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THE SAU CONCEPT
Spring Arbor University is a community of learners distinguished by our lifelong involvement in the study and application of the liberal arts, total commitment to Jesus Christ as the perspective for learning, and critical participation in the contemporary world.

LIVE ON PURPOSE
As a Spring Arbor University online student, your growth and success—academically, professionally and personally—are our focus. Even though you may not be physically present on campus, you are part of a community of learners that is distinguished by our lifelong involvement in the study and application of the liberal arts, a total commitment to Jesus Christ as the perspective for learning, and critical participation in the contemporary world.

As leaders in adult online education, we understand that you need flexibility and support. That is why I encourage you to fully engage with your fellow students, faculty and your student success advisor. Each will enrich your academic experience in ways you never imagined possible.

You are here to receive a quality education and to advance your career. Keep these goals top of mind as you engage in critical thinking by asking questions in your pursuit of wisdom. Demonstrate your personal commitment to responsible, ethical leadership and effective communication through the original work you do here. Remember, the skills, knowledge and abilities you gain as a Spring Arbor University student will serve you well long after you have completed your degree.

We appreciate your interest in Spring Arbor University and wish you the best in your academic endeavors.

Dr. Brent Ellis
President
About SAU Online

Since 1873, Spring Arbor University has helped students pursue wisdom by offering an education grounded in the Christian faith. What began as a small elementary and secondary school in the late 1800s has evolved into a premier private Christian university that offers engaging online programs designed to meet the unique needs of busy, working adults. While we’re not the only university to offer online degree programs, our distinction lies in our total commitment to providing educational excellence within a Christ-honoring and supportive online community.

Spring Arbor University has been voted No. 10 of 50 Best Value Christian Colleges and Universities in the country by Christian Universities Online.

Spring Arbor University is a community of learners distinguished by our lifelong involvement in the study and application of the liberal arts, total commitment to Jesus Christ as the perspective for learning, and critical participation in the contemporary world.

U.S. News & World Report named Spring Arbor University in the top tier of the “Midwestern Regional Universities” category of colleges and universities in 2014 and 2015.

Spring Arbor University alum Rick Herter, ’84, is included in “Guinness World Records” for the world’s largest indoor mural with the completion of the 28,000-square-foot mural depicting influential moments in the evolution of flight that adorns the walls of the Air Zoo in Kalamazoo, Michigan.

Since 2000, Spring Arbor University’s overall enrollment has grown by 40 percent.

Spring Arbor University is Michigan’s largest Evangelical Christian University.

“The mission statement of the school and the Christian messages [continue] to give me strength and guidance. I would come back to SAU again and again.”

Jewel Diamond, MSN Student
Student Support

SAU Online is a pioneer and leader in adult online education. We understand your needs, and we welcome you with an online environment specifically created to enhance your strengths and support your journey.

- An Online Admissions Representative will help you choose a program that best fits your needs and walk you through the admissions process.
- Our Financial Aid Staff will give you accurate information on financial resources, based on your specific needs and circumstances.
- You will have direct access to SAU’s highly acclaimed instructors.
- Throughout your program, you’ll enjoy rich opportunities to strengthen your walk with God, build your professional network, master subjects in your sphere of influence and build lifelong friendships with fellow Christians around the world.
- Our Tech Support Team will help you with any technical issues you may have.
- Upon acceptance, you will be assigned your own Student Success Coach, who will be your personal concierge from day one to graduation day.
- A Graduate Career Advisor will help you develop a career plan and will notify you of opportunities, experiences or resources related to your career plan.
- You are assigned an Academic Advisor when you are accepted who will recommend schedules, monitor your progress, answer program-related questions and direct you to appropriate support services.

Online Learning Community

At SAU Online, you’ll find that you are becoming close friends with your classmates, and your professor even encourages you to call him or her when you need help.

From the comfort of your own home, you will submit assignments, take tests and review class resources. You also will enjoy engaging podcasts, interesting threaded discussions and thought-provoking videos that cause you to be transformed in ways you never thought possible.

Keeping you connected is our priority, which is why we offer so many ways to keep in touch – email, chat, discussion boards, live audio-conferencing, a state-of-the-art learning management system, iTunesU® and more.
Accreditation

The Higher Learning Commission (HLC) – All degrees offered by Spring Arbor University are accredited by The Higher Learning Commission, 30 N. LaSalle St., Suite 2400, Chicago, IL. 60602. 1.800.621.7440.

Spring Arbor has been approved by the Michigan Department of Education to offer online reading courses for elementary and secondary teachers that are required by Michigan law for initial certification renewal. The courses are EDU 624 for elementary and EDU 625 for secondary.

Commission on Collegiate Nursing Education (CCNE) – Spring Arbor University’s Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) programs are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036.

State Authorization
SAU is authorized to offer online education in the following states:
AK, AZ, CA, CO, CT, DC, FL, GA, HI, ID, IL, IN, KS, ME, MI, MO, MS, MT, ND, NE, NH, NJ, OH, OK, PA, RI, SC, TN, TX, UT, VA, VT, WY

National Rankings

■ 2013 Washington Monthly: 212 out of 684 ranked Master’s universities.


■ 2014 FindTheBest Colleges Smart Ratings: 92 out of 100 data points representative of quality.
SAU Online Programs

Spring Arbor University offers affordable, accredited, Christ-honoring degrees online that are designed to broaden your professional reach, enrich your faith and make you more marketable in your sphere of influence. As an SAU online student, you will enjoy an engaging curriculum that will prepare you to pursue a more purposeful career with confidence. You’ll also find it easy to engage with your instructors and peers. It’s a fully integrated approach to online education that’s specifically designed to inform and transform the mind, body and spirit of adult learners.

Financial Aid

SAU offers a great financial aid package. In fact, 100 percent of our students receive some type of financial aid. On average, those who receive grants or scholarships are awarded $14,203. And military veterans and active-duty personnel enjoy a 30 percent discount on tuition. Upon acceptance to your program, our Financial Aid Staff will walk you through available institutional, state and federal awards based on your specific circumstances.
Registered Nurse to BACHELOR OF SCIENCE IN NURSING Online

Tuition Per Credit: $518
Total Tuition: $20,720
RN to Bachelor of Science in Nursing

The nation’s Magnet hospitals have moved to require all nurse managers and leaders to hold at least a bachelor’s degree in nursing. This is due to a growing body of research which shows that lower mortality rates, fewer medication errors, and increased positive outcomes are all linked to nurses prepared at the baccalaureate level.

At SAU we’re experts at providing the advanced clinical, analytical and professional development skills necessary to move forward in your career, while continuing to practice nursing and stay involved in family activities.

RNs who have earned their BSN have more in-depth treatment and research knowledge, more robust communication and professional development skills, and a better understanding of social and political issues affecting health care delivery.

In addition to advanced skills in communication, management, technology and population care, this program dives deep into what it means to be a Christian caregiver charged with restoring nursing to its core values. This way, you will graduate with more than just knowledge, but with the wisdom to help you meet both the spiritual and physical needs of those for which you care.

Curriculum and Course Descriptions

NUR318 Adult Development, Life Planning, and Research Writing (3)
In this first course, the student will explore elements of his or her personal and professional life journey and how this affects readiness for returning to college as a working adult. This exploration includes examining the student’s learning style and personality preferences as well as reflecting on major life tasks and identification of key tasks yet to be accomplished. In addition, the student will begin to understand the unique challenges that an adult faces when returning to school and the importance of time management. Integrated writing assignments will assist the student in developing practical skills such as using online library services; assessing writing, grammar, and mechanics; and beginning to master APA formatting and style along with the necessary critical thinking and writing skills essential to the successful college experience. The student will begin to develop his or her electronic portfolio.

NUR321 Professionalism/Professional Values (3)
This course further develops and strengthens core professional values by emphasizing the pursuit of practice excellence. The ANA Standards & Scope of Nursing Practice and Ethical Code for Nurses are examined as well as professional associations and practice regulating bodies. The course explores the role of nursing theory to guide practice. The formal literature review process and the value of evidenced-based practice (EBP) are introduced. E-portfolios are introduced as a method of documenting academic progress and professional development. The course provides foundational professional concepts in legal, ethical, and patient-centered care in preparation for future courses across the educational continuum and roles in advanced practice nursing.

NUR341 Patient Centered Care I (3)
This course has a gerontology focus that utilizes the principles and techniques of holistic nursing assessment and care planning guided by evidence-based interventions and nursing theory. How an aging population affects the health care system and nursing practice are explored. Nursing assessment incorporates review of systems, health promotion, preventative care need, and palliative care planning.
NUR452 Evidence Based Practice I (3)
Three (1) credit components will be taken concurrently with carousel courses.

1. These one-credit component/modules are designed to guide the baccalaureate student to identify practice issues, appraise and integrate evidence, and evaluate outcomes. The e-portfolio is used as a tool to document competencies, track academic progression through the six EBP components, and document academic preparation as students navigate the Capstone project.

2. The student will learn the value of evidence-based practice (EBP), the use of EBP to support quality and safety measures in practice, and models for applying evidence to clinical practice. The concept of the Senior Project is introduced. Students identify educational need in practice or a patient safety issue and then search the databases to begin a literature review to gather evidence to support that issue for their Senior Project. Students learn the basic steps of the Excel spreadsheet to document their ongoing literature review.

3. The student is introduced to the basic elements and concepts of statistics and the use of statistical data in nursing research studies. The student’s continue to define their chosen practice or educational topic for the Senior Project and continue the literature review. Excel instruction progresses during this component to build on the skills obtained in the first component.

4. The student learns the value of research, implications for practice, and the steps of the research process. Ethical issues and the advocacy role of the nurse in protecting the rights of human subjects are recognized. Students learn how bias can influence the design and the implications are explored. The course stimulates critical thinking through locating, evaluating, and critiquing research studies and provides the opportunity to develop a practicum proposal based on scientific research and evidence-based practice. The literature review process continues throughout the course with a written proposal for the Senior Project submitted at the end of Component 452.c.

NUR453 Evidence Based Practice II (3)
Three (1) credit components will be taken concurrently with carousel courses.

1. After reviewing the basic elements and concepts of the research process including levels of measurement, measurement tools, data presentation and descriptive statistics.

2. Students learn to use Excel for statistical equations in preparation for the utilization of nursing research and using data to make evidence-based changes in practice. Integration of the most widely used statistical methods and the use of Excel promotes deeper understanding within the context of health care research and evidence based nursing practice.

3. Additional concepts of statistical analysis and major epidemiological study designs are explored. Statistical concepts are applied to evidence based nursing practice.

NUR422 Spiritual Dimensions of Healthcare (2)
This course examines the increasing emphasis on spiritual well-being and healing environments as elements of health care. Techniques and emphases are examined from a Christian perspective.

IDS300 Biblical Perspectives (3)
As a Christian liberal arts university, Spring Arbor University is committed to nurturing an appreciation for the resources of the Scriptures for creative personal faith and human life in the modern world. This course is designed to foster knowledge and understanding of the literature and history of the Bible and integration of faith, living, and learning.

NUR333 Collaboration for Improving Patient Health Outcomes (3)
This primary focus of this course is to promote the delivery of patient-centered care as members of an inter-professional team. The course emphasizes inter-professional education that fosters collaboration and competency in communication to improve transitions of care. A second focus of this course is to provide students with foundational understanding of health care policy and the nurse’s role as patient advocate with the goal of promoting equitable care for all patients. Students gain understanding how policy is developed and changed and how the policy-making process can be influenced through the efforts of nurses and other health care professionals.
NUR442 Patient Centered Care II (3)
Evidence-based health techniques for disease prevention, health promotion, and self-management of chronic conditions are investigated. Younger adult assessment and health history interview techniques are explored. The assessment findings are used to formulate a holistic, culturally sensitive health promotion plan and apply a theorist as a basis for care. The course focuses on effective communication in facilitating client movement toward health and wellness.

NUR360 Information Management/Patient Care Technologies (3)
This course emphasizes the use of technology and information systems for clinical decision-making. Students learn the skills necessary to use information management and patient care technologies to deliver safe and effective care. The course explores quality improvement - information systems that monitor patient outcomes and required regulatory reporting. Ethical and legal issues related to the use of IT, including copyright, privacy, and confidentiality issues are investigated.

IDS400 Values: Personal and Social (3)
This is a capstone course in which the student formulates a philosophy of life providing the base for such concerns as professional ethics, accountability in government and nursing practice, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of issues and classroom discussion.

NUR344 Clinical Prevention/ Population Health (3)
The course discusses theory and concepts of community/public/global health including health care systems in transition, health policy, and epidemiology. The Public Health/Community Health Nurse’s (PH/CHN) role as partner with the community in health promotion, disease and injury prevention, and population health are applied to patient scenarios. Students utilize teaching, learning, and behavioral change theories and concepts do plan care.

NUR434 Quality Leadership (3)
This course focuses on the professional nurse’s role in applying the principles of leadership and management to navigate systems in health care organizations across the continuum of care. The course explores the nurse leader’s role in quality and safety, the regulatory environment, policy, and advocacy for EBP. The course provides opportunities to improve critical reasoning, interdisciplinary communication techniques, and conflict resolution. Change management and conflict resolution theories are utilized in practice situations.

NUR494 Senior Project (2)
This course provides the student with the practical experience of applying and integrating the concepts and theories learned so far in the program to a setting (community or clinical). Students assess and identify a patient safety or care process problem, a practice discrepancy, or an educational need supported by research through a comprehensive literature review. Using the nursing process, student’s design and implement their project and the BSN portion of the program culminates with a project presentation to faculty, peers, and interested parties.
RN to BSN Admissions Requirements

- An associate degree in nursing from an accredited school or a diploma from a National League for Nursing (NLN) accredited school.
- Completion of at least 58 transferable semester hours.
- A minimum cumulative GPA of 2.5 for all prior college work.
- General education and nursing related courses must be met in addition to BSN major courses.
- Demonstrate computer literacy prior to module three.
- Unrestricted, unencumbered, current nursing license from the state of employment. License must be kept current throughout program.

Practicum or Clinical Experience
Prior to the start of any clinical practice, or as required by an institutional setting, there must be proof of compliance with all agency or institutional requirements. It is the responsibility of the graduate registered nursing student to maintain currency of records. Requirements may include but are not limited to:

- At least one year experience working as a registered nurse preferred.
- Provide evidence of current professional malpractice insurance; minimum $1/3 million prior to Senior Nursing Project.
- Compliance with all institutional requirements prior to Senior Nursing Project.
- An internship is required for this program. Convicted felons may be limited to the type of location or client population in which their internships may be conducted.*

*The Joint Commission on Accreditation of Health Care Organizations (JCAHO) institutes regulations in order for hospitals, home health agencies, clinics and so forth to gain or maintain accreditation status. One of these regulations requires that “all persons who are involved in patient care activities – i.e., employees, volunteers and students – must have criminal background checks as well as other health care related checks.” Criminal background checks must be initiated by the student and completed prior to beginning any clinically related practicums. See general graduate catalog policy.
Registered Nurse to MASTER OF SCIENCE IN NURSING Online

RN to MSN/Education
BSN Tuition Per Credit: $518
MSN Tuition Per Credit: $603
Total Tuition: $40,101*

RN to MSN/MBA
BSN Tuition Per Credit: $518
MSN Tuition Per Credit: $603
Total Tuition: $54,573*

RN to MSN/Adult-Gerontology, Primary Care Nurse Practitioner
BSN Tuition Per Credit: $518
MSN Tuition Per Credit: $603
Total Tuition: $46,131*

RN to MSN/Family Nurse Practitioner
BSN Tuition Per Credit: $518
MSN Tuition Per Credit: $603
Total Tuition: $49,749*

*Student is responsible for additional cost for clinical practicum and residency fee.
RN to Master of Science in Nursing

The nation’s Magnet hospitals have moved to require all nurse managers and leaders to hold at least a bachelor’s degree in nursing. This is due to a growing body of research which shows that lower mortality rates, fewer medication errors, and increased positive outcomes are all linked to nurses prepared at the baccalaureate level.

The RN-MSN online program at Spring Arbor University will allow you to continue to practice while working towards a position of nurse educator, nurse administrator or nurse practitioner, adult gerontology, primary care. Delivered online, this program is an amazing opportunity to earn your MSN for less money and in less time than it would take if you were to pursue your BSN first.

**RN-MSN/Ed**
Learn to develop lesson plans, teach courses and oversee students’ clinical practices; gain advanced familiarity in the clinical foundations of assessment, pharmacology and pathophysiology; and embrace the wisdom it takes to restore nursing to its core values from a spirit-mind-body perspective.

**RN-MSN/MBA**
Learn health care, fiscal and management theories while mastering the skills it takes to oversee clinical operations; expand practice services; and establish policies and procedures that ensure patient quality, safety and efficiency. You will then choose to specialize in finance, management, health care administration, human resource management, organizational development or strategic leadership.

**RN-MSN/NP**
Learn the advanced nursing practice and management skills you need to act as an autonomous primary care provider, and dive deep into what it means to be a Christian caregiver charged with restoring nursing to its core values in our complex and rapidly evolving health care system. Offering two concentration tracks: Adult Gerontology and Family Nurse Practitioner.
RN to MSN/Ed Curriculum and Course Descriptions

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In this first course, the student will explore elements of his or her personal and professional life journey and how this affects readiness for returning to college as a working adult. This exploration includes examining the student's learning style and personality preferences as well as reflecting on major life tasks and identification of key tasks yet to be accomplished. In addition, the student will begin to understand the unique challenges that an adult faces when returning to school and the importance of time management. Integrated writing assignments will assist the student in developing practical skills such as using online library services; assessing writing, grammar, and mechanics; and beginning to master APA formatting and style along with the necessary critical thinking and writing skills essential to the successful college experience. The student will begin to develop his or her electronic portfolio.

NUR321 Professionalism/Professional Values (3)
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NUR341 Patient Centered Care I (3)
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NUR452 Evidence Based Practice I (3)
Three (1) credit components will be taken concurrently with carousel courses.

These one-credit component/modules are designed to guide the baccalaureate student to identify practice issues, appraise and integrate evidence, and evaluate outcomes. The e-portfolio is used as a tool to document competencies, track academic progression through the six EBP components, and document academic preparation as students navigate the Capstone project.

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RN to MSN/Ed Curriculum and Course Descriptions (Continued)

NUR453 Evidence Based Practice II (3)
Three (1) credit components will be taken concurrently with carousel courses.

1. After reviewing the basic elements and concepts of the research process including levels of measurement, measurement tools, data presentation and descriptive statistics.

2. Students learn to use Excel for statistical equations in preparation for the utilization of nursing research and using data to make evidence-based changes in practice. Integration of the most widely used statistical methods and the use of Excel promotes deeper understanding within the context of health care research and evidence based nursing practice.

3. Additional concepts of statistical analysis and major epidemiological study designs are explored. Statistical concepts are applied to evidence based nursing practice.

IDS300 Biblical Perspectives (3)
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The course discusses theory and concepts of community/public/global health including health care systems in transition, health policy, and epidemiology. The Public Health/Community Health Nurse’s (PH/CHN) role as partner with the community in health promotion, disease and injury prevention, and population health are applied to patient scenarios. Students utilize teaching, learning, and behavioral change theories and concepts do plan care.
RN to MSN/Ed Curriculum and Course Descriptions (Continued)

NUR494 Senior Project (2)
This course provides the student with the practical experience of applying and integrating the concepts and theories learned so far in the program to a setting (community or clinical). Students assess and identify a patient safety or care process problem, a practice discrepancy, or an educational need supported by research through a comprehensive literature review. Using the nursing process, student’s design and implement their project and the BSN portion of the program culminates with a project presentation to faculty, peers, and interested parties.

NUR510 Moral & Ethical Decision Making (2)
This course provides a meta-cognitive foundational approach to advanced nursing practice in the contemporary world. It explores worldview presuppositions with an emphasis on a Christian perspective and development of a consistent, conscious understanding of reality.

NUR522 Theoretical Perspectives for Advanced Practice (3)
This course promotes examination, analysis and synthesis of a variety of conceptual frameworks, models and theories that provide a foundation for research and applied practice in the areas of nursing, business and education. Philosophical ideation, beliefs, scope and assumptions of select theories and models will be explored.

NUR532 Organizational & Systems Leadership (3)
The focus is on understanding the professional role of the advanced practice nurse. The processes associated with role development, socialization and effective collaboration with diverse interdisciplinary partnerships will be examined.

NUR551 Applied Research Methods (3)
This course focuses on the significance of research to the development of a profession and the practical application of statistics to evidence-based outcomes. Emphasis will be placed on design, methodology and data collection relative to development of a research-based capstone project or thesis.

NUR612 Advanced Pathophysiology (3)
This course provides advanced knowledge and clinical application of normal and pathophysiologic mechanisms related to altered health status and disease processes. Diagnosis and treatment skills will be analyzed, interpreted and evaluated for changes in normal function seen during illness/disease and when assessing an individual’s response to treatment.

NUR618 Advanced Pharmacology (3)
This course will provide the advanced practice nurse with the knowledge and skills necessary to assess, diagnose and manage pharmacologic agents, alternatives to pharmacological interventions and therapeutic modalities. Prescriptive authority, including responsibilities and legalities, will be discussed, including controlled substances and the potential for abuse.

NUR625 Educational Theory & Curriculum Design (3)
This course utilizes learning theories to design a teaching/learning project. Strategic planning steps such as needs assessment, behavioral objectives, instructional design and delivery for non-traditional learners will be explored.
Ed Concentration Course Descriptions

NUR625 Educational Theory & Curriculum Design (3)
This course utilizes learning theories to design a teaching/learning project. Strategic planning steps such as needs assessment, behavioral objectives, instructional design and delivery for non-traditional learners will be explored.

NUR635 Innovative Strategies (3)
Students will delve into the selection and application of instructional strategies for traditional and online learning environments. A variety of approaches for learning experiences in higher education, professional/staff development, and community programs for individuals or groups will be used.

NUR650 Education Practicum for Adult Learners (3)
The practicum provides individually supervised field experience in online and traditional settings that integrates adult learning theory with practical teaching situations.
RN to MSN/MBA Curriculum and Course Descriptions

**NUR318 Adult Development, Life Planning, and Research Writing (3)**
In this first course, the student will explore elements of his or her personal and professional life journey and how this affects readiness for returning to college as a working adult. This exploration includes examining the student’s learning style and personality preferences as well as reflecting on major life tasks and identification of key tasks yet to be accomplished. In addition, the student will begin to understand the unique challenges that an adult faces when returning to school and the importance of time management. Integrated writing assignments will assist the student in developing practical skills such as using online library services; assessing writing, grammar, and mechanics; and beginning to master APA formatting and style along with the necessary critical thinking and writing skills essential to the successful college experience. The student will begin to develop his or her electronic portfolio.

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**NUR341 Patient Centered Care I (3)**
This course has a gerontology focus that utilizes the principles and techniques of holistic nursing assessment and care planning guided by evidence-based interventions and nursing theory. How an aging population affects the health care system and nursing practice are explored. Nursing assessment incorporates review of systems, health promotion, preventative care need, and palliative care planning.

**NUR452 Evidence Based Practice I (3)**
Three (1) credit components will be taken concurrently with carousel courses.

These one-credit component/modules are designed to guide the baccalaureate student to identify practice issues, appraise and integrate evidence, and evaluate outcomes. The e-portfolio is used as a tool to document competencies, track academic progression through the six EBP components, and document academic preparation as students navigate the Capstone project.

1. The student will learn the value of evidence-based practice (EBP), the use of EBP to support quality and safety measures in practice, and models for applying evidence to clinical practice. The concept of the Senior Project is introduced. Students identify educational need in practice or a patient safety issue and then search the databases to begin a literature review to gather evidence to support that issue for their Senior Project. Students learn the basic steps of the Excel spreadsheet to document their ongoing literature review.

2. The student is introduced to the basic elements and concepts of statistics and the use of statistical data in nursing research studies. The student’s continue to define their chosen practice or educational topic for the Senior Project and continue the literature review. Excel instruction progresses during this component to build on the skills obtained in the first component.

3. The student learns the value of research, implications for practice, and the steps of the research process. Ethical issues and the advocacy role of the nurse in protecting the rights of human subjects are recognized. Students learn how bias can influence the design and the implications are explored. The course stimulates critical thinking through locating, evaluating, and critiquing research studies and provides the opportunity to develop a practicum proposal based on scientific research and evidence-based practice. The literature review process continues throughout the course with a written proposal for the Senior Project submitted at the end of Component 452.c.
NUR453 Evidence Based Practice II (3)
Three (1) credit components will be taken concurrently with carousel courses.

1. After reviewing the basic elements and concepts of the research process including levels of measurement, measurement tools, data presentation and descriptive statistics.

2. Students learn to use Excel for statistical equations in preparation for the utilization of nursing research and using data to make evidence-based changes in practice. Integration of the most widely used statistical methods and the use of Excel promotes deeper understanding within the context of health care research and evidence based nursing practice.

3. Additional concepts of statistical analysis and major epidemiological study designs are explored. Statistical concepts are applied to evidence based nursing practice.

IDS300 Biblical Perspectives (3)
As a Christian liberal arts university, Spring Arbor University is committed to nurturing an appreciation for the resources of the Scriptures for creative personal faith and human life in the modern world. This course is designed to foster knowledge and understanding of the literature and history of the Bible and integration of faith, living, and learning.

NUR442 Patient Centered Care II (3)
Evidence-based health techniques for disease prevention, health promotion, and self-management of chronic conditions are investigated. Younger adult assessment and health history interview techniques are explored. The assessment findings are used to formulate a holistic, culturally sensitive health promotion plan and apply a theorist as a basis for care. The course focuses on effective communication in facilitating client movement toward health and wellness.

NUR360 Information Management/Patient Care Technologies: (3)
This course emphasizes the use of technology and information systems for clinical decision-making. Students learn the skills necessary to use information management and patient care technologies to deliver safe and effective care. The course explores quality improvement- information systems that monitor patient outcomes and required regulatory reporting. Ethical and legal issues related to the use of IT, including copyright, privacy, and confidentiality issues are investigated.

IDS400 Values: Personal and Social (3)
This is a capstone course in which the student formulates a philosophy of life providing the base for such concerns as professional ethics, accountability in government and nursing practice, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of issues and classroom discussion.

NUR344 Clinical Prevention/ Population Health (3)
The course discusses theory and concepts of community/public/global health including health care systems in transition, health policy, and epidemiology. The Public Health/Community Health Nurse’s (PH/CHN) role as partner with the community in health promotion, disease and injury prevention, and population health are applied to patient scenarios. Students utilize teaching, learning, and behavioral change theories and concepts do plan care.

NUR434 Quality Leadership (3)
This course focuses on the professional nurse’s role in applying the principles of leadership and management to navigate systems in health care organizations across the continuum of care. The course explores the nurse leader’s role in quality and safety, the regulatory environment, policy, and advocacy for EBP. The course provides opportunities to improve critical reasoning, interdisciplinary communication techniques, and conflict resolution. Change management and conflict resolution theories are utilized in practice situations.
NUR494 Senior Project (2)
This course provides the student with the practical experience of applying and integrating the concepts and theories learned so far in the program to a setting (community or clinical). Students assess and identify a patient safety or care process problem, a practice discrepancy, or an educational need supported by research through a comprehensive literature review. Using the nursing process, student’s design and implement their project and the BSN portion of the program culminates with a project presentation to faculty, peers, and interested parties.

MSN Core Course Descriptions

NUR510 Moral & Ethical Decision Making (2)
This course provides a meta-cognitive foundational approach to advanced nursing practice in the contemporary world. It explores worldview presuppositions with an emphasis on a Christian perspective and development of a consistent, conscious understanding of reality.

NUR522 Theoretical Perspectives for Advanced Practice (3)
This course promotes examination, analysis and synthesis of a variety of conceptual frameworks, models and theories that provide a foundation for research and applied practice in the areas of nursing, business and education. Philosophical ideation, beliefs, scope and assumptions of select theories and models will be explored.

NUR532 Role Development & Leadership (3)
The focus is on understanding the professional role of the advanced practice nurse. The processes associated with role development, socialization and effective collaboration with diverse interdisciplinary partnerships will be examined.

NUR551 Applied Research Methods (3)
This course focuses on the significance of research to the development of a profession and the practical application of statistics to evidence-based outcomes. Emphasis will be placed on design, methodology and data collection relative to development of a research-based capstone project or thesis.

NUR618 Advanced Pharmacology (3)
This course will provide the advanced practice nurse with the knowledge and skills necessary to assess, diagnose and manage pharmacologic agents, alternatives to pharmacological interventions and therapeutic modalities. Prescriptive authority, including responsibilities and legalities, will be discussed, including controlled substances and the potential for abuse.

NUR602 Advanced History & Physical Exam (residency) (3)
This practicum will prepare students with the core knowledge and competencies needed to complete a comprehensive assessment using client data to detect signs and symptoms of pathophysiological changes and psychosocial variation from an individual, family or community perspective. Effective strategies will be developed to address health care issues, including health promotion, communication and client-teaching skills using a holistic approach. The practicum will provide clinical opportunities to further refine and practice the history taking and physical examination skills necessary for competence as an advanced practice nurse.

NUR693 Population Health (3)
The focus of this course is on integrating the learning from previous courses to design treatment and evaluate outcomes for the most vulnerable groups, particularly the systems of care that manage services for frail elderly, the chronically ill, and other similarly compromised patients.

NUR683 Health Policy (3)
The focus is on the knowledge of professional responsibility to support policy issues associated with humane health care that promotes dignity, respect and justice. Practical skills such as working with the media, product and service evaluation, advocating for the health care needs of vulnerable populations, and seeking program grants will be addressed.
MBA601 Leadership and Business Ethics (3)
Introduces the principles of service and stewardship through marketing management. Focuses on concepts, principles, and techniques of marketing with emphasis on application in client organizations. Topics include customer value and satisfaction, market research and surveys, market segmentation, differentiation, positioning, and the development and execution of marketing plans. Integrates a Judeo-Christian perspective, ethics, values, and corporate social responsibility.

MKT661 Managerial Marketing (3)
Introduces the principles of service and stewardship through marketing management. Focuses on concepts, principles, and techniques of marketing with emphasis on application in client organizations. Topics include customer value and satisfaction, market research and surveys, market segmentation, differentiation, positioning, and the development and execution of marketing plans. Integrates a Judeo-Christian perspective, ethics, values, and corporate social responsibility.

MIS624 Information Technology and Project Management (3)
Examines current and emerging technologies from a managerial perspective. Integrates principles and application of project management skills. Covers the strategic use of information technologies to achieve organizational goals, support business initiatives, and enhance personal and organizational productivity.

ACC631 Financial Accounting for Decision Makers
Introduces the fundamental concepts and principles in financial accounting as a discipline to support managerial decision making in organizations. Covers financial ratio calculations and analysis, preparation of financial statements, taxes, accounting liquidity, contribution margin, budgeting, and auditing issues. Integrates ethical considerations, faith, and biblical values into business practices.

MBA602 Business Decision-Making and Analysis (3)
Introduces students to data-driven decision making principles and techniques from the economic, statistical, and strategic thinking perspective. Students gain knowledge and skills in making effective decisions that enhance the financial, social and environmental performance of organizations. Covers both quantitative and qualitative problem solving methods that are applicable to the business research project as well as applications in the business world.

IBS607 International Business (3)
Introduces key aspects of contemporary international business management and the implications of international business on organizational strategy, structure, and function. Coverage includes country differences, trade and investment, global monetary systems, and competition in a global marketplace.

As a part of the International Business course (IBS 607) students will attend an International Business Summit as part of a four-day trip to New York City. The university covers the cost of accommodations (i.e.; hotel, food) to participate in the summit. Students are responsible for travel arrangements and expenses.

MBA691 – MBA699 Living Case Study (9)
Introduce students to the fundamentals of organizational development, planned change initiatives, and applied business research methods. Guides students through the process of designing, proposing, implementing, and reporting results through a problem-based approach. Students will conduct an action research project with a host organization, which is selected and secured by the student. Students have regular contact with the Living Case Study faculty who provide oversight, guidance, and assessment on the applied research project.
**Finance Concentration Courses**
Develops fundamental knowledge of the theory and practice of business and corporate finance with a focus on applying financial theory to specific business situations. Students will develop critical thinking skills, computer skills, effective communication skills, and the skills needed to work effectively in groups or team environments.

**FIN601 Financial Economics (3)**
Introduces financial economic principles critical for understanding financial markets and the evaluation of a firm’s financial performance. Covers issues related to inflation, GDP, interest rates, money supply, unemployment, classical and Keynesian theory, multiplier effect, fiscal and monetary policies.

**FIN602 Managerial Finance (3)**
Examines fundamental concepts and contemporary approaches to financial management in organizations. Covers financial objectives of investments and management, lease financing, securities portfolios, dividend policies, risk/return, tradeoffs, capital budgets, cost of capital, cash management, and international finance.

**FIN603 Investments (3)**
Introduces theory and application of investments from a corporate perspective. Explores investment strategies and management including the importance of long and short term investments. Covers the nature of financial markets, security pricing models, and security analysis techniques, security risk, and risk analysis.

**Management Concentration Courses**
Develops skills necessary for effective traditional management in organizations and enhances the development of skills in managerial finance, management and human resource development as well as strategic planning and management. The concentration is developed for individuals interested in the strengthening traditional business administration and management knowledge and skills for effective organizational leadership.

**FIN 602 Managerial Finance (3)**
Examines fundamental concepts and contemporary approaches to financial management in organizations. Covers financial objectives of investments and management, lease financing, securities portfolios, dividend policies, risk/return, tradeoffs, capital budgets, cost of capital, cash management, and international finance.

**STL602 Strategic Planning and Management (3)**
Introduces the concepts of strategic planning and management and considers the vision, mission, and goals of an organization. Examines the balanced scorecard approach to strategic planning and management for translating strategy to action.

**MGT606 Management and Human Resource Development (3)**
Explores major issues of managing human resources. Develops skills in assessing human resource needs for career development and organizational effectiveness. Covers hiring, terminations, assessment, compensation, training, safety, promotion, and evaluation of human resources.
Health Care Administration Concentration Courses
Develops management knowledge and skills necessary for health care professionals and builds business acumen required for effective health care leadership. The concentration courses focus on the complexities and trends in the health care industry by focusing on contemporary issues in health care administration, policy, economics, quality, and strategy of health care management.

HCA602 Healthcare Finance (3)
Examines the fundamentals of financial management in the health care sectors. Prepares non-financial health care professionals with skills necessary to manage and control costs while simultaneously investing resources in strategic opportunities.

HCA603 Quality in Healthcare (3)
Identifies the principles of quality improvement necessary for creating a quality culture in health care. Examines tools and methods for planning and implementing quality improvement initiatives in health care. Addresses both clinical improvements related to the delivery of quality patient care and process improvements related to the processes necessary in supporting the delivery of quality patient care.

STL602 Strategic Planning and Management (3)
Introduces the concepts of strategic planning and management and considers the vision, mission, and goals of an organization. Examines the balanced scorecard approach to strategic planning and management for translating strategy to action.

Human Resource Management Concentration Courses
Develops knowledge and skills necessary to leverage organizational human resources to improve individual performance and enhance organizational effectiveness. Strengthens skills in problem-solving, strategic thinking, and critical analysis necessary for identifying and solving human related issues within an organization. Prepares students to promote employee and organizational growth through individual and organizational learning.

HRM601 Workplace Learning and Development (3)
Develops the knowledge and skills necessary for managers to promote employee and organizational growth through organizational learning. Explores how adults in the workplace acquire knowledge and skills necessary for human performance improvement. Covers issues related to human performance improvement and best workplace learning and development practices.

MGT606 Management and Human Resources (3)
Explores major issues of managing human resources. Develops skills in assessing human resource needs for career development and organizational effectiveness. Covers hiring, terminations, assessment, compensation, training, safety, promotion, and evaluation of human resources.

ORG602 Organizational Psychology (3)
Introduces the management of behavior in organizations, the field of industrial and organizational psychology, and various aspects of people in the workplace. Covers issues related to employee development through training and learning, employee productivity, well-being, attitudes, behaviors, motivation, and leadership.
Organizational Development Concentration Courses
Develops a strong foundation in assessing, researching, and finding possible solutions to personnel and organizational problems. Develops requisite skills necessary for understanding, predicting, and influencing individual and group behavior in organizations as the foundation for leading effective organizational development and change initiatives. The concentration is developed for people interested in applying social and psychological principles in the work context to positively influence individuals, groups, and organizations.

**ORG602 Organizational Psychology (3)**
Introduces the management of behavior in organizations, the field of industrial and organizational psychology, and various aspects of people in the workplace. Covers issues related to employee development through training and learning, employee productivity, well-being, attitudes, behaviors, motivation, and leadership.

**ORG603 Groups and Teams in Organizations (3)**
Examines the management and development of groups and teams in organizations. Develops skills in creating and effectively managing teams in organizations. Covers job design in groups and team development, conflict management, team building, decision making in groups and teams, and approaches for improving productivity and organizational effectiveness.

**ORG604 Organizational Culture and Strategy (3)**
Explores innovative approaches for organizing the business as a transformative and competitive strategy through structuring, processes, and culture. Develops skills for designing, implementing, and managing strategic change and transformation in organizations to foster resulting change in collective behavior.

Strategic Leadership Concentration Courses
Prepares business professionals to predict and influence individual and group behavior through strategic leadership. The concentration is designed for organizational professionals already proficient in administrative management. Broadens knowledge and skills through strategic leadership, strategic planning, and management courses.

**ORG604 Organizational Culture and Strategy (3)**
Explores innovative approaches for organizing the business as a transformative and competitive strategy through structuring, processes, and culture. Develops skills for designing, implementing, and managing strategic change and transformation in organizations to foster resulting change in collective behavior.

**STL601 Strategic Leadership (3)**
Examines characteristics and skills that allow leaders to make positive and strategic contributions to their organizations. Focuses on the development of strategic leadership skills including the development of strategic thinking and strategic actions for superior organizational performance.

**STL602 Strategic Planning and Management (3)**
Introduces the concepts of strategic planning and management and considers the vision, mission, and goals of an organization. Examines the balanced scorecard approach to strategic planning and management for translating strategy to action.
RN to MSN/Nurse Practitioner Curriculum and Course Descriptions

NUR 510 Moral & Ethical Decision Making (2)
This course provides a meta-cognitive foundational approach to advanced nursing practice in the contemporary world. It explores worldview presuppositions with an emphasis on a Christian perspective and development of a consistent, conscious understanding of reality.

NUR 522 Theoretical Perspectives for Advanced Practice (3)
This course promotes examination, analysis and synthesis of a variety of conceptual frameworks, models and theories that provide a foundation for research and applied practice in the areas of nursing, business and education. Philosophical ideation, beliefs, scope and assumptions of select theories and models will be explored.

NUR 318 Adult Development, Life Planning, and Research Writing (3)
In this first course, the student will explore elements of his or her personal and professional life journey and how this affects readiness for returning to college as a working adult. This exploration includes examining the student’s learning style and personality preferences as well as reflecting on major life tasks and identification of key tasks yet to be accomplished. In addition, the student will begin to understand the unique challenges that an adult faces when returning to school and the importance of time management. Integrated writing assignments will assist the student in developing practical skills such as using online library services; assessing writing, grammar, and mechanics; and beginning to master APA formatting and style along with the necessary critical thinking and writing skills essential to the successful college experience. The student will begin to develop his or her electronic portfolio.

NUR 321 Professionalism/Professional Values (3)
This course further develops and strengthens core professional values by emphasizing the pursuit of practice excellence. The ANA Standards & Scope of Nursing Practice and Ethical Code for Nurses are examined as well as professional associations and practice regulating bodies. The course explores the role of nursing theory to guide practice. The formal literature review process and the value of evidenced-based practice (EBP) are introduced. E-portfolios are introduced as a method of documenting academic progress and professional development. The course provides foundational professional concepts in legal, ethical, and patient-centered care in preparation for future courses across the educational continuum and roles in advanced practice nursing.

NUR 341 Patient Centered Care I (3)
This course has a gerontology focus that utilizes the principles and techniques of holistic nursing assessment and care planning guided by evidence-based interventions and nursing theory. How an aging population affects the health care system and nursing practice are explored. Nursing assessment incorporates review of systems, health promotion, preventative care need, and palliative care planning.
RN to MSN/NP Curriculum and Course Descriptions (Continued)

NUR452 Evidence Based Practice I (3)
Three (1) credit components will be taken concurrently with carousel courses.

These one-credit component/modules are designed to guide the baccalaureate student to identify practice issues, appraise and integrate evidence, and evaluate outcomes. The e-portfolio is used as a tool to document competencies, track academic progression through the six EBP components, and document academic preparation as students navigate the Capstone project.

1. The student will learn the value of evidence-based practice (EBP), the use of EBP to support quality and safety measures in practice, and models for applying evidence to clinical practice. The concept of the Senior Project is introduced. Student’s identify educational need in practice or a patient safety issue and then search the databases to begin a literature review to gather evidence to support that issue for their Senior Project. Students learn the basic steps of the Excel spreadsheet to document their ongoing literature review.

2. The student is introduced to the basic elements and concepts of statistics and the use of statistical data in nursing research studies. The student’s continue to define their chosen practice or educational topic for the Senior Project and continue the literature review. Excel instruction progresses during this component to build on the skills obtained in the first component.

3. The student learns the value of research, implications for practice, and the steps of the research process. Ethical issues and the advocacy role of the nurse in protecting the rights of human subjects are recognized. Students learn how bias can influence the design and the implications are explored. The course stimulates critical thinking through locating, evaluating, and critiquing research studies and provides the opportunity to develop a practicum proposal based on scientific research and evidence-based practice. The literature review process continues throughout the course with a written proposal for the Senior Project submitted at the end of Component 452.c.

NUR453 Evidence Based Practice II (3)
Three (1) credit components will be taken concurrently with carousel courses.

1. After reviewing the basic elements and concepts of the research process including levels of measurement, measurement tools, data presentation and descriptive statistics.

2. Students learn to use Excel for statistical equations in preparation for the utilization of nursing research and using data to make evidence-based changes in practice. Integration of the most widely used statistical methods and the use of Excel promotes deeper understanding within the context of health care research and evidence based nursing practice.

3. Additional concepts of statistical analysis and major epidemiological study designs are explored. Statistical concepts are applied to evidence based nursing practice.

IDS300 Biblical Perspectives (3)
As a Christian liberal arts university, Spring Arbor University is committed to nurturing an appreciation for the resources of the Scriptures for creative personal faith and human life in the modern world. This course is designed to foster knowledge and understanding of the literature and history of the Bible and integration of faith, living, and learning.

NUR442 Patient Centered Care II (3)
Evidence-based health techniques for disease prevention, health promotion, and self-management of chronic conditions are investigated. Younger adult assessment and health history interview techniques are explored. The assessment findings are used to formulate a holistic, culturally sensitive health promotion plan and apply a theorist as a basis for care. The course focuses on effective communication in facilitating client movement toward health and wellness.
RN to MSN/NP Curriculum and Course Descriptions (Continued)

NUR360 Information Management/Patient Care Technologies: (3)
This course emphasizes the use of technology and information systems for clinical decision-making. Students learn the skills necessary to use information management and patient care technologies to deliver safe and effective care. The course explores quality improvement- information systems that monitor patient outcomes and required regulatory reporting. Ethical and legal issues related to the use of IT, including copyright, privacy, and confidentiality issues are investigated.

IDS400 Values: Personal and Social (3)
This is a capstone course in which the student formulates a philosophy of life providing the base for such concerns as professional ethics, accountability in government and nursing practice, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of issues and classroom discussion.

NUR344 Clinical Prevention/Population Health (3)
The course discusses theory and concepts of community/public/global health including health care systems in transition, health policy, and epidemiology. The Public Health/Community Health Nurse's (PH/CHN) role as partner with the community in health promotion, disease and injury prevention, and population health are applied to patient scenarios. Students utilize teaching, learning, and behavioral change theories and concepts do plan care.

NUR434 Quality Leadership (3)
This course focuses on the professional nurse's role in applying the principles of leadership and management to navigate systems in health care organizations across the continuum of care. The course explores the nurse leader's role in quality and safety, the regulatory environment, policy and advocacy for evidence-based practice. The course provides opportunities to improve critical reasoning, interdisciplinary communication techniques and conflict resolution. Change management and conflict resolution theories are utilized in practice situations.

NUR494 Senior Project (2)
This course provides the student with the practical experience of applying and integrating the concepts and theories learned so far in the program to a setting (community or clinical). Students assess and identify a patient safety or care process problem, a practice discrepancy, or an educational need supported by research through a comprehensive literature review. Using the nursing process, students design and implement their project and the BSN portion of the program culminates with a project presentation to faculty, peers and interested parties.

NUR532 Role Development & Leadership (3)
The focus is on understanding the professional role of the advanced practice nurse. The processes associated with role development, socialization and effective collaboration with diverse interdisciplinary partnerships will be examined.

NUR551 Applied Research Methods (3)
This course focuses on the significance of research to the development of a profession and the practical application of statistics to evidence-based outcomes. Emphasis will be placed on design, methodology and data collection relative to development of a research-based Capstone project or thesis.

NUR612 Advanced Pathophysiology (3)
This course provides advanced knowledge and clinical application of normal and pathophysiologic mechanisms related to altered health status and disease processes. Diagnosis and treatment skills will be analyzed, interpreted and evaluated for changes in normal function seen during illness/disease and when assessing an individual's response to treatment.

NUR618 Advanced Pharmacology (3)
This course will provide the advanced practice nurse with the knowledge and skills necessary to assess, diagnose and manage pharmacologic agents, as well as alternatives to pharmacological interventions and therapeutic modalities. Prescriptive authority and the corresponding responsibilities and legalities will be discussed, including controlled substances and the potential for abuse.
NUR602 Advanced History and Physical Exam (residency) (3)
This practicum will prepare students with the core knowledge and competencies needed to complete a comprehensive assessment using client data to detect signs and symptoms of pathophysiological changes and psychosocial variations from an individual, family or community perspective. Effective strategies will be developed to address health care issues, including health promotion, communication and client-teaching skills using a holistic approach. The practicum will provide clinical opportunities to further refine and practice the history taking and physical examination skills necessary for competence as an advanced practice nurse.

NUR685 Advanced Practice in Primary Care I (3)
This course will present critical concepts the advanced practice nurse can use in delivering evidence-based nursing for the adult population. Using a holistic approach students will apply theory to practice.

NUR686 Advanced Practice in Primary Care II (3)
This course prepares students with the skills to function as an advanced practice nurse in addressing chronic and complex alterations in health experienced by the older adult. Gerontology concepts will be applied in meeting the biological, psychosocial, mental and spiritual needs of the older adult. Students will combine history taking, physical examination techniques and diagnostic interpretation with problem-solving and clinical strategies.

NUR693 Population Health (3)
The focus of this course is on integrating the learning from previous courses to design treatment and evaluate outcomes for the most vulnerable groups, particularly within care systems that manage services for the frail elderly, the chronically ill and other similarly compromised patients.

NUR683 Health Policy and Politics (3)
The focus is on the knowledge of professional responsibility to support policy issues associated with humane health care that promotes dignity, respect and justice. Practical skills such as working with the media, product and service evaluation, advocating for the health care needs of vulnerable populations and seeking program grants will be addressed.

NUR681 Capstone Project (3)
Students will examine the evidence base for resolving a current health problem, design and implement a project that applies the evidence-based treatment/solution, and evaluate the change that occurs in the target group. This project is not designed as a thesis but an application of concepts and learning throughout the graduate program.

NUR680 Clinical Practicum (8 credits = minimum of 500 hours)
The clinical practicum is arranged with a local preceptor with the approval of the program faculty. Students have regular contact with SAU clinical faculty, who also provide oversight of the preceptor-led experience. In the Adult Gerontology concentration the minimum is 500 hours, however students taking the Family Nurse Practitioner track have an additional two credits, equating to a total of 625 clinical hours.
RN-MSN/Family Nurse Practitioner Track

Additional Courses

NUR633 Health Promotion across the Lifespan (3)
This course prepares the advanced practice nurse (APN) to apply theoretical and current research concerning health promotion and disease prevention to clinical practices, individuals, families, communities and special populations, all from a Christian perspective. Students will explore the transformative effect of compassion and caring in facilitating healthful behavior changes and will learn to apply culturally appropriate communication skills adapted to the individual’s cognitive, developmental, physical, mental and behavioral health status. A review of the patterns and variations of human growth and development will inform the student’s exploration of the impact of the family on the health of individuals across their lifespan. Evidence-based, health-promoting strategies and modalities will be analyzed. Students will apply the knowledge, skills and competencies essential to the promotion and maintenance of health, both as independent providers and within a multidisciplinary team.

NUR642 Chronic Disease and Complex Problems in Older Adults (3)
The focus of this course is the management of chronic disease and complex care needs of older adults. Emphasis will be on case management and interdisciplinary collaboration to arrange and evaluate care for the most health-compromised clients.

NUR645 Family Systems and Clinical Management of the Child Bearing Family (3)
This course prepares the family nurse practitioner-student to examine evidence-based principles of nursing care in the context of family and nursing theory, and to apply this knowledge to clinical practice within diverse family systems, all from a Christian perspective. Students will consider and apply the knowledge, skills and competencies essential to the holistic management of child-bearing women and their families, both as independent providers and within a multidisciplinary team. Students will focus on the care of healthy ante-partum women and those with health pattern variations that may result in at-risk pregnancies. Emphasis is placed on collaborative management of women and families during pregnancy. Concepts focused on promoting well-being will be explored, with an emphasis on family interventions that promote resiliency as well as the health and well-being of the family.

RN to MSN/Adult Gerontology, Nurse Practitioner Track

Additional Courses

NUR632 Health Promotion & Disease Prevention (3)
This course is designed to prepare the student to apply evidence-based principles of wellness, disease prevention and health risk in individuals, families, communities and aggregate/clinical populations. Diversity is examined relative to social and communication patterns, roles and values/beliefs underlying health-illness behaviors.

NUR642 Chronic Disease and Complex Problems in Older Adults (3)
The focus of this course is on the management of chronic disease and complex care needs of older adults. Emphasis will be on case management and interdisciplinary collaboration to arrange and evaluate care for the most health-compromised clients.
RN to MSN Admissions Requirements

- A associate degree from a regionally accredited institution and nursing program (CCNE or NLN).
- Official transcripts from all institutions of higher education attended.
- A 3.0 GPA calculated from the most recent 60 academic credits.
- An unrestricted, unencumbered RN license from the state or country in which the nurse practices (license must remain current throughout program).
- Two letters of recommendation (one from a nursing professional; one either character- or academic-related).
- A two to three page goal statement.
  - Summarize your nursing-related educational and professional activities.
  - Explain your rationale for seeking a graduate nursing degree.
  - Articulate the personal challenges and approaches to managing graduate school, work, and outside commitments.
  - Two to three word-processed pages, 12 pt. font, 1" margins, APA style cover page.
- A conference-call interview may be required at the discretion of the admissions committee.

Practicum or Clinical Experience
Prior to the start of any clinical practice, or as required by an institutional setting, there must be proof of compliance with all agency or institutional requirements. It is the responsibility of the graduate registered nursing student to maintain currency of records. Requirements may include but are not limited to

- Current unrestricted, unencumbered RN license in the state or country of practice.
- Proof of professional nursing liability insurance coverage throughout the enrollment period (minimum $1 million/$3 million).
- Criminal background check at the federal or international level.*
- CPR/BLS certification as required, proof of TB testing, any required immunizations or vaccinations, HIPAA training, and any additional requirements.

*The Joint Commission on Accreditation of Health Care Organizations (JCAHO) institutes regulations in order for hospitals, home health agencies, clinics and so forth to gain or maintain accreditation status. One of these regulations requires that “all persons who are involved in patient care activities – i.e., employees, volunteers and students – must have criminal background checks as well as other health care related checks.” Criminal background checks must be initiated by the student and completed prior to beginning any clinically related practicums. See general graduate catalog policy.
Master of Science in NURSING
Online

Tuition Per Credit: $603
Total Tuition – MSN/Ed: $22,914*
Total Tuition – MSN/MBA: $37,386*
Total Tuition – MSN/NP: 29,547-$32,562*
Application Fee: $30
Registration Fee: $40/semester
Technology Fee: $105/semester

*Student is responsible for additional cost for clinical practicum and residency fee.
Master of Science in Nursing (MSN/Ed)

The 2010 health care reform act opened the door to new opportunities for nurses to deliver care and play an integral role in helping patients achieve better long-term health outcomes as clinical nurse leaders and instructors.

If you’re a nurse with a BSN from a regionally accredited and programmatic university who wants to pursue a career as a clinical leader or instructor at a nursing college, this fully accredited MSN/Ed program at Spring Arbor University can help you do so.

Delivered online with an adjunct teaching practicum alongside an experienced faculty member, this two-year program awards maximum flexibility with self-directed study, as well as hands-on, real-world experience. You will learn to develop lesson plans, teach courses and oversee students’ clinical practices. You’ll gain advanced familiarity in the clinical foundations of assessment, pharmacology and pathophysiology. And you’ll graduate prepared to fulfill your heart’s calling to serve as a teacher or clinical leader in today’s rapidly changing, complex health care system.

Curriculum and Course Descriptions

NUR510 Moral & Ethical Decision Making (residency) (2)
This course provides a meta-cognitive foundational approach to advanced nursing practice in the contemporary world. It explores worldview presuppositions with an emphasis on a Christian perspective and development of a consistent, conscious understanding of reality.

NUR522 Theoretical Perspectives for Advanced Practice (3)
This course promotes examination, analysis and synthesis of a variety of conceptual frameworks, models and theories that provide a foundation for research and applied practice in the areas of nursing, business and education. Philosophical ideation, beliefs, scope and assumptions of select theories and models will be explored.

NUR532 Role Development & Leadership (3)
The focus is on understanding the professional role of the advanced practice nurse. The processes associated with role development, socialization and effective collaboration with diverse interdisciplinary partnerships will be examined.

NUR551 Applied Research Methods (3)
This course focuses on the significance of research to the development of a profession and the practical application of statistics to evidence-based outcomes. Emphasis will be placed on design, methodology and data collection relative to development of a research-based capstone project or thesis.

NUR612 Advanced Pathophysiology (3)
This course provides advanced knowledge and clinical application of normal and pathophysiologic mechanisms related to altered health status and disease processes. Diagnosis and treatment skills will be analyzed, interpreted and evaluated for changes in normal function seen during illness/disease and when assessing an individual’s response to treatment.

NUR618 Advanced Pharmacology (3)
This course will provide the advanced practice nurse with the knowledge and skills necessary to assess, diagnose and manage pharmacologic agents, alternatives to pharmacological interventions and therapeutic modalities. Prescriptive authority, including responsibilities and legalities, will be discussed, including controlled substances and the potential for abuse.

NUR602 Advanced History & Physical Exam (residency) (3)
This practicum will prepare students with the core knowledge and competencies needed to complete a comprehensive assessment using client data to detect signs and symptoms of pathophysiological changes and psychosocial variation from an individual, family or community perspective. Effective strategies will be developed to address health care issues, including health promotion, communication and client-teaching skills using a holistic approach. The practicum will provide clinical opportunities to further refine and practice the history taking and physical examination skills necessary for competence as an advanced practice nurse.
NUR693 Population Health (3)
The focus of this course is on integrating the learning from previous courses to design treatment and evaluate outcomes for the most vulnerable groups, particularly the systems of care that manage services for frail elderly, the chronically ill, and other similarly compromised patients.

NUR683 Health Policy (3)
The focus is on the knowledge of professional responsibility to support policy issues associated with humane health care that promotes dignity, respect and justice. Practical skills such as working with the media, product and service evaluation, advocating for the health care needs of vulnerable populations, and seeking program grants will be addressed.

NUR625 Educational Theory & Curriculum Design (3)
This course utilizes learning theories to design a teaching/learning project. Strategic planning steps such as needs assessment, behavioral objectives, instructional design and delivery for non-traditional learners will be explored.

NUR635 Innovative Strategies (3)
Students will delve into the selection and application of instructional strategies for traditional and online learning environments. A variety of approaches for learning experiences in higher education, professional/staff development, and community programs for individuals or groups will be used.

NUR650 Education Practicum for Adult Learners (3)
The practicum provides individually supervised field experience in online and traditional settings that integrates adult learning theory with practical teaching situations.

NUR690 Capstone Project (3)
Individually designed teaching/learning capstone project. Students may elect to complete a thesis and register for additional credit as needed to complete.
Master of Science in Nursing/ Master of Business Administration (MSN/MBA)

For nurses who hold a BSN from a regionally accredited and programmatic university, Spring Arbor University offers a 36-month, fully accredited MSN/MBA dual degree program that can take you from bedside to boardroom with the knowledge and skills you need to be an ethical leader in our complex health care system. A popular career for those who hold this degree is that of chief nursing officer. Chief nursing officers are responsible for ensuring that patient-care, clinical and staffing standards are met.

As a student of this 62-credit-hour online dual degree program, you’ll learn the skills it takes to run complex health care institutions, including how to oversee clinical operations, expand services, and establish policies and procedures that ensure the best patient care possible in a variety of health-related environments. Additionally, upon graduation you will be qualified to teach both nursing and business.

MSN Core Curriculum and Course Descriptions

**NUR510 Moral and Ethical Decision Making (2)**
This course provides a meta-cognitive foundational approach to advanced nursing practice in the contemporary world. It explores worldview presuppositions with an emphasis on a Christian perspective and development of a consistent, conscious understanding of reality.

**NUR522 Theoretical Perspectives for Advanced Practice (3)**
This course promotes examination, analysis and synthesis of a variety of conceptual frameworks, models and theories that provide a foundation for research and applied practice in the areas of nursing, business and education. Philosophical ideation, beliefs, scope and assumptions of select theories and models will be explored.

**NUR532 Role Development and Leadership (3)**
The focus is on understanding the professional role of the advanced practice nurse. The processes associated with role development, socialization and effective collaboration with diverse interdisciplinary partnerships will be examined.

**NUR551 Applied Research Methods (3)**
This course focuses on the significance of research to the development of a profession and the practical application of statistics to evidence-based outcomes. Emphasis will be placed on design, methodology and data collection relative to development of a research-based capstone project or thesis.

**NUR612 Advanced Pathophysiology (3)**
This course provides advanced knowledge and clinical application of normal and pathophysiologic mechanisms related to altered health status and disease processes. Diagnosis and treatment skills will be analyzed, interpreted and evaluated for changes in normal function seen during illness/disease and when assessing an individual’s response to treatment.

**NUR618 Advanced Pharmacology (3)**
This course will provide the advanced practice nurse with the knowledge and skills necessary to assess, diagnose and manage pharmacologic agents, alternatives to pharmacological interventions and therapeutic modalities. Prescriptive authority, including responsibilities and legalities, will be discussed, including controlled substances and the potential for abuse.

**NUR602 Advanced History & Physical Exam (residency) (3)**
This practicum will prepare students with the core knowledge and competencies needed to complete a comprehensive assessment using client data to detect signs and symptoms of pathophysiological changes and psychosocial variation from an individual, family or community perspective. Effective strategies will be developed to address health care issues, including health promotion, communication and client-teaching skills using a holistic approach. The practicum will provide clinical opportunities to further refine and practice the history taking and physical examination skills necessary for competence as an advanced practice nurse.
NUR693 Population Health (3)
The focus of this course is on integrating the learning from previous courses to design treatment and evaluate outcomes for the most vulnerable groups, particularly the systems of care that manage services for frail elderly, the chronically ill, and other similarly compromised patients.

NUR683 Health Policy (3)
The focus is on the knowledge of professional responsibility to support policy issues associated with humane health care that promotes dignity, respect and justice. Practical skills such as working with the media, product and service evaluation, advocating for the health care needs of vulnerable populations, and seeking program grants will be addressed.

MBA Core Curriculum and Concentrations Course Descriptions

MBA601 Leadership and Business Ethics (3)
Orients students to the MBA Program. Introduces students to leadership and business ethics as a foundation for effective management and leadership in organizations. Explores organizational leadership from the Christian perspective. Covers the nature of leadership, assessing leadership effectiveness, leading change, leadership in groups and teams, and emerging leadership theories and issues.

MKT661 Managerial Marketing (3)
Introduces the principles of service and stewardship through marketing management. Focuses on concepts, principles, and techniques of marketing with emphasis on application in client organizations. Topics include customer value and satisfaction, market research and surveys, market segmentation, differentiation, positioning, and the development and execution of marketing plans. Integrates a Judeo-Christian perspective, ethics, values, and corporate social responsibility.

MIS624 Information Technology and Project Management (3)
Examines current and emerging technologies from a managerial perspective. Integrates principles and application of project management skills. Covers the strategic use of information technologies to achieve organizational goals, support business initiatives, and enhance personal and organizational productivity.

ACC631 Financial Accounting for Decision Makers
Introduces the fundamental concepts and principles in financial accounting as a discipline to support managerial decision making in organizations. Covers financial ratio calculations and analysis, preparation of financial statements, taxes, accounting liquidity, contribution margin, budgeting, and auditing issues. Integrates ethical considerations, faith, and biblical values into business practices.

MBA602 Business Decision-Making and Analysis (3)
Introduces students to data-driven decision making principles and techniques from the economic, statistical, and strategic thinking perspective. Students gain knowledge and skills in making effective decisions that enhance the financial, social and environmental performance of organizations. Covers both quantitative and qualitative problem solving methods that are applicable to the business research project as well as applications in the business world.

IBS607 International Business (3)
Examines organization design, development, and change. Explores the systemic and dynamic nature of organizations and the processes by which organizations adapt and change in relations to the environment. Covers the forces shaping the realities of organizations including structure, culture, processes, and technologies.
IBS607 International Business (3)
Introduces key aspects of contemporary international business management and the implications of international business on organizational strategy, structure, and function. Coverage includes country differences, trade and investment, global monetary systems, and competition in a global marketplace.

As a part of the International Business course (IBS 607) students will attend an International Business Summit as part of a four-day trip to New York City. The university covers the cost of accommodations (i.e.; hotel, food) to participate in the summit. Students are responsible for travel arrangements and expenses.

MBA691 – MBA 699 Living Case Study (9)
Introduce students to the fundamentals of organizational development, planned change initiatives, and applied business research methods. Guides students through the process of designing, proposing, implementing, and reporting results through a problem-based approach. Students will conduct an action research project with a host organization, which is selected and secured by the student. Students have regular contact with the Living Case Study faculty who provide oversight, guidance, and assessment on the applied research project.
**Finance Concentration Courses**
Develops fundamental knowledge of the theory and practice of business and corporate finance with a focus on applying financial theory to specific business situations. Students will develop critical thinking skills, computer skills, effective communication skills, and the skills needed to work effectively in groups or team environments.

**FIN601 Financial Economics (3)**
Introduces financial economic principles critical for understanding financial markets and the evaluation of a firm’s financial performance. Covers issues related to inflation, GDP, interest rates, money supply, unemployment, classical and Keynesian theory, multiplier effect, fiscal and monetary policies.

**FIN602 Managerial Finance (3)**
Examines fundamental concepts and contemporary approaches to financial management in organizations. Covers financial objectives of investments and management, lease financing, securities portfolios, dividend policies, risk/return, tradeoffs, capital budgets, cost of capital, cash management, and international finance.

**FIN603 Investments (3)**
Introduces theory and application of investments from a corporate perspective. Explores investment strategies and management including the importance of long and short term investments. Covers the nature of financial markets, security pricing models, and security analysis techniques, security risk, and risk analysis.

**Management Concentration Courses**
Develops skills necessary for effective traditional management in organizations and enhances the development of skills in managerial finance, management and human resource development as well as strategic planning and management. The concentration is developed for individuals interested in the strengthening traditional business administration and management knowledge and skills for effective organizational leadership.

**FIN 602 Managerial Finance (3)**
Examines fundamental concepts and contemporary approaches to financial management in organizations. Covers financial objectives of investments and management, lease financing, securities portfolios, dividend policies, risk/return, tradeoffs, capital budgets, cost of capital, cash management, and international finance.

**STL602 Strategic Planning and Management (3)**
Introduces the concepts of strategic planning and management and considers the vision, mission, and goals of an organization. Examines the balanced scorecard approach to strategic planning and management for translating strategy to action.

**MGT606 Management and Human Resource Development (3)**
Explores major issues of managing human resources. Develops skills in assessing human resource needs for career development and organizational effectiveness. Covers hiring, terminations, assessment, compensation, training, safety, promotion, and evaluation of human resources.
### Health Care Administration Concentration Courses
Develops management knowledge and skills necessary for health care professionals and builds business acumen required for effective health care leadership. The concentration courses focus on the complexities and trends in the health care industry by focusing on contemporary issues in health care administration, policy, economics, quality, and strategy of health care management.

**HCA602 Healthcare Finance (3)**
Examines the fundamentals of financial management in the health care sectors. Prepares non-financial health care professionals with skills necessary to manage and control costs while simultaneously investing resources in strategic opportunities.

**HCA603 Quality in Healthcare (3)**
Identifies the principles of quality improvement necessary for creating a quality culture in health care. Examines tools and methods for planning and implementing quality improvement initiatives in health care. Addresses both clinical improvements related to the delivery of quality patient care and process improvements related to the processes necessary in supporting the delivery of quality patient care.

**STL602 Strategic Planning and Management (3)**
Introduces the concepts of strategic planning and management and considers the vision, mission, and goals of an organization. Examines the balanced scorecard approach to strategic planning and management for translating strategy to action.

### Human Resource Management Concentration Courses
Develops knowledge and skills necessary to leverage organizational human resources to improve individual performance and enhance organizational effectiveness. Strengthens skills in problem-solving, strategic thinking, and critical analysis necessary for identifying and solving human related issues within an organization. Prepares students to promote employee and organizational growth through individual and organizational learning.

**HRM601 Workplace Learning and Development (3)**
Develops the knowledge and skills necessary for managers to promote employee and organizational growth through organizational learning. Explores how adults in the workplace acquire knowledge and skills necessary for human performance improvement. Covers issues related to human performance improvement and best workplace learning and development practices.

**MGT606 Management and Human Resources (3)**
Explores major issues of managing human resources. Develops skills in assessing human resource needs for career development and organizational effectiveness. Covers hiring, terminations, assessment, compensation, training, safety, promotion, and evaluation of human resources.

**ORG602 Organizational Psychology (3)**
Introduces the management of behavior in organizations, the field of industrial and organizational psychology, and various aspects of people in the workplace. Covers issues related to employee development through training and learning, employee productivity, well-being, attitudes, behaviors, motivation, and leadership.
Organizational Development Concentration Courses
Develops a strong foundation in assessing, researching, and finding possible solutions to personnel and organizational problems. Develops requisite skills necessary for understanding, predicting, and influencing individual and group behavior in organizations as the foundation for leading effective organizational development and change initiatives. The concentration is developed for people interested in applying social and psychological principles in the work context to positively influence individuals, groups, and organizations.

**ORG602 Organizational Psychology (3)**
Introduces the management of behavior in organizations, the field of industrial and organizational psychology, and various aspects of people in the workplace. Covers issues related to employee development through training and learning, employee productivity, well-being, attitudes, behaviors, motivation, and leadership.

**ORG603 Groups and Teams in Organizations (3)**
Examines the management and development of groups and teams in organizations. Develops skills in creating and effectively managing teams in organizations. Covers job design in groups and team development, conflict management, team building, decision making in groups and teams, and approaches for improving productivity and organizational effectiveness.

**ORG604 Organizational Culture and Strategy (3)**
Explores innovative approaches for organizing the business as a transformative and competitive strategy through structuring, processes, and culture. Develops skills for designing, implementing, and managing strategic change and transformation in organizations to foster resulting change in collective behavior.

Strategic Leadership Concentration Courses
Prepares business professionals to predict and influence individual and group behavior through strategic leadership. The concentration is designed for organizational professionals already proficient in administrative management. Broadens knowledge and skills through strategic leadership, strategic planning, and management courses.

**ORG604 Organizational Culture and Strategy (3)**
Explores innovative approaches for organizing the business as a transformative and competitive strategy through structuring, processes, and culture. Develops skills for designing, implementing, and managing strategic change and transformation in organizations to foster resulting change in collective behavior.

**STL601 Strategic Leadership (3)**
Examines characteristics and skills that allow leaders to make positive and strategic contributions to their organizations. Focuses on the development of strategic leadership skills including the development of strategic thinking and strategic actions for superior organizational performance.

**STL602 Strategic Planning and Management (3)**
Introduces the concepts of strategic planning and management and considers the vision, mission, and goals of an organization. Examines the balanced scorecard approach to strategic planning and management for translating strategy to action.
## Master of Science in Nursing/Nurse Practitioner (AGPCNP and FNP)

For nurses who hold a BSN from an accredited nursing program, Spring Arbor University offers an online CCNE-accredited MSN/NP program with your choice of two tracks: family nurse practitioner and adult gerontology, primary care nurse practitioner. As a student of this Christ-inspired program, you will learn the advanced nursing practice and management skills you need to act as an autonomous primary care provider — or in some states, within your own practice.

Under the guidance of highly respected instructors who hold terminal degrees in their field, you will learn to develop, implement and evaluate health care programs and policies, as well as provide primary care for health promotion and prevention of specific health problems. Much emphasis is placed on evidence-based clinical practice and the societal factors that affect quality care.

In addition to being 100 percent online, SAU is one of the only schools that allows you the decision to choose your own preceptor. We offer this because studies show that nurses who find their own preceptors have better learning and professional growth experiences.

### MSN/Nurse Practitioner Curriculum and Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>NUR510</td>
<td>Moral &amp; Ethical Decision Making (residency)</td>
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<td>NUR522</td>
<td>Theoretical Perspectives for Advanced Practice</td>
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<td>NUR532</td>
<td>Role Development &amp; Leadership</td>
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<td>NUR551</td>
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<td>NUR512</td>
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<tr>
<td>NUR618</td>
<td>Advanced Pharmacology</td>
<td>3</td>
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**NUR510 Moral & Ethical Decision Making (residency) (2)**
This course provides a meta-cognitive foundational approach to advanced nursing practice in the contemporary world. It explores worldview presuppositions with an emphasis on a Christian perspective and development of a consistent, conscious understanding of reality.

**NUR522 Theoretical Perspectives for Advanced Practice (3)**
This course promotes examination, analysis and synthesis of a variety of conceptual frameworks, models and theories that provide a foundation for research and applied practice in the areas of nursing, business and education. Philosophical ideation, beliefs, scope and assumptions of select theories and models will be explored.

**NUR532 Role Development & Leadership (3)**
The focus is on understanding the professional role of the advanced practice nurse. The processes associated with role development, socialization and effective collaboration with diverse interdisciplinary partnerships will be examined.

**NUR551 Applied Research Methods (3)**
This course focuses on the significance of research to the development of a profession and the practical application of statistics to evidence-based outcomes. Emphasis will be placed on design, methodology and data collection relative to development of a research-based capstone project or thesis.

**NUR5612 Advanced Pathophysiology (3)**
This course provides advanced knowledge and clinical application of normal and pathophysiologic mechanisms related to altered health status and disease processes. Diagnosis and treatment skills will be analyzed, interpreted and evaluated for changes in normal function seen during illness/disease and when assessing an individual’s response to treatment.

**NUR618 Advanced Pharmacology (3)**
This course will provide the advanced practice nurse with the knowledge and skills necessary to assess, diagnose and manage pharmacologic agents, alternatives to pharmacologic interventions and therapeutic modalities. Prescriptive authority, including responsibilities and legalities, will be discussed, including controlled substances and the potential for abuse.
NUR602 Advanced History & Physical Exam (residency) (3)
The practicum will prepare students with the core knowledge and competencies needed to complete a comprehensive assessment using client data to detect signs and symptoms of pathophysiological changes and psychosocial variation from an individual, family or community perspective. Effective strategies will be developed to address health care issues, including health promotion, communication and client-teaching skills using a holistic approach. The practicum will provide clinical opportunities to further refine and practice the history taking and physical examination skills necessary for competence as an advanced practice nurse.

NUR685 Advanced Practice in Primary Care I (3)
This course will present critical concepts the advanced practice nurse can use in delivering evidence-based nursing for the adult population. Using a holistic approach students will apply theory to practice.

NUR686 Advanced Practice in Primary Care II (3)
This course prepares students with the skills to function as an advanced practice nurse in addressing chronic and complex alterations in health experienced by the older adult. Gerontology concepts will be applied in meeting the biological, psychosocial, mental, and spiritual needs of the older adult. Students will combine history taking, physical examination techniques, and diagnostic interpretation with problem-solving and clinical strategies.

NUR693 Population Health (3)
The focus of this course is on integrating the learning from previous courses to design treatment and evaluate outcomes for the most vulnerable groups, particularly the systems of care that manage services for frail elderly, the chronically ill, and other similarly compromised patients.

NUR683 Health Policy (3)
The focus is on the knowledge of professional responsibility to support policy issues associated with humane health care that promotes dignity, respect and justice. Practical skills such as working with the media, product and service evaluation, advocating for the health care needs of vulnerable populations, and seeking program grants will be addressed.

NUR681 Capstone Project (3)
Students will examine the evidence base for resolving a current health problem, design and implement a project that applies the evidence-based treatment/solution, and evaluate the change that occurs in the target group. This project is not designed as a thesis but an application of concepts and learning throughout the graduate program.

NUR680 Clinical Practicum
(8 cr. = Minimum of 500 hours)
The clinical practicum is arranged with a local preceptor with the approval of the program faculty. Students have regular contact with SAU clinical faculty, who also provide oversight of the preceptor led experience. In the Adult Gerontology concentration the minimum is 500 hours, however students taking the Family Nurse Practitioner track have an additional two credits, equating to a total of 625 clinical hours.
**MSN/Family Nurse Practitioner Track**

**Additional Courses**

**NUR633 Health Promotion across the Lifespan (3)**
This course prepares the advanced practice nurse (APN) to apply theoretical and current research concerning health promotion and disease prevention to clinical practices, individuals, families, communities, and special populations, all from a Christian perspective. Students will explore the transformative effect of compassion and caring in facilitating healthful behavior changes and will learn to apply culturally appropriate communication skills adapted to the individual’s cognitive, developmental, physical, mental and behavioral health status. A review of the patterns and variations of human growth and development will inform the student’s exploration of the impact of the family on the health of individuals across their lifespan. Evidence-based, health-promoting strategies and modalities will be analyzed. Students will apply the knowledge, skills and competencies essential to the promotion and maintenance of health, both as independent providers and within a multidisciplinary team.

**NUR645 Family Systems and Clinical Management of the Child Bearing Family (3)**
This course prepares the family nurse practitioner-student to examine evidence-based principles of nursing care in the context of family and nursing theory, and to apply this knowledge to clinical practice within diverse family systems, all from a Christian perspective. Students will consider and apply the knowledge, skills and competencies essential to the holistic management of child-bearing women and their families, both as independent providers and within a multidisciplinary team. Students will focus on the care of healthy ante-partum women and those with health pattern variations that may result in at-risk pregnancies. Emphasis is placed on collaborative management of women and families during pregnancy. Concepts focused on promoting well-being will be explored, with an emphasis on family interventions that promote resiliency as well as the health and well-being of the family.

**NUR 687 Advanced Practice in Primary Care of the Child (3)**
This course prepares the family nurse practitioner to provide evidence-based, primary health care to infants and children, all from a Christian perspective. Using a holistic approach, students examine the scientific basis of common health problems and factors influencing nursing management of these problems. Relevant nursing interventions for common health problems of children in families are explored, as are the responses and adaptations of the child and family to common health problems. Students will consider and apply the knowledge, skills and competencies essential to the holistic management of children and families, both as independent providers and within a multidisciplinary team. Students will combine history taking, physical examination techniques and diagnostic interpretation with problem-solving and clinical strategies.

**MSN/Adult Gerontology, Nurse Practitioner Track**

**Additional Courses**

**NUR632 Health Promotion & Disease Prevention (3)**
This course is designed to prepare the student to apply evidence-based principles of wellness, disease prevention, and health risk in individuals, families, communities, and aggregate/clinical populations. Diversity is examined relative to social and communication patterns, roles, and value/beliefs underlying health-illness behaviors.

**NUR642 Chronic Disease & Complex Problems in Older Adults (3)**
The focus of this course is on management of chronic disease and complex care needs of older adults. Emphasis will be on case management and interdisciplinary collaboration to arrange and evaluate care for the most health compromised clients.
MSN Admission Requirements

- A BSN degree from a regionally accredited institution and nursing program (CCNE or NLN).
- Official transcripts from all institutions of higher education attended.
- A 3.0 GPA calculated from the most recent 60 academic credits.
- An unrestricted, unencumbered RN license from the state or country in which the nurse practices (license must remain current throughout program).
- Two letters of recommendation (one from a nursing professional; one either character- or academic-related).
- Applicants are asked to write an approved college-level essay addressing the following items:
  - Summarize your nursing-related educational and professional activities.
  - Explain your rationale for seeking a graduate nursing degree.
  - Articulate the personal challenges and approaches to managing graduate school, work, and outside commitments.
  - Two to three word-processed pages, 12 pt. font, 1” margins, APA style cover page.
- A conference-call interview may be required at the discretion of the admissions committee.

Practicum or Clinical Experience
Prior to the start of any clinical practice, or as required by an institutional setting, there must be proof of compliance with all agency or institutional requirements. It is the responsibility of the graduate registered nursing student to maintain currency of records. Requirements may include but are not limited to:

- Current unrestricted, unencumbered RN license in the state or country of practice.
- Proof of professional nursing liability insurance coverage throughout the enrollment period (minimum $1 million/$3 million).
- Criminal background check at the federal or international level.*
- CPR/BLS certification as required, proof of TB testing, any required immunizations or vaccinations, HIPAA training, and any additional requirements.

*The Joint Commission on Accreditation of Health Care Organizations (JCAHO) institutes regulations in order for hospitals, home health agencies, clinics and so forth to gain or maintain accreditation status. One of these regulations requires that “all persons who are involved in patient care activities – i.e., employees, volunteers and students – must have criminal background checks as well as other health care related checks.” Criminal background checks must be initiated by the student and completed prior to beginning any clinically related practicums. See general graduate catalog policy.