent

¹ Financial aid available for those who qualify.

Dependency Status

The federal government has established how dependency status is determined for federal financial aid purposes. If a student is considered a dependent, their parents' income and asset information must be included on the FAFSA. This information will be used in addition to the student's income and asset information to determine the Student Aid Index (SAI).

To determine your dependency status, please visit studentaid.gov/apply-for-aid/fafsa/filling-out/dependency.

Verification

The federal government requires some federal student aid applicants to verify the accuracy of information on their FAFSA. Chamberlain requires selected applicants to submit requested documentation before awarded need-based aid is disbursed. Therefore, students and their spouses or parents may be required to submit a prior-year federal tax transcript and additional information. If information on any documents in a student's file conflicts with information on the FAFSA, students may be required to provide additional information; failure to do so results in loss or non-receipt of aid.

If Chamberlain suspects that an individual falsified information and/or altered documentation to increase aid eligibility and fraudulently obtain federal funds, Chamberlain will file a report with the Office of the Inspector General and/or local law enforcement officials.

Federal Student Aid Status for Incarcerated Individuals

Currently incarcerated individuals have limited eligibility for federal student aid. Applicants who are incarcerated and students who become incarcerated must report this information to the Student Service Office.

Federal Return of Funds Policy

According to federal regulations, a federal refund calculation must be performed if a student receiving financial aid withdraws completely from all classes after the start of the enrollment period.

Length of enrollment is equal to the number of calendar days, including weekends and holidays, in the periods in which the student was registered. Breaks of five days or more are excluded.

The withdrawal date is the date the student begins the official withdrawal process – electronically, in writing, in person or by telephone, whichever is earlier – or otherwise officially notifies the institution of their intent to withdraw. For students who withdraw without notification the school may use the last date of academic attendance as the withdrawal date. Failure to notify the Student Service Office of a withdrawal may result in additional tuition liability.

Return of funds is calculated as follows:

- If the student's percentage of enrollment period completed is greater than 60 percent, the student has earned – and must repay – 100 percent of the federal aid received
- If the student's percentage of enrollment period completed is 60 percent or less, the calculated percentage of enrollment will be used to determine the amount of aid returned

Federal aid refunds are distributed in the following order:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Direct PLUS Loan
4. Federal Pell Grant
5. Federal Supplemental Education Opportunity Grant (FSEOG)
6. Other Title IV aid programs
7. State grants and/or private or other institutional aid
8. To the student

Students that have a change in academic standing that makes them ineligible for Title IV aid will have those funds returned.

Satisfactory Academic Progress

In order to receive federal aid, a student must maintain satisfactory academic progress in accordance with the Higher Education Act of 1965, as amended (HEA). Chamberlain requires all students to meet standards to remain enrolled at the institution.

Financial Aid Policies

Financial Aid Warning

If a student fails to maintain satisfactory academic progress, the student will be placed on financial aid warning, as well as academic warning, for the next semester. During that semester, the student will remain eligible to receive Title IV HEA program funds. The student will receive written notification regarding the terms of the warning. After the warning period, the student's progress will be evaluated and the following will result:

1. If the student has met the minimum standards of satisfactory academic progress, the student is considered to be in good standing.
2. If the student has not met the minimum standards of satisfactory academic progress, the student is no longer eligible for Title IV HEA program funds and is academically dismissed.

Financial Aid Probation

Financial aid probation occurs when a student fails to make satisfactory academic progress and successfully appeals. Eligibility for aid may be reinstated for one semester. A student must meet satisfactory academic progress by the end of that semester, unless the approved appeal includes an academic plan. Progress of the plan will be evaluated after the next enrolled semester. If the student is meeting the requirements of the academic plan, the student is eligible to receive Title IV aid. The student is not eligible to receive VA benefits, even if meeting the requirements of the academic plan, until the student is meeting the standard satisfactory progress requirements. If the student fails to meet the conditions of the plan, or an academic plan was not part of the approved appeal, the student will be dismissed and is no longer eligible for Title IV HEA program funds.

Financial Aid Leave-of-Absence Policy

Federal regulations prohibit the disbursement of federal loans to a student while on a leave of absence. If a student does not enroll for the session immediately following the leave of absence, the date of withdrawal will be the last date of attendance.

College of Nursing

Tuition & Assistance varies by program. Select undergraduate programs or graduate programs for the exact details.

Undergraduate Programs

3-Year Bachelor of Science in Nursing¹ Degree Program

Effective January 2024 Session

Addison, Charlotte, Chicago, Irving, Houston, North Brunswick, Pearland, Phoenix, Tinley Park, Troy and Tysons Corner Campuses – Effective January 2024

Credit Hours: 122 | Semesters: 9 | Sessions: 18

Item	Fee
Application Fee (one-time) ¹	\$95
Background Check/Fingerprint/Drug Screening ²	\$200
Tuition – per credit hour	\$735
Total Tuition	\$89,670
Student Injury & Sickness Insurance Plan ³	\$4,316
Student Service Charge (non-refundable) ⁴	\$3,960
Student Activity Fee (non-refundable) ⁵	\$270
Books & Supplies ⁶	\$2,700
NCLEX Prep Fee (one-time, non-refundable) ⁷	\$350
Total Program Cost ⁸	\$97,245
Student Tuition Recovery Fund Fee (non-refundable) ⁹	\$237.50

¹ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² A \$200 non-refundable screening fee is required for all pre-licensure BSN students and includes a background, fingerprint and drug screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements. Additional fees may apply due to state Board of Nursing and clinical facility requirements; see your admission representative for additional information.

³ Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by the published deadline.

⁴ Charged at \$220 per session.

⁵ Charged at \$15 per session.

⁶ Average estimated per-session expense for full-time students is \$150.

⁷ One-time non-refundable fee charged upon enrollment in NR-446 Collaborative Healthcare.

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.

⁹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Note: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

Atlanta and Stockbridge Campuses – Effective January 2024

Credit Hours: 122 | Semesters: 9 | Sessions: 18

Item	Fee
Application Fee (one-time) ¹	\$95
Background Check/Fingerprint/Drug Screening ²	\$200
Tuition – per credit hour	\$725
Total Tuition	\$88,450
Student Injury & Sickness Insurance Plan ³	\$4,316
Student Service Charge (non-refundable) ⁴	\$3,960
Student Activity Fee (non-refundable) ⁵	\$270
Books & Supplies ⁶	\$2,700
NCLEX Prep Fee (one-time, non-refundable) ⁷	\$350
Total Program Cost ⁸	\$96,025
Student Tuition Recovery Fund Fee (non-refundable) ⁹	\$232.50

- ¹ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees, Chamberlain Georgia campus location and Georgia online applicants, and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.
- ² A \$200 non-refundable screening fee is required for all pre-licensure BSN students and includes a background, fingerprint and drug screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements. Additional fees may apply due to state Board of Nursing and clinical facility requirements; see your admission representative for additional information.
- ³ Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by the published deadline.
- ⁴ Charged at \$220 per session.
- ⁵ Charged at \$15 per session.
- ⁶ Average estimated per-session expense for full-time students is \$150.
- ⁷ One-time non-refundable fee charged upon enrollment in NR-446 Collaborative Healthcare.
- ⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.
- ⁹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Sacramento and Irwindale Campuses¹ – Effective January 2024

Credit Hours: 126 | Semesters: 9 | Sessions: 18

Item	Fee
Application Fee (one-time) ²	\$95
Background Check/Fingerprint/Drug Screening ³	\$200

Tuition – per credit hour	\$753
Total Tuition	\$94,878
Student Injury & Sickness Insurance Plan ⁴	\$4,316
Student Service Charge (non-refundable) ⁵	\$3,960
Student Activity Fee (non-refundable) ⁶	\$270
Books & Supplies ⁷	\$2,700
NCLEX Prep Fee (one-time, non-refundable) ⁸	\$350
Total Program Cost ⁹	\$102,453
Student Tuition Recovery Fund Fee (non-refundable) ¹⁰	\$250

- ¹ For students attending a campus in the state of California, visit chamberlain.edu/addendumCA.
- ² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees, Chamberlain Florida campus location applicants, and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.
- ³ A \$200 non-refundable screening fee is required for all pre-licensure BSN students (\$225 for Online Option) and includes a background, fingerprint and drug screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements. Additional fees may apply due to state Board of Nursing and clinical facility requirements; see your admission representative for additional information.
- ⁴ Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by the published deadline.
- ⁵ Charged at \$220 per session.
- ⁶ Charged at \$15 per session.
- ⁷ Average estimated per-session expense for full-time students is \$150.
- ⁸ One-time non-refundable fee charged upon enrollment in NR-446 Collaborative Healthcare.
- ⁹ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.
- ¹⁰ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Columbus, Indianapolis, Jacksonville, Las Vegas, Miramar, New Orleans, San Antonio and St. Louis Campuses – Effective January 2024

Credit Hours: 122 | Semesters: 9 | Sessions: 18

Item	Fee
Application Fee (one-time) ¹	\$95
Background Check/Fingerprint/Drug Screening ²	\$200
Tuition – per credit hour	\$705
Total Tuition	\$86,010
Student Injury & Sickness Insurance Plan ³	\$4,316

Student Service Charge (non-refundable) ⁴	\$3,960
Student Activity Fee (non-refundable) ⁵	\$270
Books & Supplies ⁶	\$2,700
NCLEX Prep Fee (one-time, non-refundable) ⁷	\$350
Total Program Cost ⁸	\$93,585
Student Tuition Recovery Fund Fee (non-refundable) ⁹	\$227.50

¹ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees, Chamberlain Florida campus location applicants, and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² A \$200 non-refundable screening fee is required for all pre-licensure BSN students (\$225 for Online Option) and includes a background, fingerprint and drug screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements. Additional fees may apply due to state Board of Nursing and clinical facility requirements; see your admission representative for additional information.

³ Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by the published deadline.

⁴ Charged at \$220 per session.

⁵ Charged at \$15 per session.

⁶ Average estimated per-session expense for full-time students is \$150.

⁷ One-time non-refundable fee charged upon enrollment in NR-446 Collaborative Healthcare.

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.

⁹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Note: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

Online Option – Effective January 2024

Credit Hours: 122 | Semesters: 9 | Sessions: 18

Item	Fee
Application Fee (one-time) ¹	\$95
Background Check/Fingerprint/Drug Screening ²	\$225
Tuition – per credit hour	\$705

Total Tuition	\$86,010
Student Injury & Sickness Insurance Plan ³	\$4,316
Student Service Charge (non-refundable) ⁴	\$3,960
Books & Supplies ⁵	\$2,700
NCLEX Prep Fee (one-time, non-refundable) ⁶	\$350
Course Resource Fee (non-refundable) ⁷	\$2,850
Total Program Cost ⁸	\$96,190
Student Tuition Recovery Fund Fee (non-refundable) ⁹	\$232.50

¹ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees, Chamberlain Florida and Georgia campus location and Georgia online applicants, and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² A \$200 non-refundable screening fee is required for all pre-licensure BSN students (\$225 for Online Option) and includes a background, fingerprint and drug screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements. Additional fees may apply due to state Board of Nursing and clinical facility requirements; see your admission representative for additional information.

³ Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by the published deadline.

⁴ Charged at \$220 per session.

⁵ Average estimated per-session expense for full-time students is \$150.

⁶ One-time non-refundable fee charged upon enrollment in NR-446 Collaborative Healthcare.

⁷ Charged at \$75 per course, except for UNIV-101 University Seminar.

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.

⁹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Note: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

Effective January 2025 Session

Addison, Charlotte, Chicago, Irving, Houston, North Brunswick, Pearland, Phoenix, Troy and Tysons Corner Campuses – Effective January 2025

Credit Hours: 122 | Semesters: 9 | Sessions: 18

Item	Fee
Application Fee (one-time) ¹	\$95
Background Check/Fingerprint/Drug Screening ²	\$200
Tuition – per credit hour	\$735
Total Tuition	\$89,670
Student Injury & Sickness Insurance Plan ³	\$4,895
Student Service Charge (non-refundable) ⁴	\$4,230
Student Activity Fee (non-refundable) ⁵	\$270
Books & Supplies ⁶	\$2,700
NCLEX Prep Fee (one-time, non-refundable) ⁷	\$350
Total Program Cost ⁸	\$97,515
Student Tuition Recovery Fund Fee (non-refundable) ⁹	\$0

¹ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² A \$200 non-refundable screening fee is required for all pre-licensure BSN students and includes a background, fingerprint and drug screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements. Additional fees may apply due to state Board of Nursing and clinical facility requirements; see your admission representative for additional information.

³ Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by the published deadline.

⁴ Charged at \$235 per session.

⁵ Charged at \$15 per session.

⁶ Average estimated per-session expense for full-time students is \$150.

⁷ One-time non-refundable fee charged upon enrollment in NR-446 Collaborative Healthcare.

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.

⁹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Note: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

Tinley Park Campus – Effective January 2025

Credit Hours: 122 | Semesters: 9 | Sessions: 18

Item	Fee
Application Fee (one-time) ¹	\$95
Background Check/Fingerprint/Drug Screening ²	\$200
Tuition – per credit hour	\$755
Total Tuition	\$92,110
Student Injury & Sickness Insurance Plan ³	\$4,895
Student Service Charge (non-refundable) ⁴	\$4,230
Student Activity Fee (non-refundable) ⁵	\$270
Books & Supplies ⁶	\$2,700
NCLEX Prep Fee (one-time, non-refundable) ⁷	\$350
Total Program Cost ⁸	\$99,955
Student Tuition Recovery Fund Fee (non-refundable) ⁹	\$0

¹ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² A \$200 non-refundable screening fee is required for all pre-licensure BSN students and includes a background, fingerprint and drug screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements. Additional fees may apply due to state Board of Nursing and clinical facility requirements; see your admission representative for additional information.

³ Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by the published deadline.

⁴ Charged at \$235 per session.

⁵ Charged at \$15 per session.

⁶ Average estimated per-session expense for full-time students is \$150.

⁷ One-time non-refundable fee charged upon enrollment in NR-446 Collaborative Healthcare.

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.

⁹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Note: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

Atlanta, Stockbridge and Las Vegas Campuses – Effective January 2025

Credit Hours: 122 | Semesters: 9 | Sessions: 18

Item	Fee
Application Fee (one-time) ¹	\$95
Background Check/Fingerprint/Drug Screening ²	\$200
Tuition – per credit hour	\$750
Total Tuition	\$91,500
Student Injury & Sickness Insurance Plan ³	\$4,895
Student Service Charge (non-refundable) ⁴	\$4,230
Student Activity Fee (non-refundable) ⁵	\$270
Books & Supplies ⁶	\$2,700
NCLEX Prep Fee (one-time, non-refundable) ⁷	\$350
Total Program Cost ⁸	\$99,345
Student Tuition Recovery Fund Fee (non-refundable) ⁹	\$0

¹ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees, Chamberlain Georgia campus location and Georgia online applicants, and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² A \$200 non-refundable screening fee is required for all pre-licensure BSN students and includes a background, fingerprint and drug screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements. Additional fees may apply due to state Board of Nursing and clinical facility requirements; see your admission representative for additional information.

³ Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by the published deadline.

⁴ Charged at \$235 per session.

⁵ Charged at \$15 per session.

⁶ Average estimated per-session expense for full-time students is \$150.

⁷ One-time non-refundable fee charged upon enrollment in NR-446 Collaborative Healthcare.

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.

⁹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Columbus, Indianapolis, Jacksonville, Miramar, New Orleans, San Antonio and St. Louis Campuses – Effective January 2025

Credit Hours: 122 | Semesters: 9 | Sessions: 18

Item	Fee
Application Fee (one-time) ¹	\$95
Background Check/Fingerprint/Drug Screening ²	\$200
Tuition – per credit hour	\$705
Total Tuition	\$86,010
Student Injury & Sickness Insurance Plan ³	\$4,895
Student Service Charge (non-refundable) ⁴	\$4,230
Student Activity Fee (non-refundable) ⁵	\$270
Books & Supplies ⁶	\$2,700
NCLEX Prep Fee (one-time, non-refundable) ⁷	\$350
Total Program Cost ⁸	\$93,855
Student Tuition Recovery Fund Fee (non-refundable) ⁹	\$0

¹ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees, Chamberlain Florida campus location applicants, and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² A \$200 non-refundable screening fee is required for all pre-licensure BSN students (\$225 for Online Option) and includes a background, fingerprint and drug screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements. Additional fees may apply due to state Board of Nursing and clinical facility requirements; see your admission representative for additional information.

³ Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by the published deadline.

⁴ Charged at \$235 per session.

⁵ Charged at \$15 per session.

⁶ Average estimated per-session expense for full-time students is \$150.

⁷ One-time non-refundable fee charged upon enrollment in NR-446 Collaborative Healthcare.

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.

⁹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses

associated with selecting and ordering textbooks and e-learning materials.

Note: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

Online Option – Effective January 2025

Credit Hours: 122 | Semesters: 9 | Sessions: 18

Item	Fee
Application Fee (one-time) ¹	\$95
Background Check/Fingerprint/Drug Screening ²	\$225
Tuition – per credit hour	\$750
Total Tuition	\$91,500
Student Injury & Sickness Insurance Plan ³	\$4,895
Student Service Charge (non-refundable) ⁴	\$4,230
Books & Supplies ⁵	\$2,700
NCLEX Prep Fee (one-time, non-refundable) ⁶	\$350
Course Resource Fee (non-refundable) ⁷	\$2,850
Total Program Cost ⁸	\$101,950
Student Tuition Recovery Fund Fee (non-refundable) ⁹	\$0

¹ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees, Chamberlain Florida and Georgia campus location and Georgia online applicants, and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² A \$200 non-refundable screening fee is required for all pre-licensure BSN students (\$225 for Online Option) and includes a background, fingerprint and drug screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements. Additional fees may apply due to state Board of Nursing and clinical facility requirements; see your admission representative for additional information.

³ Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by the published deadline.

⁴ Charged at \$235 per session.

⁵ Average estimated per-session expense for full-time students is \$150.

⁶ One-time non-refundable fee charged upon enrollment in NR-446 Collaborative Healthcare.

⁷ Charged at \$75 per course, except for UNIV-101 University Seminar.

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.

⁹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for

student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Note: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

Effective May 2025 Session

Sacramento and Irwindale Campuses¹ – Effective May 2025

Credit Hours: 126 | Semesters: 9 | Sessions: 18

Item	Fee
Application Fee (one-time) ²	\$95
Background Check/Fingerprint/Drug Screening ³	\$200
Tuition – per credit hour	\$795
Total Tuition	\$100,170
Student Injury & Sickness Insurance Plan ⁴	\$4,895
Student Service Charge (non-refundable) ⁵	\$4,230
Student Activity Fee (non-refundable) ⁶	\$270
Books & Supplies ⁷	\$2,700
NCLEX Prep Fee (one-time, non-refundable) ⁸	\$350
Total Program Cost ⁹	\$108,015
Student Tuition Recovery Fund Fee (non-refundable) ¹⁰	\$0

¹ For students attending a campus in the state of California, visit chamberlain.edu/addendumCA.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees, Chamberlain Florida campus location applicants, and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

³ A \$200 non-refundable screening fee is required for all pre-licensure BSN students (\$225 for Online Option) and includes a background, fingerprint and drug screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements. Additional fees may apply due to state Board of Nursing and clinical facility requirements; see your admission representative for additional information.

⁴ Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by the published deadline.

⁵ Charged at \$235 per session.

⁶ Charged at \$15 per session.

⁷ Average estimated per-session expense for full-time students is \$150.

⁸ One-time non-refundable fee charged upon enrollment in NR-446 Collaborative Healthcare.

⁹ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.

¹⁰ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Military to BSN Option ¹

Jacksonville Campus – Effective January 2024

Credit Hours: 86² | Semesters: 6 | Sessions: 12

Item	Fee
Application Fee (one-time) ³	\$95
Background Check/Fingerprint/Drug Screening ⁴	\$200
Tuition – per credit hour	\$705
Total Tuition	\$60,630
Student Injury & Sickness Insurance Plan ⁵	\$4,316
Student Service Charge (non-refundable) ⁶	\$2,640
Student Activity Fee (non-refundable) ⁷	\$180
Books & Supplies ⁸	\$1,800
NCLEX Prep Fee (one-time, non-refundable) ⁹	\$350
Total Program Cost ¹⁰	\$65,800
Student Tuition Recovery Fee (non-refundable) ¹¹	\$160

¹ Chamberlain University is not accepting applications for this program option at this time.

² Upon successful completion of NR-110 Pathway to Professional Nursing for Military, NR-295 Path/Pharm for Military and NR-299 Foundations of Clinical Practice for Military, 13 proficiency credit hours through the Chamberlain Military Articulation Plan (CMAP) will be awarded (10 nursing credits and 3 general education credits). Total of 36 credit hours awarded towards the program (23 credit hours of transfer credit at admission into the program and 13 proficiency credit hours through CMAP).

³ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees, Chamberlain Florida campus location applicants, and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

⁴ A \$200 non-refundable screening fee is required for all pre-licensure BSN students and includes a background, fingerprint and drug screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements. Additional fees may apply due to state Board of Nursing and clinical facility requirements; see your admission representative for additional information.

⁵ Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by the published deadline.

⁶ Charged at \$235 per session.

⁷ Charged at \$15 per session.

⁸ Average estimated per-session expense for full-time students is \$150 for BSN

⁹ One-time non-refundable fee charged upon enrollment in NR-446 Collaborative Healthcare.

¹⁰ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated

expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.

¹¹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Jacksonville Campus – Effective January 2025

Credit Hours: 86² | Semesters: 6 | Sessions: 12

Item	Fee
Application Fee (one-time) ³	\$95
Background Check/Fingerprint/Drug Screening ⁴	\$200
Tuition – per credit hour	\$705
Total Tuition	\$60,630
Student Injury & Sickness Insurance Plan ⁵	\$4,895
Student Service Charge (non-refundable) ⁶	\$2,820
Student Activity Fee (non-refundable) ⁷	\$180
Books & Supplies ⁸	\$1,800
NCLEX Prep Fee (one-time, non-refundable) ⁹	\$350
Total Program Cost ¹⁰	\$65,980
Student Tuition Recovery Fee (non-refundable) ¹¹	\$0

¹ Chamberlain University is not accepting applications for this program option at this time.

² Upon successful completion of NR-110 Pathway to Professional Nursing for Military, NR-295 Path/Pharm for Military and NR-299 Foundations of Clinical Practice for Military, 13 proficiency credit hours through the Chamberlain Military Articulation Plan (CMAP) will be awarded (10 nursing credits and 3 general education credits). Total of 36 credit hours awarded towards the program (23 credit hours of transfer credit at admission into the program and 13 proficiency credit hours through CMAP).

³ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees, Chamberlain Florida campus location applicants, and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

⁴ A \$200 non-refundable screening fee is required for all pre-licensure BSN students and includes a background, fingerprint and drug screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements. Additional fees may apply due to state Board of Nursing and clinical facility requirements; see your admission representative for additional information.

⁵ Insurance is required for all pre-licensure students unless a completed Health Insurance Requirement Form and a copy of the front and back of the student's insurance card are uploaded and mapped into Complio annually by the published deadline.

⁶ Charged at \$235 per session.

⁷ Charged at \$15 per session.

⁸ Average estimated per-session expense for full-time students is \$150 for BSN

⁹ One-time non-refundable fee charged upon enrollment in NR-446 Collaborative Healthcare.

¹⁰ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.

¹¹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

RN to BSN Degree Completion Option – Undergraduate

Effective January 2024

Credit Hours: 45¹ | Semesters: 3 | Sessions: 6

Item	Fee
Application Fee (one-time) ²	\$60
Tuition – per credit hour	\$635
Total Tuition	\$28,575
Student Service Charge (non-refundable) ³	\$1,200
Course Resource Fee (non-refundable) ⁴	\$1,400
Books & Supplies ⁵	\$600
Total Program Cost ⁶	\$31,835
Military Rate ⁷ (active duty) – per credit hour	\$200
Military Rate ⁷ (veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veterans/retired military) – per credit hour	\$280
Alumni Rate – per credit hour	\$507
Student Tuition Recovery Fund Fee (non-refundable) ⁸	\$77.50

¹ 46 credit hours for Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees, Chamberlain Florida and Georgia campus location and Georgia online applicants, and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

³ Charged at \$200 per session.

⁴ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab)

⁵ Average estimated per-session expense for full-time students is \$100 for RN to BSN.

⁶ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.

⁷ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁸ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Effective January 2025

Credit Hours: 45¹ | Semesters: 3 | Sessions: 6

Item	Fee
Application Fee (one-time) ²	\$60
Tuition – per credit hour	\$635
Total Tuition	\$28,575
Student Service Charge (non-refundable) ³	\$1,200
Course Resource Fee (non-refundable) ⁴	\$1,400
Books & Supplies ⁵	\$600
Total Program Cost ⁶	\$31,835
Military Rate ⁷ (active duty) – per credit hour	\$200
Military Rate ⁷ (veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veterans/retired military) – per credit hour	\$280
Alumni Rate – per credit hour	\$507
Student Tuition Recovery Fund Fee (non-refundable) ⁸	\$0

¹ 46 credit hours for Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees, Chamberlain Florida and Georgia campus location and Georgia online applicants, and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

³ Charged at \$200 per session.

⁴ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab)

⁵ Average estimated per-session expense for full-time students is \$100 for RN to BSN.

⁶ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.

⁷ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁸ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

RN-BSN to MSN

RN-BSN to MSN – Undergraduate – Effective January 2024

Credit Hours: 39¹ | Semesters: 3 | Sessions: 5

Item	Fee
Application Fee (one-time) ²	\$60
Tuition – per credit hour	\$635
Total Tuition	\$24,765
Student Service Charge (non-refundable) ³	\$1,000
Course Resource Fee(non-refundable) ⁴	\$1,200
Books & Supplies ⁵	\$500
Total Program Cost ⁶	\$27,525
Student Tuition Recovery Fund Fee (non-refundable) ⁷	\$67.50

¹ 40 credit hours for Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Department of Defense employees, Chamberlain Florida and Georgia campus location and Georgia online applicants, and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

³ Charged at \$200 per session.

⁴ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁵ Average estimated per-session expense for full-time students is \$100 for RN to BSN.

⁶ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.

⁷ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

RN-BSN to MSN – Undergraduate – Effective January 2025

Credit Hours: 39¹ | Semesters: 3 | Sessions: 5

Item	Fee
Application Fee (one-time) ²	\$60
Tuition – per credit hour	\$635
Total Tuition	\$24,765
Student Service Charge (non-refundable) ³	\$1,000
Course Resource Fee(non-refundable) ⁴	\$1,200
Books & Supplies ⁵	\$500
Total Program Cost ⁶	\$27,525
Student Tuition Recovery Fund Fee (non-refundable) ⁷	\$0

¹ 40 credit hours for Washington residents, and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military,

spouses and dependents), Department of Defense employees, Chamberlain Florida and Georgia campus location and Georgia online applicants, and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

³ Charged at \$200 per session.

⁴ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁵ Average estimated per-session expense for full-time students is \$100 for RN to BSN.

⁶ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, average estimated expense for books and supplies and, if applicable, background check/drug screen fee. Total program cost may decrease based on transfer credit acceptance.

⁷ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Note: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

RN-BSN to MSN – Graduate Master of Science in Nursing Degree Program Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics and Population Health Specialty Tracks – Effective January 2024

Credit Hours: 36 | Semesters: 6 | Sessions: 12

Item	Fee
Tuition – per credit hour ¹	\$555
Total Tuition	\$19,980
Student Service Charge (non-refundable) ²	\$2,400
Course Resource Fee (non-refundable) ³	\$900
Books & Supplies ⁴	\$900-1,500
Total Program Cost ⁵	\$24,180-\$24,780
Student Tuition Recovery Fund Fee (non-refundable) ⁶	\$57.50

¹ The Graduate portion of the RN-BSN to MSN degree Tuition rate of \$555 (\$567 for MSN-NP) is considered an alumni rate due to the completion of RN to BSN to MSN Undergraduate Portion.

² Charged at \$200 per session.

³ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁴ Average estimated per-session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks).

⁵ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may decrease based on transfer credit acceptance or may increase if transitional studies coursework is required.

⁶ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

RN-BSN to MSN – Graduate Master of Science in Nursing Degree Program Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics and Population Health Specialty Tracks – Effective January 2025

Credit Hours: 36 | Semesters: 6 | Sessions: 12

Item	Fee
Tuition – per credit hour ¹	\$576
Total Tuition	\$20,736
Student Service Charge (non-refundable) ²	\$2,400
Course Resource Fee (non-refundable) ³	\$900
Books & Supplies ⁴	\$900-1,500
Total Program Cost ⁵	\$24,936-\$25,536
Student Tuition Recovery Fund Fee (non-refundable) ⁶	\$0

¹ The Graduate portion of the RN-BSN to MSN degree Tuition rate of \$576 (\$588 for MSN-NP) is considered an alumni rate due to the completion of RN to BSN to MSN Undergraduate Portion.

² Charged at \$200 per session.

³ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁴ Average estimated per-session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks).

⁵ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may decrease based on transfer credit acceptance or may increase if transitional studies coursework is required.

⁶ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

RN-BSN to MSN – Graduate Master of Science in Nursing Degree Program Family Nurse Practitioner and Adult-Gerontology Primary Care Nurse Practitioner Specialty Tracks – Effective January 2024

Credit Hours: 45 | Semesters: 8 | Sessions: 15

Item	Fee
Background Check/Fingerprint/Drug Screening ²	\$150
Tuition – per credit hour for NP courses ³	\$567
Total Tuition	\$25,515
Student Service Charge (non-refundable) ⁴	\$3,000
APRN Fee (non-refundable) ⁵	\$6,750
Course Resource Fee (non-refundable) ⁶	\$1,125
Books & Supplies ⁷	\$1,875
Total Program Cost ⁸	\$38,415
Student Tuition Recovery Fund Fee (non-refundable) ⁹	\$92.50

¹ Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

² An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

³ The Graduate portion of the RN-BSN to MSN degree Tuition rate of \$555 (\$567 for MSN-NP) is considered an alumni rate due to the completion of RN to BSN to MSN Undergraduate Portion.

⁴ Charged at \$200 per session.

⁵ Non-refundable APRN resource fees charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁷ Average estimated per-session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks).

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may decrease based on transfer credit acceptance or may increase if transitional studies coursework is required.

⁹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

RN-BSN to MSN – Graduate Master of Science in Nursing Degree Program Family Nurse Practitioner and Adult-Gerontology Primary Care Nurse Practitioner Specialty Tracks¹ – Effective January 2025

Credit Hours: 45 | Semesters: 8 | Sessions: 15

Item	Fee
Background Check/Fingerprint/Drug Screening ²	\$150
Tuition – per credit hour for NP courses ³	\$588
Total Tuition	\$26,460
Student Service Charge (non-refundable) ⁴	\$3,000
APRN Fee (non-refundable) ⁵	\$6,750
Course Resource Fee (non-refundable) ⁶	\$1,125
Books & Supplies ⁷	\$1,875
Total Program Cost ⁸	\$39,360
Student Tuition Recovery Fund Fee (non-refundable) ⁹	\$0

¹ Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

² An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

³ The Graduate portion of the RN-BSN to MSN degree Tuition rate of \$576 (\$588 for MSN-NP) is considered an alumni rate due to the completion of RN to BSN to MSN Undergraduate Portion.

⁴ Charged at \$200 per session.

⁵ Non-refundable APRN resource fees charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁷ Average estimated per-session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks).

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total

program cost may decrease based on transfer credit acceptance or may increase if transitional studies coursework is required.

⁹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

RN-BSN to MSN – Graduate Master of Science in Nursing Degree Program Adult-Gerontology Acute Care Nurse Practitioner Specialty Track¹ – Effective January 2024

Credit Hours: 48 | Semesters: 8 | Sessions: 16

Item	Fee
Background Check/Fingerprint/Drug Screening ²	\$150
Tuition – per credit hour for NP courses ³	\$567
Total Tuition	\$27,216
Student Service Charge (non-refundable) ⁴	\$3,200
APRN Fee (non-refundable) ⁵	\$6,750
Course Resource Fee ⁶	\$1,125
Books & Supplies ⁷	\$2,000
Total Program Cost ⁸	\$40,441
Student Tuition Recovery Fund Fee (non-refundable) ⁹	\$95

¹ Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

² An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

³ The Graduate portion of the RN-BSN to MSN degree Tuition rate of \$555 (\$567 for MSN-NP) is considered an alumni rate due to the completion of RN to BSN to MSN Undergraduate Portion.

⁴ Charged at \$200 per session.

⁵ Non-refundable APRN resource fees charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁷ Average estimated per-session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-

Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks).

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may decrease based on transfer credit acceptance or may increase if transitional studies coursework is required.

⁹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

RN-BSN to MSN – Graduate Master of Science in Nursing Degree Program Adult-Gerontology Acute Care Nurse Practitioner Specialty Track¹ – Effective January 2025

Credit Hours: 48 | Semesters: 8 | Sessions: 16

Item	Fee
Background Check/Fingerprint/Drug Screening ²	\$150
Tuition – per credit hour for NP courses ³	\$588
Total Tuition	\$28,224
Student Service Charge (non-refundable) ⁴	\$3,200
APRN Fee (non-refundable) ⁵	\$6,750
Course Resource Fee ⁶	\$1,125
Books & Supplies ⁷	\$2,000
Total Program Cost ⁸	\$41,449
Student Tuition Recovery Fund Fee (non-refundable) ⁹	\$0

¹ Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

² An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

³ The Graduate portion of the RN-BSN to MSN degree Tuition rate of \$576 (\$588 for MSN-NP) is considered an alumni rate due to the completion of RN to BSN to MSN Undergraduate Portion.

⁴ Charged at \$200 per session.

⁵ Non-refundable APRN resource fees charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁷ Average estimated per-session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks).

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may decrease based on transfer credit acceptance or may increase if transitional studies coursework is required.

⁹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

RN-BSN to MSN – Graduate Master of Science in Nursing Degree Program Psychiatric-Mental Health Nurse Practitioner Specialty Track¹ – Effective January 2024

Credit Hours: 47 | Semesters: 8 | Sessions: 15

Item	Fee
Background Check/Fingerprinting/Drug Screening ²	\$150
Tuition – per credit hour for NP courses ³	\$567
Total Tuition	\$26,649
Student Service Charge (non-refundable) ⁴	\$3,000
APRN Fee (non-refundable) ⁵	\$7,200
Course Resource Fee ⁶	\$1,200
Books & Supplies ⁷	\$1,875
Total Program Cost ⁸	\$40,074
Student Tuition Recovery Fund Fee (non-refundable) ⁹	\$95

¹ Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

² An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

³ The Graduate portion of the RN-BSN to MSN degree Tuition rate of \$555 (\$567 for MSN-NP) is considered an alumni rate due to the completion of RN to BSN to MSN Undergraduate Portion.

⁴ Charged at \$200 per session.

- ⁵ Non-refundable APRN resource fees charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).
- ⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).
- ⁷ Average estimated per-session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks).
- ⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may decrease based on transfer credit acceptance or may increase if transitional studies coursework is required.
- ⁹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

RN-BSN to MSN – Graduate Master of Science in Nursing Degree Program Psychiatric-Mental Health Nurse Practitioner Specialty Track¹ – Effective January 2025

Credit Hours: 47 | Semesters: 8 | Sessions: 15

Item	Fee
Background Check/Fingerprinting/Drug Screening ²	\$150
Tuition – per credit hour for NP courses ³	\$588
Total Tuition	\$27,636
Student Service Charge (non-refundable) ⁴	\$3,000
APRN Fee (non-refundable) ⁵	\$7,200
Course Resource Fee ⁶	\$1,200
Books & Supplies ⁷	\$1,875
Total Program Cost ⁸	\$41,061
Student Tuition Recovery Fund Fee (non-refundable) ⁹	\$0

¹ Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

² An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance

based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

³ The Graduate portion of the RN-BSN to MSN degree Tuition rate of \$576 (\$588 for MSN-NP) is considered an alumni rate due to the completion of RN to BSN to MSN Undergraduate Portion.

⁴ Charged at \$200 per session.

⁵ Non-refundable APRN resource fees charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁷ Average estimated per-session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks).

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may decrease based on transfer credit acceptance or may increase if transitional studies coursework is required.

⁹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Graduate Programs

Graduate: Master's Degree Programs Effective January 2024 Session

Master of Science in Nursing Degree Program Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics and Population Health Specialty Tracks – Effective January 2024

Credit Hours: 36 | Semesters: 6 | Sessions: 12

Item	Fee
Application Fee (one-time) ¹	\$60
Tuition – per credit hour	\$695
Total Tuition	\$25,020
Student Service Charge (non-refundable) ²	\$2,400
Course Resource Fee (non-refundable) ³	\$900
Books & Supplies ⁴	\$900-1,500
Background Check/Fingerprinting/Drug Screening ⁵	\$150
Total Program Cost ⁶	\$29,280-\$29,880
Military Rate ⁷ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$555
Alumni Rate – per credit hour	\$555
Student Tuition Recovery Fund Fee (non-refundable) ⁸	\$70

¹ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after

six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² Charged at \$200 per session.

³ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁴ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, and Family Nurse Practitioner Specialty Tracks), Accelerated MSN with Clinical Nursing Leadership Option and Nursing Certificates; \$175 for Accelerated MSN Option.

⁵ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

⁶ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

⁷ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁸ Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling April 1, 2022 or later.

Master of Science in Nursing Degree Program Adult-Gerontology Acute Care Nurse Practitioner (MSN-AGACNP) Specialty Track ¹ – Effective January 2024

Credit Hours: 48 | Semesters: 8 | Sessions: 16

Item	Fee
Application Fee (one-time) ²	\$60
Tuition – per credit hour for MSN-NP courses	\$710
Total Tuition	\$34,080
Student Service Charge (non-refundable) ³	\$3,200
Course Resource Fee (non-refundable) ⁴	\$1,200
APRN Resource Fee (non-refundable) ⁵	\$7,200
Books & Supplies ⁶	\$2,000
Background Check/Fingerprinting/Drug Screening ⁷	\$150
Total Program Cost ⁸	\$47,890
Military Rate ⁹ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$567
Alumni Rate – per credit hour	\$567
Student Tuition Recovery Fund Fee (non-refundable) ¹⁰	\$115

¹ Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509

Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP) NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

³ Charged at \$200 per session.

⁴ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab)

⁵ Non-refundable APRN resource fee charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁶ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, and Family Nurse Practitioner Specialty Tracks), Accelerated MSN with Clinical Nursing Leadership Option and Nursing Certificates; \$175 for Accelerated MSN Option.

⁷ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

⁹ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

¹⁰ Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling April 1, 2022 or later.

Master of Science in Nursing Degree Program Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) Specialty Track ¹ – Effective January 2024

Credit Hours: 45 | Semesters: 8 | Sessions: 15

Item	Fee
Application Fee (one-time) ²	\$60
Tuition – per credit hour for MSN-NP courses	\$710
Total Tuition	\$31,950

Student Service Charge (non-refundable) ³	\$3,000
Course Resource Fee (non-refundable) ⁴	\$1,125
APRN Resource Fee (non-refundable) ⁵	\$6,750
Books & Supplies ⁶	\$1,875
Background Check/Fingerprinting/Drug Screening ⁷	\$150
Total Program Cost ⁸	\$44,910
Military Rate ⁹ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$567
Alumni Rate – per credit hour	\$567
Student Tuition Recovery Fund Fee (non-refundable) ¹⁰	\$107.50

¹ Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

³ Charged at \$200 per session.

⁴ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁵ Non-refundable APRN resource fee charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁶ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, and Family Nurse Practitioner Specialty Tracks), Accelerated MSN with Clinical Nursing Leadership Option and Nursing Certificates; \$175 for Accelerated MSN Option.

⁷ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total

program cost may increase if transitional studies coursework is required.

⁹ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

¹⁰ Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling April 1, 2022 or later.

Note: Program availability varies by state/location.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Note: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

Note: All programs are subject to background, fingerprint, and/or drug screen clearance.

Master of Science in Nursing Degree Program Family Nurse Practitioner Specialty Track¹ – Effective January 2024

Credit Hours: 45 | Semesters: 8 | Sessions: 15

Item	Fee
Application Fee (one-time) ²	\$60
Background Check/Fingerprinting/Drug Screening ³	\$150
Tuition – per credit hour for MSN-NP courses	\$710
Total Tuition	\$31,950
Student Service Charge (non-refundable) ⁴	\$3,000
APRN Resource Fee (non-refundable) ⁵	\$6,750
Course Resource Fee (non-refundable) ⁶	\$1,125
Books & Supplies ⁷	\$1,875
Total Program Cost ⁸	\$44,910
Military Rate ⁹ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$567
Alumni Rate – per credit hour	\$567
Student Tuition Recovery Fund Fee (non-refundable) ¹⁰	\$107.50

¹ Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

- ² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.
- ³ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.
- ⁴ Charged at \$200 per session.
- ⁵ Non-refundable APRN resource fee charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).
- ⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).
- ⁷ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks), Accelerated MSN with Clinical Nursing Leadership Option and Nursing Certificates; \$175 for Accelerated MSN Option.
- ⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.
- ⁹ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.
- ¹⁰ Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling April 1, 2022 or later.

Master of Science in Nursing Degree Program Psychiatric-Mental Health Nurse Practitioner Specialty Track¹ – Effective January 2024

Credit Hours: 47 | Semesters: 8 | Sessions: 15

Item	Fee
Application Fee (one-time) ²	\$60
Background Check/Fingerprinting/Drug Screening ³	\$150
Tuition – per credit hour for MSN-NP courses	\$710
Total Tuition	\$33,370
Student Service Charge (non-refundable) ⁴	\$3,000
APRN Resource Fee (non-refundable) ⁵	\$7,200
Course Resource Fee (non-refundable) ⁶	\$1,200
Books & Supplies ⁷	\$1,875
Total Program Cost ⁸	\$46,855
Military Rate ⁹ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$567
Alumni Rate – per credit hour	\$567

Student Tuition Recovery Fund Fee (non-refundable) ¹⁰	\$112.50

- ¹ Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.
- ² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.
- ³ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.
- ⁴ Charged at \$200 per session.
- ⁵ Non-refundable APRN resource fee charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).
- ⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).
- ⁷ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks), Accelerated MSN with Clinical Nursing Leadership Option and Nursing Certificates; \$175 for Accelerated MSN Option.
- ⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.
- ⁹ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.
- ¹⁰ Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling April 1, 2022 or later.

Accelerated Master of Science in Nursing (MSN) Option – Effective January 2024

Credit Hours: 30 | Semesters: 1.5 | Sessions: 3

Item	Fee
Application Fee (one-time) ¹	\$60
Tuition – per credit hour	\$695
Total Tuition	\$20,850
Student Service Charge (non-refundable) ²	\$600
Course Resource Fee (non-refundable) ³	\$675
Books & Supplies ⁴	\$525
Total Program Cost ⁵	\$22,710
Military Rate ⁶ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$555
Alumni Rate – per credit hour	\$555
Student Tuition Recovery Fund Fee (non-refundable) ⁷	\$55

¹ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² Charged at \$200 per session.

³ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁴ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks), Accelerated MSN with Clinical Nursing Leadership Option and Nursing Certificates; \$175 for Accelerated MSN Option.

⁵ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

⁶ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁷ Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling April 1, 2022 or later.

Accelerated Master of Science in Nursing (MSN) with Clinical Nursing Leadership Option – Effective January 2024

Credit Hours: 37 | Semesters: 2.5 | Sessions: 5

Note: Chamberlain University is not accepting applications for the Clinical Nursing Leadership program option at this time.

Item	Fee
Application Fee (one-time) ¹	\$60
Tuition – per credit hour	\$695
Total Tuition	\$25,715

Student Service Charge (non-refundable) ²	\$1,000
Course Resource Fee (non-refundable) ³	\$825
Books & Supplies ⁴	\$625
Total Program Cost ⁵	\$28,225
Military Rate ⁶ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$555
Alumni Rate – per credit hour	\$555
Student Tuition Recovery Fund Fee (non-refundable) ⁷	\$70

¹ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² Charged at \$200 per session.

³ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁴ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks), Accelerated MSN with Clinical Nursing Leadership Option and Nursing Certificates; \$175 for Accelerated MSN Option.

⁵ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

⁶ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁷ Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling April 1, 2022 or later.

Note: Program availability varies by state/location.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Note: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

Note: All programs are subject to background, fingerprint, and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

Effective January 2025 Session

Master of Science in Nursing Degree Program Healthcare Policy, Nurse Educator, Nurse Executive, Nursing Informatics and Population Health Specialty Tracks – Effective January 2025

Credit Hours: 36 | Semesters: 6 | Sessions: 12

Item	Fee
Application Fee (one-time) ¹	\$60
Tuition – per credit hour	\$720
Total Tuition	\$25,920
Student Service Charge (non-refundable) ²	\$2,400
Course Resource Fee (non-refundable) ³	\$900
Books & Supplies ⁴	\$900-1,500
Background Check/Fingerprinting/Drug Screening ⁵	\$150
Total Program Cost ⁶	\$30,180-\$30,780
Military Rate ⁷ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$576
Alumni Rate – per credit hour	\$576
Student Tuition Recovery Fund Fee (non-refundable) ⁸	\$0

¹ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² Charged at \$200 per session.

³ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁴ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, and Family Nurse Practitioner Specialty Tracks), Accelerated MSN with Clinical Nursing Leadership Option and Nursing Certificates; \$175 for Accelerated MSN Option.

⁵ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

⁶ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

⁷ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁸ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Master of Science in Nursing Degree Program Adult-Gerontology Acute Care Nurse Practitioner (MSN-AGACNP) Specialty Track¹ – Effective January 2025

Credit Hours: 48 | Semesters: 8 | Sessions: 16

Item	Fee
Application Fee (one-time) ²	\$60
Tuition – per credit hour for MSN-NP courses	\$735
Total Tuition	\$35,280
Student Service Charge (non-refundable) ³	\$3,200
Course Resource Fee (non-refundable) ⁴	\$1,200
APRN Resource Fee (non-refundable) ⁵	\$7,200
Books & Supplies ⁶	\$2,000
Background Check/Fingerprinting/Drug Screening ⁷	\$150
Total Program Cost ⁸	\$49,090
Military Rate ⁹ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$588
Alumni Rate – per credit hour	\$588
Student Tuition Recovery Fund Fee (non-refundable) ¹⁰	\$0

¹ Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGACNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

³ Charged at \$200 per session.

⁴ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab)

⁵ Non-refundable APRN resource fee charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁶ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner

(Adult-Gerontology Acute Care Nurse Practitioner, and Family Nurse Practitioner Specialty Tracks), Accelerated MSN with Clinical Nursing Leadership Option and Nursing Certificates; \$175 for Accelerated MSN Option.

⁷ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

⁹ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

¹⁰ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Master of Science in Nursing Degree Program Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) Specialty Track ¹ – Effective January 2025

Credit Hours: 45 | Semesters: 8 | Sessions: 15

Item	Fee
Application Fee (one-time) ²	\$60
Tuition – per credit hour for MSN-NP courses	\$735
Total Tuition	\$33,075
Student Service Charge (non-refundable) ³	\$3,000
Course Resource Fee (non-refundable) ⁴	\$1,125
APRN Resource Fee (non-refundable) ⁵	\$6,750
Books & Supplies ⁶	\$1,875
Background Check/Fingerprinting/Drug Screening ⁷	\$150
Total Program Cost ⁸	\$46,035
Military Rate ⁹ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$588
Alumni Rate – per credit hour	\$588
Student Tuition Recovery Fund Fee (non-refundable) ¹⁰	\$0

¹ Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

³ Charged at \$200 per session.

⁴ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁵ Non-refundable APRN resource fee charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁶ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, and Family Nurse Practitioner Specialty Tracks), Accelerated MSN with Clinical Nursing Leadership Option and Nursing Certificates; \$175 for Accelerated MSN Option.

⁷ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

⁹ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

¹⁰ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Program availability varies by state/location.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Note: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

Note: All programs are subject to background, fingerprint, and/or drug screen clearance.

Master of Science in Nursing Degree Program Family Nurse Practitioner Specialty Track ¹ – Effective January 2025

Credit Hours: 45 | Semesters: 8 | Sessions: 15

Item	Fee
Application Fee (one-time) ²	\$60
Background Check/Fingerprinting/Drug Screening ³	\$150
Tuition – per credit hour for MSN-NP courses	\$735
Total Tuition	\$33,075
Student Service Charge (non-refundable) ⁴	\$3,000
APRN Resource Fee (non-refundable) ⁵	\$6,750
Course Resource Fee (non-refundable) ⁶	\$1,125
Books & Supplies ⁷	\$1,875
Total Program Cost ⁸	\$46,035
Military Rate ⁹ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$588
Alumni Rate – per credit hour	\$588
Student Tuition Recovery Fund Fee (non-refundable) ¹⁰	\$0

¹ Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

³ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

⁴ Charged at \$200 per session.

⁵ Non-refundable APRN resource fee charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab)

⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁷ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner

Specialty Tracks), Accelerated MSN with Clinical Nursing Leadership Option and Nursing Certificates; \$175 for Accelerated MSN Option.

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

⁹ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

¹⁰ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Master of Science in Nursing Degree Program Psychiatric-Mental Health Nurse Practitioner Specialty Track¹ – Effective January 2025

Credit Hours: 47 | Semesters: 8 | Sessions: 15

Item	Fee
Application Fee (one-time) ²	\$60
Background Check/Fingerprinting/Drug Screening ³	\$150
Tuition – per credit hour for MSN-NP courses	\$735
Total Tuition	\$34,545
Student Service Charge (non-refundable) ⁴	\$3,000
APRN Resource Fee (non-refundable) ⁵	\$7,200
Course Resource Fee (non-refundable) ⁶	\$1,200
Books & Supplies ⁷	\$1,875
Total Program Cost ⁸	\$48,030
Military Rate ⁹ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$588
Alumni Rate – per credit hour	\$588
Student Tuition Recovery Fund Fee (non-refundable) ¹⁰	\$0

¹ Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

³ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

⁴ Charged at \$200 per session.

⁵ Non-refundable APRN resource fee charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁷ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks), Accelerated MSN with Clinical Nursing Leadership Option and Nursing Certificates; \$175 for Accelerated MSN Option.

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

⁹ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

¹⁰ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Accelerated Master of Science in Nursing (MSN) Option – Effective January 2025

Credit Hours: 30 | Semesters: 1.5 | Sessions: 3

Item	Fee
Application Fee (one-time) ¹	\$60
Tuition – per credit hour	\$720
Total Tuition	\$21,600
Student Service Charge (non-refundable) ²	\$600
Course Resource Fee (non-refundable) ³	\$675
Books & Supplies ⁴	\$525
Total Program Cost ⁵	\$23,460
Military Rate ⁶ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$576
Alumni Rate – per credit hour	\$576
Student Tuition Recovery Fund Fee (non-refundable) ⁷	\$0

¹ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department

of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² Charged at \$200 per session.

³ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁴ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks), Accelerated MSN with Clinical Nursing Leadership Option and Nursing Certificates; \$175 for Accelerated MSN Option.

⁵ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

⁶ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁷ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Accelerated Master of Science in Nursing (MSN) with Clinical Nursing Leadership Option – Effective January 2025

Credit Hours: 37 | Semesters: 2.5 | Sessions: 5

Note: Chamberlain University is not accepting applications for the Clinical Nursing Leadership program option at this time.

Item	Fee
Application Fee (one-time) ¹	\$60
Tuition – per credit hour	\$720
Total Tuition	\$26,640
Student Service Charge (non-refundable) ²	\$1,000
Course Resource Fee (non-refundable) ³	\$825
Books & Supplies ⁴	\$625
Total Program Cost ⁵	\$29,150
Military Rate ⁶ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$576
Alumni Rate – per credit hour	\$576
Student Tuition Recovery Fund Fee (non-refundable) ⁷	\$0

¹ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² Charged at \$200 per session.

³ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁴ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks), Accelerated MSN with Clinical Nursing Leadership Option and Nursing Certificates; \$175 for Accelerated MSN Option.

⁵ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

⁶ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁷ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Program availability varies by state/location.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Note: Additional fees may apply due to state board of nursing and clinical facility requirements. See your admission representative for additional information.

Note: All programs are subject to background, fingerprint, and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

Graduate Programs: Accelerated RN to MSN Option & Accelerated RN to MSN with Clinical Nursing Leadership Option

Effective January 2024 Session

Accelerated RN to MSN Option – Effective January 2024

Credit Hours: 45 | Semesters: 3 | Sessions: 5

Note: Chamberlain University is not accepting applications for the Clinical Nursing Leadership program option at this time.

Item	Fee
Application Fee (one-time) ¹	\$60
Background/Fingerprint/Drug Screen Fee ²	N/A
Tuition – per credit hour	\$695
Total Tuition	\$31,275
Student Service Charge (non-refundable) ³	\$1,000
Course Resource Fee (non-refundable) ⁴	\$1,050
Books & Supplies ⁵	\$875
Total Program Cost ⁶	\$34,260

Military Rate⁷ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour

Alumni Rate – per credit hour	\$555
Student Tuition Recovery Fund Fee (non-refundable) ⁸	\$82.50

¹ Application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, Georgia online applicants, Department of Defense employees and spouses of active duty/veteran/retired military) and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

³ Charged at \$200 per session.

⁴ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁵ Average estimated per-session expense for full-time students is \$150 for Accelerated RN to MSN with Clinical Nursing Leadership Option; \$175 for Accelerated RN to MSN Option.

⁶ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

⁷ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁸ Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling April 1, 2022 or later.

Accelerated RN to MSN with Clinical Nursing Leadership Option – Effective January 2024

Credit Hours: 52 | Semesters: 4 | Sessions: 7

Note: Chamberlain University is not accepting applications for the Clinical Nursing Leadership program option at this time.

Item	Fee
Application Fee (one-time) ¹	\$60
Background/Fingerprint/Drug Screen Fee ²	N/A
Tuition – per credit hour	\$695
Total Tuition	\$36,140
Student Service Charge (non-refundable) ³	\$1,400
Course Resource Fee (non-refundable) ⁴	\$1,200
Books & Supplies ⁵	\$1,050
Total Program Cost ⁶	\$39,850
Military Rate ⁷ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$555

Alumni Rate – per credit hour	\$555
Student Tuition Recovery Fund Fee (non-refundable) ⁸	\$97.50

¹ Application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, Georgia online applicants, Department of Defense employees and spouses of active duty/veteran/retired military) and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

³ Charged at \$200 per session.

⁴ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁵ Average estimated per-session expense for full-time students is \$150 for Accelerated RN to MSN with Clinical Nursing Leadership Option; \$175 for Accelerated RN to MSN Option

⁶ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

⁷ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁸ Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling April 1, 2022 or later.

Note: Program availability varies by state/location

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Effective January 2025 Session

Accelerated RN to MSN Option – Effective January 2025

Credit Hours: 45 | Semesters: 3 | Sessions: 5

Item	Fee
Application Fee (one-time) ¹	\$60
Background/Fingerprint/Drug Screen Fee ²	N/A
Tuition – per credit hour	\$720
Total Tuition	\$32,400
Student Service Charge (non-refundable) ³	\$1,000
Course Resource Fee (non-refundable) ⁴	\$1,050
Books & Supplies ⁵	\$875
Total Program Cost ⁶	\$35,385

Military Rate⁷ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour

Alumni Rate – per credit hour	\$576
Student Tuition Recovery Fund Fee (non-refundable) ⁸	\$0

¹ Application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, Georgia online applicants, Department of Defense employees and spouses of active duty/veteran/retired military) and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

³ Charged at \$200 per session.

⁴ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁵ Average estimated per-session expense for full-time students is \$150 for Accelerated RN to MSN with Clinical Nursing Leadership Option; \$175 for Accelerated RN to MSN Option.

⁶ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

⁷ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁸ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Accelerated RN to MSN with Clinical Nursing Leadership Option – Effective January 2025

Credit Hours: 52 | Semesters: 4 | Sessions: 7

Note: Chamberlain University is not accepting applications for the Clinical Nursing Leadership program option at this time.

Item	Fee
Application Fee (one-time) ¹	\$60
Background/Fingerprint/Drug Screen Fee ²	N/A
Tuition – per credit hour	\$720
Total Tuition	\$37,440
Student Service Charge (non-refundable) ³	\$1,400
Course Resource Fee (non-refundable) ⁴	\$1,200
Books & Supplies ⁵	\$1,050
Total Program Cost ⁶	\$41,150

Military Rate⁷ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour \$576

Alumni Rate – per credit hour \$576

Student Tuition Recovery Fund Fee (non-refundable)⁸ \$0

¹ Application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, Georgia online applicants, Department of Defense employees and spouses of active duty/veteran/retired military) and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP students prior to enrolling in NP specialty courses and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

³ Charged at \$200 per session.

⁴ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁵ Average estimated per-session expense for full-time students is \$150 for Accelerated RN to MSN with Clinical Nursing Leadership Option; \$175 for Accelerated RN to MSN Option

⁶ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee. Total program cost may increase if transitional studies coursework is required.

⁷ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁸ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Program availability varies by state/location

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Graduate: Nursing Certificate Programs Effective March 2024 Session

Nursing Certificates¹ (Post-Baccalaureate Certificate in Leadership Foundations, Graduate Certificates in Healthcare Policy, Nursing Education, Nursing Informatics, Nursing Leadership and Population Health) – Effective March 2024

Credit Hours: 9 to 18 | Semesters: 2 to 3 | Sessions: 3 to 6

Item	Fee
Application Fee (one-time) ²	\$60
Tuition – per credit hour	\$695
Total Tuition	\$6,255-\$12,510
Student Service Charge (non-refundable) ³	\$600-\$1,200
Course Resource Fee (non-refundable) ⁴	\$225-\$450
Books & Supplies ⁵	\$300-\$750
Total Program Cost ⁶	\$7,515-\$14,970
Military Rate ⁷ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$555
Alumni Rate – per credit hour	\$555
Student Tuition Recovery Fund Fee (non-refundable) ⁸	\$17.50-\$35

¹ Program availability varies by state/location.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

⁴ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁵ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track and Graduate Certificate; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks) and Nursing Certificates.

⁶ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fees, average estimated expense for books and supplies, background check/fingerprint clearance and APRN fee.

⁷ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁸ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner^{1,2} – Effective March 2024

Credit Hours: 36 | Semesters: 6 | Sessions: 12

Item	Fee
Application Fee (one-time) ³	\$60
Background/Fingerprint/Drug Screen Fee ⁴	\$150
Tuition – per credit hour	\$710
Total Tuition	\$25,560
Student Service Charge (non-refundable) ⁵	\$2,400
Course Resource Fee (non-refundable) ⁶	\$900
APRN Resources Fee (non-refundable) ⁷	\$5,400
Books & Supplies ⁸	\$1,500

Total Program Cost ⁹	\$35,970
Military Rate ¹⁰ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$567
Alumni Rate – per credit hour	\$567
Student Tuition Recovery Fund Fee (non-refundable) ¹¹	\$85

¹ Program availability varies by state/location.

² Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

³ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

⁴ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP graduate certificate students by the end of their first course and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

⁵ Charged at \$200 per session.

⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁷ Non-refundable APRN resource fee charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁸ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track and Graduate Certificate; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks) and Nursing Certificates.

⁹ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fees, average estimated expense for books and supplies, background check/fingerprint clearance and APRN fee.

¹⁰ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

¹¹ Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling April 1, 2022 or later.

Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner^{1,2} – Effective March 2024

Credit Hours: 33 | Semesters: 5.5 | Sessions: 11

Item	Fee
Application Fee (one-time) ³	\$60
Background/Fingerprint/Drug Screen Fee ⁴	\$150
Tuition – per credit hour	\$710
Total Tuition	\$23,430
Student Service Charge (non-refundable) ⁵	\$2,200
Course Resource Fee (non-refundable) ⁶	\$825
APRN Resource Fee (non-refundable) ⁷	\$4,950
Books & Supplies ⁸	\$1,100
Total Program Cost ⁹	\$32,715
Military Rate ¹⁰ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$567
Alumni Rate – per credit hour	\$567
Student Tuition Recovery Fund Fee (non-refundable) ¹¹	\$80

¹ Program availability varies by state/location.

² Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

³ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

⁴ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP graduate certificate students by the end of their first course and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

⁵ Charged at \$200 per session.

⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁷ Non-refundable APRN resource fee charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁸ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track and Graduate Certificate; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty

Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks) and Nursing Certificates.

⁹ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fees, average estimated expense for books and supplies, background check/fingerprint clearance and APRN fee.

¹⁰ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

¹¹ Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling April 1, 2022 or later.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Graduate Certificate in Family Nurse Practitioner ^{1,2} – Effective March 2024

Credit Hours: 33 | Semesters: 5.5 | Sessions: 11

Item	Fee
Application Fee (one-time) ³	\$60
Background/Fingerprint/Drug Screen Fee ⁴	\$150
Tuition – per credit hour	\$710
Total Tuition	\$23,430
Student Service Charge (non-refundable) ⁵	\$2,200
Course Resource Fee (non-refundable) ⁶	\$825
APRN Resource Fee (non-refundable) ⁷	\$4,950
Books & Supplies ⁸	\$1,375
Total Program Cost ⁹	\$32,990
Military Rate ¹⁰ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$567
Alumni Rate – per credit hour	\$567
Student Tuition Recovery Fund Fee (non-refundable) ¹¹	\$80

¹ Program availability varies by state/location.

² Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

³ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

⁴ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP graduate certificate students by the end of their first course and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

⁵ Charged at \$200 per session.

⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁷ Non-refundable APRN resource fee charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁸ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track and Graduate Certificate; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks) and Nursing Certificates.

⁹ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fees, average estimated expense for books and supplies, background check/fingerprint clearance and APRN fee.

¹⁰ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

¹¹ Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling April 1, 2022 or later.

Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner ^{1,2} – Effective March 2024

Credit Hours: 35 | Semesters: 5.5 | Sessions: 11

Item	Fee
Application Fee (one-time) ³	\$60
Background/Fingerprint/Drug Screen Fee ⁴	\$150
Tuition – per credit hour	\$710
Total Tuition	\$24,850
Student Service Charge (non-refundable) ⁵	\$2,200
Course Resource Fee (non-refundable) ⁶	\$900
APRN Resource Fee (non-refundable) ⁷	\$5,400
Books & Supplies ⁸	\$1,375
Total Program Cost ⁹	\$34,935
Military Rate ¹⁰ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$567
Alumni Rate – per credit hour	\$567
Student Tuition Recovery Fund Fee (non-refundable) ¹¹	\$85

¹ Program availability varies by state/location.

² Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

³ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

⁴ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP graduate certificate students by the end of their first course and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

⁵ Charged at \$200 per session

⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁷ Non-refundable APRN resource fee charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁸ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track and Graduate Certificate; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks) and Nursing Certificates.

⁹ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fees, average estimated expense for books and supplies, background check/fingerprint clearance and APRN fee.

¹⁰ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

¹¹ Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling April 1, 2022 or later.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Effective January 2025 Session

Nursing Certificates ¹ (Post-Baccalaureate Certificate in Leadership Foundations, Graduate Certificates in Healthcare Policy, Nursing Education, Nursing Informatics, Nursing Leadership and Population Health) – Effective January 2025

Credit Hours: 9 to 18 | Semesters: 2 to 3 | Sessions: 3 to 6

Item	Fee
Application Fee (one-time) ²	\$60
Tuition – per credit hour	\$720
Total Tuition	\$6,480-\$12,960
Student Service Charge (non-refundable) ³	\$600-\$1,200
Course Resource Fee (non-refundable) ⁴	\$225-\$450
Books & Supplies ⁵	\$300-\$750
Total Program Cost ⁶	\$7,740-\$15,420
Military Rate ⁷ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$576
Alumni Rate – per credit hour	\$576
Student Tuition Recovery Fund Fee (non-refundable) ⁸	\$0

¹ Program availability varies by state/location.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

⁴ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁵ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track and Graduate Certificate; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks) and Nursing Certificates.

⁶ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fees, average estimated expense for books and supplies, background check/fingerprint clearance and APRN fee.

⁷ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁸ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner ^{1,2} – Effective January 2025

Credit Hours: 36 | Semesters: 6 | Sessions: 12

Item	Fee
Application Fee (one-time) ³	\$60
Background/Fingerprint/Drug Screen Fee ⁴	\$150
Tuition – per credit hour	\$735
Total Tuition	\$26,460
Student Service Charge (non-refundable) ⁵	\$2,400
Course Resource Fee (non-refundable) ⁶	\$900
APRN Resources Fee (non-refundable) ⁷	\$5,400
Books & Supplies ⁸	\$1,500
Total Program Cost ⁹	\$36,870
Military Rate ¹⁰ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$588
Alumni Rate – per credit hour	\$588
Student Tuition Recovery Fund Fee (non-refundable) ¹¹	\$0

¹ Program availability varies by state/location.

² Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

³ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

⁴ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP graduate certificate students by the end of their first course and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

⁵ Charged at \$200 per session.

⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁷ Non-refundable APRN resource fee charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁸ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track and Graduate Certificate; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse

Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks) and Nursing Certificates.

⁹ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fees, average estimated expense for books and supplies, background check/fingerprint clearance and APRN fee.

¹⁰ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

¹¹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner^{1,2} – Effective January 2025

Credit Hours: 33 | Semesters: 5.5 | Sessions: 11

Item	Fee
Application Fee (one-time) ³	\$60
Background/Fingerprint/Drug Screen Fee ⁴	\$150
Tuition – per credit hour	\$735
Total Tuition	\$24,255
Student Service Charge (non-refundable) ⁵	\$2,200
Course Resource Fee (non-refundable) ⁶	\$825
APRN Resource Fee (non-refundable) ⁷	\$4,950
Books & Supplies ⁸	\$1,100
Total Program Cost ⁹	\$33,540
Military Rate ¹⁰ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$588
Alumni Rate – per credit hour	\$588
Student Tuition Recovery Fund Fee (non-refundable) ¹¹	\$0

¹ Program availability varies by state/location.

² Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

³ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

⁴ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP graduate certificate students by the end of their first course and includes a background and fingerprint screen. All programs are

subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

⁵ Charged at \$200 per session.

⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁷ Non-refundable APRN resource fee charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁸ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track and Graduate Certificate; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks) and Nursing Certificates.

⁹ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fees, average estimated expense for books and supplies, background check/fingerprint clearance and APRN fee.

¹⁰ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

¹¹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Graduate Certificate in Family Nurse Practitioner ^{1,2} – Effective January 2025

Credit Hours: 33 | Semesters: 5.5 | Sessions: 11

Item	Fee
Application Fee (one-time) ³	\$60
Background/Fingerprint/Drug Screen Fee ⁴	\$150
Tuition – per credit hour	\$735
Total Tuition	\$24,255
Student Service Charge (non-refundable) ⁵	\$2,200
Course Resource Fee (non-refundable) ⁶	\$825
APRN Resource Fee (non-refundable) ⁷	\$4,950
Books & Supplies ⁸	\$1,375
Total Program Cost ⁹	\$33,815
Military Rate ¹⁰ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$588
Alumni Rate – per credit hour	\$588
Student Tuition Recovery Fund Fee (non-refundable) ¹¹	\$0

¹ Program availability varies by state/location.

² Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of

NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

³ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

⁴ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP graduate certificate students by the end of their first course and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

⁵ Charged at \$200 per session.

⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁷ Non-refundable APRN resource fee charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁸ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track and Graduate Certificate; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks) and Nursing Certificates.

⁹ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fees, average estimated expense for books and supplies, background check/fingerprint clearance and APRN fee.

¹⁰ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

¹¹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner ^{1,2} – Effective January 2025

Credit Hours: 35 | Semesters: 5.5 | Sessions: 11

Item	Fee
Application Fee (one-time) ³	\$60
Background/Fingerprint/Drug Screen Fee ⁴	\$150
Tuition – per credit hour	\$735
Total Tuition	\$25,725
Student Service Charge (non-refundable) ⁵	\$2,200
Course Resource Fee (non-refundable) ⁶	\$900

APRN Resource Fee (non-refundable) ⁷	\$5,400
Books & Supplies ⁸	\$1,375
Total Program Cost ⁹	\$35,810
Military Rate ¹⁰ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$588
Alumni Rate – per credit hour	\$588
Student Tuition Recovery Fund Fee (non-refundable) ¹¹	\$0

¹ Program availability varies by state/location.

² Students are responsible for their travel costs while participating in immersion events and intensive review sessions as part of NR-509 Advanced Physical Assessment, NR-573 Advanced Acute Care Management Lab (AGACNP), NR-575 Acute Care Practicum II (AGACNP), NR-580 Adult-Gerontology Primary Care Capstone and Intensive (AGPCNP), NR-667 FNP Capstone Practicum and Intensive (FNP) and NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive (PMHNP). Typical costs include travel to/from the designated location, lodging and meals for 1-2 nights for NR-509 Advanced Physical Assessment and NR-573 Advanced Acute Care Management Lab, and three nights for NR-575 Acute Care Practicum II/NR-580 Adult-Gerontology Primary Care Capstone and Intensive/NR-667 FNP Capstone Practicum and Intensive/NR-668 Psychiatric-Mental Health Capstone Practicum & Intensive.

³ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

⁴ An estimated \$150 fee (\$180 in NY), which can vary by state, is required for all NP graduate certificate students by the end of their first course and includes a background and fingerprint screen. All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork/applied practice experience site requirements.

⁵ Charged at \$200 per session

⁶ Charged at \$75 per course (except for NR-573 Advanced Acute Care Management Lab).

⁷ Non-refundable APRN resource fee charged at \$450 per nurse practitioner course (except for NR-573 Advanced Acute Care Management Lab).

⁸ Average estimated per session expense for full-time students is \$75 for MSN Population Health Specialty Track and Graduate Certificate; \$100 for MSN Adult-Gerontology Primary Care Nurse Practitioner Specialty Track and Graduate Certificate; \$125 for MSN (Healthcare Policy, Nurse Educator, Nurse Executive and Nursing Informatics Specialty Tracks), MSN Nurse Practitioner (Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner Specialty Tracks) and Nursing Certificates.

⁹ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fees, average estimated expense for books and supplies, background check/fingerprint clearance and APRN fee.

¹⁰ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

¹¹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Graduate: Doctor of Nursing Practice Degree Program

Effective January 2024 Session

Doctor of Nursing Practice Degree Program¹ Healthcare Systems Leadership Specialty Track – Effective January 2024

Credit Hours: 40 | Semesters: 6 | Sessions: 12

Item	Fee
Application Fee (one-time) ²	\$60
Tuition – per credit hour ³	\$806
Total Tuition	\$32,240
Student Service Charge (non-refundable) ⁴	\$7,680
Course Resource Fee (non-refundable) ⁵	\$900
Books & Supplies ⁶	\$1,800
Total Program Cost ⁷	\$42,680
Military Rate ⁸ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$644
Alumni Rate – per credit hour ⁹	\$644
Student Tuition Recovery Fund Fee (non-refundable) ¹⁰	\$102.50

¹ Program availability varies by state/location.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

³ \$806 per credit hour for DNP Preparatory Coursework students.

⁴ Charged at \$640 per session for DNP degree program and \$200 per session for DNP Preparatory Coursework students.

⁵ Charged at \$75 per course.

⁶ Average estimated per session expense for full-time students is \$100 for full-time DNP (\$150 for students enrolled prior to July 2021); and \$125 for full-time DNP Preparatory Coursework students.

⁷ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee.

⁸ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁹ \$644 per credit hour for DNP Preparatory Coursework students.

¹⁰ Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling April 1, 2022 or later.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Doctor of Nursing Practice Degree Program ¹ – Effective January 2024

Credit Hours: 32-40² | Semesters: 6 | Sessions: 12

Item	Fee
Application Fee (one-time) ³	\$60
Tuition – per credit hour ⁴	\$806
Total Tuition	\$25,792-\$32,240
Student Service Charge (non-refundable) ⁵	\$7,680
Course Resource Fee (non-refundable) ⁶	\$975
Books & Supplies ⁷	\$1,200
Total Program Cost ⁸	\$35,707-\$42,115
Military Rate ⁹ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$644
Alumni Rate – per credit hour ¹⁰	\$644
Student Tuition Recovery Fund Fee (non-refundable) ¹¹	\$87.50-\$102.50

¹ Program availability varies by state/location.

² Credit hours required will vary, depending on practicum hours transcribed from student's master's degree in nursing program. Students must complete a minimum of 1,000 post-baccalaureate practicum hours to meet accrediting body requirements for the Doctor of Nursing Practice degree.

³ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

⁴ \$806 per credit hour for DNP Preparatory Coursework students.

⁵ Charged at \$640 per session for DNP degree program and \$200 per session for DNP Preparatory Coursework students.

⁶ Charged at \$75 per course.

⁷ Average estimated per session expense for full-time students is \$100 for full-time DNP (\$150 for students enrolled prior to July 2021); and \$125 for full-time DNP Preparatory Coursework students.

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee.

⁹ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

¹⁰ \$644 per credit hour for DNP Preparatory Coursework students.

¹¹ Non-refundable fee for California residents at the time of enrollment for new and readmit students enrolling April 1, 2022 or later.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Effective January 2025 Session

Doctor of Nursing Practice Degree Program ¹ Healthcare Systems Leadership Specialty Track – Effective January 2025

Credit Hours: 40 | Semesters: 6 | Sessions: 12

Item	Fee
Application Fee (one-time) ²	\$60
Tuition – per credit hour ³	\$830
Total Tuition	\$33,200
Student Service Charge (non-refundable) ⁴	\$7,680
Course Resource Fee (non-refundable) ⁵	\$900
Books & Supplies ⁶	\$1,800
Total Program Cost ⁷	\$43,640
Military Rate ⁸ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$664
Alumni Rate – per credit hour ⁹	\$664
Student Tuition Recovery Fund Fee (non-refundable) ¹⁰	\$0

¹ Program availability varies by state/location.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

³ \$720 per credit hour for DNP Preparatory Coursework students.

⁴ Charged at \$640 per session for DNP degree program and \$200 per session for DNP Preparatory Coursework students.

⁵ Charged at \$75 per course.

⁶ Average estimated per session expense for full-time students is \$100 for full-time DNP (\$150 for students enrolled prior to July 2021); and \$125 for full-time DNP Preparatory Coursework students.

⁷ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee.

⁸ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁹ \$576 per credit hour for DNP Preparatory Coursework students.

¹⁰ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Doctor of Nursing Practice Degree Program¹ – Effective January 2025

Credit Hours: 32-40² | Semesters: 6 | Sessions: 12

Item	Fee
Application Fee (one-time) ³	\$60
Tuition – per credit hour ⁴	\$830
Total Tuition	\$26,560-\$33,200
Student Service Charge (non-refundable) ⁵	\$7,680
Course Resource Fee (non-refundable) ⁶	\$975
Books & Supplies ⁷	\$1,200
Total Program Cost ⁸	\$36,475-\$43,115
Military Rate ⁹ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$664
Alumni Rate – per credit hour ¹⁰	\$664
Student Tuition Recovery Fund Fee (non-refundable) ¹¹	\$0

¹ Program availability varies by state/location.

² Credit hours required will vary, depending on practicum hours transcribed from student's master's degree in nursing program. Students must complete a minimum of 1,000 post-baccalaureate practicum hours to meet accrediting body requirements for the Doctor of Nursing Practice degree.

³ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

⁴ \$720 per credit hour for DNP Preparatory Coursework students.

⁵ Charged at \$640 per session for DNP degree program and \$200 per session for DNP Preparatory Coursework students.

⁶ Charged at \$75 per course.

⁷ Average estimated per session expense for full-time students is \$100 for full-time DNP (\$150 for students enrolled prior to July 2021); and \$125 for full-time DNP Preparatory Coursework students.

⁸ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen and APRN fee.

⁹ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

¹⁰ \$576 per credit hour for DNP Preparatory Coursework students.

¹¹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

College of Health Professions

Graduate: Master of Physician Assistant Studies Degree Program

Effective September 2024

Master of Physician Assistant Studies Program¹

Credit Hours: 109 | Semesters: 6 | Sessions: 12

Item	Fee
Application Fee ²	\$60
Background Check/Drug Screening/Fingerprinting ³	\$320
Tuition Per Session ⁴	\$8,000
Total Tuition	\$96,000
Student Service Charge ⁵	\$1,920
Course Resource Fee ⁶	\$3,600
Medical Equipment Kit ⁷	\$1,250
Textbook & Equipment Expense ⁸	\$720
Student Injury & Sickness Insurance Plan ⁹	\$4,316
Total Program Cost ¹⁰	\$103,870
Student Tuition Recovery Fund Fee (non-refundable) ¹¹	\$255

¹ Program availability varies by state/location.

² Chamberlain application fee waived for applicants that applied via CASPA.

³ After notification of conditional acceptance, applicants are required to authorize and pay for a background check and fingerprint screen, which must be cleared in order to be fully accepted in the program. The non-refundable background check and fingerprint screen fee will be charged at \$320 (initial screening fee of \$120 for the first year; \$200 for the second year for background check, fingerprint screen and drug screen). All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork site requirements. Additional fees may apply.

⁴ Tuition for the MPAS degree program is assessed at a flat rate per session.

⁵ Charged at \$160 per session.

⁶ Charged at \$300 per session.

⁷ One-time non-refundable fee at start of program.

⁸ Average estimated per-session expense for full-time students is \$60 for the MPAS degree program.

⁹ Insurance is required for all full-time students unless waiver is received by published deadline.

¹⁰ At current standard tuition rates, credit hours shown and full-time attendance; includes screening fee, student services charge, textbook and equipment expense.

¹¹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Effective September 2025

Master of Physician Assistant Studies Program¹

Credit Hours: 109 | Semesters: 6 | Sessions: 12

Item	Fee
Application Fee ²	\$60
Background Check/Drug Screening/Fingerprinting ³	\$320
Tuition Per Session ⁴	\$8,500
Total Tuition	\$102,000
Student Service Charge ⁵	\$2,400
Course Resource Fee ⁶	\$3,600
Medical Equipment Kit ⁷	\$1,250
Textbook & Equipment Expense ⁸	\$720
Student Injury & Sickness Insurance Plan ⁹	\$4,895
Total Program Cost ¹⁰	\$110,350
Student Tuition Recovery Fund Fee (non-refundable) ¹¹	\$0

¹ Program availability varies by state/location.

² Chamberlain application fee waived for applicants that applied via CASPA.

³ After notification of conditional acceptance, applicants are required to authorize and pay for a background check and fingerprint screen, which must be cleared in order to be fully accepted in the program. The non-refundable background check and fingerprint screen fee will be charged at \$320 (initial screening fee of \$120 for the first year; \$200 for the second year for background check, fingerprint screen and drug screen). All programs are subject to additional background, fingerprint and/or drug screen clearance based on state or clinical/practicum/fieldwork site requirements. Additional fees may apply.

⁴ Tuition for the MPAS degree program is assessed at a flat rate per session.

⁵ Charged at \$200 per session.

⁶ Charged at \$300 per session.

⁷ One-time non-refundable fee at start of program.

⁸ Average estimated per-session expense for full-time students is \$60 for the MPAS degree program.

⁹ Insurance is required for all full-time students unless waiver is received by published deadline.

¹⁰ At current standard tuition rates, credit hours shown and full-time attendance; includes screening fee, student services charge, textbook and equipment expense.

¹¹ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses

associated with selecting and ordering textbooks and e-learning materials.

Graduate: Master of Public Health Degree Program

Master of Public Health Degree Program¹ – Effective January 2024

Credit Hours: 43 | Semesters: 6 | Sessions: 12

Item	Fee
Application Fee (one-time) ²	\$60
Tuition – per credit hour	\$590
Total Tuition	\$25,370
Student Service Charge ³	\$2,400
Book & Supplies ⁴	\$1,500
Course Resource Fee ⁵	\$975
Total Program Cost ⁶	\$30,305
Military Rate ⁷ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/veteran/retired military) – per credit hour	\$471
Alumni Rate – per credit hour	\$471
Student Tuition Recovery Fund Fee (non-refundable) ⁸	\$72.50

¹ Program availability varies by state/location.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

³ Charged at \$200 per session.

⁴ Average estimated per-session expense for full-time students is \$125 for MPH; \$175 Public Health Generalist Certificate.

⁵ Charged at \$75 per course.

⁶ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen fee.

⁷ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁸ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Graduate: Public Health Certificates

Post-Baccalaureate Certificate in Public Health Generalist – Effective January 2024

Credit Hours: 16 | Semesters: 2.5 Full Time or 3 Part Time | Sessions: 5-6

Item	Fee
Application Fee (one-time) ¹	\$60
Tuition – per credit hour	\$590
Total Tuition	\$9,440

Student Service Charge ²	\$1,000
Book & Supplies ³	\$875
Course Resource Fee ⁴	\$450
Total Program Cost ⁵	\$11,825
Military Rate ⁶ (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/ veteran/retired military) – per credit hour	\$471
Alumni Rate – per credit hour	\$471
Student Tuition Recovery Fund Fee (non-refundable) ⁷	\$27.50

¹ The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, as well as qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

² Charged at \$200 per session.

³ Average estimated per-session expense for full-time students is \$125 for MPH; \$175 Public Health Generalist Certificate.

⁴ Charged at \$75 per course.

⁵ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee, average estimated expense for books and supplies and, if applicable, background check/drug screen fee.

⁶ Effective August 13, 2018, discharge status must not be dishonorable, bad conduct or uncharacterized.

⁷ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Note: Chamberlain receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover costs for student activities and events. Chamberlain may also receive service fees from bookstore operations and use these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Note: Additional fees may apply due to clinical facility requirements. See your admission representative for additional information.

Graduate: Master of Social Work Traditional Option Program

Master of Social Work Program¹ – Effective January 2024

Credit Hours: 60 | Semesters: 5 | Sessions: 10

Item	Fee
Application Fee (one-time) ²	\$60
Background Check Fee ³	\$50
Tuition – per credit hour	\$695
Total Tuition	\$41,700
Student Service Charge ⁴	\$2,000
Course Resource Fee ⁵	\$1,500
Textbook & Equipment Expense ⁶	\$1,250

Total Program Cost ⁷	\$46,560
Military Rate (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/ veteran/ retired military) – per credit hour	\$555
Alumni Rate – per credit hour	\$555
Student Tuition Recovery Fund Fee (non-refundable) ⁸	\$112.50

¹ Program availability varies by state/location.

² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.

³ The Master of Social Work (MSW) background fee estimate is \$50, this cost may vary by state. All programs may be subject to additional background, fingerprint and/or drug screen clearance prior to beginning clinical/practicum/fieldwork based on site requirements.

⁴ Charged at \$200 per session.

⁵ Charged at \$75 per course.

⁶ Average estimated per-session expense for full-time students is \$150 for MSW Advanced Standing Option; \$125 for MSW Traditional Option.

⁷ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee and average estimated expense for books and supplies and a background check fee.

⁸ Non-refundable fee for California residents at the time of enrollment for new and readmit students. Effective on April 1, 2024 the STRF assessment rate is \$0.

Graduate: Master of Social Work Advanced Standing Option Program

Master of Social Work Program¹ – Effective January 2024

Credit Hours: 36 | Semesters: 3 | Sessions: 6

Item	Fee
Application Fee (one-time) ²	\$60
Background Check Fee ³	\$50
Tuition – per credit hour	\$695
Total Tuition	\$25,020
Student Service Charge (non-refundable) ⁴	\$1,200
Course Resource Fee (non-refundable) ⁵	\$900
Books & Supplies ⁶	\$900
Total Program Cost ⁷	\$28,130
Military Rate (active duty, veterans, retired military, Department of Defense and Veterans Affairs employees and spouses of active duty/ veteran/ retired military) – per credit hour	\$555
Alumni Rate – per credit hour	\$555
Student Tuition Recovery Fund Fee (non-refundable) ⁸	\$67.50

¹ Program availability varies by state/location.

- ² The application fee is waived for Chamberlain alumni, Ochsner Health employees, previous Chamberlain students returning after six consecutive sessions of interrupted academic studies, qualified military personnel (active duty, veterans, retired military, spouses and dependents), Georgia online applicants, Department of Defense employees and non-degree seeking students enrolled at Chamberlain who are applying to a matriculating program.
- ³ The Master of Social Work (MSW) background fee estimate is \$50, this cost may vary by state. All programs may be subject to additional background, fingerprint and/or drug screen clearance prior to beginning clinical/practicum/fieldwork based on site requirements.
- ⁴ Charged at \$200 per session.
- ⁵ Charged at \$75 per course.
- ⁶ Average estimated per-session expense for full-time students is \$150 for MSW Advanced Standing Option; \$125 for MSW Traditional Option.
- ⁷ At current tuition rates, credit hours shown and full-time attendance; includes an application fee, student service charge, course resource fee and average estimated expense for books and supplies and a background check fee.
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Office of Admission, Academic & Student Advisors
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chamberlain.edu/atlanta

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1221 N. Swift Road, Addison, IL 60101
Office of Admission, Academic & Student Advisors
Phone: 630.953.3660 | Fax: 630.628.1154
chamberlain.edu/addison

Chicago Campus

2718 W. Roscoe Street, Chicago, IL 60618
Office of Admission, Academic & Student Advisors
Phone: 773.961.3000 | Fax: 773.961.3190
chamberlain.edu/chicago
chamberlain.edu/mpas

Tinley Park Campus

18624 West Creek Drive, Tinley Park, IL 60477
Office of Admission, Academic & Student Advisors
Phone: 708.560.2000 | Fax: 708.560.2098
chamberlain.edu/tinleypark

Indiana

Indianapolis Campus

9100 Keystone Crossing, Suite 300, Indianapolis, IN 46240

Office of Admission, Academic & Student Advisors
Phone: 317.816.7335 | Fax: 317.815.3069
chamberlain.edu/indianapolis

Louisiana

New Orleans Campus

400 Labarre Road, Jefferson, LA 70121
Office of Admission, Academic & Student Advisors
Phone: 504.565.7995 | Fax: 504.565.7994
chamberlain.edu/neworleans

Michigan

Troy Campus

200 Kirts Boulevard, Suite C, Troy, MI 48084
Office of Admission, Academic & Student Advisors
Phone: 248.817.4140 | Fax: 248.817.4237
chamberlain.edu/troy

Missouri

St. Louis Campus

11830 Westline Industrial Drive, Suite 106
St. Louis, MO 63146
Phone: 314.991.6200 | Fax: 314.991.6283
Office of Admission
Local: 314.991.6200 | Fax: 314.991.6281
Academic & Student Advisors: 314.991.6200
chamberlain.edu/stlouis

Nevada¹

Las Vegas Campus²

9901 Covington Cross Drive, Las Vegas, NV 89144
Office of Admission, Academic & Student Advisors
Phone: 702.786.1660 | Fax: 702.786.1661
chamberlain.edu/lasvegas

¹ The state of Nevada requires students to meet its requirement for study of the Nevada and U.S. constitutions. The Political Science (POLI-330N Political Science) course fulfills this requirement.

² Chamberlain's Las Vegas campus is located in Summerlin, a community just a few miles from the Las Vegas strip and known for its recreational and educational opportunities. The 22,738 square foot campus offers seven (7) spacious classrooms, a fully wired resource center, SIMCARE CENTER™ and a comfortable commons area. Easily accessed from Summerlin Parkway at the Town Center Dr. exit, Chamberlain's Las Vegas campus offers a pre-licensure Bachelor of Science in Nursing degree program.

New Jersey

North Brunswick Campus

630 U.S. Highway One, North Brunswick, NJ 08902
Phone: 732.875.1300 | Fax: 732.875.1394
chamberlain.edu/northbrunswick

North Carolina

Charlotte Campus

2015 Ayrslay Town Boulevard, Suite 204, Charlotte, NC 28273
Office of Admission, Academic & Student Advisors
Phone: 980.939.6241 | Fax: 980.939.6242

chamberlain.edu/charlotte

Ohio

Cleveland Campus

6700 Euclid Avenue, Suite 201, Cleveland, OH 44103
Office of Admission, Academic & Student Advisors
Phone: 216.361.6005 | Fax: 216.361.6257
chamberlain.edu/cleveland

Columbus Campus

4111 Worth Avenue, Columbus, OH 43219
Office of Admission, Academic & Student Advisors
Phone: 614.252.8890 | Fax: 614.251.6971
chamberlain.edu/columbus

Texas

Houston Campus

11025 Equity Drive, Houston, TX 77041
Office of Admission, Academic & Student Advisors
Phone: 713.277.9800 | Fax: 713.277.9980
chamberlain.edu/houston

Irving Campus

4800 Regent Boulevard, Irving, TX 75063
Office of Admission, Academic & Student Advisors
Phone: 469.706.6705 | Fax: 469.706.6706
chamberlain.edu/irving

Pearland Campus

12000 Shadow Creek Parkway, Pearland, TX 77584
Office of Admission, Academic & Student Advisors
Phone: 832.664.7000 | Fax: 832.664.7001
chamberlain.edu/pearland

San Antonio Campus

One51 Office Centre
9810 State Highway 151, San Antonio, TX 78251
Phone: 210.750.8000 | Fax: 210.750.8001
chamberlain.edu/sanantonio

Virginia

Tyson's Corner Campus
1951 Kidwell Drive, Vienna, VA 22182
Phone: 703.416.7300 | Fax: 703.416.7490
Toll-Free: 877.751.5783
chamberlain.edu/tysonscorner

BSN Online Option

Toll-Free: 888.556.8226
chamberlain.edu/bsnonlineoption

National Management Office

500 W. Monroe Street, Suite 1300, Chicago, IL 60661
National Toll-Free Number: 888.556.8226
chamberlain.edu

For more information, visit chamberlain.edu/locations.

Quick Reference Guide

- Hours of Operation
- Contact Information by Program
- Websites
- School Codes
- Online Class Login Information
- Technical Support
- Contact Information

Hours of Operation

In general, administrative office hours at Chamberlain University locations are 9:00 AM-5:00 PM Monday through Friday. Hours vary by location. More specific information on administrative hours is available from each location. Additional location-specific information available online at: chamberlain.edu/locations.

Contact Information by Program

Office of Admission

Toll-Free: 888.556.8226 | Fax: 866.603.8669

RN to BSN Option & MSN Degree Program

Academic & Student Advisors: **888.556.8226**
or community.chamberlain.edu
msnstudentservices@chamberlain.edu
msnadvising@chamberlain.edu

Director, RN to BSN Option

Email: rnbsndean@chamberlain.edu

Director, MSN Degree Program

Email: msndean@chamberlain.edu

Director, DNP Degree Program

Email: dnpdean@chamberlain.edu

Master of Public Health, Social Work, and Public Health Certificate Programs

Email: CHPdeans@chamberlain.edu

Master of Physician Studies Assistant Program

Email: fangerer-fuenzalida@chamberlain.edu

Websites

Website: chamberlain.edu

Chamberlain Academic Catalog: chamberlain.edu/catalog

Student Handbook: chamberlain.edu/handbook

My Chamberlain Portal Experience: community.chamberlain.edu

Chamberlain Online Library: chamberlain.edu/library

Chamberlain Online Bookstore: chamberlain.edu/bookstore

Chamberlain Merchandise & Apparel: chamberlainmarketplace.com

Chamberlain Student Uniforms: chamberlain.edu/bookstore

Graduation Regalia & Branded Materials: jostens.com/chamberlain

Student Insurance: chamberlain.edu/studentinsurance

Events: chamberlain.edu/events

School Codes

Chamberlain FAFSA® School Code: **006385**
fafsa.ed.gov

Indianapolis students, please include **E02182** as your first school code (in addition to **006385**) to be considered for Indiana state grant funds.

AP School Codes: 7866

CLEP School Code: 3676

TOEFL School Code: C174

Master of Physician Assistant Studies Program GRE School Code: 2873

Online Class Login Information

My Chamberlain Portal Experience:
community.chamberlain.edu

Technical Support

Chamberlain Online Classes:
866.613.8622 or community.chamberlain.edu

Help Desk:
877.366.9388 or community.chamberlain.edu

Contact Information

Chamberlain University National Management Offices
500 W. Monroe Street, Suite 1300, Chicago, IL 60661
National Toll-Free Number: **888.556.8226**
chamberlain.edu

Connect with us at:

Additional location-specific information available online at
chamberlain.edu/locations.

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COLLEGE OF NURSING STUDENT HANDBOOK

Volume II

2024-2025 Academic Year is Summer 2024-Spring 2025

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Current publication date: January 6, 2025

College of Nursing (CON) Student Handbook | 2024-2025

This handbook applies to all students in Chamberlain University's College of Nursing.

January 6, 2025. Chamberlain reserves the right to change the terms and conditions outlined in this student handbook at any time without notice. Information updated after the original publication date of July 26, 2023, including additions and amendments, are available via chamberlain.edu/catalog and chamberlain.edu/handbook. The online academic catalog and student handbook are updated monthly or as needed. The student handbook is an extension of the catalog. It is the responsibility of applicants and students to check online for updates in both publications and abide by the policies within. The catalog and handbook published online supersede all previously published editions and are in effect until a subsequent catalog or handbook is published. Information contained herein is effective January 6, 2025. Photographs in this Student Handbook are representative of Chamberlain University.

For students who signed enrollment agreements prior to May 13, 2016, Chamberlain is forgoing its right to invoke mandatory arbitration clause in the event of student/graduate claims or controversies arising out of or related to the terms of the Enrollment Agreement or education provided by Chamberlain.

Program/Program option availability varies by state/location. Chamberlain reserves the right to update information as it becomes available. Information is current at the time of publication.

Note: Admission advisors are admission representatives in Florida, Minnesota, Nebraska and Oregon.

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Welcome to Chamberlain University!

We are delighted that you have chosen Chamberlain to support you on your journey toward becoming an extraordinary healthcare professional. You are joining a community with a long history of excellence in healthcare education dating back to our beginnings in 1889 in St. Louis. Today, with a College of Nursing and a College of Health Professions, a growing network of campuses and robust online offerings, Chamberlain University is dedicated to increasing access to quality healthcare education and producing graduates who will transform healthcare worldwide.

This certainly is an exciting time for you. Be assured that we will be with you every step of your journey at Chamberlain. From early assessments of strengths and areas for improvement to customized support plans, workshops and coaching teams, our personalized care is designed with you and your academic success in mind.

What distinguishes Chamberlain is this culture of care – called **Chamberlain Care®**. Throughout our campuses and online programs, you'll experience what it means to work in a culture of service excellence and care – a culture that prepares students to take extraordinary care of patients, families and communities.

This Student Handbook is filled with information and resources to support you throughout your education at Chamberlain University. If any additional questions come up, please do not hesitate to contact your student support advisor.

Welcome and best wishes for a successful start to your studies at Chamberlain University!

Warm regards,

Jill Price, PhD, MSN, RN
Chief Academic Officer
Chamberlain University

First Things First

Listed below is your to-do list. Essentially a checklist to keep track of everything you need to take care of before you can begin classes at Chamberlain. Some of you may have taken care of all of this already (good for you)! Everyone should review the checklist to confirm all of the necessary items have been completed, submitted and processed so you can focus on what is really important – your educational journey to nursing.

Campus & Online Students

- **Transcripts** – Have you submitted all transcripts from previous institutions?
- **Healthcare Compliance¹** – Pre-Licensure nursing students: make sure to complete the compliance requirements prior to the published deadlines. *Refer to Clinical Expectations*
- **Financial Aid** – Have you completed your Free Application for Federal Student Aid (FAFSA®) and met with your student finance advisor? *Refer to Student Finance*
- **Payment Plans** – Have you selected a payment plan and finalized arrangements to pay for your education? *Refer to Student Finance*
- **Registration** – Are you registered for classes? Have you met with your academic support advisor to set up your academic plan? *Refer to Academic Support Advising*
- **Not Anymore Training** – The training takes approximately an hour to complete and is required for all students. Participation in this training allows each of us to continue to be educated on:
 - Sexual violence
 - Interpersonal relationship violence
 - Sex-and-gender-based harassment
 - Bystander intervention and other prevention techniques

Log in information will be emailed to you during your first session.

- **Review the Student Code of Conduct** – As a student at Chamberlain University, you are expected to conduct yourself in a professional and ethical manner. Students are bound to the expectations set forth in this student handbook. Take time to review the academic integrity policy and professional conduct policy. *Refer to Student Code of Conduct*

¹ Chamberlain University utilizes CDC guidelines for healthcare workers and state-specific mandates as the baseline for all healthcare compliance requirements.

Campus Students

- **Get Involved** – Check out the campus student organizations. Contact your academic support advisor for more information. *Refer to Get Involved*
- **Upcoming Events** – Don't miss out on all the campus events Chamberlain has to offer. Check out all upcoming events at chamberlain.edu/events
- **SIREN Registration** – SIREN is a system that keeps you informed about campus emergencies. You will be informed via cell phone and/or email. Emergencies can be related to weather, power outages, lock downs or closures.

To register for SIREN, visit My Chamberlain at community.chamberlain.edu and navigate to the **Support** page. Scroll down the page and select the **"Update SIREN Preferences"** button on the right.

Please complete your SIREN registration by the first week of class. Also, it is important to remember to update your siren registration whenever your personal information is updated.

Chamberlain University: Mission, Vision & Purpose and Chamberlain Care®

Mission

To educate, empower and embolden diverse healthcare professionals who advance the health of people, families, communities and nations.

Vision

By living **Chamberlain Care®**, we graduate extraordinary healthcare professionals who transform the health of people worldwide.

Purpose

To create an academic culture in which colleagues and students thrive and that cultivates extraordinary graduates.

The Chamberlain Care® Philosophy of Higher Education

Chamberlain's philosophy of higher education is grounded in the belief that taking extraordinary care of students leads to better student outcomes and experiences and ultimately to extraordinary care of patients, families and communities. In 2010, this philosophy was translated into a model called **Chamberlain Care®** that has since evolved into an integrated, holistic educational model that incorporates the following core ideals:

- **Care for self.** We must first take care of ourselves so that we have the capacity to take care of others and do our best work each day.
- **Care for colleagues.** Demonstrating care and support of colleagues creates a workplace environment of respect, collaboration, collegiality, creativity, productivity, community and teamwork.
- **Care for students.** **Chamberlain Care®** reflects our fundamental belief in the University's responsibility and ability to achieve superior student outcomes for a diverse population of students. Care for students is operationalized through initiatives that lead to teaching excellence, extraordinary care and strong support for each student's

learning experience, motivating actions instead of demotivating actions and encouragement instead of discouragement in the face of challenges.

Chamberlain Care® was launched as a major cultural transformation initiative that focused all university operations, resources and institutional assessment on creating a culture of care and achieving superior student outcomes. **Chamberlain Care®** has become the lens through which all university operations, processes, practices, behaviors and interactions are viewed and assessed. The cultivation of the culture through attention to these ideals and holding ourselves accountable for the execution of care practices is how Chamberlain prepares generations of extraordinary healthcare professionals who will transform healthcare worldwide.

Philosophy & Framework of Nursing Education

Following the mission of Chamberlain University to educate, empower and embolden diverse nurses prepared to advance the health of people, families, communities and nations, we strive to prepare graduates to serve the needs of diverse communities including underserved populations.

Learning is designed to provide diverse students with the best academic experience and support services to become extraordinary nurses. This is done through application of the three aims embedded in our mission:

- **To educate.** A culture of care creates an academic environment in which students thrive by being appreciated for their wholeness and individuality and supported to discover and unlock their potential.
- **To empower.** Teaching is an enterprise of engagement and collaboration between students and faculty that fosters accountability and self-determination in the practice of nursing.
- **To embolden.** The learning environment is intentionally designed to promote and instill confidence in one's professional identity as a nurse.

Chamberlain Care® creates the framework for educating, empowering and emboldening students in the following ways:

- Curricula include concepts and competencies for development of care practices including teaching self-care practices to patients. Self-care is taught as a professional imperative for developing the capacity to care for others. Likewise, colleague care is emphasized as a way of promoting working environments of respect, collaboration, collegiality and teamwork.
- Pedagogical approaches focus on:
 - Engaging through fostering self-direction, reflection and deep learning
 - Individualizing learning aligning with strengths, diversity and desires of the learner
 - Developing clinical judgment through innovative experiential learning
 - Leveraging academic technologies that facilitate progressive and efficient attainment of learning outcomes
- Faculty are supported in developing, sustaining and enhancing these pedagogical competencies through a program of master instruction preparation, assessment and certification.
- Clinical education is designed using a holistic experiential learning model that recognizes and fosters each student's professional potential.

- Campus and online leaders promote educational environments that exemplify and cultivate a culture of care that maximizes the use of self-care, colleague care and student care.
- A student success program is provided to all students through a community of faculty and staff coaches that personalize support.

General Education Learning Outcomes

Cultural Diversity. Integrate diverse cultural perspectives to promote social justice.

Ethical Service. Demonstrate a self-awareness of ethical beliefs within a global context.

Information Literacy. Identify and evaluate information from a variety of sources, including numerical data.

Critical Thinking. Incorporate analytical skills to explore and evaluate issues to develop sound conclusions.

Effective Communication. Utilize independent and collaborative written/oral communication strategies and technologies to promote understanding and foster change.

Conceptual Framework of Nursing

Educational programs at Chamberlain are guided by a holistic health, person-centered, care-focused framework of nursing that emphasizes cultural humility and professional identity formation. Nursing is a discipline with a distinct body of knowledge built upon general education. The art of nursing culminates in the application of this knowledge in practice. Nursing practice encompasses the provision of care in defined roles from beginning to advanced, ranging from direct delivery of care to the provision of education, administration, systems and resources that promote the quality of care. The full spectrum of knowledge needed to practice nursing effectively requires the intellectual, physical, emotional, social and passion components of holistic discovery, learning and application.

Holistic Health is a way of living by appreciating the wholeness of life, expressing one's highest potential, nurturing resources and relationships that support well-being and taking responsibility for advancing one's own health. The role of the nurse is to support, promote and advance holistic health through educating, empowering and emboldening others.

Person-centered care involves the creation of respectful care that takes into account responsiveness to the patient's preferences, needs and values (IOM, 2001). The patient is recognized as a full partner and source of control in their own care (Cronenwett, et al., 2007). Person-centered care at all levels requires planning and assessing care in a way that is responsive and meaningful to the person (Barnsteiner, Disch & Walton, 2014). Families, communities, organizations and populations are approached with the same perspective.

Care-focused nursing epitomizes **Chamberlain Care** through appreciating and recognizing the role of care in promoting the health and well-being of self, colleagues and patients. It advocates that nurses take accountability for being in the best position to provide extraordinary care to others and that they foster an environment of collegial support and respect. Care-focused nursing is aimed at applying principles of holistic health and person-centered care to persons, families, groups and communities as well as organizations. Care for self, care for colleagues and care for persons culminate in extraordinary nursing care and superior health outcomes.

Cultural Humility is a continual process of self-reflection, self-awareness and self-critique by healthcare providers in order to develop and maintain mutually respectful and useful partnerships with individuals, families and communities (Tervalon & Murray-Garcia, 1998). Rather than focusing on the mastery of many cultures as in cultural competence, cultural humility suggests that understanding other cultures requires a lifelong commitment to a learning process. This encourages an intentional examination of how the nurse's beliefs, values and assumptions influence the delivery of healthcare and development of relationships with patients and their families (Kools, Chimwaza & Macha, 2014). "Attaining cultural humility becomes not a goal but an active process, an ongoing way of being in the world and being in relationships with others and self," (Miller, 2009, p. 92).

Professional Identity Formation is a dynamic process that, "involves the internalization of core values and perspectives recognized as integral to the art and science of nursing," (National League for Nursing, 2010, p. 68) that becomes self-evident over time. Students develop, embrace and operate from core values as they learn, gain experience and grow in the profession. The fundamental values of professional identity are obvious in all aspects of the nurse's practice in advancing health and promoting ideals of the profession. "Professional identity is evident in the lived experience of the nurse, in their ways of 'being,' 'knowing' and 'doing'" (p. 68). Formation of professional identity continues through the career of the nurse being dynamic, situated and lifelong (Crigger & Godfrey, 2014).

Extraordinary Nursing is a concept and an ideal expressed in vital competencies, regardless of level or focus, which fosters the greatest good, health and well-being of persons who are the recipients of nursing care. Extraordinary nursing goes beyond clinical expertise by delivering care that is compassionate and passionate expressed in appreciation of persons and communities to advance their own health. The extraordinary nurse exudes professionalism, is contagiously positive, goes beyond expectations, advocates for patients, enjoys teaching, is intentionally present, collaborates effectively, connects with families, uses evidence to promote the best care and is relentlessly committed to promoting health (Lefton, 2012).

We believe graduates with a **Bachelor of Science in Nursing (BSN)** degree are prepared to provide safe, comprehensive, professional nursing care across the lifespan to individuals, families, aggregates and communities in global societies. Professional nursing care incorporates evidence-based principles, sciences and critical reasoning and judgment in the development of responses to real or perceived healthcare needs. The BSN graduate possesses the necessary knowledge and core competencies to meet the challenges of a dynamic and evolving profession in the 21st century. The BSN degree program provides the foundation for graduate study and beginning scholarship, encourages service to the profession and community and supports the concept of lifelong learning.

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Crigger, N., & Godfrey, N. (2014). From the inside out: A new approach to teaching professional identity formation and professional ethics. *Journal of Professional Nursing*, 30(5), 376–382.

Cronenwett, L., Sherwood, G., Barnsteiner, J., Disch, J., Johnson, J., Mitchell, P., Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55(3), 122–131.

Institute of Medicine (IOM). (2001). *Crossing the quality chasm: A new health system for the 21st century*. Washington, DC: National Academy Press.

Kools, S., Chimwaza, A., & Macha, S. (2014). Cultural humility and working with marginalized populations in developing countries. *Global Health Promotion*, 22(1), 52–59.

Lefton, C. (2012). Strengthening the workforce through meaningful recognition. *Nursing Economics*, 33(6), 331-355.

Miller, S. (2009). Cultural humility is the first step to becoming global care providers. *Journal of Obstetric, Gynecologic, and Neonatal Nursing*, 38(1), 92–93.

National League for Nursing. (2010). *Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing*. New York: Author.

Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9(1), 117–125.

College of Nursing Expected Student Behaviors

Expectations for each nursing clinical course are stated on the evaluations and aligned with the course outcomes. Successful completion of clinical/practicum courses depends on demonstration of these outcomes.

In addition, all students are required to follow Code of Conduct standards of behavior as outlined in the Chamberlain University Academic Catalog and Student Handbook while fulfilling the clinical/practicum requirements of the program. Failure to demonstrate integrity, ethical conduct, professional standards or any violations of the responsibilities identified in the Student Handbook may result in disciplinary sanctions as outlined in the Student Code of Conduct.

All students are expected to demonstrate professional nursing behavior and abide by Chamberlain University Expected Student Behaviors as noted in the Student Handbook, the Student Commitment to Behaviors and/or the Code of Conduct Commitment. Students are recommended to refrain from personal activities/schedules that may interfere with clinical learning.

Nurse Practitioner track students must also demonstrate advanced practice provider behaviors, as noted below, in all clinical/practicum settings and must follow all standards of conduct outlined in the Chamberlain Academic Catalog, Student Handbook, Practicum Handbook, clinical grading rubrics, Student Commitment to Behaviors found in the clinical practicum compliance packet and according to student's state nursing license requirements for both RNs and APRNs.

Failure to abide by student clinical/practicum expectations may result in an unsatisfactory performance rating, removal from the clinical/practicum site, failure of the clinical/practicum and/or failure of the course.

A pre-licensure or RN-BSN nursing student who has failed the clinical/practicum component of a nursing course by the withdrawal deadline will be administratively withdrawn and awarded a grade of Withdrawal

("W"). A Withdrawal ("W") grade is recorded for science and nursing courses when the student is failing the course at the time the withdrawal is requested.

A post-licensure graduate nursing student who has failed the clinical/practicum component of a nursing course by the withdrawal deadline will be administratively withdrawn and awarded a grade of Withdrawal Failing ("WF"). A Withdrawal Failing ("WF") grade is recorded for graduate nursing courses when the student is failing the course at the time the withdrawal is requested.

In addition, students may be immediately dismissed from the program when failure to fulfill the below expectations has been determined, by an institutional committee, to rise to the level of egregious.

The following are student general clinical/practicum expectations: (Nurse Practitioner track students also refer to the below general expected advanced practice student behaviors).

1. Students are responsible for compliance with all health and safety requirements and for providing required documentation prior to Healthcare Compliance deadlines. Students not in compliance with all requirements will not be permitted to begin their clinical/practicum rotations.
2. All students must abide by the Student Commitment to Behaviors and/or the Code of Conduct Commitment. Students must meet all College of Nursing Technical Standards with or without accommodation.
3. The student is a guest of the sponsoring agency and nurse preceptor and must meet professional standards of both Chamberlain University and the clinical site/agency and must adhere to all clinical/practicum agency policies while participating in clinical/practicum experience.
4. Student dress on-site must be appropriate at all times and abide by the clinical/practicum site's Chamberlain Professional Appearance Policy.
5. Students must arrive to all clinical assignments 15 to 30 minutes prior to faculty/preceptor scheduled start time and complete the entire shift. Any unforeseen tardiness or absence must be reported immediately to the clinical instructor/nurse preceptor, the contact for the clinical agency (if different than clinical instructor/nurse preceptor) and course faculty. A student is expected to attend all scheduled clinical assignments, including clinical orientations. Refer to the Attendance Policy in the Chamberlain Academic Catalog for more information regarding standards of attendance and the consequences of violating standards of attendance.
6. If a clinical/practicum day is canceled, the student must notify the course faculty prior to the start of the scheduled clinical/practicum day.
7. Pre-Licensure students are expected to be prepared to deliver nursing care to assigned patients as applicable. The student is responsible for planning patient care; planning may occur in advance of the scheduled shift, dependent of clinical site/agency expectations and availability.

Preplanning should include but is not limited to, the following:

- Review of patient history – Past medical/surgical, present illness and psychosocial
- Medications – Review use, administration, side effects and calculate safe dosages
- Treatments – Already received and scheduled

- Current orders – Care to be delivered
 - Nursing plan of care – Including outcomes/evaluation
8. The student must abide by the lunch/break policy of the clinical/practicum site or agency. A Pre-Licensure student may not leave the premises during a clinical experience without approval from their clinical faculty and must make their whereabouts known at all times.
 9. A student shall, in a complete, accurate and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient and the patient's response to that care.
 10. A student shall, in an accurate and timely manner, report to the appropriate practitioner, preceptor, nurse, clinical faculty and/or healthcare provider, errors in or deviations from the current valid order.
 11. A student shall not falsify any patient record or any other document prepared or utilized in the course of or in conjunction with, nursing practice. This includes but is not limited to, case-management documents, reports, time records, clinical/practicum related course documentation or any other documents related to billing for nursing services.
 12. A student shall practice within the appropriate scope of practice as set forth in all applicable state laws and regulations for a registered nurse.
 13. A student must not provide care outside of the standards of the healthcare site, the policies of the program and/or the level of study the student is currently enrolled. All care provided must be approved by the supervising clinical/practicum faculty or preceptor/mentor.
 14. A student shall implement measures to promote and/or maintain a safe environment for each patient or client.
 15. A student shall delineate, establish and maintain professional boundaries with each patient, client and/or staff.
 16. At all times, when a student is providing direct nursing care to a patient, the student shall:
 - Provide privacy during examination or treatment and in the care of personal or bodily needs
 - Treat each patient with courtesy, respect and full recognition of dignity and individuality
 17. Students are expected to be aware of and in compliance with all infection control policies and standard precautions regarding hand washing and other PPE.
 18. A student shall use universal blood and body fluid precautions established by any applicable state laws and regulations.
 19. A student shall not:
 - Engage in behavior that causes or may cause physical, verbal, mental or emotional abuse to a patient/client and/or others
 - Engage in behavior toward a patient/client and/or others that may be reasonably interpreted as physical, verbal, mental or emotional abuse
 20. A student shall not misappropriate a patient's/client's and/or other's property or:
 - Engage in behavior to seek or obtain personal gain at the patient's/client's and/or other's expense
 - Engage in behavior that may be reasonably interpreted as behavior to seek or obtain personal gain at the patient's/client's and/or other's expense
 - Engage in behavior that constitutes inappropriate involvement in the patient's/client's and/or other's personal relationships
 - Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's/client's and/or other's personal relationships
For the purpose of this paragraph, the patient is always presumed incapable of giving free, full or informed consent to the behaviors by the student set forth in this paragraph.
 21. A student shall not participate in the act of/or completion of any and all theft of property from a clinical site/Chamberlain colleague/preceptor/patient/staff or other students.
 22. A student shall not:
 - Engage in sexual conduct with a patient/client
 - Engage in conduct in the course of practice that may reasonably be interpreted as sexual
 - Engage in any verbal behavior that is seductive or sexually demeaning to a patient/client and/or others
 - Engage in verbal behavior that may reasonably be interpreted as seductive or sexually demeaning to a patient/client and/or others
For the purpose of this paragraph, the patient is always presumed incapable of giving free, full or informed consent to sexual activity with the student.
 23. A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient/client other than the spouse of the student in any of the following:
 - Sexual contact, as defined in any applicable state laws and regulations
 - Verbal behavior that is sexually demeaning to the patient/client or may be reasonably interpreted by the patient/client as sexually demeaning
 24. A student shall not self-administer or otherwise take into the body any dangerous drug, as defined by any applicable state laws and regulations, in any way not in accordance with a legal, valid prescription issued for the student.
 25. A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, alcohol or other chemical substances to an extent that impairs the student's ability to practice. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of lack of stamina, habitual or excessive use of drugs, alcohol or other chemical substances that impair the ability to practice. If students are found to have impairment, they will be removed from the clinical learning setting immediately.
 26. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol or other chemical substances.
 27. A student shall not assault or cause harm to a patient/client or deprive a patient of the means to summon assistance.
 28. A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.
 29. A student shall not participate in criminal behavior whether violent or non-violent, directed against persons, property, public order or decency. This includes federal and state laws governing billing and documentation and advanced practice provider care.
 30. A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent unless restored to competency by the court.
 31. A student shall not aid or abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a

certificate issued by the board or administration of medications as a medication aide without a certificate issued by the board.

32. A student shall not prescribe any drug or device to perform or induce an abortion or otherwise perform or induce an abortion.
33. A student shall not assist suicide as defined by applicable state laws and regulations.
34. A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information or documents to the nursing program, its administrators, faculty, teaching assistants, preceptors or the state board of nursing.
35. Personal electronic devices including but not limited to, cell phones, tablets and multifunction watches, may not be used for taking pictures, social media activities, personal conversations or checking personal email/text messages during a clinical/practicum shift. Adhere to agency policy regarding utilization of electronic devices.
36. A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the healthcare team for healthcare purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.
37. To the maximum extent feasible, identifiable patient healthcare information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient healthcare information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule or other recognized legal authority.
38. A student shall not use social media, texting, emailing or other forms of communication with or about a patient, for non-healthcare purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.
39. A student must not demonstrate a lack of good professional character as evidenced by a single incident or an integrated pattern of personal, academic and/or occupational behavior, which, indicates that an individual is unable to consistently conform their conduct to the requirements of the state nurse practice act and advanced nursing practice rules and regulations, the state board of nursing's rules and regulations and generally accepted standards of nursing practice, including but not limited to, behaviors including honesty, accountability, trustworthiness, reliability and integrity, in all forms of behavior and communication.
40. If a student is participating in a scheduled clinical experience at a facility where they are also an employee, the student shall only perform in the role of the student and not as an employee during the scheduled student clinical experience and must abide by Chamberlain policies and procedures. In addition, the student must wear their Chamberlain identification badge and uniform as per Chamberlain policy, and clearly identify and communicate to staff on the unit they are in the role of a student nurse for that scheduled experience. During non-student scheduled experiences, the student wears employer required dress/uniform and performs only those skills/tasks permitted as an employee of the facility.

The following are additional advanced practice student clinical/practicum expectations for Nurse Practitioner track students:

1. **Attendance and Tardiness:** Students must arrive to all clinical assignments at least 15 minutes prior to scheduled start time and complete the entire scheduled clinical day. Any unforeseen tardiness or absence must be reported immediately to the course faculty and preceptor prior to the scheduled practicum day. Advanced practice students are highly encouraged to set out all clinical days with preceptors prior to the beginning of clinical and to have consistent clinical days throughout each week to allow clinical sites the flexibility and planning to take on more students (i.e., scheduling every Monday and Tuesday or Monday and Wednesday of each week).
2. **Preparation for Clinical:** Students are to come to clinical practicum with a good foundational knowledge in pharmacology, pathophysiology and advanced health assessment. Students must be able to conduct a complete history and physical on all age groups and bring appropriate references to clinical. Students are expected to have done weekly reading prior to clinical attendance each week.
3. **Mandatory Clinical Toolkit:** Lab coat, stethoscope, student Chamberlain ID, pharmacology reference and clinical guideline book at minimum. Other references as deemed appropriate for the clinical site and patient population are encouraged. See individual clinical practicum course recommendations.
4. **Professional Appearance:** Students should wear business casual clothing to clinical with closed toe shoes and mandatory clinical toolkit items above. Students must abide by Chamberlain and clinical agency dress code policies at all times.
5. **Professional Conduct:** The student is a guest of the sponsoring agency and preceptor and must meet professional standards of both Chamberlain University and the clinical site/agency.
6. **Cell Phones:** Cell phone use in clinical for personal email, gaming or social media is not allowed. Cell phone use for medical applications and patient care is encouraged. Communication with preceptors, clinical staff, practicum team members and faculty should occur through email or scheduled phone conference, not via text messaging.
7. **Documentation:** Documentation at clinical practicum sites and in clinical software should be timely and accurate. This includes all patient records, billing and clinical logs.
8. **Scope of Practice:** The student is responsible to practice according to the scope of practice of both the nurse practice act and any advanced practice laws and regulations according to their state of clinical practicum and any current states of license.
9. **Relationships:** The student is expected to conduct themselves in a professional manner in all clinical and classroom settings; this includes not using patients, preceptors, other students or faculty for personal gain or inappropriate involvement. Students should not engage in sexual conduct with preceptors, faculty or patients nor conduct themselves in any manner that may reasonably be interpreted as sexual or sexually demeaning.
10. **Theft of Property:** A student shall not participate in the act of/or completion of any and all theft of property from a clinical site/ Chamberlain colleague/preceptor/patient/staff or other students.
11. **Integrity:** A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information or documents to the nursing program, its administrators, faculty, teaching assistants, preceptors or the state board of nursing. The student must adhere to all clinical agency policies while participating in clinical experience. Students shall hold in confidence all personal

matters committed to their keeping and all family affairs coming to their knowledge during their clinical experiences.

Pre-Licensure BSN Student Uniform & Professional Appearance Policy

Students are required to purchase and wear the approved Chamberlain uniform when participating in all clinical learning activities unless otherwise specified by the clinical partner. Certain clinical partners may have additional dress regulations and uniform requirements. The policies of an affiliated clinical agency/partner hosting students for rotation may be different and always supersede Chamberlain's dress code. Check with your clinical coordination specialist for additional requirements.

- Students purchase their uniform and clinical kit during NR-222 (see ordering information below). Uniforms may be required for purchase prior to NR-222 at program leadership's discretion.

Chamberlain uniforms are only permitted to be worn during Chamberlain approved clinical learning activities and at program leadership direction. The use of the Chamberlain uniform outside of clinical learning is prohibited. Identification badge and Chamberlain branding must be covered or removed when not in a clinical learning setting.

Note: Clinical learning activities include clinical credit and lab credit hours. Simulation could be performed in clinical or lab.

General Rules, Requirements & Information

1. Chamberlain cobalt blue tunic top with pockets and a Chamberlain logo embroidered on upper left chest area.
2. Pants in Chamberlain cobalt blue.
A scrub dress or ankle-length skirt options are available in cobalt blue. White tights must be worn with the scrub dress and knee length white socks with the ankle-length skirt.
3. Head coverings (religious or otherwise) need to be white, cobalt blue or black and free of decorative items.
4. White socks (mid-calf or knee length) and white nurse's shoes or white solid material (no color), non-mesh athletic shoes must be worn (closed flat heel and toe). Shoes worn in clinical areas must cover the entire foot.
5. Identification badges (Chamberlain and/or partner) should be attached to the upper right collar area (or in a location identified by the clinical partner) and worn at all times.
6. Stethoscope with bell and diaphragm.
7. Watch with a second hand capability.

Additional Required Supplies

- Penlight
- Bandage scissors
- Small notepad
- Black ball-point pen
- Clinical kits/lab bag - required for NR-224 (on-site students) and for the on-site retreat (online students).

Note: Uniform requirements may vary. See your clinical coordination specialist for the specific uniform requirements for your location and/or clinical site.

Optional (at Program Leadership Discretion)

- White lab coat with the Chamberlain logo embroidered on upper left chest may be worn over appropriate dress street clothes (no jeans, shorts or sandals).
- Cobalt blue, white or black fitted top can be worn under uniform.
- Additional uniform requirements in the form of a mask may be required by the facility. If non N95 or KN95 masks are permitted, then the mask should be white, cobalt blue or black and free of decorative items. A surgical mas may also be worn.

Professional Appearance

- Nursing is a professional setting that requires conservative and natural appearance. Professional appearance includes good grooming and appropriate use of cosmetics and jewelry. Uniforms must be clean and well maintained.
- Hair is to be worn back and up and away from the face. Longer hair must be tied back in a neat manner. Hair colors must be of natural tones. Non-natural colors such as pink, blue, etc., are not permitted.
- Natural nails must not extend beyond fingertips. Artificial nails and nail polish are not permitted.
- Jewelry is limited to a simple non-jeweled band (one ring per hand). One pair (one in the entire ear) small post earrings. Facial and tongue jewelry are not allowed. Ear gauges or any other facial piercings should be closed with clear plugs or matching skin tone.
- All body art/tattoos that are visible (except fingers) must be covered. Examples of coverage include:
 - Snuggly fit long sleeve shirt and/or a turtleneck worn under student's uniform top.
 - Makeup
 - Bandages
- Students must be clean-shaven or have short neatly trimmed facial hair.
- Undergarments should not be visible at any time.
- Gum chewing is not permitted in the clinical learning area.

Uniform & Clinical Kit Ordering

Ordering Chamberlain University College of Nursing uniforms and clinical kits is easy and convenient. Log on to the My Chamberlain portal experience at community.chamberlain.edu and under the Academics section, click on **Bookstore**. Or visit chamberlain.edu/uniform.

College of Nursing Technical Standards

Chamberlain University is committed to the achievement of superior student outcomes for a diverse population of students. Learning is designed to provide all students with the best academic experience and support services to become extraordinary nurses. Clinical education is designed using a holistic experiential learning model that recognizes and fosters each student's professional potential to ultimately improve patients' health outcomes in communities across various fields of care.

When considering a nursing program, the student must evaluate their abilities and skills. To succeed in a pre-licensure nursing program or post-graduate nursing program, a student must possess certain abilities and skills deemed essential functions for the care of the patients they will serve.

Students seeking admission and currently enrolled students should be aware that all students must meet technical standards with or without reasonable accommodations in addition to meeting academic standards.

Students will be required to maintain satisfactory demonstration of both academic and technical standards for progression through the program.

A candidate for Chamberlain's pre-licensure or post-graduate nursing degree program must have abilities and skills in five areas: Acquiring Information, Developing Communication, Use and Interpretation of Data, Integration of Knowledge to Establish Clinical Judgment (Intellectual and Motor) and Developing Appropriate Professional Approaches (Behavior and Character).

Chamberlain is committed to excellence in accessibility to education; we encourage students with disabilities to seek accommodations. To make an accommodation request contact the Office of Student Disability Services at chamberlainosds@adtalem.com.

Acquiring Knowledge

- Must demonstrate ability to learn in classroom and education settings, to find sources of information and acquire the knowledge as well as to be a life-long learner who can adapt their skills to new developments and techniques.
- Acquire knowledge from demonstrations and experiences in didactic, experiential learning and clinical environments, which include group and physical demonstrations.
- Acquire knowledge from written documents and electronic systems which include scholarly articles and journals.
- Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal communication.

Developing Communication

- Must demonstrate communication skills for sensitive and effective interactions with patients, families and/or communities and teams.
- Communicate effectively with faculty, preceptors and all members of the healthcare team in didactic, experiential learning and clinical environments.
- Elicit information including a medical history and other details to adequately and effectively evaluate a patient's condition.
- Maintain accurate patient records.
- Communicate effectively in order to elicit information, describe changes in mood, activity cognition and posture and assess communications.
- Deliver communication that is concise, pertinent and complete to ensure safe transitions in care or elicit action in critical situations.

Use and Interpretation of Data

- Must accurately perform physical examinations and diagnostic exercises to assess and monitor health needs.
- Be proficient in performing and directing basic laboratory testing.
- Must meet applicable safety standards for the environment and follow universal precaution procedures.
- Use and interpret information from assessment techniques/maneuvers such as those involved in assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.
- Use and interpret information related to physiologic phenomena generated from diagnostic tools (i.e., sphygmomanometer, otoscope, ophthalmoscope) during a comprehensive examination of a patient.

- Obtain and interpret information from assessment of patient's/client's environment and responses to health across the continuum (spanning time and differing circumstances).

Integration of Knowledge to Establish Clinical Judgment (Intellectual and Motor)

- Synthesize information, problem solve and think critically to judge the most appropriate theory assessment strategy and plan of care.
- Measure, calculate, reason, analyze and synthesize data related to patient diagnosis and treatment of patients.
- Re-evaluate plan of care and make appropriate changes based on patient's clinical indicators as well as physiologic and psychologic response.
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the appropriate role level for which the student is being prepared.
- Ask for help when needed and make proper judgments of when a nursing task can or cannot be carried out alone.
- Possess psychomotor skills necessary to provide holistic nursing care and perform or assist with procedures, treatments and medication administration.
- Practice in a safe manner.
- Appropriately provide care in emergencies and life support procedures.
- Perform universal precautions against contamination.
- Develop and evaluate plans of care.

Developing Appropriate Professional Approaches (Behavior and Character)

- Must have the ability to effectively handle and manage heavy workloads, function effectively under stress, adapt to changing environments, display flexibility and function in the face of ambiguity inherent in the clinical problems of patients.
- Maintain mature, sensitive, effective relationships with clients/patients, families, students, faculty, staff, preceptors and other professionals under all circumstances.
- Exercise skills of diplomacy to advocate for patients' needs.
- Manifest concern for others.
- Demonstrate integrity, accountability, interest and motivation.
- Demonstrate intent and willingness to follow the American Nurses Association (ANA) Standards of Care and Nursing Code of Ethics.

My Chamberlain Portal Experience

Manage your education anytime from anywhere. Your Chamberlain student portal experience contains all the resources for student success in one convenient location. community.chamberlain.edu features a personalized home page and dashboard, enhanced functionality and access to all the resources you need with a single login.

For more information on community.chamberlain.edu, contact your academic support advisor.

Login Information

- Go to community.chamberlain.edu
- Click on the **Student Login** button and use your Student ID (D#) and your network password to log in
 - For students logging in for the first time, please follow the default password requirements at community.chamberlain.edu/help

- You will be prompted to create a new password
- Set up challenge questions for added security and click **Ok**

Note: Your Student ID (D#) is included in your Chamberlain Acceptance Letter or you may contact your academic support advisor.

Access

- Email
- Your Student Account
- Resources and Help
- Your Class Schedule
- Your Grades
- Perspectives Student Assistance Program
- Student Surveys and End of Course Evaluations
- Browse Courses
- Self-Register for Classes
- Online Learning Platform
- DegreeWorks
- Bookstore
- Uniforms
- Fieldwork Practicum Application and Information
- Finance and Tax Information
- Financial Aid Resources
- Chamberlain Catalog
- Student Handbook
- CareerCare
- Library and Online Library
- IT Help Desk
- Pay Bills

Contact

- Your Advising Team

Request

- Enrollment Verification
- Chamberlain Transcript

Safety

- SIREN Emergency Communication and Alert System

My Chamberlain: Student Portal Mobile App

(Available for iPhone® and Android™ devices)

Access all the Chamberlain resources you need at your fingertips.

Go to class:

- Participate in your discussion threads for all your courses
- View your term grades
- Download transcripts and student records

Stay informed:

- View your class schedule
- Reference the Chamberlain Academic Calendar
- Check out the latest Chamberlain news and announcements

Stay connected:

- Contact Academic Advising and the Help Desk
- Access your Chamberlain email, the library and bookstore
- Easily network and connect with other students

Manage your mobile account:

- Reset your password
- Complete the survey and give us feedback

Get Connected!

Download the My Chamberlain: Student Portal Mobile App

For Chamberlain Mobile App Support

contact mobilesupport@adtalem.com

iPhone is a registered trademark of Apple, Inc. The trademark Android is owned by Google Inc. Apple, Inc. and Google Inc. do not sponsor or endorse Chamberlain University in any manner.

Student Identification (ID) Card

In an effort to ensure the safety of our campus, students are required to wear their ID badge at all times while on campus. The badge can be worn around your neck with an approved Chamberlain lanyard or on a clip, as long as the ID is visible.

Pre-Licensure nursing student IDs are issued during new student registration. BSN online option, Post-Licensure nursing and graduate students needing a student ID should contact their student support advising team at **888.556.8226**. All enrolled students must have in their possession a student identification card while on University property. The ID card is intended to serve as proof of an individual's status at Chamberlain and provides access to many resources provided by the University. An ID card is required for display on campus property, attendance in class, lab and clinicals, student activities, library and lab checkout, book purchases, etc. Students must show their ID upon request to any University official or security officer. A color scheme has been instituted to better identify authorized Chamberlain individuals on campus.

- Teal Lanyards: Chamberlain Students
- Green Lanyards: Visitors
- Royal Blue Lanyards: Chamberlain Faculty/Colleagues

If you do not have an active ID badge or forget your badge, you will need to register with security at the front entrance. You will be given a temporary badge and further steps will be taken to help you obtain a new badge, if needed.

If you are in need of a teal lanyard, please contact student services. Replacements for lost ID cards may be purchased. Be sure to bring a copy of your state issued ID to obtain a replacement ID card.

Student Email

Email is the main form of communication from faculty and colleagues to students. Students should check their Chamberlain email account daily.

To Access your Chamberlain Email Account

- Log onto **community.chamberlain.edu**
- Click on **Access Your Email** located under the **Quick Links** section
- Email address – **firstname.lastname@my.chamberlain.edu**

- You can also access your email from **outlook.com/my.chamberlain.edu**. Your default password is your date of birth plus “-c” (YYYYMM-c). You will be required to change your password at first login.

Questions? Call the Help Desk at 877.366.9388

Note: Chamberlain email accounts should be used for academic purposes only.

Online Learning Platform

The Canvas learning management system (LMS) and Chamberlain's Personalized Learning Platform along with other curriculum resources provides for an enhanced Chamberlain student experience. This integrated curriculum experience aligns with our focus and commitment at Chamberlain University to our students' success. We strongly believe that these platforms provide our students with the best tools and resources to be most successful. The Canvas LMS provides the following benefits to students:

- **Easy to use and navigate** – easily access your courses and the tools and resources you need
- **Helpful organization support** – stay on top of your assignments with the to-do list and calendar
- **Personalization notifications** – choose how and when you want to be notified about assignments, due date changes, discussion replies and more

For online access to courses, log in to your My Chamberlain experience at **community.chamberlain.edu** and toggle over to the left menu to the “Go To Class” tab. Click on the session you are enrolled in to view your classes.

From this site, you will be able to:

- View syllabi, weekly assignments and discussions, calendar, tutorials, course resources and grades
- Post discussions
- Send email messages to your professors and other students in your course
- Submit assignments¹
- Access tools and resources

Note: All courses will be available the weekend before classes start.

More Learning Resources

- Comprehensive support tools built into all your nursing courses, from your initial nursing course through Capstone – videos, case studies, adaptive quizzing, and more
- Customized plans for learning course content throughout your program, helping you to relearn content and strengthen your skills as you go
- 16 week Chamberlain Readiness program to help you finish the nursing program strong and be prepared to take the NCLEX-RN®

¹ Students may be required to take exams on campus, in a proctored environment.

Your Chamberlain Campus

- Visitors at a Campus or Center
- Student Commons
- SIREN
- Computer Labs
- Wireless Access on Campus
- SIMCARE CENTER™
- Chamberlain Safe App
- Center for Academic Success (CAS)

Visitors at a Campus or Center

All visitors must register at the front desk to obtain a green lanyard and visitor's pass that is to be worn at all times while on campus. Any child that is brought to the campus must be under constant supervision of the responsible party. Children may not be brought to class, lab or clinical sessions, the library or Center for Academic Success (CAS). Upon departure from campus, lanyards and passes must be returned to the front desk.

Students may bring prospective students to on-site classes as guests; however, they must first receive approval to do so from the campus president and the course faculty. Contact the Chamberlain front desk for more information.

Student Commons

The Student Commons is the perfect place for students to rest, study or socialize and network with classmates before, after and between classes. The Commons is equipped with wireless internet access, perfect for accessing online coursework, conducting research or just taking a break. Most Commons are equipped with USB ports for charging and improved connectivity and vending machines for when students need to recharge.

SIREN

SIREN is a system that keeps you informed about campus emergencies. You will be informed via cell phone and/or email. Emergencies can be related to weather, power outages, lock downs or closures.

To register for SIREN, visit My Chamberlain at **community.chamberlain.edu** and navigate to the **Support** page. Scroll down the page and select the “**Update SIREN Preferences**” button on the right. Complete your SIREN registration by the first week of class. It is important to remember to update your siren registration whenever your personal information is updated.

Computer Labs

Each location has at least one computer laboratory or wired classroom where students may study and complete assignments. The Internet is also available for student use.

Computer labs include networked, PC-compatible computers. Local Area Networks (LANs) provide access to a wide range of software and services.

Labs are accessible at scheduled times during instructional hours and may be available after classes or in open-labs sessions. Students may

use labs during unscheduled hours with permission from an appropriate staff member.

Wireless Access on Campus

Connecting to Chamberlain's wireless network:

1. Enable your computer's wireless.
2. Select **Student** from the list of wireless networks (ensure that you check the **Connect Automatically** check box).
3. When prompted to type the network security key, enter **student123** and click **OK**.
4. Launch an Internet Browser (Chrome, IE, Firefox or Safari) and when prompted to login enter your **Student ID (D#)** and **network password** and click **Sign In** to connect to the network.

To access a complete list of wireless specifications, instructions and troubleshooting tips, download the **Wireless Internet Guide** at chamberlain.edu/wirelessaccess or call the Help Desk at 877.366.9388.

SIMCARE CENTER™

The Chamberlain SIMCARE CENTER™ provides campus-based students the opportunity to work with high-fidelity and medium-fidelity human patient simulators, patient-monitoring equipment, a birthing simulator and other assessment tools. From electronic medication dispensers to hospital beds, Chamberlain's SIMCARE CENTER™ facilities closely replicate hospital and clinical settings.

The SIMCARE™ team, in collaboration with faculty and other Chamberlain support services, provides the opportunity for students to practice their bedside nursing skills and increase their confidence in a safe and realistic patient care environment.

Chamberlain Safe App

Developed by the Safety and Security Department, the Chamberlain Safe App addresses student safety and keeps you aware of campus situations in real-time. Including weather-related closures and other crisis-related matters.

You can now download the Chamberlain Safe App on your phone to assist in emergency situations while on campus. In an effort to continually search for innovative ways to support our colleagues, students and members, the Adtalem Enterprise Safety and Security team has introduced the Chamberlain Safe mobile application designed specifically for Chamberlain colleagues and students.

The Chamberlain Safe App contains information you need during an emergency, like emergency plans and in-app solutions for calling emergency services but also features:

- Tips on how to be more "security smart," including how to be more aware of your surroundings, report suspicious or illegal activity and what to do in an active shooter scenario
- First aid information, including procedures for medical events like a seizure or chest pain
- Severe weather alerts for the area

Within the app, you can also choose settings for notifications and provide feedback. The app is intended to work in conjunction with other notifications such as SIREN alerts.

If you have questions, please contact us at securityalert@adtalem.com.

Center for Academic Success (CAS)

The Center for Academic Success (CAS) provides pre-licensure students with an opportunity to enlist the services of peer and professional tutors for assistance with course content in nursing. Special support can be arranged for professional tutoring in general education courses. Tutors can provide resources for academic support, advice on how to study, National Council Licensure Examination (NCLEX) preparation and insight into particular classes and instructors. The CAS also holds interactive workshops and study sessions for nursing and general education topics, such as academic writing and pharmacology.

Student Support

- Academic Support Advising
- Student Finance
- Interaction with Faculty and Administration
- Bookstore
- Student Assistance Program - Perspectives
- Library Resources
- Career Services
- Early Alert Program
- Class Size
- Housing
- Get Support

Academic Support Advising

The role of the academic support advisor at Chamberlain is to enhance the student experience and support student success through proactive, informed and compassionate advising.

Your advisor can assist you with:

- **Course planning**
- **Identifying resources to promote academic progression**
- **Registration** – Students can register by contacting their academic support advisor. In some locations, students can also register through the My Chamberlain portal. If registering through the student portal, students should reference the graduation plan provided by their academic support advisor to ensure enrollment in the appropriate coursework. Many locations have a registration deadline. Please contact an academic support advisor for more information. It is the student's responsibility to inform their academic support advisor of any changes in registration. Students with a compliance, financial or other hold will be unable to register until their hold has been cleared. Students wishing to drop, add or withdraw from a course should contact their academic support advisor. To help ensure academic integrity, pre-licensure nursing students that register for online nursing courses may be required to take their unit exams and final exams on campus, in a proctored environment. To ensure compliance with state regulations, students are discouraged from changing course sections after initial registration. In addition, students may be subject to administrative course section moves at the discretion of Chamberlain. Information about on-campus testing will be provided in your course syllabi.
- **Attendance questions**

- **Proficiency examination questions**
- **Academic questions**

Detailed information regarding all academic policies is available at chamberlain.edu/catalog. It is important for students to familiarize themselves with these policies to ensure academic success throughout their program.

Students are encouraged to contact their academic support advisor with any questions or needs. Academic support advisors may also contact students to increase student awareness of issues that may negatively impact their academic success and to help students identify faculty and university support services to help students successfully complete their course of studies.

Student Finance

At Chamberlain, we recognize that your education is a significant investment. More than 80 percent of Chamberlain students receive some form of financial aid. Financial aid is available in the form of federal and private loans, scholarships, grants and work-study to those who qualify. At Chamberlain, we actively work to keep costs down while maintaining the highest educational standards. We will do everything we can to help you earn your nursing degree, including helping you identify all your financing options and helping you apply for financial assistance. For the most up-to-date information on tuition and expenses, refer to chamberlain.edu/tuition.

If you are planning to use financial aid, October is the time to renew your Free Application for Federal Student Aid (FAFSA®) at fafsa.ed.gov.

Chamberlain FAFSA school code: 006385

Indianapolis students, please include E02182 as your first school code (in addition to 006385) to be considered for Indiana state grant funds.

If you need more information on various programs offered by Chamberlain, visit chamberlain.edu/financialaid.

- Loans and grants are generally disbursed between Week 2 and Week 5
- Title IV credit balance payments are issued within 14 days of having a credit balance

Student Finance Advising

- **Financing questions** – If you are using loans to finance your education, it is important you understand your borrowing history and how it will impact your future. To assist you, utilize Financial Tools available on your student portal to help you understand your loan borrowing history, your academic progression in relationship to your aggregate loan limits and the impact of your academic and borrowing decisions on your student loan repayment amount. Visit community.chamberlain.edu and select Financial Tools. You will have access to create, monitor and edit an Estimated Financial Plan as you progress through your program.

Payment Information

- Pay your monthly bill online at community.chamberlain.edu
- Check, credit card payments, private loans and outside scholarship refunds will remain on your student account to be used for future charges unless the "hold cash" authorization is rescinded
- Set-up direct deposit for a quicker, safer and more convenient refund

- Refer to the Cancellation and Refunds Policy section of the academic catalog at chamberlain.edu/catalog.
- For your state specific minimum refund policy, visit chamberlain.edu/student-consumer-information#statedisclosures

FAFSA® is a registered trademark of the U.S. Department of Education.

Student Payment Options

If you need payment options, Chamberlain has payment plans and other funding options available. Students whose financial aid fully covers their costs or who pay their entire non-covered balance by the first day of a session, do not need to enroll in a plan.

Monthly Payment Plans

- Make monthly payments during the session/semester
- For students who are not using financial aid or outside funding and want to make monthly payments or are using outside aid but want to make monthly payments to resolve any non-covered balance

Deferred, Direct & Extended Payment Plans

- Available to students providing proof of reimbursement or who have exceptional circumstances

For additional information, contact your student finance advisor.

Chamberlain Scholarship Opportunities

Chamberlain offers a range of merit- and need-based scholarships to assist students in funding their tuition.

For the list of Chamberlain scholarship opportunities, visit chamberlain.edu/scholarships.

Note: Scholarship recipients are responsible for all other educational expenses.

Student Employment

Chamberlain employs students in several roles, both through the Federal Work Study program and through regular employment. Your student finance advisor can determine if you are eligible for the Federal Work Study program and can also provide information about all available positions at the University.

In addition, information for other part-time opportunities may be available through the Career Services Office or the Perspectives student assistance program.

- Office assistants
- Peer tutors
- Lab assistants
- Other

FWS opportunities are only available to those who qualify. For more information on FWS opportunities, contact your student finance advisor.

Interaction with Faculty and Administration

Healthcare Requires a Different Way of Learning

Learning in healthcare requires knowledge and understanding of the human condition and application of this knowledge to improve the health and wellbeing of individuals, families and communities. Healthcare professionals are required to use their intellect and practical skills

to respond to the needs of people dealing with health challenges and conditions. This is true of all levels of preparation for practice. Chamberlain University education has been designed to prepare you with the knowledge and competencies to respond effectively to the needs of those you serve.

The education we provide at Chamberlain University fosters the type of learning we think best prepares you for a successful future in healthcare. We believe that learning occurs best in environments where faculty and students work together for deep learning which prepares students for the critical role they play in healthcare. This involves three important intellectual capacities upon which you are evaluated: analysis, synthesis and application. These are described below:

- **Analysis** – Breaking down the whole and understanding the individual components and how they interact and impact each other
- **Synthesis** – Collating and combining information from a variety of sources to make a comprehensive, clinically-proficient decision
- **Application** – Taking information and applying it to the unique and specific situation confronting you

Your faculty will provide you with all the resources and support you need to develop your abilities to analyze, synthesize and apply knowledge in the health professions.

Interaction with Faculty & Administration

The faculty, administration and colleagues of Chamberlain University are committed to supporting student success. The administration and faculty make every effort to maintain open communication with students so that students may actively participate in their education. Take the opportunity to meet with your faculty and talk about your education goals as well as those challenges that impact your learning. There are a variety of ways that you can communicate with the faculty and academic leaders. These include office hours onsite and online. What is most important is that you reach out and take advantage of all the opportunities you have for communication and support. We welcome your participation with us in creating the best possible learning environment for your success.

Students are provided with an array of resources and coaching to support their academic success. Faculty and staff are dedicated to serving you through these programs. Graduate students will benefit from the Student Success Strategies offered online. These resources are vital components of **Chamberlain Care®**.

Bookstore

Students are required to purchase standard textbooks, electronic versions of textbooks (eBooks), lessons and/or supplies. These costs may vary by the student's semester and program. Some courses may require an eBook if a standard textbook is not offered. Students have the opportunity to purchase textbooks for courses they are enrolled in through the Chamberlain bookstore at **chamberlain.edu/bookstore** or through Single-Sign On on the **My Chamberlain** portal at **community.chamberlain.edu**.

For additional information regarding textbooks and supplies, contact your student services office. The bookstore will begin accepting orders on Monday of Week 5 of the previous session. Purchases may be charged to your student account or to a credit card.

Printed eBooks – A printed eBook is a printed softcover version of an electronic textbook. Most eBooks are available for purchase as a

printed eBook. While most printed eBooks are black and white, a few are available in color. Printed eBooks are identical to the course eBook and aren't required; they're simply an option for students who want a printed textbook. In order to be eligible to order a printed eBook, you must have purchased the eBook(s) for the course. See the bookstore for more details. For additional information regarding which courses have eBooks and the costs associated with them, contact your student services office.

Student Assistance Program - Perspectives

The Perspectives student assistance program is a 24/7, complimentary, confidential support program for Chamberlain students, their family members and significant others.

Through the Perspectives program, Chamberlain students, their family members and significant others can receive assistance with issues such as:

- **Emotional Support:** Stress management, anxiety, depression, grief and family/relationship issues
- **Academic Support:** Testing-taking skills, study tips, tutors and study assistance, skill building, time organization
- **Student/Life Balance:** Financial resources, budgeting, legal resources, child care and elder care resources, career development, workplace training
- **Active Military and Veteran Resources:** Deployment, health and wellness, reintegration support, veteran resources and benefits

To learn more about the Perspectives Student Assistance Program, visit the Student Resource Center: Perspectives

To access Perspectives:

- call or text 800.456.6327
- visit: <http://www.chamberlain.edu/studentassistance>

You will need to sign up on the first login and set up your own username and password, which you will use ongoing:

Company/Student Code: CHAMBERLAIN

Your Email Address: *(your email will be your username)*

Your Password: *create your own unique password*

Library Resources

library.chamberlain.edu

The goal of the Library is to create a virtual learning environment that teaches information literacy. To be information literate, the student must be able to effectively find, evaluate and use information. Chamberlain master's-credentialed Librarians help students develop these skills through online workshops covering various topics and virtual reference services, including answering research questions via chat, email, text and one-on-one appointments. Visit the Library's **Get Research Help** page for a complete list of service hours. All library services and events are scheduled in the central time zone.

Library Databases

The Chamberlain University Library is a fully virtual library that offers a large collection of the most relevant and current resources, including full-text journals, electronic books, videos, reference materials, library

guides for each degree path and more. All Chamberlain students can access these resources through the Library's single, unified search system on the library homepage or the list of subscription databases in the Databases A to Z list. To access these resources, log in using the same credentials as your My Chamberlain portal and Canvas.

Career Services

Chamberlain offers a variety of self-service career resources to students and alumni including CareerCare, Chamberlain's job board and career resource site. Through this site, we are connecting our ever-growing and nationwide network of Chamberlain students and alumni with healthcare organizations through degree-related job boards exclusively for Chamberlain. Additionally, the CareerCare resources allow for students and alumni to build their career profile, create and store a resume, search and apply for positions, learn about career events and access a range of career resources. Our commitment to students does not end at graduation. While employment cannot be guaranteed, career resources are available to work with students throughout their program and after graduation.

Students and alumni can access the CareerCare site through their student portal experience at community.chamberlain.edu > **Career Services** > Access CareerCare.

Early Alert Program

Identifies students who are experiencing academic performance issues early to proactively address issues and help increase student success.

Class Size

Class sizes on average have 25 students but on occasions have seated over 50. Undergraduate campus-based online class sizes are limited to 35 students.

Housing

The Perspectives student assistance program can provide assistance to students with their housing needs. Students who need help locating housing or who have problems related to living arrangements should contact a Perspectives specialist by calling **800.456.6327** or visiting the **Student Resource Center: Perspectives**.

Chamberlain is committed to a policy of nondiscrimination in housing, and all housing to which students are referred complies with this policy.

Chamberlain does not have dormitory facilities.

Get Support

Through community.chamberlain.edu you can submit a question to your academic support advisor and clinical or experiential learning coordinator.

Requesting Support

- Select **Support** from the left navigation
- Click **Submit a Support Request**
- Select the **Department** you have a question for
- Select **Request Detail**
- Click **Continue**

- Enter a subject and ask your question in the description
- Select **Continue**

Note: Your support team makes every effort to respond to all inquiries within two business days.

Get Involved

- Chamberlain ACHIEVE
- Student Organizations
- DAISY Foundation
- National Nurses' Month
- Susan G. Komen Race for the Cure®
- Global Health Education Program
- Alumni Association

Chamberlain ACHIEVE

ACHIEVE, Chamberlain's Co-Curricular Platform

Chamberlain.edu/ACHIEVE

ACHIEVE is Chamberlain University's dynamic co-curricular platform, providing students with a centralized hub for exploring and engaging in experiences, organizations, and events that support involvement and professional development. Accessible at chamberlain.edu/ACHIEVE, ACHIEVE is the gateway to a vibrant community, enriching the student journey beyond the classroom.

Unlock a World of Co-Curricular Experiences

Co-curricular refers to activities or experiences that complement and enhance the traditional academic curriculum, often involving extracurricular pursuits, skills development, and practical learning.

Co-curricular experiences play a vital role in your personal and professional development. They provide opportunities to enhance your skills, explore new interests, and build a well-rounded profile. Getting involved in co-curricular experiences at Chamberlain helps shape your complete student experience.

Within ACHIEVE you can:

- **Enrich Your Experience:** Dive into a world of organizations, experiences, and events designed to complement your academic journey.
- **Experience Personal Growth:** ACHIEVE is not just about ticking boxes; it's about personal growth and strategic skill development for your holistic development.
- **Connect and Network:** Build lasting connections with peers through Student Organizations who share your passions and ambitions within the Chamberlain community and become a part of something greater.
- **Track Your Progress:** Monitor and track your co-curricular achievements on your ACHIEVE transcript, showcasing your experiences and skills to potential employers and your network.

ACHIEVE Competencies:

Rooted in Chamberlain University Learning Competencies and NACE Career Readiness Competencies, the seven ACHIEVE competencies form the foundational framework for the platform. Co-curricular activities, events, and experiences are purposefully linked to ACHIEVE competencies, showcasing the deliberate development and application of vital skills. This intentional connection offers a holistic perspective on

how students acquire and showcase crucial skills throughout their co-curricular journey.

Click here to view the seven ACHIEVE Competencies.

Tracking your Development & Achievements:

The ACHIEVE transcript allows students to document the various co-curricular experiences they engaged in and the associated competencies developed through practical application. Each experience and competency listed on your ACHIEVE transcript is validated by the university and authenticates your learning outcomes. Your ACHIEVE transcript is a Chamberlain University document and should be used to complement your academic transcript. It functions as a valuable tool for networking, to develop your portfolio, and to demonstrate your development and achievements skills to a potential employer.

Click here to view a sample ACHIEVE transcript.

Recognized Student Organizations (RSO)

Chamberlain ACHIEVE will house the Recognized Student Organizations (RSO), which offer students a valuable opportunity to engage and be involved with their Chamberlain community.

RSOs exist to enrich the classroom and community experience for our students. Every student is encouraged to participate, whether by joining an existing organization or taking the initiative to create a new RSO.

Additional information on RSOs is accessible in ACHIEVE. To learn more about ACHIEVE or RSOs, email studentlife@chamberlain.edu.

Download the ACHIEVE Mobile Application Today!

For added convenience, download the ACHIEVE mobile app:

- Search for "Modern Campus Involve" in the Apple or Android store, and download/install
- Select "Find My Campus"
- Search for "Chamberlain University"

Student Organizations

A variety of services are available to students in order to support and enhance their experiences at the University. Services and organizations are available to promote a feeling of community and comfort, as well as affording students the opportunity to participate in leadership and decision-making roles.

To learn more about Student Organizations and access helpful resources and documents, visit Chamberlain ACHIEVE.

Student Government Association (SGA)

Chamberlain University welcomes and encourages students to participate in the Student Government Association (SGA). SGA members advocate for students and serve as liaisons between faculty and students. This organization is offered to both onsite and online nursing programs. Students should contact a academic support advisor for more information.

National Student Nurses Association (NSNA)

Chamberlain University students are encouraged to participate in the National Student Nurses Association (NSNA). Participation in this national group includes membership at both the state and local levels. It introduces students to the professional organization and informs them of current issues in the nursing field.

Chamberlain University College of Nursing Honor Society, Sigma Theta Tau, Phi Pi Chapter

The goal of the Honor Society is the recognition of graduates and community leaders for their scholarship, research and nursing excellence. Membership is by invitation to undergraduate BSN students, RN to BSN option students, MSN and DNP graduate students and nurse leaders who demonstrate achievement in the field of nursing. For more information on Chamberlain University College of Nursing Honor Society, Sigma Theta Tau, Phi Pi Chapter, visit chamberlain.edu/honorsociety.

Student Advisory Board

The Chamberlain Student Advisory Board provides online students an opportunity to provide feedback regarding classes and educational resources. Students interested in serving on this board should contact their academic support advisor for more information.

University Committees

Chamberlain welcomes student representation on committees. Program administrator, academic dean and directors appoint representatives to Chamberlain's standing committees. Committee membership provides an opportunity to participate in a review of curriculum, resources, services, facilities and policies. Students who are interested in serving on a committee should contact their SGA advisor or their academic support advisor for more information.

Note: Not all student organizations are available on all campuses/programs.

DAISY Foundation

Chamberlain University is a proud partner of the DAISY Foundation, a non-profit organization dedicated to recognizing extraordinary nurses for their skill, kindness and compassion provided to their patients and families. Chamberlain University participates in both The DAISY Award for Extraordinary Students and the DAISY Faculty Award programs. These recognition programs honor nursing students for demonstrating skills and compassionate patient care and faculty members who make a difference in the lives of many through their work. Together, we hope to encourage a lifetime of learning through continuing education and degree advancement at every stage of healthcare professionals' careers.

For more information on Chamberlain University College of Nursing, DAISY Foundation award, visit chamberlain.edu/daisy.

National Nurses' Month

During the month of May, Chamberlain unites students, faculty and colleagues to celebrate National Nurses' Week and Month. In a series of events held throughout the month, Chamberlain honors nurses and raises awareness for healthcare causes, such as the national need for nurses, to improve the quality of healthcare nationwide.

Susan G. Komen Race for the Cure®

Chamberlain University joins together to support a great cause – the race to cure breast cancer. At Susan G. Komen Race for the Cure events, Chamberlain students, faculty and colleagues come together to join the fight to end breast cancer and save lives. Because with every step, we are that much closer to curing breast cancer forever.

Global Health Education Program

Chamberlain students have ventured far beyond the classroom and local communities to participate in the Global Health Education Program Experiences in such areas as: Kenya, Bolivia, India and Brazil. This first-hand immersion experience allows students to gain a deeper understanding of cultural and economic differences. The two- to three-week Global Health Education Program Experience can be done in place of Chamberlain's required Multiculturalism and Community Health courses.

Note: The Global Health Education Program is subject to availability based on campus location.

Alumni Association

As a Chamberlain graduate, you are automatically a member of the Chamberlain Alumni Association, a dynamic organization committed to lifelong learning, service to the community and the advancement of the health professions worldwide. For more information please visit alumni.chamberlain.edu.

Policies & Procedures

- Request for Progression Requirement Extension
- Review of a Grade
- Appeal of an Academic Decision
- Appeal of Academic Dismissal
- Student Code of Conduct
- Student Reviews, Appeals, Complaints, and Grievances
- Title IX Complaint Resolution and Prevention Policy
- Family Education Rights & Privacy Act (FERPA)
- Disability Accommodations in Academic Programs
- Service Animal Policy
- Reasonable Modifications & Accommodations for Religious Observances & Practices
- Accommodations for Pregnant & Parenting Students Policy
- Academic Freedom
- Chamberlain Notice of Non-Discrimination
- Crime Awareness & Campus Security Act
- Drug Free Schools and Communities Act

Request for Progression Requirement Extension

Students faced with extenuating circumstances where they are not able to submit their official documentation and/or cleared screenings by the end of their first semester may request a progression requirement extension*. If approved, satisfaction of the progression extension must be resolved by the end of the student's next semester. The decision of the Chamberlain administrator or designee is final with no opportunity to appeal. Students who fail to satisfy missing progression items after the additional semester deadline will be prevented from progressing with a hold on their account. The request must be submitted to Chamberlain and approved by the Monday prior to the initial progression deadline. (see the academic calendar)

* Note: Re-admit students that had not previously satisfied their missing documents or screening requirements must have this resolved prior to registration of their readmitted term and not eligible for the progression requirement extension.

Review of a Grade

Students who believe that a grade has been incorrectly calculated may submit a request to their instructor for a review of the grade. The student must provide rationale for review to the instructor. If resolution is unable to be made in reviewing a graded assignment or exam, the student may submit a Request for Review of a Grade to the program dean/DAA or approved designee by contacting their academic support advisor. Students have three business days from the date the grade is posted to complete and submit this form for consideration. A grade review may result in the grade increasing, decreasing or staying the same.

Appeal of an Academic Decision

A student may choose to appeal a decision which has been made regarding a formal request by an initial designee or hearing body to their online or campus program administrator or their designee. Appeals must be submitted in writing and must state a basis for the appeal. Basis for an appeal include:

- There is new evidence that was unavailable at the time of the original decision that would affect the outcome of the original decision
- There were procedural irregularities in the process that affected the outcome
- The original decision was not reasonable based on the evidence compiled

A copy of the program administrator's or designee's written decision on the appeal shall be sent to the student in a timely manner. The decision of the program administrator or designee on the appeal is final.

Appeal of Academic Dismissal

A student who has been dismissed for failing to meet standards of academic progress may appeal the dismissal if there were rare and extenuating circumstances that contributed to the failure to meet the University standards. Students should not submit their appeal until the circumstance(s) which led to their poor academic performance is resolved. Written notification of the dismissal must be issued to the student before the appeal can be submitted. A student may not be enrolled in courses during the appeal process.

A. Appealing an academic dismissal

To appeal an academic dismissal, students should follow the steps below:

1. **Speak to a academic support advisor about the conditions under which an appeal would be appropriate. These conditions include:**
 - There were rare and extenuating circumstances which contributed to the dismissal
 - These circumstances have been overcome or have changed
 - Documentation is available to support both statements above
2. **If appropriate, complete the appeal for reinstatement form. The form should include:**
 - Verifiable documentation of mitigating circumstances that contributed to poor academic performance

- How the circumstances have been overcome
- A realistic plan for meeting the requirements to return to good standing

3. Attachment of supporting documentation (e.g., legal documents, doctor's certification, receipts, military orders, etc.)

B. Review of the appeal for reinstatement

The appeal for reinstatement form, supporting documentation provided by the student and information pertaining to the student's academic performance, including but not limited to, academic history and tutoring notes, will be reviewed by the appeal committee. If a student was academically dismissed and reinstated previously, documentation related to the previous appeal(s) may also be reviewed. The appeal committee makes the decision whether the appeal is approved or denied by evaluating whether the information presented demonstrates the student's circumstances resulted in the poor academic performance, that the issue(s) has been overcome and that the student's plan shows the student is likely to be successful in the future.

C. Appeal of reinstatement decision

If the appeal is denied, a student may appeal the decision by completing the appeal of reinstatement decision form. The student must provide information to support why the committee's decision was unfair. The appeal will be reviewed by the pre-licensure program administrator or designee or post-licensure/graduate program director or designee. The appeal decision is final. Students cannot resume studies, reapply or apply to the same program at another Chamberlain University location if denied.

D. Reinstatement to the University

If the appeal is approved, the student will be reinstated and placed on financial aid probation. A student must meet satisfactory academic progress by the end of that semester, unless the approved appeal includes an academic plan. Progress of the plan will be evaluated after the next enrolled semester. Students who re-enroll after the approval of an appeal may be required to complete additional requirements as specified by the dean, president/director or designee and adhere to the re-entry requirements prior to resumption or readmission (see Re-Entry Requirements section of the academic catalog).^{*} Students who have additional requirements will be placed on a registration hold and will be restricted from enrolling in future sessions until those requirements have been met.

If the student is meeting the requirements of the academic plan, the student is eligible to receive Title IV aid. Military students are eligible to receive VA benefits while placed on an academic plan as long as they are meeting the requirements of an academic plan. Failure to meet the conditions of the plan or satisfactory academic progress will result in a second dismissal and the student is no longer eligible for Title IV HEA program funds.

Reinstated students who interrupted their academic studies for six consecutive sessions or more must also request readmission.

^{*} Effective for applicants/students starting or resuming studies for the September 2020 and beyond session in applicable nursing and/or science courses.

Student Code of Conduct

The Student Code of Conduct is designed to foster a fair and impartial set of standards by which alleged violations will be judged. Chamberlain University requires all students to verify their identity and confirm their understanding and agreement with Chamberlain University Code of Conduct policies upon initial sign on to the learning platform browser.

The Chamberlain University Student Code of Conduct incorporates all related policies:

- Academic Integrity Policy
- Professional Conduct Policy
- Network & Responsible Computing Policy
- Social Networking Policy
- Title IX Complaint Resolution and Prevention Policy

All students are expected to comply with the Chamberlain University Student Code of Conduct, the Assessment Platform End User License Agreement, and program specific assessment requirements, which are incorporated by reference into the code of conduct. Failure to adhere to these requirements will result in a code of conduct inquiry.

Prelicensure Assessment Requirements

You are expected to comply with the Chamberlain University Student Code of Conduct, ExamSoft's End User License Agreement, and all Prelicensure Assessment Requirements during testing. Failure to adhere may result in an academic integrity and/or professional conduct inquiry.

You are not permitted to take an assessment for any other student. You are not permitted to have another person take an assessment on your behalf. During testing, you may not use the computer for any function other than completing the proctored assessment. You are not permitted to copy, reproduce, record, distribute, or disclose the assessment questions by any means or allow another individual to do so.

Students may wear religious head coverings and attire during assessments consistent with their sincerely held religious beliefs. If the head covering or attire covers a student's ears, a student must clearly demonstrate they do not have any device or aid in their ears prior to the assessment.

- For in person testing:
 - Immediately before the assessment begins the student will complete one of the following in the presence of the proctor:
 - i. Show their ears if it does not violate a religious tenet to do so.
 - ii. Press their finger over the head covering into the ear canal of each ear so that the indentation is visible.
- For remote testing:
 - After the assessment recording begins and immediately before answering the first question the student will complete one of the following into the webcam:
 - i. Press their finger over the head covering into the ear canal of each ear while turning their ear toward the camera so that the indentation is visible.
 - ii. Show their ears to the camera prior to beginning the assessment if it does not violate a religious tenet to do so.

If a student's religious head covering or attire covers a student's face, prior to taking an assessment, the student must seek a religious accommodation with the Office of Equity and Access (OEA) by reaching out to toequity@adtalem.com.

When taking any assessment in-person, you will:

- Sign in on an attendance sheet, show your Chamberlain photo identification badge or any government, state, or professional photo identification, and keep your photo identification visible at your computer during the entire assessment.
- Not use earphones/headphones. Make sure your ears are always uncovered.
- Not eat food or candy, drink, or chew gum during the assessment and take care of any personal needs (restroom) prior to beginning the assessment.
- Complete single sign on authentication to log into Exemplify and then turn off all electronic devices or set to silent.
- Place all personal items in the front of the room. Assessment takers may be asked to roll up their sleeves and demonstrate that their pockets are empty upon entry to the testing environment. Assessment takers who refuse to comply with the personal item expectations will be asked to exit the testing environment and will not be permitted to complete the proctored assessment.
- Take the assessment in a well-lit room, ideally with front-facing lighting. Your entire face should be clearly seen. You can check to ensure that your face is in the frame by selecting the monitoring button to view the video feed. Select the monitoring button again to close the video feed.
- Ensure all other computer programs are closed and anti-virus software is disabled before you begin testing.
- Position the webcam so your face is centered in the frame the entire time you are entering the assessment and testing.
- Not attempt to block the view of the webcam by moving the device, blocking the webcam with a piece of paper or other objects, or sliding the cover over the lens.
- Avoid leaving the view of the webcam, using unauthorized materials, moving in an unusual or excessive way, looking away from the screen, or speaking.
- Keep your laptop active (not in sleep mode or with lid closed) throughout the assessment.
- Only use the calculator provided in the assessment. No external calculators are allowed.
- Only use the pencil and scratch paper supplied by the location.
- Keep the following items out of reach throughout the assessment: *All other writing devices and papers; Any electronic devices that may be used as an aid (hand-held computer, cell phone, smart glasses, calculator, pager, and all smart watches); Bags, purses, and wallets; Books or any other study materials; Cameras of any kind; Any item that could be used to conceal an aid, such as coats/hoodies, scarves, gloves, hats, or baggy clothing; Food, drink, gum, or candy; Cosmetics, including lip balm.*
- Not write on the scratch paper until you have started the assessment.
- Write your name and student D number on the on the piece of scratch paper distributed once the assessment begins.
- Not erase any information added to the scratch paper.
- Not copy or reconstruct assessment items during or after the assessment for any reason.

- Immediately notify the proctor if you experience technical difficulties during an assessment.
- Write the time you are leaving on the attendance form, turn in your scratch paper, take all your personal belongings, and quietly leave the testing room as soon as you are finished with the assessment. Students are not permitted to re-enter the room during testing.
- Not gather with peers following the assessment or discuss the questions.
- Be escorted by a campus colleague to and from the destination if you need to leave for any reason during the assessment. All personal items must remain secure in the testing environment. If a student leaves the room for any reason without permission, they are not permitted to re-enter the room during testing.

When taking any assessment remotely, you will:

- Take the assessment in a quiet space with no one else in the room.
- Not use earphones/headphones. Make sure your ears are always uncovered.
- Not eat food or candy, drink, or chew gum during the assessment and take care of any personal needs (restroom) prior to beginning the assessment.
- Turn off all electronic devices or set to silent.
- Take the assessment in a well-lit room, ideally with front-facing lighting. Your entire face should be clearly seen. You can check to ensure that your face is in the frame by selecting the monitoring button to view the video feed. Select the monitoring button again to close the video feed.
- Ensure all other computer programs are closed and anti-virus software is disabled before you begin testing.
- Position the webcam so your face is centered in the frame the entire time you are entering the assessment and testing.
- Not attempt to block the view of the webcam by moving the device, blocking the webcam with a piece of paper or other objects, or sliding the cover over the lens.
- Avoid leaving the view of the webcam, using unauthorized materials, moving in an unusual or excessive way, looking away from the screen, or speaking.
- Keep your laptop active (not in sleep mode or with lid closed) throughout the assessment.
- Only use the calculator provided in the assessment. No external calculators are allowed.
- Only have one pen or pencil within reach, along with one piece of blank scratch paper.
- Keep the following items out of reach throughout the assessment: *All other writing devices and papers; Any electronic devices that may be used as an aid (hand-held computer, cell phone, smart glasses, calculator, pager, and all smart watches); Bags, purses, and wallets; Books or any other study materials; Cameras of any kind; Any item that could be used to conceal an aid, such as coats/hoodies, scarves, gloves, hats, or baggy clothing; Food, drink, gum, or candy; Cosmetics, including lip balm.*
- Take the ExamID photo with your Chamberlain photo identification badge or any government, state, or professional photo identification in the webcam view to verify your identification.
- Hold up your single piece of scratch paper that only contains your name and D number and show both sides to the webcam as soon as the assessment begins.

- Display your scratch paper (front and back) in front of the webcam and tear it up in multiple pieces prior to submitting the answer for the last item on the assessment.
- Not copy or reconstruct assessment items during or after the assessment for any reason.
- Not discuss the questions with peers following the assessment.
- Contact ExamSoft 24/7 support at 1-866-429-8889 if you experience technical difficulties during an assessment.

Assessment Accommodations

- To request a disability-related accommodation for assessments, reach out to chamberlainosds@adtalem.com. Please be aware that the Office of Student Disability Services grants accommodations only after the submission of an application, required paperwork, and review period. Please plan accordingly- accommodations are not retroactive.
- To request a religious attire accommodation for assessments, reach out to equity@adtalem.com.
- If the date of a schedule assessment will conflict with the practice of your religious faith, please follow the procedure outlined in the Modifications section of the Reasonable Modifications & Accommodations for Religious Observances & Practices portion of the Student Handbook.

Post-Licensure Assessment Requirements

Completing an online exam should emulate the testing environment you will encounter while sitting for your certification exam. Your exam will be proctored by using your screen recorder, camera, and microphone throughout the exam.

Students may wear religious head coverings and attire during assessments consistent with their sincerely held religious beliefs. If the head covering or attire covers a student's ears, a student must clearly demonstrate they do not have any device or aid in their ears prior to the assessment.

- For in person testing:
 - Immediately before the assessment begins the student will complete one of the following in the presence of the proctor:
 - i. Show their ears if it does not violate a religious tenet to do so.
 - ii. Press their finger over the head covering into the ear canal of each ear so that the indentation is visible.
- For remote testing:
 - After the assessment recording begins and immediately before answering the first question the student will complete one of the following into the webcam:
 - i. Press their finger over the head covering into the ear canal of each ear while turning their ear toward the camera so that the indentation is visible.
 - ii. Show their ears to the camera prior to beginning the assessment if it does not violate a religious tenet to do so.

If a student's religious head covering or attire covers a student's face, prior to taking an assessment, the student must seek a religious accommodation with the Office of Equity and Access (OEA) by reaching out to toequity@adtalem.com.

When taking any post-licensure nursing exam:

- Reserve a quiet, well-lit space to take your exam where you will not be interrupted or distracted. Avoid backlighting, such as sitting with your back to a window.
- Sit for your exam at a flat, stable surface such as a desk or table, and sit in a chair, if possible.
- Position your camera so your face is centered in the frame for the duration of the exam, and look directly at the testing screen.
- Do not leave the view of the camera during the exam.
- Do not speak or have any background noise. This includes reading the exam questions aloud.
- Do not have other people in the room.
- Do not move in an unusual or excessive way or look away from the screen as eye movements are being monitored.
- Do not wear or use any external devices such as smartwatches, headsets, headphones, earplugs, or Bluetooth devices.
- Head coverings should not obscure or shadow your face.
- Do not wear sunglasses, caps, or hats.
- Remove all notes, books, papers, electronic devices, secondary computers, cell phones, and/or tablets from the exam area.

Assessment Accommodations

- To request a disability-related accommodation for assessments, reach out to chamberlainosds@adtalem.com. Please be aware that the Office of Student Disability Services grants accommodations only after the submission of an application, required paperwork, and review period. Please plan accordingly- accommodations are not retroactive.
- To request a religious attire accommodation for assessments, reach out to equity@adtalem.com.
- If the date of a schedule assessment will conflict with the practice of your religious faith, please follow the procedure outlined in the Modifications section of the Reasonable Modifications & Accommodations for Religious Observances & Practices portion of the Student Handbook.

Terminology

1. The term "University" or "Chamberlain" means Chamberlain University.
2. The term "student" includes all persons taking courses (both full- and part-time, online and on-site), or otherwise enrolled in undergraduate, graduate or professional courses at the University. Persons not officially enrolled for a particular term but who previously enrolled and took courses and have a continuing relationship with the University are considered "students," with the exception that Chamberlain University staff are not "students" by nature of their continuing employment or contractual relationship with Chamberlain University. The term "student" does not include an applicant who has not enrolled and taken courses, or a graduate of the University.
3. The terms "faculty member" and "instructor" mean any person employed by or contracted with the University to conduct instructional activities.

4. The term "Chamberlain staff" means any person employed by the University, with the exception of student employees.
5. The term "Chamberlain community" includes students, Chamberlain staff, persons contracted with the University, and other individuals associated with the University. The program administrator or designee shall determine a person's status in a particular situation.
6. The term "Chamberlain premises" refers to all land, buildings, facilities, and other property in the possession of or owned, leased, used or controlled by the University, including adjacent parking lots, streets and sidewalks.
7. The term "shall" or "will" is used in the imperative sense.
8. The term "may" is used in the permissive sense.
9. The "program administrator" is the campus president or approved designee or the online program dean/director or approved designee.
10. The term "policy" is defined as the written regulations of the University as found in, but not limited to, the Student Handbook, the student portal, the Academic Catalog and the website.
11. The term "Hearing Panel," "Panel," "Conduct Panel," or "Professional Review Committee" refers to a committee comprised of program specific faculty representatives and approved corresponding program specific staff representatives.

Academic Integrity Policy

Purpose

The purpose of the Academic Integrity Policy is to have ideas and learning form the core of the Chamberlain community. In all centers of education, learning is valued and honored. No learning community can thrive if its members counterfeit their achievements or seek to establish an unfair advantage over their fellow students.

Chamberlain University academic standards are based on the pursuit of knowledge and assume a high level of integrity in every member of the Chamberlain community. When this trust is violated, the community suffers injury and must act to ensure that its standards remain meaningful.

- Academic Integrity Procedure for Violations
- Academic Integrity Violations
- Academic Integrity Sanctions
- Academic Integrity Teachable Moments
- Academic Integrity Prevention Techniques for Students

Academic Integrity Procedure for Violations

Any member of the Chamberlain community may report a violation of the Academic Integrity Policy. The violation should be reported to the course instructor or to the dean at the time of the violation or shortly thereafter. The dean will refer reported violations to the appropriate instructor.

As part of the investigation, the student may be required to arrange transfer/sharing of the log files for an associated assessment. This will require the student to arrange a time with a support member to transfer/share the log files that are located on the student's personal device.

If an instructor observes or suspects a violation, or if a violation is reported to an instructor, the instructor will investigate and notify the faculty chair, faculty manager, associate dean of faculty or dean of

academic affairs. The instructor or designee will provide the student notice of the reported violation and the opportunity to respond.

If the student is able to present satisfactory information to adequately explain the concern, the reported violation may be dismissed. A Teachable Moment, which includes guidance and/or resources to mitigate behaviors that could be interpreted as or lead to a violation of the Academic Integrity Policy, may be rendered by the instructor or designee. A Teachable Moment is not a sanction and will not be placed in a student's disciplinary record.

Instructor Review

If the instructor or designee determines it is more likely than not that the student is responsible for violating the Academic Integrity Policy, the instructor or designee may impose sanctions ranging from educational sanctions to failure of the course.

If an instructor or designee believes the sanction should be suspension, expulsion, or reversal of a degree or certificate, the instructor or designee must refer the reported violation to the Hearing Panel for determination of responsibility and any appropriate sanction.

Hearing Panel Review

If a reported violation is referred by the instructor or designee to the Hearing Panel, the University will notify the student of the Hearing Panel review. Hearing Panel proceedings will continue with the information available even if a student does not respond to the University's request for information or does not choose to participate in the Hearing Panel review. The Hearing Panel will review the information and determine whether it is more likely than not that a violation occurred. If a violation is determined to have occurred, the Hearing Panel will impose the appropriate sanction. Any prior violation(s) of the Academic Integrity Policy by the student will be taken into consideration when determining appropriate sanctions. The University will provide the student with a written decision.

Hearing Panel Review: Students Rights and Responsibilities

Students have the following rights during the Hearing Panel review process:

- To review prior to the hearing any written information or documentation which will be presented to the Hearing Panel.
- To respond to the allegations at a hearing before the Hearing Panel.
- To review the names of the Hearing Panel members in advance of the hearing. If a potential conflict of interest is present, a request for a replacement Panel member can be made by the student prior to the hearing.
- To present written statements from witnesses to the Hearing Panel. Only witnesses who have relevant information pertinent to the allegations will be allowed to provide a written statement for the Panel's review and consideration. The student must notify the National Conduct Administrator of any witnesses that will provide written statements for the hearing at least two (2) business days prior to the hearing.
- To admit or deny the allegation(s).
- To bring a support person to the hearing. The support person may be an attorney. The support person may not speak on behalf of the student or answer any questions on behalf of the student during the hearing. The name of the support person and the support person's relationship to the student must be provided to the National Conduct

Administrator at least one (1) business day prior to the hearing. At the University's discretion, the hearing may proceed without the support person if the attendance of the support person delays the hearing.

Students have the following responsibilities during the Hearing Panel review process:

- To represent themselves in a truthful, professional, and ethical manner when responding to the allegations. Providing false or misleading information may result in a violation of the professional conduct policy.
- To respond in a timely manner to requests for information, including but not limited to: – Presenting witnesses – Providing a statement or additional information to the Hearing Panel – Admitting or denying allegations.
- To not engage in retaliatory behavior. Engaging in such behavior is a violation of the professional conduct policy.

Appeal of an Instructor or Hearing Panel Decision

A student may appeal the decision of the Instructor Review or Hearing Panel Review to the Program Administrator or designee. An appeal must be submitted within five (5) business days of the date the written notification of the decision was provided to the student. An appeal must be submitted in writing and must state a basis for the appeal. Bases for appeal are:

- There is new evidence not reasonably available at the time of the instructor review or hearing panel review that would materially affect the outcome of the original decision.
- There were procedural irregularities that materially affected the outcome.
- The sanctions were not appropriate for the determined violation of the Academic Integrity Policy.

The Program Administrator's or designee's decision on the appeal is final and not subject to additional appeal.

Academic Integrity Violations

Violations of academic integrity, for the purposes of this policy, are those that permit a student to gain an unfair advantage over other students.

Any purposeful deception in the preparation and/or submission of papers and assignments and completion of exams, tests or quizzes is considered cheating and is a violation of academic integrity. The following are violations of academic integrity. This list is not all-inclusive and instructors may establish other standards based upon the nature of the course or the setting in which the course material may be delivered or applied.

Copying

The act of copying is not limited by the method of conveyance. Visual, oral, printed matter (including notes) or electronic means all constitute methods by which copying can occur. Examples of copying include:

- Any act of taking information from another student by any means to obtain an advantage for one's self
- Any act of conveying information to another student for the purpose of providing an unfair advantage to that student
- Any act of representing another's work, whether copyrighted or not, as one's own. Another's work includes but is not limited to,

homework, written papers, examinations, laboratory assignments, published work, etc.

Plagiarism

Plagiarism is a serious offense. Students acknowledge that by taking a course, all required papers, discussions or other written learning activities may be subject to submission for textual similarity review to Turnitin® or other anti-plagiarism software for the detection of plagiarism. All submitted papers will be included as source documents in the anti-plagiarism software reference database solely for the purpose of detecting plagiarism of such papers. In speaking or writing, plagiarism is the intentional or unintentional act of representing someone else's work as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult the faculty or adopt a "when-in-doubt document" philosophy and reference the information source. Any statement made without documentation is de facto, claimed as one's own and may subject one to charges of plagiarism.

Examples of Plagiarism:

- A submitted paper or other written assignment that contains word-for-word passages of others' work without proper acknowledgment
- Paraphrasing the work of others, including specific information or ideas that are not properly acknowledged/cited
- Two or more submitted papers, lab assignments, etc., that contain a resemblance decidedly beyond the bounds of reasonable coincidence
- A submitted paper, examination or assignment containing data or conclusions which, upon questioning, the student cannot explain, support or demonstrate direct knowledge
- Self-plagiarism: Students who use their own previously "published work" without referencing the publication (i.e., work the student has written and was published in a journal, text book, etc. and was not referenced appropriately as the student's work)

Each assignment should be new, original work created by the student to meet the objectives of that particular assignment. Reuse of prior course work from a non-repeated course with missing or incorrect internal parenthetical citations(s) or reference(s) would be treated as plagiarism. However, certain circumstances are permissible with proper referencing, such as:

- **Repeated Course/Reused Work (Post-Licensure Nursing only):** In post-licensure nursing programs, students who repeat the same course may reuse previously submitted work in its entirety without penalty. It is the student's responsibility to ensure the assignment still meets the requirements of the course that is being repeated. Reusing work only applies to graded assignments in the DNP program. Assignments and Initial Discussion answer posts are accepted in the RNBSN, MSN/NP, and MSNST programs but not discussion post replies to others or clinical paperwork (except in the NP track, where it does apply to case studies). If awarded a lower grade for reused work, this is not grounds for a grade appeal and the grade awarded is final.
- **Repurposed Work (Chamberlain University Graduate Programs only):** Graduate students have the opportunity to use previously submitted ideas as a foundation for future courses. No more than 50 percent of an assignment, excluding references, may be repurposed from another Chamberlain University course (excluding practicum/fieldwork courses). Previous course assignments that are deemed building blocks will be notated in the syllabus by the course leader. As with every assignment, students must uphold academic

integrity; therefore, students must follow the guidelines for remaining academically honest according to the Academic Integrity policy.

- **Pre-Licensure Nursing Program:** Reused and repurposed work is not permitted in the Pre-Licensure Nursing Program.
- **General Education Courses (All Chamberlain University Programs):** Students may take general education courses which are required in a number of different programs. As such, the following applies to any general education course regardless of the student's program of study. Students may not reuse or repurpose work in any general education course without the direct consent of the instructor.

Note: Turnitin is a registered trademark of iParadigms, LLC. iParadigms, LLC does not endorse, sponsor or support Chamberlain University in any way.

Collusion: Unauthorized sharing/collaboration

- Any act of two or more individuals actively cooperating on any assignment when the instructor has not expressly permitted such activity. This includes, but is not limited to homework, papers completed outside of normal classroom hours, in-class assignments, laboratory exercises or reports, personalized learning, relearning activities, or assessment, etc.
- Allowing another individual, who is not the student, to take an assessment, author a paper or assignment (including homework) or fulfill other academic obligations, on the student's behalf.

Alteration of Records

- Any act by which the signature of an instructor or any authorized agent of the instructor (including student faculty assistants) is changed or forged for purposes of misrepresenting the signature of the instructor or authorized agent
- Any act of misrepresentation by changing or altering the time, date, or performance/score of an assignment or webcam/desktop recording of an assessment.
- Any act of altering any previously completed examination, record of an assessment or any other assignment that has been returned to the student in an attempt to claim instructor error. This includes any attempt to gain an improved grade or additional credit for work not originally completed

Failure to follow the directives given regarding a university administered assessment for the purpose of gaining an unfair advantage over other students, including but not limited to:

- Fail to show personal identification
- Fail to properly record self during the assessment
- Fail to properly place camera to record self
- Close camera lens to block view of self
- Not follow assessment platform End User Agreement by opening additional electronic devices, allowing remote access, etc.

Aids

Any use of aids that have not been expressly permitted, including but not limited to: calculators, notes, written sources, electronic audio, video or recording devices, photocopied materials and files stored on a hard drive, as well as cell phones, the internet, other electronic devices, remote access software, etc. This includes unauthorized collaboration or completion of assignments or assessments by an individual other than the student.

Offering of Money or Other Incentives

- Offering money, any item or service to a faculty member or any other person to gain academic advantage for oneself or another
- Offering, giving, receiving or soliciting any unauthorized information in exchange for anything of value
- Offering the sale of written assignments or threaded discussions through any source of media (digital or otherwise) for compensation of any sort
- Acquiring and/or purchasing previously used or material written by others for use in courses

Acts of dishonesty, including but not limited to the following:

- Any misrepresentation by words or actions of any situation or fact, in part or in whole, for purposes of enhancing one's academic standing or for the purpose of avoiding or postponing the completion of any assignment, duty, assessment in a course, internship, clinical, practicum/fieldwork or cooperative education assignment or program
- Furnishing false information to any University official, faculty member, office or university-affiliated official in relation to a course, internship, clinical, practicum/fieldwork or cooperative education assignment or program

Other

- Misrepresenting the facts regarding an absence or work that has not been completed for purposes of gaining an extension of an established due date or taking a make-up assessment
- Using the material of others, however obtained, for purposes of gaining advantage or credit
- Entering online discussions under false pretenses
- Stealing, such as theft of grade books, from faculty offices or elsewhere
- Knowingly using, copying, recording, sharing, buying, selling, stealing, transporting or soliciting, in whole or in part, the contents of an assessment that has not yet been administered
- Intentionally or knowingly helping or attempting to help, another to commit any act of academic dishonesty
- Inappropriately accessing or attempting to access, student academic records

Academic Integrity Sanctions

The sanctions listed below may be imposed upon any student found to have violated the Academic Integrity Policy. The listing of the sanctions should not be construed as to imply that students are entitled to progressive discipline. The sanctions may be used in any order and/or combination that the University deems appropriate for the conduct in question. Students should be advised that conduct violations could impact privileges associated with the University, including but not limited to leadership/officer roles, awards/recognition and/or holding positions of influence.

- Educational/discretionary sanctions (e.g. tutorials, written or reading assignments, rewrite with reduction).
- A written notice to the student that the student is in violation of or has violated the academic integrity policy.
- Student receives zero credit for the entire paper, exam, quiz, homework, discussions, lab, etc., in which the incident of academic dishonesty occurred. No partial credit shall be given.

- Where the incident involves a graded assignment that would be one the student could request to be “dropped” for grading purposes, the student may not exercise that option.
- Where the incident involves a graded assignment that has been so compromised that the assignment must be voided for the entire class, the offending individual's grade for the course will be based on inclusion of the zero for the voided assignment.
- Student receives a failing grade for the course, lab, etc. Withdrawal from the course will not alter the failing grade.
- Suspended for up to three semesters.
- Permanent expulsion from Chamberlain University.
- Revocation of degree or certificate.

Academic Integrity Teachable Moments

Integrity Matters at Chamberlain University and is an educational objective we take very seriously. Students are expected to conduct themselves in an ethical and professional manner. Based on respect for individual academic achievement, each student and faculty member commit to being a part of a community of scholarship that prides itself on honesty and integrity.

If the student is able to present satisfactory information to adequately explain an identified concern, the reported concern may be dismissed. A Teachable Moment, which includes guidance and/or resources to mitigate behaviors that could be interpreted as or lead to a violation of the Academic Integrity Policy, may be rendered by the instructor or designee. A teachable moment is not a sanction and not subject to appeal.

Academic Integrity Prevention Techniques for Students

All Chamberlain University students have a responsibility to adhere to this academic integrity policy, as do all members of the Chamberlain community. The following is a list of some ways in which students can prevent and confront academic integrity violations:

1. If you observe or have first-hand knowledge of a violation of the student academic integrity policy, report it to one of the following:

- The faculty member teaching the course
- The dean of academic affairs or designee, online program dean or designee

2. Make it difficult and unacceptable for other students to cheat by:

- Completing take-home, non-proctored assessments alone and in a secluded environment
- Covering your work during on-site assessments
- Denying others access to your computer programs
- Giving discouraging glances to students trying to cheat
- Never sharing your login credentials and/or passwords
- Refusing to share your written work with other class members unless it is required as a part of a team assignment
- Refusing to discuss an assessment with other students
- Refusing to give away or share written assignments or homework

- Refusing to provide current and old assessments to other students without the consent of the faculty member
- Reporting suspicious test-taking behavior during the assessment

3. As a student, you can avoid violations of the academic integrity policy by:

- Avoiding the temptation to cheat via electronic devices or software. Any electronic devices that may be used as an aid must be out of reach throughout the assessment (examples include but are not limited to hand-held computer, cell phone, smart glasses, calculator, pager, and all smart watches).
- Understanding that the technology of the internet also works for your instructor. Google™ searches and plagiarism checkers can detect plagiarism on papers and exams in a matter of minutes.
- Becoming familiar with the American Psychological Association (APA) method of documenting your sources. This can be found in your English class handbooks or at apastyle.org. Your librarian can also help you to find resources on citation principles.
- Clarifying assignments with your instructor. Your instructor may encourage you to collaborate with classmates on assignments but expect the work you submit has been completed on your own. If you are in doubt about your instructor's requirements for an assignment, it is important to seek clarification.

Professional Conduct Policy

Purpose Purpose

Chamberlain University students assume an obligation to conduct themselves in a manner compatible with the University's function as an institution for professional nursing, public health, and social work education. All students are expected to abide by the Chamberlain University Professional Conduct Policy.

The Professional Conduct Policy applies to student conduct that affects the members of the Chamberlain community, irrespective of where that conduct may occur. The policy may extend to conduct at off-campus activities and locations or online activities when they adversely affect members of the Chamberlain community.

Sex and/or gender-based misconduct, which includes sexual harassment, sexual assault, rape, domestic violence, dating violence, stalking, sexual exploitation, and gender-based harassment, is governed by the Sex and Gender-Based Misconduct Response and Prevention Policy and not by this Professional Conduct Policy.

- Professional Conduct Violation Procedures
- Professional Conduct Violations
- Professional Conduct Sanctions/Student Code of Conduct Sanctions
- Professional Conduct Appeals

Professional Conduct Violation Procedures

1. A member of the Chamberlain University community may file a complaint against a student for misconduct. A complaint shall be in writing and directed to the conduct administrator or designee. A complaint should be submitted as soon as possible after the event

takes place. While anonymous complaints are permitted, this may limit the ability to thoroughly investigate the incident.

2. Upon receipt of the written complaint, the conduct administrator or designee may conduct a review and determine if the complaint can be resolved by mutual consent of parties involved. If a complaint cannot be resolved by mutual consent, the conduct administrator or designee may dismiss the case, issue a non-disciplinary counseling letter, or refer the case through the administrative review or hearing process, as appropriate.
3. As part of an investigation related to assessments, the student may be required to arrange transfer/sharing of the log files for the associated assessment. This will require the student to arrange a time with a support member to transfer/share the log files that are located on the student's personal device.

Administrative Review

Once a case is referred through the administrative review process, the student will be informed of the charges and given the opportunity to deny or admit the charges. If the student denies the charges, in part or in full, a hearing will be held before the program-specific Professional Review Committee. If a student admits to the charges and waives their right to a hearing, the conduct administrator or designee generally will issue the sanction(s). Admitting to the charges does not preclude a student from appealing the sanction(s). Generally, students who admit to the charges will not have a hearing before the Professional Review Committee unless deemed necessary by the conduct administrator or designee. If the conduct administrator or designee finds that a hearing is necessary for the purpose of determining the sanction(s) to be issued, a hearing will be held before the Professional Review Committee which will recommend sanction(s) to the conduct administrator or designee.

Students who do not admit to the charges will be given the opportunity to attend a hearing before the Professional Review Committee. The Professional Review Committee is comprised of program-specific faculty representatives and approved corresponding program specific staff representatives. No students serve on the Committee. If a student does not attend the hearing, the decision will be made by the Committee based on the information available at that time. The Committee will make a determination whether it is more likely than not that a violation occurred and will issue sanctions as deemed appropriate.

Students have a right to:

- Bring an advisor of their choice and at their own expense to the hearing. The advisor may be an attorney. The advisor may not speak on behalf of the student or answer any questions on behalf of the student during the hearing. The name of the advisor and the advisor's relationship to the student must be provided to the conduct administrator or designee at least one business day prior to the hearing. At the discretion of the conduct administrator or designee, the hearing may proceed without the advisor if the attendance of the advisor delays the hearing.
- Be notified of the names of the Committee members in advance of the hearing. If a conflict of interest is present, a request for a replacement Committee member can be made prior to the hearing to the conduct administrator or designee.
- Submit questions for the Committee to ask any party who will be interviewed as part of the hearing. The conduct administrator or designee has the authority to determine whether the questions are relevant and appropriate. The student is not permitted to question a witness directly.

- Present information and witnesses to the Professional Review Committee. The conduct administrator or designee should be made aware of any witnesses at least two (2) business days prior to the hearing. Only witnesses who have relevant information pertinent to the case will be interviewed by the Committee or allowed to provide a written statement for the Committee's consideration.
- Review any written information prior to the hearing which will be presented to the Professional Review Committee. The conduct administrator or designee may redact information as required by state or federal law or to protect confidential or private information.
- Have a limited right to confidentiality in that only individuals who must know the facts of the case to assist in the resolution will be made aware of information pertaining to the case. Additionally, information may be shared with other parties, such as law enforcement as required by local, state, or federal laws.

Interim Suspension

In certain circumstances, the University may impose an interim suspension on a student prior to the hearing or administrative review.

1. Interim suspension may be imposed:
 - a. To ensure the safety and well-being of members of the Chamberlain University community or preservation of Chamberlain University's property; or
 - b. If the University deems that the student poses a threat of disruption of or interference with the normal operation of the University
2. During the interim suspension, the respondent may be denied access to Chamberlain University premises (including online and on-site classes) and/or all other Chamberlain University activities or privileges for which the student might otherwise be eligible, as the University may determine to be appropriate.

Student Responsibilities

Students have the following responsibilities:

- Represent themselves in a truthful, professional and ethical manner when responding to allegations. Providing false or misleading information may result in a violation of the professional conduct policy.
- Respond in a timely manner to requests for information, including but not limited to:
 - Presenting witnesses
 - Providing a statement or additional information to the Committee
 - Accepting or denying charges
- To not engage in retaliatory behavior. Engaging in such behavior is a violation of the Professional Conduct Policy.

Professional Conduct Violations

Any student found to have engaged in acts of misconduct may be subject to disciplinary sanctions as outlined in this policy. Acts of misconduct include, but are not limited to:

1. Acts of dishonesty, including but not limited to:
 - Furnishing false information to any Chamberlain staff, official, faculty member, instructor, or office
 - Forgery, alteration or misuse of any University document, record or instrument of identification

- Computer piracy, including duplication of computer software, copyright infringement and unauthorized computer entry
2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings and/or other University activities, including its public service functions on or off campus or other authorized non-University activities.
 3. Failure to follow the directives given regarding a university administered test, including but not limited to:
 - Failure to comply with the Chamberlain University Assessment Platform End User License Agreement
 - Failure to comply with the Chamberlain University program assessment requirements during an assessment
 - Failure to show personal identification
 - Failure to properly record self during an assessment
 - Covering or disabling camera
 - Removing self from appropriate view in camera
 - Failure to comply with a directive from Chamberlain to allow the assessment vendor to access its assessment log or file from the student's personal device within the applicable time-frame
 4. Physical abuse, verbal abuse, threats, intimidation, and harassment, including but not limited to coercion and/or other conduct that threatens or endangers the health, safety, or property either on or off Chamberlain premises or at any Chamberlain sponsored activity. A "threat" is any statement, communication, conduct, or gesture, including those in written form, directed toward a person that causes a reasonable apprehension of physical harm to a person or property. A student can be responsible for a threat even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct, or gesture as a serious expression of intent to physically harm. of any person, either on or off Chamberlain premises or at any Chamberlain-sponsored activity.
 5. Attempted or actual theft of and/or damage to property of the University or property of a member of the Chamberlain community.
 6. Using electronic or other means to make or distribute a video, audio, or photographic record of any person in a location where there is a reasonable expectation of privacy, without the person's prior knowledge and permission, when such a recording is likely to cause injury, distress, or damage to reputation.
 7. Bullying and cyberbullying, which is abusive or aggressive conduct that is intimidating, hostile, threatening, humiliating or offensive when viewed from the perspective of a reasonable person in the same situation. Prohibited bullying may include but is not limited to, sabotaging, or undermining an individual or group's academic performance or education experience.
 8. Participation in the activity of "hazing," defined as any action taken or situation created which, regardless of intent or consent of the participants, may reasonably produce bodily harm or danger, mental or physical discomfort, embarrassment, harassment, fright, humiliation or ridicule or otherwise compromises the dignity of an individual; compels an individual to participate in an activity that is unlawful and or contrary to University rules, policies and regulations; will unreasonably or unusually impair an individual's academic efforts and occurs on or off campus.

Hazing is further defined as an act that endangers the mental or physical health or safety of a student or removes public or private property, for the purpose of initiation or admission into, affiliation with or as a condition for, continued membership in a group or

organization. Such activities and/or actions prohibited include but are not limited to: tests of endurance; submission of members or prospective members to potentially dangerous or hazardous circumstances; any activity that by its nature is so intense that it would cause severe mental anxiety, mental distress, panic, human degradation or public embarrassment; creation of excessive fatigue or a late-work session that interferes with scholastic activities or deprives persons of the opportunity for sufficient sleep (six hours per day), decent edible meals and/or access to means of bodily cleanliness; forcing or coercing a person to consume alcohol or other substances, in any amount; any requirement that compels an individual to participate in an activity that is illegal, perverse or indecent; and compelling individuals to engage in sexual behaviors, sexual or racial harassment or slurs or exhibitionism.

9. Gambling on Chamberlain premises, at University functions or through the use of University equipment.
10. Failure to comply with legitimate directions of University officials or law enforcement officers or emergency personnel, identified as such, in the performance of their duties. Failure to identify oneself to these persons by producing a University-issued ID or other recognized form of ID, such as a driver's license or state-issued ID when requested to do so. Failure to remove oneself from a restroom or changing facility designated for the opposite sex on the premises of a Chamberlain campus located in the State of Florida when asked to do so by Chamberlain administrative, instructional, or security personnel, or by law enforcement.
11. Unauthorized possession, duplication or use of keys to any part of Chamberlain premises or unauthorized entry to or use of Chamberlain premises.
12. Violation of published University policies, rules or regulations.
13. Violation of federal, state or local law on Chamberlain premises or at University-sponsored or University-supervised activities or other violation of federal, state or local law which has an adverse effect on the Chamberlain community.

If a student is criminally or civilly charged with a violation of federal, state or local law, Code of Conduct proceedings may be initiated if the violation of law holds the potential of an adverse impact on the Chamberlain community.

University proceedings may be instituted against a student charged with a violation of federal, state, or local law that is also a violation of the Student Code of Conduct (for example, if both violations result from the same factual situation) without regard to the pendency of civil litigation or criminal arrest and prosecution. Proceedings for violations of the Student Code of Conduct may be carried out prior to, simultaneously with or following civil or criminal proceedings.

When a student is charged by federal, state or local authorities with a violation of law, the University may or may not, at its discretion, request or agree to special consideration for that individual because of the individual's status as a student. If the alleged offense is also the subject of a proceeding before a judicial body, the University may advise authorities of the existence of the Student Code of Conduct and of how such matters will be handled internally at Chamberlain. The University will cooperate fully with law enforcement and other agencies in enforcing criminal law on University property and in the conditions imposed by criminal courts for rehabilitation of student violators. Individual students, Chamberlain staff, faculty, and instructors, acting in their personal capacities, remain free to interact

with a governmental representative or law enforcement official as they deem appropriate.

14. Illegal or unauthorized possession of firearms, explosives, other weapons or dangerous materials.
15. Aiding, abetting, or inducing another to commit a violation of the Student Code of Conduct.
16. Conduct that is provocative, aggressive or in violation of Chamberlain's standards for professional behavior, including but not limited to:
 - Communicating any messages that contain derogatory statements about any group, race or ethnicity
 - Communicating any inflammatory statements related to personal, political, religious or ethical views
 - Communicating any message that contains aggressive, abusive or profane language against members of Chamberlain administration, staff, instructors, and faculty or against other students
17. Use, possession, distribution or sale of drugs, except permitted substances when taken under a doctor's prescription and consistent with a doctor's instructions. Even where otherwise permitted under local law, marijuana use, possession or influence on University premises, at University events or that adversely affects the Chamberlain community, is prohibited. Testing positive for marijuana, including medical marijuana, will result in disciplinary action. Violation of state, federal or other local regulations with respect to illegal drugs are subject to both criminal prosecution and disciplinary action.
18. Possession, distribution, sale, or consumption of alcoholic beverages, except as expressly permitted by law and University regulations. Violation of state, federal or other local regulations with respect to alcohol are subject to both criminal prosecution and disciplinary action. A student organization should be aware that it may be held responsible for the actions of individuals, including non-members, in the event alcoholic beverages are made available by the organization at any of its functions, whether on or off University property.
19. Abuse of the conduct system, including but not limited to:
 - a. Falsification, distortion, or misrepresentation of information before a conduct panel.
 - b. Disruption or interference with a conduct proceeding.
 - c. Knowingly instituting complaint or conduct proceedings without good cause.
 - d. Attempting to discourage an individual's proper participation in or use of, the complaint or conduct procedures.
 - e. Attempting to influence the impartiality of a member of a conduct panel prior to and/or during, the course of the conduct proceeding.
 - f. Harassment (verbal or physical), retaliation and/or intimidation by a student of a participant in the conduct or complaint processes prior to, during and/or after a conduct proceeding.
 - g. Failure to comply with sanction(s) imposed under the Code of Conduct.
 - h. Influencing or attempting to influence another person to commit an abuse of the conduct or complaint procedures.
20. Any unauthorized use or distribution of proprietary materials obtained by any means, including but not limited to: assessments; problem solutions; copyright or patent infringement; computer piracy or unauthorized use of any other material regulated by federal, state or local law. Computer Piracy includes any act of copyright infringement (protected by federal, state, or local law), the use of software, which

has otherwise been expressly prohibited, copying, duplicating software code and copying of notes, specifications or technical descriptions of any software code whether copyrighted or not.

Professional Conduct Sanctions/ Student Code of Conduct Sanctions

The sanctions listed below may be imposed upon any student found to have violated the Professional Conduct Policy or other policies incorporated within the Student Code of Conduct. The listing of the sanctions should not be construed to imply that students are entitled to progressive discipline. The sanctions may be used in any order and/or combination that the University deems appropriate for the conduct in question. Students should be advised that conduct violations could impact privileges associated with the University, including but not limited to leadership and officer roles in student government and in student organizations.

- **Warning** – A verbal or written notice to the student that the student is in violation of or has violated University policies.
- **Probation** – Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to have violated any University policy during the probationary period or the student does not satisfy any stated terms of probation.
- **Loss of Privileges** – Denial of specified privileges for a designated period of time.
- **Fines** – Monetary penalties may be imposed, as determined or approved by the University.
- **Restitution** – Compensation for loss, damage, or injury. This may take the form of appropriate service, monetary or material replacement, or a combination of the foregoing.
- **Discretionary Sanctions** – Work assignments, service to the University or other related discretionary assignments.
- **University Suspension** – Separation of the student from the University for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
- **University Expulsion** – Permanent separation of the student from all University locations.

More than one sanction listed above may be imposed for any single violation. In each case in which a program-specific Professional Review Committee determines that a student has violated the Student Code of Conduct, sanction(s) shall be determined and imposed by the Committee. Following the decision of the Professional Review Committee, the conduct manager or designee shall advise the student in writing of the decision and of the sanction(s) imposed, if any.

Other than University suspension and University expulsion, disciplinary sanctions shall not be made part of the student's permanent academic record but shall become part of the student's disciplinary record. Upon graduation, the student may petition the program administrator or designee to have their confidential disciplinary record expunged or partially expunged of disciplinary actions. Whether or not to grant the request to expunge or partially expunge shall be at the University's sole discretion. Denial of admission and rescinding admission are at the sole discretion of the director of admission and not subject to the Professional Conduct Policy or the other policies incorporated within the Student Code of Conduct.

Professional Conduct Appeals

The Professional Review Committee's decision that a student has violated the Professional Conduct Policy and the sanction(s) imposed by the Professional Review Committee, or sanction(s) imposed by a conduct administrator or designee where the student admitted to the allegations in the complaint, may be appealed by the student to the program administrator or designee within five (5) business days of the notification of the decision being sent to the student. Appeals must be submitted in writing and must state a basis for the appeal. Basis for appeal are:

- There is new evidence that was unavailable at the time of the original investigation that would affect the outcome of the original decision.
- There were procedural irregularities in the process that affected the outcome.
- The sanctions were not reasonably appropriate for the violation of the Professional Conduct Policy.

The Program Administrator's or designee's decision on the appeal is final and not subject to additional appeal.

Network & Responsible Computing Policy

Policy

1. University computer facilities and networks are available for exclusive use of registered students, faculty, and staff. To better serve the needs of users and emulate a corporate computing environment, the following policies are enforced by the Help Desk and IT staff. Users have a responsibility to be familiar with these policies and to abide by them. Users also have a responsibility to be familiar with and abide by related policies in the Student Code of Conduct.
2. All information services are intended for educational use and may not be used for commercial or other unauthorized purposes. Use of University computers, network facilities, application software, network disk space and the Internet is available for the purpose of coursework and support only. Communication via the Internet or networks is available for authorized users only.
3. Students are issued an account when they appear on the official class roster. All accounts are for the exclusive use of the person to which they are assigned and may not be "loaned" to other users. Other types of accounts may be applied for by completing an Account Request form at the Help Desk. A Help Desk assistant will check the user's ID and sign the form indicating the ID was confirmed. All users will be given their own space on the network hard drive for storing course-related material and assignments. They may also receive access to specific software packages based on the judgment of the network administrator.
4. All passwords expire every 60 days. Student and alumni accounts will expire at the end of each semester. Chamberlain reserves the right to withdraw access to facilities or the network from any user, to withdraw all rights to any material stored in files, and to remove any harmful, unlawful, abusive, or objectionable material.
5. Chamberlain does not guarantee functioning of the system will be error-free or uninterrupted. The University cannot take any responsibility for files not protected through normal backup procedures.

Rules

1. Users may not attempt to alter workstation settings, including but not limited to, network configuration, Windows registry, virus checker settings or any other setting that might compromise security or performance of the University computer system. The IT department may implement workstation security software to monitor for and/or prevent users from making inappropriate changes to their workstations. Users are not permitted to store downloaded or commercial programs on the network or to install them on any University computer.
2. The privacy of other users must be respected.
3. Abusive or offensive language will not be used in any communications.
4. Students will not use the Internet or networks for illegal activities or to transmit unwanted or unsolicited advertising.
5. False statements made about any person and published on the Internet or networks constitute libel and may subject the student to civil charges.
6. The Internet or networks will not be used for transmitting chain or threatening letters.
7. Attacking or threatening messages are a direct violation of this policy. Users of the Internet or networks must abide by the same principles of fairness, decency and respect that would be expected in any other business environment.
8. Users will take ownership for all irresponsible activity/behavior exercised on the Internet or networks under their user login.
9. Material that may be considered offensive to others must not be displayed, stored, or printed on the University computer system.
10. Users of the Internet or networks must minimize the possibility of transmitting viruses or programs harmful to another user's data or equipment by using an appropriate virus checker.
11. Sites with offensive material are not permitted. Internet chat rooms and online games are permitted as long as they do not cause disruption to normal academic related use or cause network congestion. Local or network game play is permitted under limited situations. Software is never to be installed on University computers and game play must never disrupt academic activities or cause network congestion. Determination of appropriate use and/or disruption of academic activities is at the sole discretion of University faculty or staff. Failure to comply with requests to cease any inappropriate or disruptive activity will result in revocation of any access, limited or otherwise, to online local or network games and internet chat rooms.
12. While most material on the network is considered to be in the public domain, copyright is breached if another user's document is transmitted without user's prior knowledge and permission. It is customary to acknowledge sources of any material quoted directly or paraphrased from elsewhere. See the policy on Academic Integrity for detailed information regarding the use and acknowledgment of other material.
13. It is illegal to use the Internet or networks to gain unauthorized access to other computers or databases not in the public domain.
14. Off-campus websites and email accounts created or accessed over the University computer network are subject to University policies and regulations.

Procedures

The IT department and Help Desk staff may periodically review files and communications to maintain system integrity and ensure users

are using the system responsibly. Users should not expect that files stored on University servers will always be private. IT staff may also implement workstation management software, allowing them to monitor users' activity for attempts to change settings or circumvent workstation security. All user activity including but not limited to, printouts, files, and email correspondence, may be monitored at any time for security purposes.

Sanctions

1. Any attempt by a user to breach workstation or network security or to tamper with a University computer, its software or the network will result in loss of computer access. Downloading material relating to hacking or malicious code creation will be considered an attempt at breaching network security. Any unauthorized software or hardware modifications found on the computer system will be removed.
2. Users who have their accounts disabled should contact the Help Desk to find out whom to contact to regain computer access. Minor violations may be resolved by the IT Department or Help Desk.
3. Major violations will be referred for further action under the Student Code of Conduct. Depending on the nature of the violation, other sections of the Student Code of Conduct may also apply.

1.

Social Networking Policy

As a student, you can play an integral role in Chamberlain University's social media outreach. We encourage you to join our groups, participate in conversations and share your positive experiences with others. It's important to remember that as a Chamberlain student, you have certain responsibilities when posting in social networks, even if they are personal and private. We've assembled these guidelines to help you use social media effectively, protect your personal and professional reputation and follow the policies of Chamberlain and its parent company, Adtalem Global Education (collectively, "Chamberlain").

Chamberlain University's intent for having a presence in social media is to facilitate connections between its audiences and to enable rapid response messaging in these emerging platforms. Chamberlain University retains the sole right to approve and publish all web pages and social media pages containing information about its educational programs, services and activities undertaken on its behalf by the student government association, recognized student organizations and alumni.

Student Web Pages

Student groups or individual student Web pages on any social media platform, such as YouTube, Facebook, Google+ and Twitter, forums or blogs are not under Chamberlain University's purview. Therefore, they may not be used to promote, voice an opinion of or recruit for Chamberlain University in any way. Students must adhere to the Code of Conduct when they engage in social media and mention Chamberlain University. What applies as appropriate conduct on campus or in online course shells also applies to conduct on social media platforms.

Chamberlain University's intellectual property, including its trademarks, copyrights, logos, and brands, is the exclusive property of Adtalem Global Education. It is not to appear on individual or student group Web pages or be used by individuals to promote themselves or their ideas and activities without prior written approval.

Student groups who utilize any Chamberlain University intellectual property on their social media pages without prior written approval will be required to remove them immediately.

Student Responsibilities

It is important that all students understand their responsibilities when using social media. Students can have no reasonable expectation of privacy in material that they choose to place online or enter or send through resources provided by Chamberlain.

Students must recognize that they are responsible for anything they write or present online and that they may be subject to legal or Code of Conduct proceedings by Chamberlain University and/or others (including other students, colleagues and third parties) based on what they write or present online.

Responsible behavior is expected of all Chamberlain students when they participate in or partake of social media or blogging. Students' communications, regardless of format, must conform to the Code of Conduct. It is not the goal of the University to actively monitor all student communications; however, should the University become aware of inappropriate behavior that may violate the Code of Conduct, the behavior may be investigated and addressed per the University's disciplinary procedures outlined in the Code. Such behavior includes but is not limited to, posting or communication of content that is obscene, defamatory, threatening, infringing of intellectual property rights or otherwise illegal, inappropriate, or injurious.

General Rules of Social Media Engagement

To foster this communication in an appropriate way, Chamberlain University expects all students to adhere to the following principles of social media engagement:

Your honesty – or dishonesty – will be quickly noticed in the social media environment. If you are blogging about your experiences at Chamberlain University, use your real name, identify your relationship with Chamberlain University and be clear about your role. If you have a vested interest in something you are discussing, be the first to point it out.

Be Judicious. Always use your best judgment and make sure your efforts are transparent by using the following rules for external speech relating to Chamberlain University and Adtalem:

- Ask permission to publish or report on conversations that are meant to be private or internal to Chamberlain University or Adtalem, including conversations with individual students and Adtalem or Chamberlain University colleagues.
- All statements regarding Chamberlain University and Adtalem must be true and not misleading, and all claims must be substantiated and approved.

Write what you know. Make sure you write and post about your areas of expertise, especially as related to Chamberlain University and our degree programs. If you are writing about a topic with which Chamberlain is involved but about which you are not the expert, you should make this clear to your readers. Also, always write in the first person. If you publish to a website or blog outside the control of Chamberlain University, you must use the following disclaimer: "The postings on this site are my own and don't necessarily represent Chamberlain University's positions, strategies or opinions."

Think before you post. Students should keep in mind that what is written and posted in electronic formats on the Internet, instant

messaging, email, or social networks is easily accessible to all and will be in existence virtually forever. This means postings and other communications may be viewed by administrators of Chamberlain University, potential employers, and scholarship boards. If there is something you would not want everyone to know about you, do not post it online.

Be sure the image you are presenting today as a college student is what you feel is in the best interest of your career. It is common for employers and recruiters to view popular social networking websites and other Internet sources to which students may post personal information. Your Internet postings and communications may thus directly affect your career.

Protect yourself. Personal information can be shared over the Internet with more people and at a faster rate than ever before; accordingly, be careful about what you share. Protect your personal information to avoid being a victim of sexual assault, stalking, identity theft or burglary.

Social Media Policy for Students in the Clinical Setting

Students have an ethical and legal obligation to maintain patient privacy and confidentiality at all times. The following requirements are intended to minimize the risks of using social media:

- Students are strictly prohibited from transmitting by way of any electronic media any patient-related image information that may be reasonably anticipated to violate patient rights to confidentiality or privacy or otherwise degrade or embarrass the patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Students must not refer to patients in a disparaging manner, even if the patient is not identified.
- Students must not take photos or videos of patients on personal devices, including cell phones. Students should follow the clinical agency's policy for taking photographs or videos of patients for treatment or other legitimate purposes using devices provided by the clinical agency.
- Students must maintain professional boundaries in the use of electronic media. Like in-person relationships, the student has an obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the student does not permit the student to engage in a personal relationship with the patient.
- Students must promptly report any identified breach of confidentiality or privacy.
- Students must not post content or otherwise speak on behalf of the clinical/practicum site unless authorized to do so and must follow all applicable policies of the clinical/practicum site.
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Student Reviews, Appeals, Complaints, and Grievances

Student Review, Appeal, Complaint, and Grievance Overview

This **Chamberlain University Student Handbook** includes policies and procedures relating to academic policies, grade appeals, the Student Code of Conduct, Sex and Gender-Based Sexual Misconduct Response & Prevention, and Clinical Coordination, among other topics. In general terms, when a disagreement or conflict is not addressed to a student's satisfaction, a student may contact the individual most directly related to the concern or contact their Academic Support Team by submitting the proper online form. If those actions do not satisfactorily resolve the matter, the Student Handbook contains policies that provide an avenue for a student to address the concern.

Reviews, Appeals, Complaints, and Grievances

The types of student-initiated reviews, appeals, complaints, and grievances are as follows:

Review Request

A review request is used to petition for a waiver of a particular institutional policy due to events beyond the student's control and/or due to legitimate circumstances that render a particular policy not applicable to the student's situation. Please refer to the Policies and Procedures section of the Student Handbook for more information about the review request process. Review request decisions are final and are not subject to review in the grievance policy.

Review of a Grade

A student may request a review of a grade when a student believes that a grade has been incorrectly calculated. A grade review may result in the grade increasing, decreasing, or staying the same. Please refer to Policies and Procedures section of the Student Handbook for more information about the process to review a grade. Grade review decisions are final and are not subject to review in the grievance policy.

Academic Appeal

An academic appeal is a request by a student to have an academic policy-related decision of the university reviewed on the grounds (1) that there is new evidence that was unavailable at the time of the original investigation that would affect the outcome of the original decision, or (2) there were procedural irregularities in the process that affected the outcome, or (3) The original decision was not reasonable based on the evidence compiled. Students with concerns involving academic decisions may pursue an appeal through the academic appeals process outlined in the Policy and Procedures section of the Student Handbook. Decisions of the Program Administrator or their designee related to academic appeals are final and are not subject to review in the grievance policy.

Code of Conduct Appeal

A code of conduct appeal is a request to have a sanction decision reviewed by a hearing panel or conduct administrator on the sole grounds (1) that there is new evidence that was unavailable at the time of the original investigation that would affect the outcome of the original decision, or (2) there were procedural irregularities in the process that affected the outcome, or (3) The sanctions were not reasonably

appropriate for the violation of the Code of Conduct Policy. Students with concerns involving decisions related to code of conduct may pursue an appeal through the code of conduct appeals process outlined in the Policies and Procedures section of the Student Handbook. Decisions of the Program Administrator or designee related to code of conduct appeals are final and are not subject to review in the grievance policy.

Complaint

A complaint is a verbal or written notice from a student to faculty, academic or service leadership, or the university that the student is not satisfied with a level of academic or support service, some inconvenience, technical support, or other matter that the student feels has detracted from the student experience. Responses to complaints vary in depth but typically are limited to the parties involved. Complaints are considered informal since they are not recorded in established databases. Nonetheless, the university considers all complaints as important and uses the insights gained from them to improve the quality of its programs and services.

Students with concerns involving the university's nondiscrimination, non-harassment, or educational access policies should first report their concerns to their dean or dean's designee to allow for appropriate review and investigation of the concerns. If this process does not adequately resolve the issue, the student can then proceed by filing a report via the Commitment to Non-Discrimination & Non-Harassment Policy and Procedure.

How to file a complaint:

To initiate the complaint process, a student can submit a written or verbal complaint to the person at the source of the complaint. If the student is uncomfortable, for any reason, engaging directly with the source person, the student can submit the complaint to the person's immediate supervisor. The student may, at any time, elect to stop further action by withdrawing the complaint, subject to the provisions. Chamberlain may be obligated to investigate the complaint with or without the student's involvement, depending on the nature of the allegations made.

Grievance

A grievance is a written notice submitted by an individual through the university's grievance process that a violation of university policy or procedure has allegedly occurred of sufficient gravity that the grievant has been impacted negatively. The grievance may be directed toward a staff or faculty member, a department or program leader, an administrator, or a student. Responses to grievances include a formal investigation, an analysis of the investigation's findings, and a non-appealable decision. All information and actions related to a grievance are formally recorded and subject to audit by internal and external parties. Grievances may trigger quality improvement actions and, when appropriate, may lead to disciplinary action if it was found that policies were broken or breaches in codes of conduct occurred.

Certain types of grievances must be addressed with additional requirements and considerations.

- Title IX Grievance Process – Sex & Gender-Based Misconduct Response & Prevention
- Commitment to Non-Discrimination & Non-Harassment
- Office of Student Disability Services

Please refer to Student Grievance Process in the Student Handbook for detailed information on the process for student grievances.

Student Grievance Process

A grievance is a written notice submitted by an individual through the university's grievance process that a violation of university policy or procedure has allegedly occurred of sufficient gravity that the grievant has been impacted negatively. The grievance may be directed toward a staff or faculty member, a department or program leader, an administrator, or a student. Responses to grievances include a formal investigation, an analysis of the investigation's findings, and a non-appealable decision. All information and actions related to a grievance are formally recorded and subject to audit by internal and external parties. Grievances may trigger quality improvement actions and, when appropriate, may lead to disciplinary action if it was found that policies were broken or breaches in codes of conduct occurred.

Decisions of the Program Administrator or their designee related to Academic Policy Decision Appeals are final and are not subject to review in the grievance policy.

Decisions of the Program Administrator or their designee related to the Code of Conduct Policy are final and are not subject to review in the grievance policy. Grade review decisions and review request decisions are final and are not subject to review in the grievance policy.

Certain types of grievances must be addressed under separate policies with additional requirements and considerations.

- Title IX Grievances – Sex & Gender-Based Misconduct Response & Prevention Policy
- Discrimination and Harassment Grievances – Commitment to Non-Discrimination & Non-Harassment Policy and Procedure
- Disability Accommodation Grievances- Office of Student Disability Services Policy

The right to confidentiality will be respected to the extent possible insofar as it does not interfere with the institution's legal obligation or ability to investigate allegations of misconduct brought to the university's attention or to take corrective action when it is found that misconduct has occurred. Grievances may be withdrawn by the student, subject to the confidentiality provisions. Chamberlain may be obligated to investigate the grievance with or without the student's involvement, depending on the nature of the allegations made.

When to file a Grievance:

A grievance should be filed as soon as possible so that it can be addressed contemporaneously by Chamberlain. In most cases, Chamberlain University will expect the student to come forward within 20 business days of the student becoming aware of the concern. A grievance must be submitted in writing following the process summarized below.

How to file a Grievance:

Students file a grievance by contacting an academic support advisor by phone at 888.556.8226, option 3, or by email at onlineacademicadvising@chamberlain.edu.

If the Grievance Process is the appropriate student-initiated process to address the concern as defined in the Reviews, Appeals, Complaints and Grievances section of the Student Handbook, the student will be provided a link to electronically complete a Grievance Form. The Grievance Form will be received by the Grievance Coordinator and routed to the appropriate Program Administrator or designee for review.

What to file:

A grievance must include the following:

- The student's name, Student ID (D#) number, email address, and phone number.
- A complete description of the concern/issue including date, location, and all individuals involved either in the occurrence or as witnesses.
- A description of what efforts that have been made to resolve the issue informally, including individuals contacted by the student in the resolution attempt.
- A description of the resolution requested.

Notice of Receipt:

Upon receipt of the grievance, the grievance coordinator will provide the student with a written notice acknowledging its receipt and will distribute the grievance form to the appropriate Program Administrator or designee.

Investigation:

The Program Administrator or designee will initiate an investigation upon receipt of the grievance. In cases where the Program Administrator or designee is directly involved in the concern, an alternate Program Administrator or designee will be assigned.

The extent and components of the investigation will vary depending on the allegations and circumstances. For purposes of illustration, an investigation may include the following steps, as appropriate:

- Review the student's grievance form.
- Gather additional information or statements from the student as needed.
- Gather information from any witnesses or other people (e.g., faculty, staff, or other students) who may have potentially relevant information.
- Review relevant documentation and policies.
- Obtain a response or written statement and other information from the individual(s) who is/are the subject of the student's grievance.
- Attempt a resolution of the grievance between the student and the individual, if appropriate.
- Convene a panel to review the grievance materials and information, as appropriate.
- Assess the information gathered, determine the findings, and provide a resolution for the student.

Findings and Notification:

Upon completion of the investigation, the Program Administrator or designee will report the findings of the investigation and resolution to the national grievance coordinator who will report the decision, in writing, to the student.

It is Chamberlain's goal to conduct an appropriate investigation and report back to the student in a timely manner, usually within 30 business days of notification of receipt of the grievance. The circumstances in particular cases may shorten or lengthen the investigation.

The decision of the Program Administrator or designee is, in all cases, final, and not subject to appeal.

Students not satisfied with the final disposition of the grievance process may contact the state licensing authority, the University's accreditors, or the state attorney general. A complete listing of contact information for state licensing authorities, the University's accreditors, the states'

attorneys general can be found here <https://www.chamberlain.edu/about/student-consumer-information>.

Arizona residents enrolled at a campus:

Students with complaints not resolved by the above procedure may file complaints with the Arizona State Board for Private Postsecondary Education:

Arizona State Board for Private Postsecondary Education
1740 W. Adams Street, Suite 3008
Phoenix, AZ 85007
602.542.5709, ppse.az.gov

District of Columbia residents enrolled in an online program:

Unresolved Complaints may be reported to the District of Columbia Higher Education Licensure Commission online at <https://helc.osse.dc.gov> or by mail to:

District of Columbia Higher Education Licensure Commission
1050 First Street, NE, 5th Floor, Washington, DC 20002

Florida residents enrolled at a campus:

As a last resort in the complaint process outlined in the academic catalog, students who do not believe they received a satisfactory resolution to their grievance may contact the Commission at fldoe.org/cie, by fax at **850.245.3238** or by mail to:

Commission for Independent Education Florida Department of Education
325 W. Gaines St., Suite 1414
Tallahassee, FL 32399-0400
toll-free number **888.224.6684**

In accordance with the Florida Safety in Private Spaces Act, beginning on July 1, 2024, students with complaints alleging that Chamberlain University has failed to meet the minimum requirements for restrooms and changing facilities at its Florida campuses under ss. 553.865 (4) and (5), Florida Statutes, have the right to file a complaint with the Florida Attorney General's Office:

Office of the Attorney General
State of Florida
PL-01 The Capitol
Tallahassee, FL 32399-1050
850-414-3300 (Switchboard)
(Florida toll free)

Georgia residents enrolled at a campus:

Students with complaints not resolved by the above procedure may file complaints with the Georgia Nonpublic Postsecondary Education Commission:

Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place
Tucker, GA 30084
770.414.3300, <https://gnpec.georgia.gov/student-resources/complaints-against-institution>

For Illinois residents and students enrolled in an online program:

Unresolved complaints may be reported to the Illinois Board of Higher Education through the online complaint system at <https://complaints.ibhe.org/> or by mail to:

Illinois Board of Higher Education
1 N. Old State Capitol Plaza, Suite 333

Springfield, IL 62701-1377.

Texas residents enrolled at a campus:

Students with complaints not resolved by the above procedure may file complaints with the Texas Higher Education Coordinating Board, higher.ed.texas.gov/student-complaints; rules governing student complaints in Texas can be found at [texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y)

Virginia residents enrolled at a campus:

As a last resort in the complaint process, students who do not believe they received a satisfactory resolution to their grievance may contact the State Council of Higher Education for Virginia:

SCHEV, Attn: Private and Out-of-State Postsecondary Education
101 N. 14th St., James Monroe Bldg.
Richmond, VA 23219

Confidentiality

Chamberlain wishes to create an environment in which individuals feel free to discuss concerns. Chamberlain understands that students, witnesses and others involved in the investigation process may be concerned about the confidentiality of information they are sharing. In some cases, however, Chamberlain may be obligated to take action when it becomes aware of information relating to a complaint. Confidentiality will be maintained to the extent possible and consistent with Chamberlain's obligations in investigating complaints.

Once an individual discloses identifying information to Chamberlain through the processes described above, they will be considered to have filed a complaint with Chamberlain. While the confidentiality of information received, the privacy of individuals involved and compliance with the wishes of the student or witnesses cannot be guaranteed, they will be respected to the extent possible and appropriate.

Retaliation

Chamberlain prohibits retaliation against anyone who reports an incident of alleged harassment, discrimination or other unlawful conduct or any person who assists or participates in a proceeding, investigation or hearing relating to such allegations. Retaliation includes but is not limited to, any form of intimidation, reprisal or harassment. All complaints of retaliation should be reported in accordance with the complaint procedures outlined in the tabs above. If the procedures outlined above would result in the student being required to submit their complaint to the person whom they believe is retaliating against them, the student may submit the retaliation complaint to the online or campus leader, who will determine an appropriate party to address the retaliation complaint.

Submission of a good-faith complaint or report of harassment, discrimination or other unlawful conduct will not adversely affect the student's future grades, learning or academic environment. Chamberlain will discipline or take appropriate action against anyone who retaliates against any person who reports an incident of alleged harassment, discrimination or other unlawful conduct or who retaliates against any person who testifies, assists or participates in a proceeding, investigation or hearing related to such allegations.

Title IX Complaint Resolution and Prevention Policy

Effective August 1, 2024: This Policy does not currently apply to conduct occurring in the following states: Alaska, Arkansas, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Montana, Nebraska, North Dakota, Ohio, South Dakota, Tennessee, Texas, Utah, Virginia, West Virginia and Wyoming. For conduct occurring in those states, please refer to the Policy effective August 2020, available at: website. <https://www.chamberlain.edu/title-ix-discrimination-and-harassment>

NONDISCRIMINATION POLICY STATEMENT AND NOTICE OF NONDISCRIMINATION

Chamberlain University is committed to providing an educational environment free of discrimination, unlawful harassment, and retaliation. Chamberlain does not discriminate on the basis of sex and prohibits sex discrimination in any educational program or activity that it operates, including admission and employment, as required by Title IX and applicable local, state or federal laws.

Inquiries about Title IX may be referred to the Chamberlain Title IX Coordinator, the Director, Office of Equity and Access (OEA), or the U.S. Department of Education's Office for Civil Rights, all listed below.

Chamberlain Title IX Coordinator is:

Allison Durand
Senior Ombudsman
Chamberlain University
630.353.7035
titleixcoordinator@chamberlain.edu

OEA Director is:

Danica Myers
Director, OEA
Adtalem Global Education
872.250.0113
Equity@adtalem.com

U.S. Department of Education Office for Civil Rights:

Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact equity@adtalem.com

For the complete notice of non-discrimination, please see: Chamberlain Non-Discrimination Statement

Reasonable Modifications & Accommodations for Religious Observances & Practices

Chamberlain University respects the right of all students to observe and practice their religious faiths. Questions regarding reasonable modifications of religious observances should be directed to an

academic support advisor. A student who has a request or question regarding other potential religious accommodations regarding admission, attendance, vaccinations, attire and other requirements should contact the Office of Equity and Access at equity@adtalem.com. To review Chamberlain's Reasonable Modifications and Accommodations for Religious Observances and Practices Policy and Procedure, refer to the Chamberlain Student Handbook at chamberlain.edu/handbook.

REVISION OF THIS POLICY

Chamberlain reserves the right to make changes to this Policy as necessary, and once those changes are posted online, they are in effect. If law or regulations change, or court decisions alter requirements in a way that affects this Policy, the Policy will be construed to comply with the most recent law, regulation or court decision and will be updated accordingly.

DEFINITIONS

"Advisor" means an individual who provides support or advice to a Complainant or a Respondent, and/or participates formally as an Advisor during the Hearing Panel process further described below.

"Appeal" means a process for a party to request a review of certain determinations made by the Title IX Coordinator, Investigator or Hearing Panel based on specific criteria set forth in this Policy.

"Appellate Officer" means the individual who will review appeals filed by a party. The Appellate Officer will be impartial and free from demonstrated bias and free from any actual conflict of interest and will disclose any real or reasonably perceived conflicts of interest to the OEA Director and Title IX Coordinator as soon as such conflicts are discovered by the Appellate Officer. The Appellate Officer will have training in reviewing appeals under this Policy.

"Affirmative consent" is defined as an affirmative agreement that is informed, conscious, voluntary, and ongoing, to engage in a mutually agreed upon sexual activity.

Consent can only be given when free from intimidation, force, threat of force, and/or coercion. Lack of protest, lack of resistance, and/or silence does not automatically constitute consent. An individual's manner of dress does not constitute consent.

Consent can be verbal or non-verbal, as long as the words and/or actions are understood to be an agreement to participate in a specific sexual activity. Solely non-verbal communication before and/or during sexual activity can result in misunderstanding which could result in a violation of this Policy. No person should make assumptions about consent. To avoid confusion or ambiguity, all individuals are encouraged to talk with one another before engaging in sexual activity. Each person involved in the sexual activity is responsible for ensuring they have consent of the other(s) to engage in it. The perspective of a reasonable person will be the basis for determining whether consent has been given.

Consent can be withdrawn at any time. An individual who wishes to withdraw consent must communicate, through clear words or actions, that they wish to cease the sexual activity. Once consent is withdrawn, the sexual activity must end.

Previous relationships, including past sexual relationships, do not imply consent to future sexual acts. Consent to one form of sexual activity cannot automatically imply consent to other forms of sexual activity. A

person's consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another.

An individual cannot give consent to sexual activity if that person is unable to understand the nature of the activity or give informed consent due to temporary or permanent incapacitation. A person may be incapacitated due to use of alcohol or drugs, being asleep or unconscious, being underage, or due to mental or physical impairment. If an individual gives consent initially but becomes incapacitated during a sexual activity, the sexual activity must end.

The perspective of a reasonable person evaluating another person's physical and/or verbal functions will be the basis for determining that person's ability to give consent. Consent is required regardless of whether the person initiating sexual activity is under the influence of drugs and/or alcohol. Reasonable steps must be taken to ascertain consent from each individual.

"Colleague" refers to an employee of Chamberlain.

"Colleague Code of Conduct" refers to the **"Adtalem Code of Conduct and Ethics"** Code of Conduct 082319 (adtalem.com), which is applicable to colleagues at all Adtalem Global Education institutions and offices and outlines colleagues' rights and responsibilities.

"Colleague complaint procedure" is the process by which colleagues can bring to the administration's attention any complaint relating to their experience with Chamberlain or a member of the Chamberlain community. It is the mechanism for investigating and trying to resolve complaints raised by colleagues and can be found in the Commons (apps.adtalem.com > Commons- HR Portal > Policy Central).

"Complainant" is either a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under this Policy; or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under this Policy and who was participating or attempting to participate in the Chamberlain's education program or activity at the time of the alleged sex discrimination.

"Complaint" is an oral or written report, alleging sex discrimination against a Respondent prompting the Chamberlain to investigate and make a determination about the allegations. The following persons have a right to make a complaint of sex discrimination, including complaints of sex-based harassment: a Complainant; a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a Complainant; and the Title IX Coordinator. With respect to complaints of sex discrimination other than sex-based harassment, in addition to the persons listed in the preceding sentence, any student or employee, or any person other than a student or employee who was participating or attempting to participate in Chamberlain's education program or activity at the time of the alleged sex discrimination has the right to make a complaint. In the event that the Title IX Coordinator initiates a Complaint, this act does not make the Title IX Coordinator the Complainant for purposes of this Policy. A complaint may be filed with the OEA Director or Title IX Coordinator in person, by telephone, or by email, by using the contact information listed in this Policy. Individuals who would like more information about filing a Complaint are invited to contact the Title IX Coordinator for additional information.

"CRC" refers to the Coaching Resource Center, which is available to managers to assist in addressing colleague relations concerns, including complaints about colleague or vendor conduct.

"Day" means business day when Chamberlain is open. This does not include weekends, holidays or inclement weather days when Chamberlain is closed.

"Director" means the OEA Director.

"Hearing Panel" means a minimum of three (3) appropriately trained individuals who are appointed by the OEA Director to address sex-based harassment allegations by conducting a hearing to determine if a Respondent is responsible for violating the Policy. If Respondent is found responsible, a Hearing Panel will make sanction and remedy recommendations.

"Member of the Chamberlain community" includes students, faculty members or staff and any other individuals associated with Chamberlain. The Director or Title IX Coordinator shall determine a person's status in a particular situation.

"Notice" refers to any information regardless of whether it is direct, indirect, partial or complete received by a colleague that indicates possible sex discrimination. When notice is received, colleagues, with the exception of confidential employees, are required to inform the Director or Title IX Coordinator.

"Party" or **"Parties"** means the Complainant and Respondent separately or jointly.

"Program or Activity" means on or off campus locations, events, or circumstances over which Chamberlain exercises substantial control over both the Respondent and the context in which the Prohibited Conduct occurred.

"Prohibited Conduct" is conduct that is prohibited by this Policy which includes sex discrimination, sex-based harassment, and/ or retaliation. These terms are further defined in this Policy.

"Recipient" means the Institution.

"Respondent" means the person who allegedly committed a violation of this Policy. A Respondent may be a student, employee, or a volunteer.

"Student" means any person who has gained admission to the Institution and/or matriculated at the Institution.

"Title IX Coordinator" means the Chamberlain-based employee responsible for coordinating Institutional efforts to comply with its responsibilities under this Policy.

POLICY SCOPE

This Policy applies to any person participating in or attempting to participate in Chamberlain's educational program or activity. This may include prospective students, guests to campus, applicants, visiting athletes, admitted students, students who are registered or enrolled for credit or non-credit bearing coursework, or who are on a leave of absence or suspension. This Policy also applies to Chamberlain colleagues. Title IX applies to sex discrimination committed against members of the Chamberlain community in the United States occurring as part of Chamberlain's education programs or activity. This includes allegations of sex discrimination impacting Chamberlain's education programs or activities in the United States, even when some conduct alleged to be contributing to the hostile environment occurred outside of the Chamberlain's education program or activity and/or outside of the United States.

This Policy is applicable only to alleged incidents that occurred on or after August 1, 2024. For incidents that occurred prior to August 1, 2024, please refer to the Policy effective August 2020, available: Chamberlain 2020 Title IX Policy.

GENERAL POLICY PROVISIONS

Title IX Coordinator and OEA Staff

The Title IX Coordinator coordinates Chamberlain's efforts to comply with its Title IX responsibilities.

Title IX Coordinator:

Allison Durand
Senior Ombudsman
Chamberlain University
630.353.7035 | titleixcoordinator@chamberlain.edu

The Title IX Coordinator, working in conjunction with the OEA, is responsible for implementing this Policy. This may include intaking reports and Complaints of Sex Discrimination and providing supportive measures.

OEA Staff:

Danica Myers
Director, OEA

Kendall Horneman
Equity Investigator

Amber Callahan
Equity Coordinator

Standard of Proof and Presumptions

The standard of proof in all cases will be the preponderance of the evidence. This means that a finding of responsibility requires that it is more likely than not, based on all the relevant evidence and reasonable inferences from the evidence, that the Respondent engaged in prohibited conduct in violation of this Policy.

Respondent is presumed not responsible for the alleged sex discrimination unless and until a finding has been made, at the conclusion of the process and by a preponderance of the evidence, that the Respondent has engaged in prohibited conduct which violates this Policy.

Burden of Investigating

The burden of conducting an investigation that gathers evidence sufficient to reach a determination regarding responsibility in each complaint rests on the Chamberlain and not the parties.

Evidence Limitations

Chamberlain will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, witness, or respondent. Chamberlain will not use, rely on or seek disclosure of information protected under a legally recognized privilege, or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has waived the privilege. Chamberlain will not access or use a party or witness' medical, psychological, and similar treatment records unless the party or witness provides voluntary, written consent.

Chamberlain will not use, rely on, or seek to disclose evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about such prior conduct is offered to prove that someone other than the respondent committed the alleged prohibited conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the parties does not by itself demonstrate or imply that the complainant consented to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Free Expression and Academic Freedom

Institution is committed to free expression and academic freedom. Nothing in this Policy is meant to infringe upon the free expression of colleagues and students. Chamberlain will consider free expression and academic freedom in the consideration and investigation of Complaints under this Policy.

Disability Accommodations

OEA partners with the Office of Student Disability Services (OSDS) on the provision of reasonable accommodations for students with disabilities. If you require an accommodation to participate fully in any part of the processes set forth in the Policy, contact the Director at your earliest convenience. If you have the requested accommodation on file with OSDS, OEA will implement the accommodation with assistance from OSDS. If you do not have the requested accommodation on file, OEA will connect you with OSDS to initiate the accommodation request process.

Confidentiality and Prohibited Disclosures of Personally Identifiable Information

Chamberlain will take reasonable steps to keep confidential the identity of the Complainant, Respondent, and witnesses, but cannot guarantee confidentiality. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consulting with family members, confidential resources, or advisors; or otherwise prepare for or participate in the complaint resolution process. Chamberlain shall not disclose personally identifiable information obtained in the course of its complaint resolution process except 1) upon prior written consent from a person with the legal right to consent to disclosure; 2) when information is disclosed to a parent, guardian, or other authorized legal representative with a legal right to receive such disclosures; 3) to carry out this Policy including action to address conduct that may reasonably constitute sex discrimination; 4) as required by federal law, regulation, or terms and conditions of a federal award; and 5) to the extent that such disclosure is not in conflict with Title IX when required by state or local law or when permitted under FERPA.

Confidential Advisor

Students may choose to consult with a confidential advisor who is an Institution employee (confidential advisor). Confidential advisors are specifically trained to provide support to survivors of sexual violence, or those who know a survivor. They are available to answer questions, provide information and help navigate options available at the Chamberlain as well as in the community. They can fulfill their reporting requirements by making general reports for statistical purposes and pattern tracking but do not divulge personally identifiable information. Communication with the confidential advisor is confidential in all circumstances, except when imminent risk of serious physical injury or death of the victim or another person could result, or where reporting is required under federal, state or local law. Individuals experiencing

harassment or discrimination always have the right to file a formal complaint with government authorities.

To connect with Chamberlain Confidential Advisors, please contact the following, via email preferred: Confidential Advisor
Chamberlain 500 West Monroe | 13th Floor | Chicago, IL 60661
confidentialadvisor@chamberlain.edu

Requests for Extensions and Delays

The Director or Title IX Coordinator may extend any deadlines within this Policy, for a reasonable amount of time, on a case-by-case basis, for good cause. The Complainant and Respondent will be notified in writing of any extension, the reasons for it, and projected new timelines.

Retaliation Prohibited

Retaliation means intimidation, threats, coercion, or discrimination against any person by Chamberlain, a student, or an employee or other person authorized by the Chamberlain to provide aid, benefit, or service under Chamberlain's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or this part, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing, including in an informal resolution process, in complaint procedures under and in any other actions taken by Chamberlain. Nothing in this definition precludes Chamberlain from requiring an employee or other person authorized by Chamberlain to provide aid, benefit, or service under Chamberlain's education program or activity to participate as a witness in, or otherwise assist with, an investigation, proceeding, or hearing under this part.

Training

Chamberlain ensures that its Title IX personnel have adequate annual training. The Title IX Coordinator, OEA Staff, Investigators, Hearing Panel, and Appellate Officers are trained, as applicable, on the definition of sex discrimination and all prohibited conduct, the scope of Chamberlain's Education Program or Activity, how to conduct an investigation, Chamberlain's complaint process (including hearings, appeals, and informal resolution processes, as applicable) and how to serve impartially by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Informal resolution facilitators are trained on the informal resolution process.

All Institution employees will be trained on the Institution's obligation to address sex discrimination, the scope of conduct constituting sex discrimination, and all notification and information-sharing requirements, at the time of hire and annually thereafter.

Materials used to train Institution personnel may be requested directly from the Director or Title IX Coordinator.

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act ("Clery Act") and the Violence Against Women Reauthorization Act of 2013 ("VAWA"), Chamberlain will provide primary prevention and awareness programs to prevent Sexual Assault, Dating Violence, Domestic Violence and Stalking to incoming students and new Colleagues during their first semester.

No Bias or Conflict of Interest

Any Institution employee acting under this Policy shall be free from any actual conflict of interest or demonstrated bias that would impact the employee's obligations to carry out this Policy. Should the OEA Director have a conflict of interest, the OEA Director is to immediately

notify the appropriate Institution Campus President, who will determine whether a conflict of interest or bias exists, in which case the Campus President shall designate an Acting Director for purposes of carrying out the handling and finalization of the matter at issue. Should any Title IX Coordinator, Investigator, Hearing Panel member, or Appellate Officer have a conflict of interest or bias, they are to notify the OEA Director upon discovery of the conflict. To raise any concern involving bias or conflict of interest, contact the OEA Director, Danica Myers, by phone at 872.250.0113 or by email at equity@adtalem.com.

Amnesty for Participating Parties and Witnesses

Chamberlain recognizes that students who have been participating in a possible student conduct violation such as academic integrity, drinking and/or using drugs at the time of the prohibited conduct under this Policy may be hesitant to report incidents due to fear of potential consequences for their own conduct. Chamberlain strongly encourages the reporting of prohibited conduct. A student bystander or participating party, or witness acting in good faith who discloses any incident of prohibited conduct under this Policy shall not be subject to action under the Chamberlain's Code of Conduct for violation of academic integrity, alcohol and/or drug use occurring at or near the time of the commission of the prohibited conduct. Chamberlain, however, reserves the right to take steps necessary to address health and safety concerns for the individual and the community, as well as the right to report truthfully to licensing bodies. Additionally, Chamberlain reserves the right to take necessary action if it is determined that the student conduct violation was egregious.

Supportive Measures

The Title IX Coordinator will provide Supportive Measures as necessary. Supportive Measures are individualized measures reasonably available without fee or charge to ensure equal access to educational programs and activities, protect safety of the parties, provide support during the complaint process or informal resolution process, and further deter prohibited activity. Supportive Measures are available, as appropriate to either or both the Complainant and Respondent and are non-punitive, non-disciplinary and not unreasonably burdensome to the other party. Examples include counseling, extensions of time or other course related adjustments, modifications to work or class schedules, campus escort services, restrictions on contact between the parties, leave of absence, increased security and monitoring of certain areas on campus, and other similar measures.

Supportive Measures are individualized and appropriate based on the information gathered by the Title IX Coordinator. The Supportive Measures needed by the Complainant and/or Respondent may change over time, and the Title IX Coordinator will communicate with each party to ensure that any Supportive Measures are necessary and effective based on evolving needs.

Once the Title IX Coordinator receives a report of prohibited conduct, the Title IX Coordinator will promptly contact the Complainant confidentially to discuss the availability of Supportive Measures (available with or without filing a Complaint) and explain the process for filing a Complaint and provide a copy of this Policy. The Title IX Coordinator will consider the Complainant's wishes with respect to Supportive Measures.

Chamberlain will maintain the privacy of the Supportive Measures, provided that privacy does not impair Chamberlain's ability to provide the Supportive Measures.

A Party will be provided written notice of the supportive measures provided to that Party outlining the reason(s) for any denials,

modifications or reversals, if applicable, and of the right to appeal. All appeals will be assigned an Appellate Officer to review the appeal and make a decision. All appeal decisions are final.

Emergency Removal

Chamberlain can remove a Respondent entirely or partially from an education Program or Activities on an emergency basis when an individualized safety and risk analysis has determined that an imminent and serious threat to the health or safety of the complainant, any students, employees, or other persons arising from the allegations of sex discrimination justifies removal. The risk analysis is performed by the Title IX Coordinator in conjunction with the Director, Enterprise Safety and Security.

In cases in which an emergency removal is imposed, the Respondent will be given notice of the action and the option to challenge the emergency removal immediately following the removal.

The Title IX Coordinator has sole discretion under this Policy to implement or stay an emergency removal and to determine the conditions and duration. Violation of an emergency removal under this Policy will be grounds for discipline, which may include expulsion or termination.

Chamberlain will implement the least restrictive emergency actions possible in light of the circumstances and safety concerns. As determined by the Title IX Coordinator, these actions could include, but are not limited to: temporarily re-assigning a Colleague, restricting a student's or Colleague's access to the campus, allowing a student to withdraw or take grades of incomplete without financial penalty, and authorizing an administrative leave.

SEX DISCRIMINATION--PROHIBITED CONDUCT

Prohibited conduct detailed below includes actual and attempted conduct.

- A. **Sex-based Discrimination** includes discrimination on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.
- B. **Sex-based Harassment:** Sex-based harassment is a form of sex-discrimination. It is conduct on the basis of sex that satisfies one or more of the following:
 1. An employee, agent, or other person authorized by Chamberlain to provide an aid, benefit or service under the Chamberlain's education program or activity, either explicitly or impliedly condition the provision of such aid, benefit, or service on a Complainant's participation in unwelcome sexual conduct (i.e. **Quid Pro Quo**);
 2. Unwelcome sex-based conduct that based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a Complainant's ability to participate in or benefit from Chamberlain education program or activity (i.e., creates a **hostile environment**).
 3. **Sexual Assault** includes both forcible and non-forcible sexual offenses as defined by the Clery Act and included below:
 - a. Sexual offenses, Forcible: Any sexual act directed against a Complainant without the consent of the Complainant, including instances in which the Complainant is incapable of giving consent.
 1. Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a

sex organ of a Complainant, without the consent of the Complainant.

2. Oral or anal sexual intercourse with a Complainant, forcibly, and/or against that Complainant's will (non-consensual), or not forcibly or against the Complainant's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
3. The use of an object or instrument to penetrate, however slightly, the genital or anal opening of the body of a Complainant, forcibly, and/or against that Complainant's will (non-consensually) or not forcibly or against the Complainant's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
4. The touching of the private body parts of a Complainant (buttocks, groin, breasts), for the purpose of sexual gratification, forcibly, and/or against that Complainant's will (non-consensually), or not forcibly or against the Complainant's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

b. **Sexual Offenses, Non-forcible**, includes any of the following:

1. **Incest**: Non-forcible sexual intercourse between persons who are related to each other, within the degrees wherein marriage is prohibited by state or local law.
2. **Statutory Rape**: Non-forcible sexual intercourse, with a Complainant who is under the statutory age of consent in accordance with state or local law.

4. **Dating Violence**: Violence, on the basis of sex, committed by a person, who is in or has been in a social relationship of a romantic or intimate nature with the Complainant. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence

5. **Domestic Violence**¹: Violence, on the basis of sex, which is a felony or misdemeanor crime, committed by a current or former spouse or intimate partner of the Complainant, by a person with whom the Complainant shares a child in common, or by a person who is cohabitating with, or has cohabitated with the Complainant as a spouse or intimate partner, or by a person similarly situated to a spouse of the Complainant under the state or local domestic or family violence laws of residency, or by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws in which the conduct occurred.

6. **Stalking**: Engaging in a course of conduct, on the basis of sex, directed at a specific Complainant, that would cause a reasonable person to fear for the person's safety, or the safety of others or suffer substantial emotional distress.

For the purposes of this definition,

- i. "course of conduct" means two or more acts, including, but not limited to acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or

means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

- ii. Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.
- iii. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

C. **Retaliation** means intimidation, threats, coercion, or discrimination against any person by Chamberlain, a student, or an employee or other person authorized by the recipient to provide aid, benefit, or service under the recipient's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or this part, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing, including in an informal resolution process, in complaint processes under this Policy and in any other actions taken by a recipient. Nothing in this definition precludes Chamberlain from requiring an employee or other person authorized by Chamberlain to provide aid, benefit, or service under Chamberlain's education program or activity to participate as a witness in, or otherwise assist with, an investigation, proceeding, or hearing under this part.

¹ An incident of Domestic Violence necessitates a relationship between Complainant and Respondent which exceeds two people living together as "roommates" and means that those individuals cohabitating must involve a current or former intimate relationship or spousal relationship.

REPORTING SEX DISCRIMINATION

Any person can report sex discrimination, including sex-based harassment (whether or not the person reporting is the alleged victim) in person, by mail, telephone, or e-mail, using the contact information listed above for the Title IX Coordinator. A report can be made at any time, including during non-business hours. However, responses to reports made outside of business hours, including during weekends and holidays, may be delayed.

If you believe that you have experienced or witnessed sex-based harassment, Chamberlain encourages you to notify the Title IX Coordinator as soon as possible after the incident. A report may be made to either or both the police and the Title IX Coordinator; however, please be aware that the criminal process is separate from Chamberlain's Title IX complaint resolution process. Complainants have the option to notify law enforcement directly or be assisted in doing so. If requested, Chamberlain will assist a victim of sex-based harassment in contacting the police. A Complainant is not required to contact the police to pursue Chamberlain's complaint process.

Reports can be made by victims, third parties or bystanders with the option to remain anonymous through the SpeakUp Adtalem ("SpeakUp") program 1.866.421.0617, or online at speakupadtalem.ethicspoint.com SpeakUp is a reporting system managed by a third-party vendor (Ethics Point), which encourages members of the Chamberlain community to come forward with questions or concerns, including allegations of sex-based harassment. Reports can be made anonymously, or reporters can provide their name and contact information. Colleagues are expected to ask legal, compliance and ethics questions and report suspected wrongdoing. Colleagues and students can utilize the SpeakUp program

by contacting the third-party contractor Ethics Point by phone at 1.866.421.0617, or online at speakupadtalem.ethicspoint.com.

There is no time limitation on providing notice/complaints to the Title IX Coordinator. However, if the Respondent is no longer subject to Chamberlain's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be more limited or impossible. Acting on notice/complaints significantly impacted by the passage of time (including, but not limited to, the rescission or revision of Policy) is at the discretion of the Title IX Coordinator, who may document allegations for future reference, offer Supportive Measures and/or Remedies, and/or engage in informal or formal action, as appropriate. When notice/complaint is affected by a significant time delay, Chamberlain will apply the Policy that was in place at the time of the notice/complaint.

As required by the Clery Act, Institution will issue timely warnings for incidents reported that pose a substantial threat of bodily harm or danger to other members of the campus community. Chamberlain will make every effort to ensure that a victim's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the danger. Chamberlain reserves the right to notify parents/guardians of dependent students regarding any health or safety risk, or a change in student status.

Personally identifiable information for victims of Sexual Assault, Dating Violence, Domestic Violence and Stalking will not be included in any publicly available recordkeeping, including Clery Act Reporting and disclosures such as the ASR.

COMPLAINT RESOLUTION PROCESSES

Chamberlain provides an Informal Resolution Process and two Formal Resolution Processes for resolving complaints of prohibited conduct. The Formal Resolution Processes are:

- Formal Investigation with Hearing Determination
- Formal Investigation with Investigator Determination

Complaints involving allegations of Sex-based Harassment where any party is a student are required to be resolved using either the informal resolution process or the formal investigation with hearing determination.

All other Complaints are required to be resolved using either the informal resolution process or the formal investigation with investigator determination. Chamberlain utilizes a prompt, equitable and impartial process to evaluate Complaints. Title IX personnel will objectively evaluate all relevant evidence and avoid credibility determinations based on a person's status as a Complainant, Respondent or witness.

Both parties will receive equal opportunity to provide information, witness statements, evidence, and other information that may be necessary to fully evaluate the allegations. Both parties will be afforded equitable rights and access during the Complaint process. The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Complaint process.

Generally, the Complaint resolution process consist of a Complaint, Notice of Allegations, investigation, an opportunity to review and respond to the evidence, either an investigator determination or live hearing to reach a determination, and disciplinary measures (in cases with a finding of responsibility), remedies, and appeal (if applicable). The Complaint resolution process, barring extenuating circumstance, will typically

conclude within 120 days from the date a Complaint is filed. Chamberlain has discretion to extend this timeline in appropriate circumstances as determined by Chamberlain.

In certain circumstances where Chamberlain has received allegations of sex discrimination, namely the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Title IX Coordinator must determine whether to initiate a complaint of sex discrimination. After considering factors required by law and any other factors, if the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the Complainant or other person, or that the conduct as alleged prevents Chamberlain from ensuring equal access on the basis of sex to its education program or activity, the Title IX Coordinator may initiate a complaint.

INFORMAL RESOLUTION PROCESS

If the Title IX Coordinator deems it appropriate and both parties voluntarily consent in writing, Complaints can be resolved through informal resolution, such as mediation. The Title IX Coordinator will facilitate an appropriate informal resolution process depending on the nature of the allegations, the parties involved, and the overall circumstances. If an informal resolution is determined to be appropriate, and agreed upon by both parties, it will be conducted by a facilitator, who will be designated by the Title IX Coordinator. At any time prior to agreeing to an informal resolution, any party has the right to withdraw from the informal resolution process and resume a formal resolution process.

Before beginning the informal resolution process, the Title IX Coordinator will provide the parties with a written notice containing the following information:

- The allegations;
- The requirements of the informal resolution process;
- That, prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and to initiate or resume a formal resolution process;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the parties from initiating or resuming a formal resolution process arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and
- What information Chamberlain will maintain and whether and how the INSTITUTION could disclose such information for use in its formal resolution processes if formal resolution processes are initiated or resumed.

FORMAL RESOLUTION PROCESSES

Notice of Allegations (NOA)

Upon initiation of Chamberlain's formal resolution processes, Chamberlain will notify the parties of the following:

- Chamberlain's Title IX formal resolution processes and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the persons involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged

incident(s). This can be a description of the evidence or direct access to the evidence;

- If Institution provides a description of the evidence, the parties are entitled upon request to an equal opportunity to obtain the relevant and not otherwise impermissible evidence; and
- Retaliation is prohibited.

If, in the course of an investigation, Chamberlain decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the initial notice provided or that are included in a complaint that is consolidated, Chamberlain will notify the parties of the additional allegations.

Investigation of Complaints

Chamberlain will provide for adequate, reliable, and impartial investigation of complaints:

- Chamberlain, not the parties, has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.
- Chamberlain will provide to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all meetings or proceedings with sufficient time for the party to prepare to participate.
- Chamberlain will provide the parties with the same opportunities to be accompanied to any meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney.
- Chamberlain will not limit the choice or presence of the advisor for the complainant or respondent in any meeting or proceeding.
- Chamberlain may establish restrictions regarding the extent to which the advisor may participate in these complaint procedures, as long as the restrictions apply equally to the parties. Please see the “advisor” definition and “Role of Advisor” section in this Policy for more information.
- Chamberlain will provide the parties with the same opportunities, if any, to have people other than the advisor of the parties’ choice present during any meeting or proceeding. Chamberlain reserves the right to limit the parties to having only an advisor present during any meeting or proceeding.
- Chamberlain will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible. Typically, the investigation phase will take approximately 90 days from the NOA to gather all necessary information and to draft the investigation report. Chamberlain has discretion to extend this timeline in appropriate circumstances.
- Chamberlain will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.
- Chamberlain will provide each party and the party’s advisor, if any, with an equal opportunity to access the evidence that is relevant to the allegations and not otherwise impermissible, in the following manner:
- Chamberlain will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or a written investigative report that accurately summarizes this evidence. If Chamberlain provides access to an investigative report, Chamberlain will further provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence underlying the

report upon the request of any party. Both parties will have 10 days to review and respond in writing to the evidence;

- Chamberlain will provide a reasonable opportunity to review and respond to the evidence or the investigative report. If Chamberlain conducts a live hearing as part of its complaint procedures, it will provide this opportunity to review the evidence in advance of the live hearing. Parties will be given ten (10) days prior to the Hearing to review all documentation; and
- Chamberlain will take reasonable steps to prevent and address the parties’ and their advisors’ unauthorized disclosure of information and evidence obtained solely through the complaint process.

Dismissal of Complaints

Chamberlain may dismiss a Complaint, or any allegations therein, at any time during the investigation or hearing phase, if:

- Chamberlain is unable to identify the respondent after taking reasonable steps to do
- so;
- The respondent is not participating in Chamberlain’s education program or activity and is not employed by Chamberlain;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and Chamberlain determines that, without the complainant’s withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if
- proven; or
- Chamberlain determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint on this basis, Chamberlain will make reasonable efforts to clarify the allegations with the complainant.

Chamberlain retains discretion on a case-by-case basis to dismiss a Complaint based on any of the above reasons. Satisfaction of one or all of the conditions does not mean Institution will automatically dismiss the Complaint. Instead, Chamberlain will determine if such a decision is appropriate under the circumstances. A dismissal does not preclude action by Chamberlain under separate Institution code of conduct policies.

If a Complaint is dismissed, the Institution will provide complainant with reasons in writing for the dismissal and notice of appeal rights. Chamberlain will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then Chamberlain will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- The Title IX Coordinator or investigator, had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, Chamberlain will:

- Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;

- Implement appeal procedures equally for the parties;
- Ensure that the Appellate Officer did not take part in an investigation of the allegations or dismissal of the complaint;
- Ensure that the Appellate Officer has been trained consistent with the Title IX regulations;
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- Notify the parties of the result of the appeal and the rationale for the result.

All appeals will be assigned an Appellate Officer to review the appeal and make a decision. A dismissal appeal decision is the Chamberlain's final decision, and no further appeal to Chamberlain will be permitted. Parties will have 5 days to file an appeal after the dismissal is issued. The Appellate Officer generally should take 14 days to issue a decision. Chamberlain has discretion to extend the timeline in appropriate circumstances as determined by the Chamberlain.

Investigation with Investigator Determination

For all non-dismissed Complaints containing allegations of sex discrimination and any non-dismissed Complaints containing allegations of sex-based harassment that concern colleague-on-colleague prohibited conduct, the Investigator will draft a determination after the review and response period provided to the parties. The written determination will include analysis of the evidence collected and a finding of whether the Respondent is or is not responsible for engaging in prohibited conduct, as alleged. If there is a finding of responsibility, there will be remedies and disciplinary recommendations in the determination. Respondent has the right to appeal the determination as described in the Appeal section of this Policy.

Investigation with Live Hearing Determination

If a Complaint is not or cannot be resolved through informal resolution, or the Complaint concerns alleged conduct outside the scope of conduct to be resolved through the Investigator Determination process, Chamberlain will conduct a live hearing. Live hearings are facilitated by a designated Hearing Panel, separate from the Title IX Coordinator or Investigator. The Hearing Panel will be selected by the OEA Director. The Hearing Panel will have no fewer than three (3) members.

Chamberlain will conduct the live hearing with the parties physically present in the same geographic location or, at Chamberlain discretion or upon the request of either party, will conduct the live hearing with the parties physically present in separate locations with technology enabling the Hearing Panel and parties to simultaneously see and hear the parties and witnesses.

Chamberlain will create an audio or audiovisual recording or transcript of any live hearing and make it available to the parties for inspection and review, upon request.

Chamberlain's process for proposing and asking relevant and not otherwise impermissible questions and follow-up questions of parties and witnesses, including questions challenging credibility, will allow the Hearing Panel to ask such questions, and allow each party to propose such questions that the party wants asked of any party or witness and have those questions asked by the Hearing Panel, subject to the procedure for evaluating and limiting questions described below:

- The Hearing Panel, or the Hearing Panel chair, will determine whether a proposed question is relevant and not otherwise impermissible before the question is posed and will explain any decision to exclude

a question as not relevant or otherwise impermissible. Questions that are unclear or harassing of the party or witness being questioned will not be permitted. The Hearing Panel or the Hearing Panel chair will give a party an opportunity to clarify or revise a question that is determined to be unclear or harassing. If the party sufficiently clarifies or revises the question, the question will be asked.

The Hearing Panel may choose to place less or no weight upon statements by a party or witness who refuses to respond to questions deemed relevant and not impermissible. The Hearing Panel will not draw an inference about whether sex-based harassment occurred based solely on a party's or witness's refusal to respond to such questions.

Hearing Panel Written Determination

The Hearing Panel will issue a written determination regarding responsibility with a description of the complaint resolution process from Complaint through the live hearing, findings of fact, conclusions about whether the alleged conduct occurred, rationale for the conclusion as to each allegation, disciplinary sanctions imposed on the Respondent and whether remedies will be provided to the Complainant. The determination will be sent simultaneously to the parties along with information on how to file an appeal. This determination generally is sent to the parties within 15 days of the live hearing. Chamberlain has the discretion to extend this time period in appropriate circumstances.

Disciplinary Sanctions

Disciplinary sanctions against the Respondent will not be imposed before completion of Chamberlain's complaint process, including any appeal. Following a final Chamberlain decision that prohibited conduct occurred, appropriate corrective action will be taken, and Chamberlain will take steps to prevent recurrence. Disciplinary sanctions will be determined on a case-by-case basis. Any Colleague determined by Chamberlain to be responsible for prohibited acts will be subject to appropriate disciplinary sanction, up to and including termination. Colleagues are also subject to processes and discipline determined by the Human Resources Department. The HR process is separate and apart from the Title IX process and not constrained by the outcome of the Title IX process. Student disciplinary sanctions may include additional training, a restriction on contact, suspension, or expulsion.

Failure to abide by imposed disciplinary sanctions (whether by refusal, neglect or any other reason), may result in additional disciplinary action, including termination, suspension, or expulsion.

Individuals who make a materially false statement in bad faith in the course of a Title IX complaint process will be subject to Chamberlain's Code of Conduct policies.

Remedies

Remedies are provided to a Complainant whenever a Respondent is found responsible. Student remedies are designed to maintain the Complainant's equal access to education. Remedies will be determined on a case-by-case basis as reasonable under the circumstances. Remedies may include supportive measures.

Appeal

Both parties have the right to appeal an Investigator or Hearing Panel determination regarding responsibility solely on the following bases: (1) procedural irregularity affected the outcome of the matter; (2) there is newly discovered evidence that could affect the outcome of the matter; (3) Title IX personnel had a conflict of interest or bias that affected the outcome of the matter; (4) the determination was clearly erroneous

based on the evidence compiled during the investigation; and/or (5) the proposed sanction(s) was not reasonable based on the evidence compiled during the investigation

An appeal must be submitted in writing to the Title IX Coordinator within ten days of the delivery of the written determination. Appeals will be decided by the Appellate Officer or designee. An appeal decision is the Chamberlain's final decision, and no further appeal to Chamberlain will be permitted. The Appellate Officer generally should take 14 days to issue a decision. Chamberlain has discretion to extend the timeline in appropriate circumstances as determined by the Chamberlain.

Role of the Advisor

The parties are permitted to bring an Advisor of their own choosing and at their own expense, including a family member or an attorney, to any meeting or proceeding that is held in connection with the investigation and resolution of a Complaint brought under this Policy.

Choosing an advisor who is a witness in the Complaint Process creates potential for bias and conflict of interest. A party who chooses an advisor who is also a witness can anticipate that issues of potential bias will be explored by the Hearing Panel.

The Complainant and Respondent are expected to ask and respond to questions on their own behalf throughout the investigation phase of the Complaint process and during any live hearing. Only the Hearing Panel will question the parties during a live hearing, if applicable. Advisors are expected to advise without disrupting proceedings. For example, advisors should not address Chamberlain officials in a meeting, hearing, or interview unless invited to do so. An advisor may not make a presentation during any meeting, interview, or hearing and may not speak on behalf of the party to the Investigator or Hearing Panel. If an advisor is disruptive or otherwise fails to respect the limits of the advisor role, the advisor may be asked to leave, or the meeting, hearing, or interview may be terminated.

Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with third parties, disclosed publicly, or used for purposes not explicitly authorized by Chamberlain. The Hearing Panel may seek to restrict the role of any advisor who does not respect the sensitive nature of the process or who fails to abide by Chamberlain's privacy expectations.

PRIMARY PREVENTION AND AWARENESS PROGRAMS ADDENDUM

Prevention and Awareness

Acts that are deemed to fall within the scope of this Policy are violations of the Code of Conduct as well as the expectations for members of the Chamberlain community. These acts may also be crimes. To increase the likelihood of intervention and reduce the risk of sex and/or gender-based misconduct from occurring among its students and colleagues, Chamberlain is committed to providing primary and ongoing awareness and prevention programming.

Primary and ongoing awareness and prevention programs will cover the continuum of issues contemplated by this Policy. Themes will include situational awareness and prevention strategies, such as bystander intervention and other forms of risk reduction. While bystander intervention specifically refers to the safe and effective ways in which third parties can intervene to thwart sex and/or gender-based misconduct, risk reduction also encompasses various strategies to eliminate or reduce risk of harm by avoiding or removing oneself from

situations that are dangerous or uncomfortable. Awareness programs are events that occur online or in person that invite active engagement of community members. It is the expectation and responsibility of each member of the Chamberlain community to participate in programming which will assist with ongoing prevention efforts as well as effective and efficient identification and response when sex and/or gender-based misconduct does occur.

Primary prevention and awareness programming will include a comprehensive online education platform intended for viewing by all colleagues and students as well as student-facing vendors if necessary and appropriate. The program will be completed by:

- New students and transfer students within three weeks of the start of the student's first session
- Returning and continuing students who did not take the training as a new or transfer student within three weeks of the start of the session the student is scheduled to resume or continue studies
- Colleagues by the date stated in email notification
- Specific vendors by the date stated in email notification

Access to the primary prevention program and its contents will be ongoing throughout the participant's relationship with Chamberlain. Members of the Chamberlain community are encouraged to visit this resource regularly for personal, professional and academic purposes.

Ongoing prevention and awareness campaigns consist of public service announcements and campaigns as well as messages and activities integrated into the day-to-day fabric of the academic community. These initiatives are intended to reinforce increased awareness regarding sex and/or gender-based misconduct and prevention strategies throughout the year. Chamberlain will continually seek formal and informal ways to incorporate additional awareness and prevention strategies, e.g., active and passive educational campaigns, such as social norms poster campaigns, newsletter articles, presentations and volunteerism with local community resource agencies. When additional ongoing education is provided, the organizer will report that event, activity or effort to the Title IX Coordinator for record keeping and quality assurance purposes. Toolkits including ideas and resources that support ongoing efforts and are related to the primary prevention and awareness programming, will be made available to any campus upon request.

Additional training will be delivered to colleagues responsible for responding to reports of sex and/or gender-based misconduct. These colleagues should complete the primary prevention and awareness programming described above as well as remote or live training and/or consultation with the Title IX Coordinator before and during management of an allegation within the scope of the Title IX Complaint and Resolution Processes and Policy.

Risk Reduction Tips

Responsibility for sexual misconduct rests with those who commit such acts. Risk reduction tips are not intended to blame the victim. There are precautions we all can take which may limit our exposure to situations which may result in non-consensual sexual acts.

- Communicate limits/ boundaries and respect the limits/boundaries of others.
- Clearly and firmly say "No" to a sexual aggressor.
- If possible, leave the physical presence of a sexual aggressor or otherwise violently aggressive person.
- If someone is nearby, ask for help.

- Take responsibility for your alcohol/drug use. Acknowledge that alcohol/drugs lower sexual inhibitions and may make you vulnerable to someone who sees an impaired person as a sexual opportunity.
- Do not take advantage of someone's intoxication or altered state even if alcohol or drugs were consumed willingly.
- If you choose to share intimate images, pictures, videos or content with others, even those you trust, be clear about your expectations regarding how the information may be used, shared or disseminated. If such information is shared with you, do not share it with others.
- Take care of friends and ask that they take care of you.
- As a sexual initiator, clearly communicate your intentions and give your sexual partner the opportunity to clearly communicate the same.
- Do not make assumptions about consent, sexual availability, sexual attraction, how far an interaction can go or about physical and/or mental ability to consent.
- Remember that consent should be affirmative and continuous. If there is any question or ambiguity, you should proceed as if you do not have consent.
- Consider mixed messages from a partner to be an indication that sexual conduct should stop so that better communication can occur.
- Recognize the potential for a sexual partner to feel intimidated or coerced by you as a result of a power advantage, your gender, your demeanor or your physical presence. Do not use or abuse that power.

Bystander Intervention Strategies

Intervention by classmates, colleagues and others within proximity to the precursors or signs of possible sexual assault, sexual exploitation, dating violence, domestic violence or stalking can significantly impact the course of an interaction between a latent perpetrator and victim. Bystanders may also encourage friends, classmates and colleagues who are already experiencing victimization to seek assistance sooner than they may have without encouragement, support or acknowledgment. Community members are encouraged to recognize warning signs and to consider possible methods of interference in various scenarios before opportunities to intervene arise. By planning ahead, we all maximize the likelihood of being empowered to take safe actions to either prevent sexual misconduct or offer paths to eliminate ongoing victimization.

When a member of the Chamberlain community observes threatening, coercive, forceful, aggressive or harassing behavior, it is important to assess the situation to determine the best possible course of action for all concerned. Some forms of intervention are direct, while others will be less apparent to the perpetrator or others within range of the interaction. Examples include but are not limited to:

- Making up an excuse to get someone out of a dangerous situation.
- Stepping in to change the course of an interaction.
- Warning potential or perceived perpetrators that their actions may lead to severe consequences.
- Refusing to leave the company of a potential victim despite efforts by an aggressor or pursuer to get the potential victim alone.
- Taking steps to reduce alcohol or drug consumption within a potentially dangerous social situation.
- Calling and cooperating with security, administration, the police or others to assist with intervention and accountability.
- Expressing concern or offering resources when you notice someone with unexplained or frequent injuries.

- Refusing to consider sex and/or gender-based misconduct a personal or private matter between the victim and the perpetrator.

Procedures to Follow After a Sexual Misconduct Incident

Complainants of any sexual misconduct that might constitute a crime, including domestic violence, dating violence, sexual assault, stalking and rape (including acquaintance rape) have the option and are encouraged to contact local law enforcement authorities. The criminal process is separate from Chamberlain's process.

Whenever possible, Complainants should report to their local law enforcement authorities and/or as described in the Title IX Complaint and Resolution Processes and Prevention Policy as soon as possible and preserve evidence as may be necessary to prove that domestic violence, dating violence, sexual assault or stalking occurred, or to obtain a protection order. Prompt reporting may help deter future assaults and may provide additional opportunity for Complainants to receive the services they need. Steps should be taken to address the physical and emotional trauma associated with the incident.

Recommended steps include:

1. Go to a safe place; go somewhere to get emotional and physical support as needed.
2. Consider reporting the incident to the police. Complainants are not required to report an incident to law enforcement authorities, but Chamberlain can assist the Complainants with contacting the police, if requested.
3. Report the misconduct to the manager of student services, sr. manager of campus operations, one-up manager, campus incident commander, local Chamberlain leadership, Title IX Coordinator or the CRC.
4. For a Complainant's safety and well-being, immediate medical attention is encouraged. Time is a critical factor for evidence collection and preservation that may assist in proving that the alleged criminal offense occurred or may be helpful in obtaining an order of protection. Being examined as soon as possible, ideally within 120 hours, is important especially in the case of rape and other forms of sexual assault. To preserve evidence, it is recommended that, if at all possible, you do not bathe, shower, douche, eat, drink, smoke, brush your teeth, urinate, defecate or change clothes before that exam. Even if you have already taken any of these actions, you are still encouraged to have prompt medical care. Additionally, you are encouraged to gather bedding, linens or unlaundered clothing and any other pertinent articles that may be used for evidence. Secure them in a clean paper bag or clean sheet. Completing a forensic examination does not require someone to file a police report. To find a location near you that performs free forensic examinations, call the National Sexual Assault Hotline at (800) 656-4673. Resources are also available through the Rape Abuse & Incest National Network (RAINN); www.RAINN.org.
5. Even after the immediate crisis has passed, consider seeking professional counseling and the support of local and specialized support agencies, such as sexual assault recovery centers and domestic violence safe houses. This can help to recover from the psychological effects and provide a safe environment for recovery.

Resources

Local Resources can be found in the Chamberlain's Annual Security Report distributed to each campus community and posted on the Student Consumer Information page of Chamberlain's website. The reports are available by location in a drop-down menu and contain lists of local resources available to victims of sex and gender-based misconduct. The resource lists are updated annually. To access the ASR, please go to Chamberlain University ASR Report By Campus

Additionally, the following resources exist to provide information and links to external assistance:

- National Sexual Assault Hotline 1.800.656.HOPE (4673) rainn.org
- National Domestic Violence Hotline 1.800.799.7233 (TTY) 1.800.787.3224 or text "START" to 88788. thehotline.org
- National Network to End Domestic Violence nnedv.org and womenslaw.org (Legal information and resources)
- National Center for Victims of Crime 202.467.8700 victimsofcrime.org
- [loveisrespect](http://loveisrespect.org) 1.866.331.9474 (TTY) 1.866.331.8453 or text "LOVEIS" to 22522 loveisrespect.org
- 988 Suicide & Crisis Lifeline (*Formerly National Suicide Prevention Hotline*) phone: 988 988lifeline.org
- Pathways to Safety International 833-SAFE-833 (International Toll-Free) pathwaystosafety.org/ email: crisis@866uswomen.org
- U.S. Embassy usembassy.gov
- Child Welfare Information Gateway 1-800-394-3366 childwelfare.gov
- State Statutes Including Mandatory Reporting Laws childwelfare.gov/resources/states-territories-tribes/

TITLE IX COMPLAINT RESOLUTION AND PREVENTION POLICY ADDENDUM²

For individuals attending or working at Chamberlain University campuses located in Illinois, the following policies and/or procedures are modified or supplemented to those set forth in the Title IX Complaint Resolution Processes and Prevention Policy. Chamberlain reserves the right to adjust this Addendum consistent with current law. If any portion of this Addendum is deemed invalid, the invalidity shall not affect other portions of the Title IX Complaint and Resolution Processes and Prevention Policy.

ILLINOIS

Definition of Consent

Illinois Preventing Sexual Violence in Higher Education Act (which applies to conduct occurring in Illinois) utilizes a definition of "Consent" which recognizes that (i) consent is a freely given agreement to sexual activity, (ii) a person's lack of verbal or physical resistance or submission resulting from the use or threat of force does not constitute consent, (iii) a person's manner of dress does not constitute consent, (iv) a person's consent to past sexual activity does not constitute consent to future sexual activity, (v) a person's consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another, (vi) a person can withdraw consent at any time, and (vii) a person cannot consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including without limitation the following: (A) the person is incapacitated due to the use or influence of alcohol or drugs; (B) the

person is asleep or unconscious; (C) the person is under age; or (D) the person is incapacitated due to a mental disability.

Additional Training

Colleagues at Illinois campuses involved in (i) receipt of a student report of an alleged incident of sexual violence, domestic violence, dating violence, or stalking, (ii) the referral or provision of services to a survivor, or (iii) any campus complaint resolution procedure that results from an alleged incident of sexual violence, domestic violence, dating violence, or stalking will be provided annual survivor-centered and trauma-informed response training. Colleagues at Illinois campuses whose duties include resolution of student complaints receive 8 to 10 hours of annual training on issues related to sexual violence, domestic violence, dating violence and stalking. Training also includes how to apply this Policy.

How to File a Report

Illinois Preventing Sexual Violence in Higher Education Act requires Chamberlain to provide contact information for local law enforcement. Local law enforcement may be reached at:

Addison Campus: 630-543-3080
Chicago Campus: 312-744-8290
Tinley Park Campus: 708-444-5300

Within 12 hours of when Chamberlain receives an electronic report, students at Illinois campuses will receive information detailed in the "Victim/Survivor Rights" paragraph of this Policy.

Written Determination

Individuals at an Illinois campus will be provided with the written determination within seven (7) days after the determination.

Amnesty for Victims and Witnesses

Amnesty, to encourage reporting, will be provided to individuals at Illinois campuses unless Chamberlain determines that the violation was egregious, including but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating or academic dishonesty.

External Resources - Addison Campus:

Community-Based Sexual Assault Crisis Center
YWCA Metropolitan Chicago
Patterson and McDaniel Family Center
55 E. North Avenue
Glendale Heights, IL 60139
630.790.6600

State Sexual Assault Crisis Center
Illinois Coalition Against Sexual Assault
100 N. 16th Street
Springfield, IL 62703
217.753.4117

Medical Facility: nearest to the campus where a survivor may have a medical forensic examination completed at no cost to the survivor, pursuant to the Sexual Assault Survivors Emergency Treatment Act:

AMITA Health Adventist Glen Oaks Hospital
701 Winthrop Avenue
Glendale Heights, IL 60139
630.545.6160

External Resources - Chicago Campus:

Community-Based Sexual

Assault Crisis Center
Community Counseling Centers of Chicago
4740 N. Clark Street
Chicago, IL 60640
773.769.0205

State Sexual Assault Crisis Center Illinois Coalition Against Sexual Assault – RVA-Northside Office
1945 W. Wilson
Chicago, IL 60651
773.275.8340

Medical Facility: nearest to the campus where a survivor may have a medical forensic examination completed at no cost to the survivor, pursuant to the Sexual Assault Survivors Emergency Treatment Act:

Advocate Illinois Masonic Medical Center
836 W. Wellington Avenue
Chicago, IL 60657
773.975.1600

External Resources - Tinley Park Campus:

Community-Based Sexual Assault Crisis Center
YWCA South Suburban Center
320 W. 202nd Street
Chicago Heights, IL 60411
708.754.0486

Rape Crisis Hotline: 708.748.5672 in the South Suburbs

State Sexual Assault Crisis Center YWCA Metropolitan Chicago
1 N. LaSalle Street, Suite 1150
Chicago, IL 60602
312.762.6600

Medical Facility: nearest to the campus where a survivor may have a medical forensic examination completed at no cost to the survivor, pursuant to the Sexual Assault Survivors Emergency Treatment Act:

Advocate S. Suburban Hospital
17800 Kedzie Avenue
Hazel Crest, IL 60429
708.799.8000

COMPLAINANT AND RESPONDENT RIGHTS ADDENDUM

Complainant and Respondent have the following rights:

1. Be treated with respect by all Institution officials;
2. Be informed of the available support resources or measures available;
3. Be free of any form of retaliation and free to report such retaliation without fear of disciplinary action;
4. Request a mutual ban from contact with another party or witness;
5. Be accompanied by one Advisor throughout the process, including at any meetings or interviews;
6. Experience an adequate, reliable, impartial and prompt investigation of the allegations conducted within a reasonable period of time after the complaint is filed;
7. Receive written notice of the date, time and location of any interview scheduled with the Investigator and/or Hearing Panel;
8. Be kept informed of the status of the investigation, to the extent possible, regardless of participation;
9. The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party
10. Meet with the Investigator and present information on their own behalf, identify witnesses or other third parties who might have relevant information and identify or provide relevant documents or other information the party believes may be helpful to the investigation;
11. Have past unrelated behavior excluded from the investigation process;
12. Question the selection of the Title IX Coordinator, Investigator, Hearing Panel, and the Appellate Officer on the basis of an actual conflict of interest or demonstrated bias;
13. Be notified of the determination and any sanctions applied, if applicable;
14. Initiate and participate in an appeal process; and
15. Waive any of the rights contained herein.

Family Education Rights & Privacy Act (FERPA)

Chamberlain University maintains compliance with the Family Education Rights & Privacy Act of 1974, as amended (FERPA). FERPA protects the privacy of student educational records, establishes a student's right to inspect and review their academic records and provides guidelines for correcting inaccurate and misleading data through informal and formal hearings. Generally, only directory information pertaining to a student's records can be released to any third party without written authorization of the student, judicial order or a lawfully issued subpoena.

Disability Accommodations in Academic Programs

Office of Disability Services

Chamberlain University is committed to providing reasonable accommodations for eligible students with documented disabilities as defined by state and federal laws relating to the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (1973). No otherwise qualified individual with a disability in the United States, as defined in Sec. 705(20) of this title, shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving Federal financial assistance. For more information on how to receive ADA accommodations, contact our Office of Student Disability Services at chamberlainosds@adtalem.com or **855.229.0848** or refer to chamberlain.edu/ada. You may also fax your request to **630.596.1651**.

Accommodation Request Process

1. Email the OSDS with your intent to apply for accommodation.
2. Indicate first and last name, institution, program, term and your preferred method of contact, and any supports you require.
 - a. Phone
 - b. Email
 - c. Teams
 - d. Other - describe

3. Obtain and fill out the Student Accommodation Request Form
4. Gather the information from your physician or clinician applicable to the diagnoses for which you are applying. If there are multiple diagnoses, there may also be paperwork required from multiple specialists.
 - a. The OSDS will determine if the request is applicable to the office and its services.
 - i. If yes, OSDS will proceed with interactive process and review.
 - ii. If no, OSDS will refer the student to the appropriate supports and services available.
 - b. Through an interactive process, the OSDS will work with the student to determine if they meet the criteria for accommodations, discuss potential accommodations to address barriers in the academic or clinical setting, and ensure that requested accommodations are reasonable and do not fundamentally alter the nature of the program or technical standard.
 - c. During the interactive process, the student can expect to get updates on status, such as:
 - i. In Review- the file is being reviewed by the Accommodation Coordinator
 - ii. Incomplete- the student has not provided enough information for the Accommodation Coordinator to make a determination or there are issues that need to be corrected on the request form. If the request is Incomplete, OSDS will request additional information and/or inform the student of missing items.
 - d. Accommodation requests are concluded in one of the following ways:
 - i. Approved- either as requested or with alternative accommodation. If the request is Approved, OSDS will send the student a notification letter.
 - ii. Denied- based on available information. If the request is Denied based on available information, OSDS will send the student a notification letter and will reach out to the student to set up a phone call for additional assistance.
 - iii. Closed-based on the requested accommodation being available to all matriculated students regardless of disability status. If the accommodation request is closed on this basis, OSDS will send the student information on how to access this resource.

Documentation Expectations

OSDS Request Form:

- The request form contains 1) a self-report form and 2) a physician/clinician form
- The physician/clinician form must be completed by a licensed physician or clinician who has expertise applicable to the student's diagnosis and is familiar with the student's personal diagnosis and history. The physician/clinician form includes information about:
 - Diagnostic codes
 - Physician/Clinician license numbers and credentials
 - Explanation of how the student's disability affects a major life activity and is relevant to the student's need in an academic setting
 - Specific recommendations for accommodation

Supporting Documentation:

Along with the request form, students should submit supporting documentation from their physician/clinician, dated within the last five years, which at a minimum, verifies: 1) the presence of the diagnosed medical condition and 2) the current impact of the diagnosed medical condition. However, if the documents listed below are unavailable to the student, OSDS encourages students to submit documentation available to them along with the request form to help facilitate the process.

If a student does not have supporting documentation or is having difficulty obtaining the supporting documentation from their physician/clinician, or a student is unsure what type of supporting documentation to provide with the request form, OSDS encourages and welcomes the student to schedule an appointment with an OSDS Accommodation Coordinator to further discuss.

Examples of supporting documentation that may be requested include but are not limited to:

- Audiology Report
- Ocular Assessment
- Formal Diagnostic Interviews
- A Formal Assessment to include:
 - Intellectual functioning
 - Academic achievement
 - Information processing
 - Neuropsychological Assessment
- A signed and dated clinical summary on letterhead

Note: Some requested accommodations may require more detailed documentation to illustrate a connection between the impact of the disability on a major life activity, the described barrier in the academic or clinical setting, and the requested accommodation.

Service Animal Policy

Chamberlain University is committed to promoting full participation and equal access to University programs and activities for individuals with disabilities. Pursuant to these commitments, service animals (defined below) are permitted on campus for persons with disabilities in accordance with the requirements of this policy. Prior to arrival on campus, an individual with a service animal may but is not required to, contact the Office of Student Disability Services (OSDS) at chamberlainosds@adtalem.com or **855.229.0848** to notify the institution that they will be bringing a service animal.

Definitions

"Service Animal" means any guide dog, signal dog or other dog or miniature horse that is individually trained or undergoing training; to do work or perform tasks for an individual with a disability. "Disability" is defined below. Service animals perform some of the functions and tasks of daily living for an individual with a disability. A service animal is a working animal, not a pet. To be considered a service animal, the work or task the animal has been trained to provide must be directly related to the individual's disability. Although the animal must be trained, it is not required to be licensed or certified by a state or local government or particular training program to be a service animal. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition.

Examples of work or tasks performed by a service animal include but are not limited to:

- Guiding individuals with impaired vision
- Alerting individuals with impaired hearing to the presence of other people or sounds
- Assisting with opening doors or pushing buttons
- Aiding individuals with impaired mobility by steadying the individual when walking
- Pulling a wheelchair
- Retrieving dropped items
- Alerting and protecting an individual who is having a seizure
- Reminding an individual with a mental health impairment to take prescribed medications
- Recognizing that an individual is about to have a psychiatric or neurological episode and responding in a manner that prevents or interrupts the episode or otherwise protects the person until the episode subsides
- Providing minimal rescue or non-violent protection work

"Disability" means a physical or mental health impairment that substantially limits one or more major life activities.

"Individual with a Disability" refers to an individual with a disability or who has a record of a disability or who is regarded as having a disability.

"Handler" means either the trainer of a service animal or the individual who utilizes a service animal to perform work or tasks pertaining to that individual's disability.

Requirements of Handlers & Service Animals

Service animals are permitted inside Chamberlain University buildings and facilities pursuant to the requirements below. Outside of Chamberlain University buildings, animals are permitted to transiently use other outdoor campus areas, e.g., walkways, parking lots and streets, while in transit to and from the grassy area or the destination building or site.

- The service animal must be vaccinated and licensed as required by local ordinance.
- Service animals must be accompanied by the handler.
- The handler must remain near the service animal.
- The service animal must be restrained on a leash at all times unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. It should be noted, however, that service animals that leave their handlers could be indicating that the handler needs help or medical assistance and the animal should be followed back to the handler.
- The service animal should be responsive to commands and be under the full control of the handler at all times.
- The handler must ensure that the service animal is behaving and neither interfering with the day-to-day operations and business of the Chamberlain University community (e.g., not barking regularly), nor posing a threat to others (e.g., not growling or biting). Handlers, whose service animal does not behave appropriately are expected to remove the animal from the immediate environment if asked by staff or faculty. Instances of inappropriate behavior may result in a determination by the Office of Student Disability Services (OSDS) that the service animal is no longer allowed on campus.
- The handler is responsible for designating an alternate caregiver on location in case of emergency.

- The handler is responsible for the care and feeding of the service animal and immediately cleaning up waste or soliciting proper assistance to clean up waste of their service animal.
- The handler of the service animal is solely responsible for any damage to persons or property caused by the service animal and assumes such liability when bringing the animal on campus.
- A service animal is not required to have a special harness/collar, documentation of training or identifying tags.

There may be situations where the service animal's presence would fundamentally alter the nature of a particular service, program or business of the University. When these situations are identified by the OSDS, the handler and the University must work together to determine how best to maintain the learning environment while still appropriately accommodating the handler.

Visitors and their service animals are expected to comply with the requirements of handlers and service animals listed above.

Interacting with Service Animals

The handler may request that others avoid: Petting or addressing their service animal as it may distract it from the task at hand, feeding the service animal, deliberately startling the service animal and separating or attempting to separate the handler from their service animal.

To the extent possible, the service animal should not block an aisle or passageway for fire and/or emergency egress.

Permissible Inquiries

Members of the Chamberlain University community who have questions or concerns regarding the behavior of a service animal or the presence of a service animal on campus or within a Chamberlain University facility should not direct their concerns to the individual and/or handler. Rather, direct all questions or concerns to the OSDS at chamberlainosds@adtalem.com or **855.229.0848**. Chamberlain University colleagues shall not ask any questions about the individual's disability.

Health of the Service Animal

The service animal must have an annual clean bill of health from a licensed veterinarian. A service animal must be clean and groomed and measures should be taken for flea and odor control. Service animals that are ill or in poor health should not be taken into public areas. A handler with an ill service animal may be required to remove the animal from Chamberlain University property at the discretion of the OSDS.

Financial Responsibility

The cost of care, arrangements and responsibilities for the well-being of a service animal are always the sole responsibility of the handler.

Campus Access for Service Animals

A service animal is permitted to accompany the handler anywhere the handler goes on campus with exceptions in areas where specifically prohibited due to health, environmental or safety hazards. Any protective wear required for the service animal will be at the cost of the handler to obtain. For information on purchasing protective wear, contact the OSDS. Chamberlain University administration should contact the OSDS to identify areas which may pose a danger to the wellbeing of the service animal or when the animal's presence fundamentally alters the nature of a program or activity. Upon identification of prohibited areas, the OSDS will notify the handler.

Management of Service Animal off Chamberlain's Campuses

Management of a service animal off Chamberlain University's campuses is beyond the scope of this policy. Chamberlain University defers to the policies of individual clinical training sites regarding the use of service animals at those facilities.

Handlers should contact the OSDS if they have concerns or need assistance.

Conflicting Needs

Individuals with medical needs impacted by the presence of animals (e.g., respiratory conditions, allergies or psychological conditions) should contact the OSDS at chamberlainosds@adtalem.com or 855.229.0848.

Inquiries or Complaints

Individuals with medical needs impacted by the presence of animals (e.g., respiratory conditions, allergies, or psychological conditions) should contact the OSDS at chamberlainosds@adtalem.com or 855-229-0848.

Emotional Support Animals & Therapy Animals

Questions about emotional support animals, requests for accommodation and therapy animal inquiries should be directed to the Office of Student Disability Services at chamberlainosds@adtalem.com or 855.229.0848.

Reasonable Modifications & Accommodations for Religious Observances & Practices

Modifications

Chamberlain University respects the right of all students to observe and practice their religious faiths. Accordingly, Academic leaders are to make reasonable modifications, upon request, for such observances. It is the responsibility of the students involved to notify the Program Dean/Dean, Academic Affairs or approved designee in a timely manner concerning their need for such modifications.

Chamberlain University supports the concept of "Reasonable Modifications of Religious Observances." A student who is unable to attend classes/clinical/practicum, etc. on a particular day or days or at a particular time of day, because of the observance of a religious event, shall be excused from any examination, any study, attendance policy or other assignments on such days or times to be completed at another agreed upon time.

Students are required to provide advanced written notice, via a request form, to their Program Dean/DAA or approved designee at least ten calendar days prior to the observed religious observance(s) as listed on the Interfaith Calendar (interfaith-calendar.org). The religious observance request form can be provided by a academic support advisor.

Accommodations

A student who has a request or question regarding other potential religious accommodations in regard to admission, attendance, vaccinations, attire and other requirements, that do not coincide with the Interfaith Calendar (interfaith-calendar.org), should contact the Office of Equity and Access at equity@adtalem.com.

Students may wear religious head coverings and attire during assessments consistent with their sincerely held religious beliefs. If the head covering or attire covers a student's ears, a student must clearly demonstrate they do not have any device or aid in their ears prior to the assessment.

- For in person testing:
 - Immediately before the assessment begins the student will complete one of the following in the presence of the proctor:
 - i. Show their ears if it does not violate a religious tenet to do so.
 - ii. Press their finger over the head covering into the ear canal of each ear so that the indentation is visible.
- For remote testing:
 - After the assessment recording begins and immediately before answering the first question the student will complete one of the following into the webcam:
 - i. Press their finger over the head covering into the ear canal of each ear while turning their ear toward the camera so that the indentation is visible.
 - ii. Show their ears to the camera prior to beginning the assessment if it does not violate a religious tenet to do so.

If a student's religious head covering or attire covers a student's face, prior to taking an assessment, the student must seek a religious accommodation with the Office of Equity and Access (OEA) by reaching out to toequity@adtalem.com.

In addition to a written request for accommodation, a student is required to provide a statement from the Faith Leader and/or documentation applicable to the particular accommodation being requested.

Note: It is the responsibility of all student-employees of the University to coordinate their student-employment obligations in advance of their absences and/or to utilize accrued leave (if applicable) during the absences.

Students who believe that they have been discriminated against or harassed on the basis of religious observances and practices can seek resolution through the Office of Equity and Access at equity@adtalem.com.

Complaints may also be filed with the US Department of Education, Office for Civil Rights at:

Office for Civil Rights

400 Maryland Avenue, SW
Washington, DC. 20202-1100

Customer Service Hotline: 800.421.3481; **Facsimile:** 202.453.6012;
TDD: 877.521.2172; **Email:** ocr@ed.gov; **Web:** ed.gov/ocr

Accommodations for Pregnant & Parenting Students Policy

The Chamberlain University (CU) is committed to creating an inclusive environment for pregnant and parenting students. In accordance with Title IX of the Education Amendments of 1972, the CU prohibits the adoption and/or implementation of any policy, practice, or procedure that has the potential to contribute toward the harassment and/or discrimination of any member of its community based on sex, sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, marital status, parental status, and pregnancy

or related conditions – which includes, but is not limited to, current, potential, or past pregnancy or related conditions such as childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. This policy and its pregnancy-related protections apply to all pregnant students, regardless of gender identity or expression.

The Adtalem Global Education Office of Equity and Access ("OEA"), in partnership with the CU, assists pregnant and parenting students in understanding the academic-related alternatives that may be available to them throughout their pregnancy, when pregnancy-related conditions arise (which includes, but is not limited to, pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from any of these conditions), and when accommodations and/or modifications are needed due to extenuating circumstances that arise from parenting responsibilities (within the first 12 months of the child entering the home).

Definitions

Under this policy, a parent, and/or parental status, is defined as: the status of a person who, with respect to another person who is under the age of 18 or who is 18 or older but is incapable of self-care because of a physical or mental disability, is:

- A biological parent;
- An adoptive parent;
- A foster parent;
- A stepparent;
- A legal custodian or guardian;
- In loco parentis with respect to such a person; or
- Actively seeking legal custody, guardianship, visitation, or adoption of such a person.

Under this policy, pregnancy and/or pregnancy-related conditions are defined as: the full spectrum of processes and events connected with pregnancy – which includes, but is not limited to,

- pregnancy, childbirth, termination of pregnancy, or lactation;
- medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; and
- recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

Reasonable Accommodation/Modification

Students who are pregnant or are experiencing pregnancy-related conditions – which includes, but is not limited to, current, potential, or past pregnancy or related conditions such as childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions, are entitled to reasonable accommodations and/or modifications to prevent sex discrimination and ensure equal access to the CU's education program and activity.

Reasonable accommodations and/or modifications to CU's policies, practices or procedures are designed to prevent sex discrimination to ensure equal access to the CU's education program and activity as well as to support the student in meeting the program's technical standards. That said, reasonable accommodations and/or modifications may include, but are not limited to:

- Excusing pregnancy-related medically necessary absences
- Providing mobility support

- Extending deadlines and/or allowing students to make up tests, assignments, and class participation due to pregnancy-related medically necessary absence(s)
- Allowing students to complete course assignments on an alternate schedule as needed
- Allowing breastfeeding students reasonable time to express breast milk, store breast milk, or breastfeed as needed in a lactation space that is not a bathroom and is clean, shielded from the view of others, lockable and free from the intrusion from others, and is reasonably accessible
- Providing reasonably timed breaks during lecture, lab, and/or clinical experiences in order to attend to health and/or medical needs associated with pregnancy or pregnancy-related conditions – which includes, but is not limited to, the ability to eat, properly hydrate and/or keep water nearby, utilize the restroom, and/or sit or stand as needed
- Allowing reasonable accommodations to academic responsibilities for parenting students during the first 12 months from the time the child enters the home due to a parenting-related extenuating circumstance
- Granting leave per the CU's Leave of Absence (LOA) policy and/or implementing incomplete grades for classes that will be resumed at a future date within the institution's academic policies o To note, since the option to request and receive an approved Leave of Absence and/or Incomplete grade is an alternative that is available to all students, it would therefore not be considered an accommodation that the Office of Equity and Access would facilitate. This is optional and the process is handled by the CU's Academic team.

Additionally, under this policy, an accommodation and/or modification that fundamentally alters the nature of CU's education program or activity is not a reasonable accommodation and/or modification.

In situations such as clinical rotations, examinations, skills-based assessments, labs, and group work experiences, the OEA as well as the CU will work with the student to develop an alternative path to completion, if possible. Secondary to obtaining formal, approved accommodations and/or modifications from the OEA, students are encouraged to continue to work with their institutional faculty members, academic leadership representatives, and academic advising teams to discuss a plan for how to best address conditions that arise as pregnancy progresses and/or as pregnancy-related conditions emerge. The Equity Coordinator for the OEA and/or the CU's Title IX Coordinator will assist with plan development and implementation as needed.

Process

A student who has a request or inquiry regarding the potential need for reasonable accommodations and/or modifications as related to their pregnancy and/or pregnancy related conditions – which includes, but is not limited to, current, potential, or past pregnancy or related conditions such as childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions – as well as any parenting-related needs must contact the OEA at equity@adtalem.com and/or **630-829-0233**, to further discuss any of the reasonable accommodations and/or modifications that may be available based on their individual needs.

To initiate the formal Pregnancy and Parenting Accommodation and/or Modification Request process, students will be required to provide advanced written notice that explains their need for reasonable pregnancy and/or parenting-related accommodations and/or modifications to the OEA as well as their assigned faculty member(s) at least thirty (30) days prior to the date in which the

requested accommodation and/or modification is needed, whenever possible. It is required for academic leadership representatives, faculty, staff, and advisors to recognize a request and to immediately refer the student and/or matter to the OEA to initiate the interactive process, as accommodations and/or modifications pursuant to this policy will not be approved retroactively.

It is difficult to say with certainty how long it can take to process requests, as many factors could impact timing (i.e., volume, complexity and availability of the student for follow up questions and/or the student's ability to provide supporting documentation, if needed, in a timely manner); however, once the OEA has received all necessary information, it will strive for a 5 business day turnaround.

After contacting the Office of Equity and Access, the Equity Coordinator will ask students to specify their pregnancy and/or parenting status as well as the accommodation(s) they are looking to obtain via the formal Pregnancy and Parenting Accommodation and/or Modification Request Form. This form asks for information on the specific pregnancy and/or parenting-related need – which includes, but is not limited to, any conditions related to current, potential, or past pregnancy or the recovery from any of these conditions – that is the basis of the request, as well as the accommodation and/or modification to policy, practice or procedure that is being requested. The OEA will then gather the necessary information to consider the request. Please note, in some cases, the OEA may need to obtain additional information and/or documentation about the student's specific pregnancy and/or parenting-related needs from the student's healthcare provider. A request for additional supporting documentation from a healthcare provider will only be required if deemed necessary and reasonable for the OEA and/or the CU to determine the reasonable accommodations and/or modifications to provide, or whether additional specific action will need to be taken by the OEA and/or the CU, with regard to a student's request(s).

Information about pregnant and/or parenting students' requests for accommodations and/or modifications will be shared with institutional faculty, staff, and/or academic leadership only to the extent necessary to provide the reasonable accommodation and/or modification.

If a request is granted, the Equity Coordinator will work directly with the student and any applicable CU personnel who will help to implement the approved accommodation(s) and/or modification(s).

If a request is denied, the Equity Coordinator will engage in a dialog with the student to explore any alternative reasonable accommodation and/or modification options, if appropriate. Denial of accommodations and/or modifications will not preclude students from requesting disability-related accommodations through the Office of Student Disability Services (OSDS).

Once accommodations and/or modifications have been implemented, students should continue to work with the OEA on any additional accommodation and/or modification related needs. If students experience difficulty in implementing or obtaining approved accommodations and/or modifications, students must immediately notify the OEA for assistance in rectifying the situation.

Accommodations and/or modifications are granted on a case-by-case basis, as different resources may become available throughout the duration of a student's program. Although the same accommodations and/or modifications may still be available, adjustments to a student's approved accommodations and/or modifications may be necessary due to a new program location or modality. Students must also notify the OEA

if they transfer institutions or programs, as a new accommodation and/or modification request may be required.

Questions related to accommodation and/or modification requests and complaints of discriminatory treatment or retaliation related to pregnancy and/or parenting status are to be directed to the Equity Coordinator at equity@adtalem.com or 630-829-0233 as well as the Title IX Coordinator, Allison Durand, at titleixcoordinator@chamberlain.com who can coordinate specific actions to prevent sex discrimination and ensure a student's equal access to CU's education program or activity.

Complaints may also be filed with the U.S. Department of Education Office for Civil Rights (OCR) regarding any concerns that arise with educational programs that are available within the United States. The U.S. Department of Education Office for Civil Rights (OCR) can be contacted at:

**U.S. Department of Education
Office for Civil Rights**

Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100

Telephone: 800-421-3481

FAX: 202-453-6012; TDD: 800-877-8339

Email: OCR@ed.gov

Academic Freedom

Chamberlain University supports the development of autonomous thought and respect for the ideas of others. As a general matter and within the boundaries of the Code of Conduct and behavioral and curricular expectations applicable to colleagues, students and faculty should be free to discuss questions of interest to them and express opinions publicly and privately. When doing so, colleagues, students and/or faculty should make clear to the academic and larger community that in their expressions or demonstrations, they speak only for themselves.

Chamberlain Notice of Non-Discrimination

Chamberlain University is committed to providing an education conducive to the personal and professional development of each individual and to maintaining an academic environment free of discrimination and harassment based on race, caste, surname, color, religion, national origin, sex (self-identified or perceived sex), gender, age (40 or older), ancestry, mental or physical disability, veteran status, sexual orientation, pregnancy or parental status, (and any other legally protected classes in the relevant jurisdiction). Chamberlain will not tolerate, condone, or allow discrimination or harassment, whether engaged in by fellow students, faculty members or non-faculty colleagues.

This policy is consistent with relevant governmental statutes and regulations, including those pursuant to the Civil Rights Act of 1964 and applicable provisions of the Education Amendments of 1972, as well as Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended.

What is Discrimination?

For purposes of this policy, discrimination occurs when a person is treated less favorably or is subject to an adverse action or decision based on their membership in one of the legally protected groups listed

above. Discriminatory acts are not based on the person's individual abilities or merit but rather on the collective group to which the person belongs. The failure to provide reasonable accommodations required by law or Chamberlain policy based on disability or religious practice may constitute discrimination. Discrimination may also encompass conduct that, on its face, does not appear to be motivated by a person's membership in a legally protected class, but nonetheless results in a detrimental impact on a person who is a member of a legally protected class.

In determining whether discrimination has occurred, Chamberlain will examine allegations of discrimination in the broader context under which they occur and will consider any and all relevant factors. Such factors may include but are not limited to conduct that, on its own, does not rise to the level of a violation of a State or Federal statute (or Chamberlain policy), but nonetheless contributes to the underlying discriminatory conduct and/or effect.

What is Harassment?

Harassment is a form of discrimination. Harassment is unwelcome, offensive behavior that is based on one of the legally protected groups listed above and which is severe or pervasive enough to create an environment that a reasonable person would consider hostile. Examples of words or conduct that may constitute harassment that would violate this policy are:

- Verbal abuse, slurs, derogatory comments or insults about, directed at or made in the presence of an individual or group based on protected status. This could include telephone calls, emails, instant messages, etc.
- Display or circulation of written materials or pictures that are degrading to a person or group based on protected status.
- Damage to, trespass on or unauthorized use of property, such as spraying or scratching of a motor vehicle, damage or theft of property, based upon the protected status of an individual or group.
- Physical contact or verbal threats based upon the protected status of an individual or group.

Whom to Contact if You Think you Have Been Discriminated Against or Harassed

Students who wish to file discrimination or harassment complaints against Chamberlain should follow the Student Complaint/Grievance Procedure found in this handbook. Students who wish to file discrimination or harassment complaints against a fellow student should follow the Professional Conduct Procedure found in this handbook.

Complaints of discrimination or harassment should be reported to:

Danica Myers
Director, Office of Equity and Access
Adtalem Global Education
500 West Monroe | 13th Floor | Chicago, IL 60661
872.250.0113 | equity@adtalem.com

Students and colleagues can also report instances of sexual harassment and other forms of sex or gender discrimination to Title IX Coordinator:

Kim Brandt
Director, Student Affairs
Chamberlain University
500 West Monroe | 13th Floor | Chicago, IL 60661
630.353.7035 | titleixcoordinator@chamberlain.edu

Students and colleagues can also report instances of sexual harassment and other forms of sex or gender discrimination to the Federal Department of Education's Office of Civil Rights.

For matters involving Sexual Misconduct, refer to the Title IX Complaint Resolution and Prevention Policy

Crime Awareness & Campus Security Act

The security of all school members is a priority. Each year on October 1, as required by the Crime Awareness and Campus Security Act of 1990 as amended, Chamberlain University publishes a report outlining security and safety information, as well as crime statistics for the community. This report provides suggestions about crime-prevention strategies as well as important policy information on emergency procedures, reporting of crimes and support services for victims of sexual assault. The report also contains information about Chamberlain University's policy on alcohol and drugs and informs students where to obtain a copy of the alcohol and drug policy. This report is available at chamberlain.edu/student-consumer-information or from the Director of Admission.

Students should immediately report incidents to the local law enforcement agency if they witness or are victims to a crime. Emergency numbers are located throughout the University. The Facilities Department maintains the building and grounds with a concern for safety and security. Facilities staff inspect the facility regularly, promptly make repairs affecting safety and security hazards and respond to reports of potential safety and security hazards, such as broken windows, locks, etc. Additionally, the facilities manager routinely inspects the grounds and building to review lighting and other environmental concerns for safety. When the building is closed, it is locked and monitored by a security company.

There are fire alarms and pull stations throughout the facility that should be used only in the event of an emergency. If an emergency requires evacuation, there are signs clearly posted throughout the building indicating the best routes for evacuation.

Access to classrooms and laboratories is limited to those enrolled in the courses meeting there. Access to on- and off-campus activities is limited to actively enrolled students and their guests. Students are responsible for the behavior of their guests at all times at campus-arranged events. Chamberlain University reserves the right to require that student identification cards be presented for admittance to certain locations and events. Students should register their guests with Student Services prior to attendance. Student and staff identification cards should be worn at all times.

The uniformed guard must be called to respond to emergencies and has the authority to ask questions and request identification at any time. Criminal incidents will be referred to local law enforcement. All crime victims and witnesses are strongly encouraged to report incidents to both campus security and local police. Prompt reporting will ensure timely warning notices to the campus community and timely disclosure of crime statistics.

Campus Safety & Security

A truly safe campus can only be achieved through the cooperation of students, faculty and staff. As members of this academic community, students must report crimes, suspicious activities or other emergencies on campus to the appropriate University official (e.g., Campus Security,

Student Services or the Campus President). In the event a student, while on campus, becomes ill, experiences a medical emergency or is injured, the procedures contained within the Chamberlain Safe App are followed. Students should immediately notify a campus colleague for assistance regarding any sudden illness, medical emergency or injury. Students who witness or are victims of a crime affecting the Chamberlain community should immediately report the incident to local law enforcement in the community, in which the campus is located, and to the student services office or to the chief location administrator. Chamberlain will investigate such crimes and, when appropriate, bring them to the attention of the conduct administrator and other Chamberlain officials, such as the Title IX Coordinator.

The University will take appropriate administrative action to protect the community. Student behavior that causes campus safety or security concerns will typically be addressed pursuant to the Interim Suspension provisions of the professional conduct policy. Accordingly, immediate suspension and eventual expulsion may result for students who:

- Unlawfully possess, sell or otherwise furnish a firearm
- Brandish a knife at another person
- Sell a controlled substance
- Commit or attempt to commit a sexual assault or sexual battery
- Possess an explosive
- Cause serious physical injury to another person, except in self-defense
- Possess any knife or other dangerous object of no reasonable use
- Unlawfully possess any controlled substance
- Commit robbery or extortion
- Commit assault or battery

Nothing in this policy should be construed as limiting or preventing the University's discretion to take other action which, in the University's sole discretion is necessary or advisable to promote campus safety and security. Chamberlain takes seriously any threats made to cause harm to others or to oneself. Threats to harm others will be handled through the professional conduct process and may involve an interim suspension and/or the engagement of law enforcement officials until conduct proceedings are completed. In the case of threats to harm oneself, the University may call local law enforcement officials or other persons acquainted with the person making the threat for the purposes of checking on that person's welfare. The University may also work with the person to determine available resources and appropriate next steps.

Chamberlain University reserves the right to place security camera video surveillance on campus where necessary and appropriate. Chamberlain University respects the right to privacy of the university community members and balances the right to privacy versus the safety needs of the campus community.

Drug Free Schools and Communities Act

The faculty and each individual student have a responsibility to strive for high-quality patient care and nursing education. To fulfill that responsibility, students must devote their full faculties and abilities to their academic and clinical work, free from the effects of alcohol and other performance-impairing substances.

Chamberlain complies with the Drug Free Schools and Communities Act of 1986 and forbids use, possession, distribution or sale of drugs or

alcohol by students, faculty or staff anywhere on school property or while engaged in any off-site learning activity associated with Chamberlain.

Anyone in violation of state, federal or local regulations with respect to illegal drugs or alcohol may be subject to both criminal prosecution and school disciplinary action.

Drug testing is required by Chamberlain as a condition of admission for select programs, and subsequent drug screenings may be required at any time during the course of employment or enrollment, as well as by any clinical facility. Failure to comply or achieve a satisfactory outcome will result in the student being denied admission into the program. Continuing students may be expelled from Chamberlain.

Quick Resources

- Chamberlain University National Management Offices
- Websites (CON)
- Technical Support
- Academic Catalog
- Chamberlain Mobile Apps
- Online Class Login Information

Chamberlain University National Management Offices

500 W. Monroe St., Suite 1300, Chicago, IL 60661
National Toll-Free Number: **888.556.8CCN (8226)**
chamberlain.edu

Websites (CON)

Chamberlain Academic Catalog: chamberlain.edu/catalog

Chamberlain Student Handbook: chamberlain.edu/handbook

My Chamberlain Portal Experience: community.chamberlain.edu

Chamberlain Online Library: library.chamberlain.edu

Chamberlain Online Bookstore: chamberlain.edu/bookstore

Chamberlain Merchandise & Apparel: chamberlainmarketplace.com

Chamberlain Student Uniforms: chamberlain.edu/bookstore

Graduation Regalia & Branded Materials: jostens.com/chamberlain

Student Insurance: chamberlain.edu/studentinsurance

Website: chamberlain.edu

Technical Support

Chamberlain Online Courses: **866.613.8622** or
community.chamberlain.edu

Help Desk: **877.366.9388** or community.chamberlain.edu

Chamberlain Mobile App Support: mobilesupport@adtalem.com

Academic Catalog

Chamberlain Academic Catalog

Your source for degree program details, admission information, financial information, regulations and policies.

chamberlain.edu/catalog

Chamberlain Mobile Apps

Search the App Store and Google Play to download Chamberlain Mobile Apps, including the **Chamberlain Safe App** and the **My Chamberlain: Student Portal Mobile App**.

Chamberlain Mobile App Support: mobilesupport@adtalem.com

Online Class Login Information

Access online class resources via community.chamberlain.edu or the Chamberlain Mobile App from your mobile device.

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Sample Advertisements-National

Date Range: February 2024 to January 2025





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- Linear TV
- Pre-Roll Online Videos
- Social Ads
- Display Ads

Section 2: Chamberlain

- Web Landing Pages



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Search Copy

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Chamberlain University® - No Prerequisites Required

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Chamberlain University Nursing | Master of Science in Nursing | MSN Informatics Track

Ad

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AGENCY:
Linear TV



Video Running on Linear (Traditional) TV Across Various Channels





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AGENCY:
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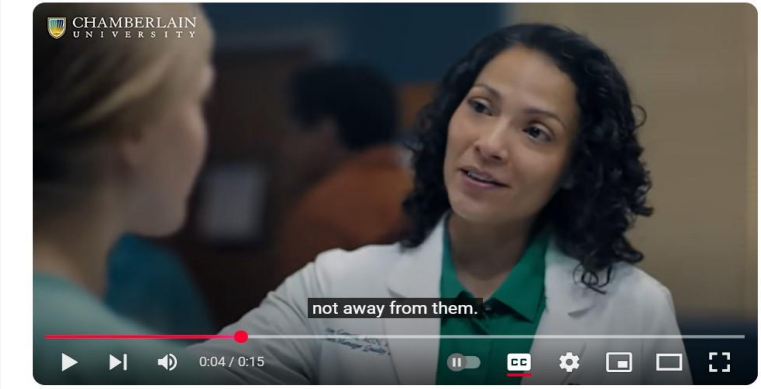


Pre-Roll Online Videos

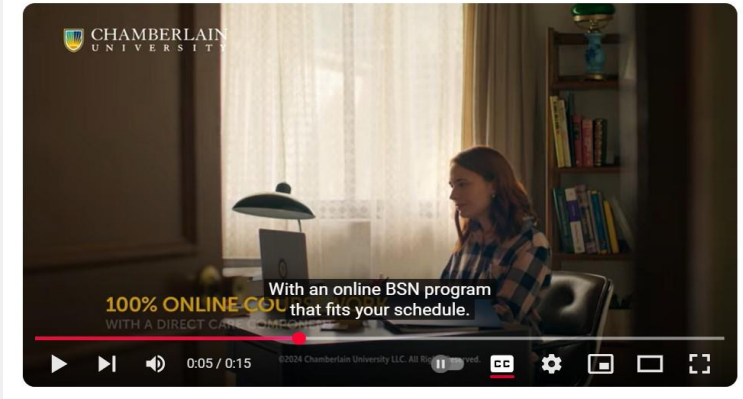
Unexpected Bond – Generic Brand Video



We Believe in Community – Generic Brand Video



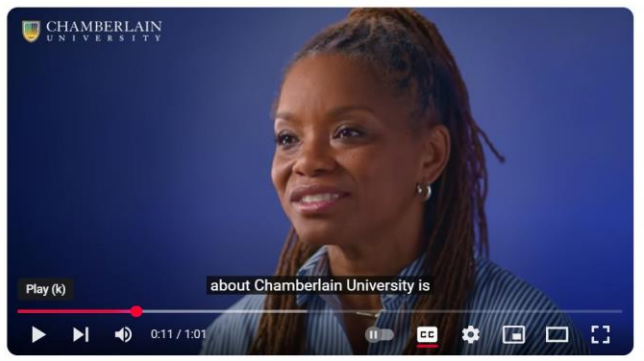
Called to Do More – BSN Program Video



Joe - Men in Nursing Brand Video



Angela J - MSN Testimonial Video



Called to Do More – MSN Program Video





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Play (k)

you belong at Chamberlain University —

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0:05 / 0:30

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CC

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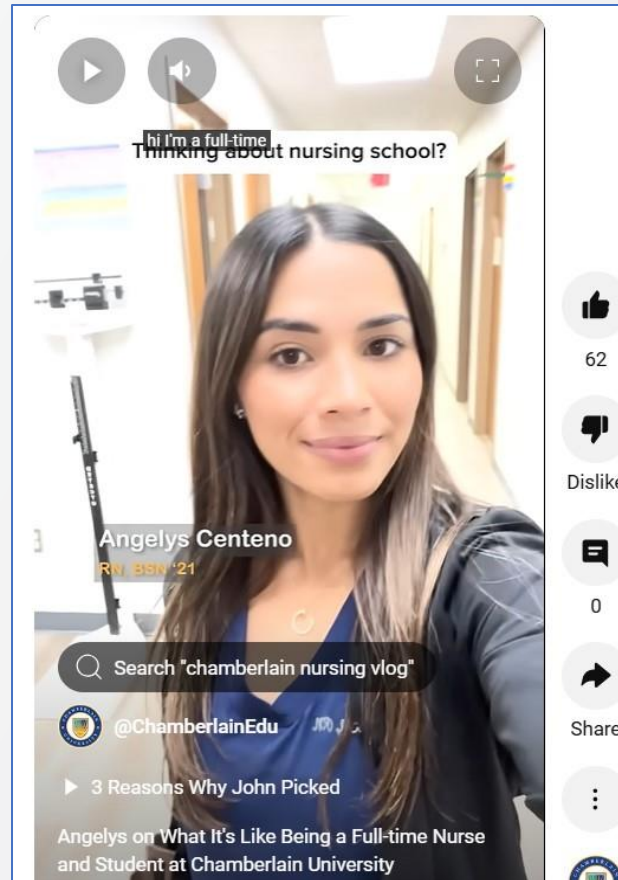
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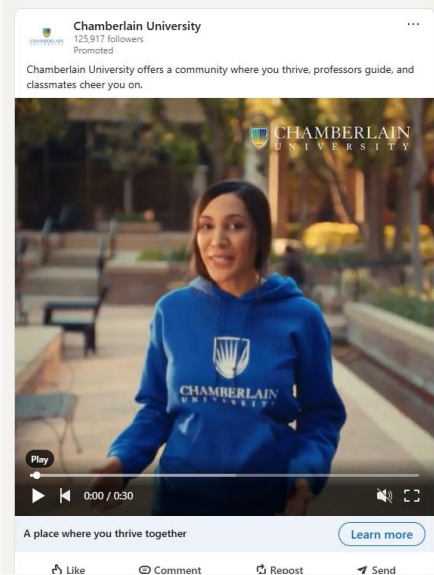
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AGENCY:
Social Ads



Social Ads – LinkedIn

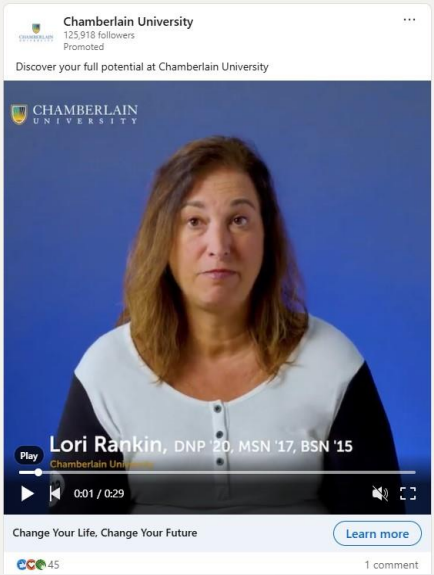
Generic Brand Video



Men In Nursing Video



BSN Program Video



Post-Licensure Program Video





Social Ads - TikTok

Generic Brand Ad



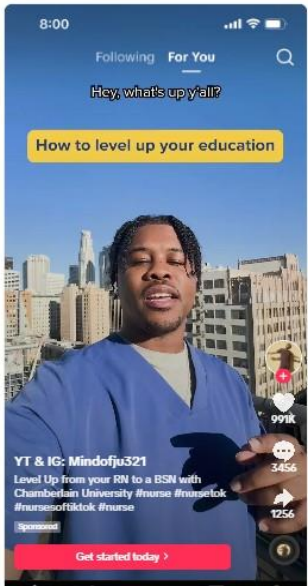
Pre-L UGC Student Ad



Post-L Ad



Post-L Influencer Ad



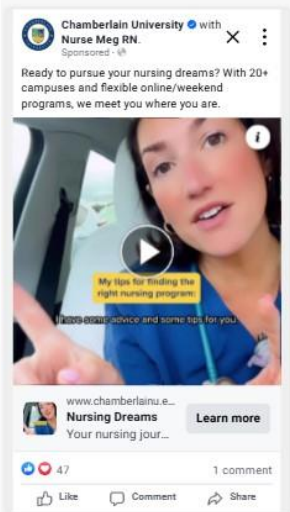
Post L UGC Student Ad





Social Ads – Meta (Consideration Stage)

Facebook In-Feed Video BSN



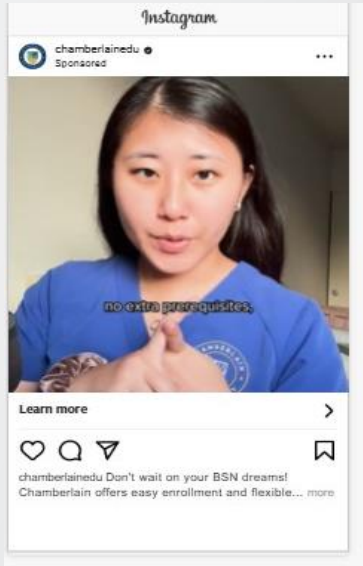
Instagram Reels Ad – Generic Brand Video



Instagram Reels Ad – Post Licensure



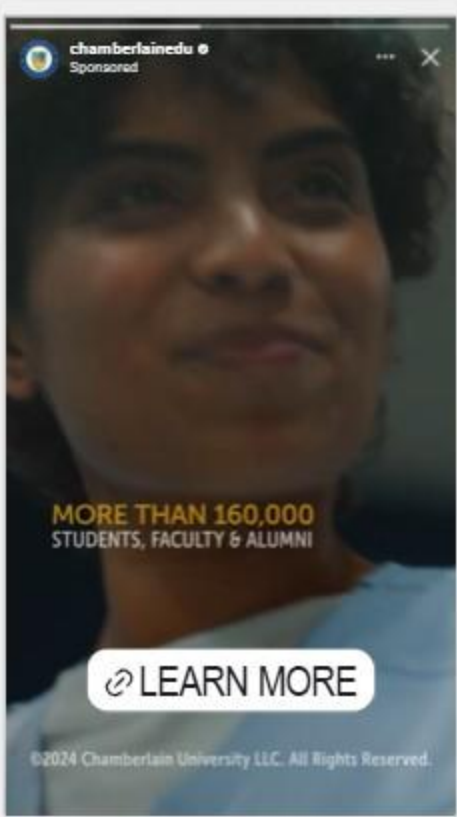
Instagram In-Feed Ad – UGC – BSN Video





Social Ads – Meta (Consideration Stage Cont'd)

IG Story – Generic Brand Video



Facebook Audience Network – Generic Brand Video



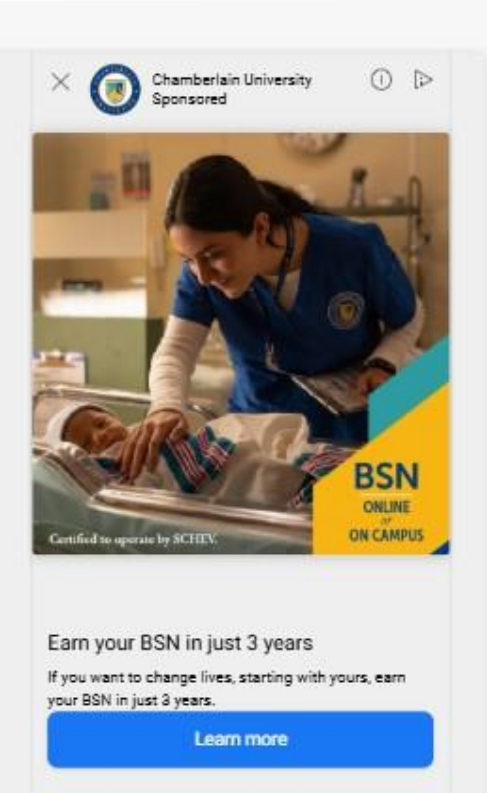
Instagram In-Feed Ad – Post Licensure Video





Social Ads – Meta (Conversion Stage)

Display Ad – PreL



IG Story Ad – PreL



IG Reels – Post L Ad



IG Reels – Post L Ad





Social Ads – Meta Database Remarketing

Meta Display Ad – Targeted to CU BSN Graduates



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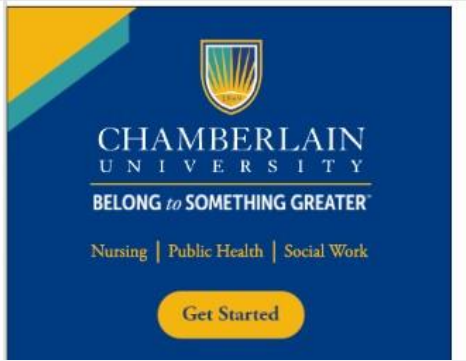


Display Ads – Running Across Google Advertising Network

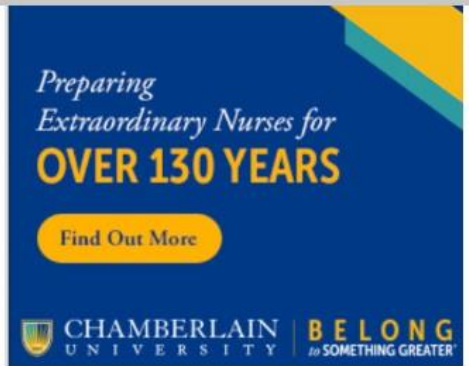
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Generic Brand Ad



Generic Brand Ad



RN-BSN Display Ad



BSN Display Ad





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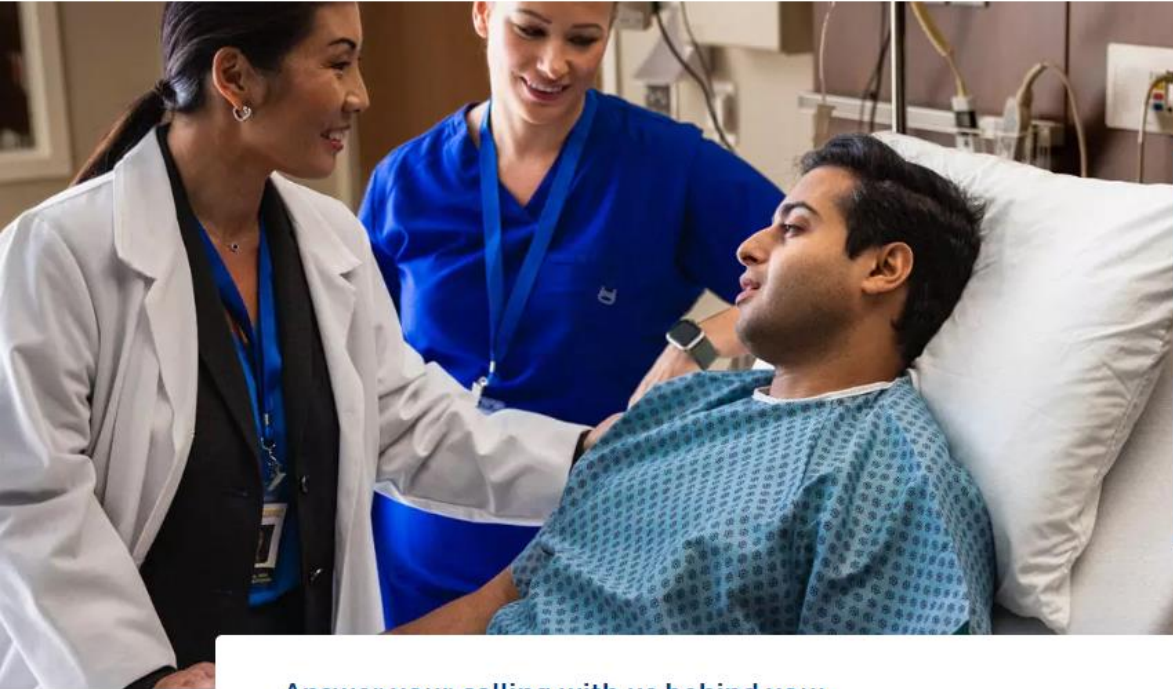
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March 03:

BSN & Online Programs

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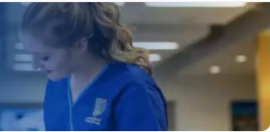
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For a complete list, check out our [authorizations](#) or [view our approvals in your state](#).

“I graduated from Chamberlain a few years ago, but Chamberlain hasn't left me. ... It's my instructors that helped me. It's [the] people that helped me get into the class, the flexibility, and, not only that, just the level of the education that I was able to receive and how well prepared I felt when I graduated.”

Brett Dodd, MSN '17, RNBSN '15





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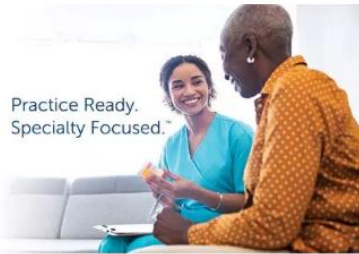


special tuition rates
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Transcript
Transcript Request & Evaluation



Application
No application fee

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Chamberlain University Blog



HEALTH PROFESSIONS

Why More Men Should Consider the Field of Nursing

If you're a man drawn to a helping profession, you may want to consider joining the RN workforce.

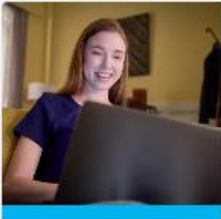
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NURSING TODAY

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Main Campus

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Addison, IL 60101

National Management Offices

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Chicago, IL 60661

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CA BPPE Annual Report ▸

CA BPPE Website ▸

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CHAMBERLAIN UNIVERSITY

BELONG *to* SOMETHING GREATER®

Chamberlain University



Be it known that

having successfully completed the course of study as prescribed by the faculty of the

College of Nursing

is hereby granted the degree of

Bachelor of Science in Nursing

and is entitled to all the rights and privileges appertaining thereto.

IN TESTIMONY WHEREOF THE BOARD OF TRUSTEES HAS CONFERRED THIS DEGREE FROM ADDISON, IL,
BEARING THE SEAL OF THE UNIVERSITY THIS FIRST DAY OF MARCH, TWO THOUSAND TWENTY FIVE.

Karen Cox

KAREN COX, PhD, RN, FACIB, FAAN
PRESIDENT
CHAMBERLAIN UNIVERSITY

Mary Beth Kingston

MARY BETH KINGSTON, PhD, RN, FAAN
CHAIR, BOARD OF TRUSTEES
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Jill Price

JILL PRICE, PhD, MSN, RN, FAAN
CHIEF ACADEMIC OFFICER
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DIRECTOR, BSN ONLINE PROGRAM
CHAMBERLAIN UNIVERSITY
COLLEGE OF NURSING