About the University Bulletins

The Office of the University Registrar is responsible for compiling, producing, and maintaining the bulletin for each school at Duke University. The content for the bulletins is established by the schools in conjunction with the Duke University Bulletins Policy.

All bulletins are published online and serve as static documents for historical records of the university. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

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The information in this bulletin applies to the academic year 2022-2023 and is accurate and current, to the greatest extent possible, as of August 2022. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures. Duke University is committed to encouraging and sustaining a learning and work community that is free from prohibited discrimination and harassment. The institution prohibits discrimination on the basis of age, color, disability, gender, gender identity, gender expression, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status, in the administration of its educational policies, admission policies, financial aid, employment, or any other institution program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students.

Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the institution. Duke has designated the Vice President for Institutional Equity and Chief Diversity Officer as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies. The Office for Institutional Equity is located in Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, Durham, NC 27708, and can be contacted at (919) 684-8222.

Questions or comments about harassment or discrimination can be directed to the following administrator in the Office for Institutional Equity:

Discrimination in employment or educational programs and activities
Cynthia Clinton, AVP Harassment and Discrimination Prevention and Compliance
Office for Institutional Equity
114 S. Buchanan Blvd., Bay 8
Durham, NC 27708
(919) 668-6214

Additional information, including the complete text of Duke’s Policy on Prohibited Discrimination, Harassment, and Related Misconduct and appropriate complaint procedures, may be found by visiting the Office for Institutional Equity’s website at oie.duke.edu. For further information, visit ed.gov/about/offices/list/ocr/index.html, or call (800) 421-3481.

Duke University recognizes and utilizes electronic mail as a medium for official communications. The university provides all students with email accounts as well as access to email services from public clusters if students do not have personal computers of their own. All students are expected to access their email accounts on a regular basis to check for and respond as necessary to such communications.
Information that the university is required to make available under the federal Clery Act is available by visiting the Records Division, Duke University Police Department, 502 Oregon Street, Durham, NC 27708, or by calling (919) 684-4602. See police.duke.edu/news-stats/clery for more details.

The Family Educational Rights & Privacy Act (FERPA), 20 U.S.C § 1232g; 34 CFR Part 99, is a federal law that guides the release of students’ education records, of which disciplinary records are a part. For additional information about FERPA, see ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Duke University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master’s, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Duke University.

This publication is available in alternative format on request. Please call (919) 684-2813.
Mission Statement

Approved by the Duke University Board of Trustees October 1, 1994, and revised February 23, 2001, the Mission Statement for Duke University reads as follows:

"James B. Duke’s founding Indenture of Duke University directed the members of the University to 'provide real leadership in the educational world' by choosing individuals of 'outstanding character, ability, and vision' to serve as its officers, trustees and faculty; by carefully selecting students of 'character, determination and application;' and by pursuing those areas of teaching and scholarship that would 'most help to develop our resources, increase our wisdom, and promote human happiness.'

"To these ends, the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge and contribute boldly to the international community of scholarship; to promote an intellectual environment built on a commitment to free and open inquiry; to help those who suffer, cure disease, and promote health, through sophisticated medical research and thoughtful patient care; to provide wide-ranging educational opportunities, on and beyond our campuses, for traditional students, active professionals and life-long learners using the power of information technologies; and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.

"By pursuing these objectives with vision and integrity, Duke University seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the University; to contribute in diverse ways to the local community, the state, the nation and the world; and to attain and maintain a place of real leadership in all that we do."
Duke University: A Brief Narrative History

Duke University traces its origins to a small school that opened in 1838 in Randolph County, North Carolina. Originally a preparatory school for young men called the Union Institute Academy, it was then chartered as a teaching college named Normal College by the state of North Carolina in 1851. The school underwent another transformation in 1859 when it turned to the Methodist Church for financial support. Reflecting the new partnership, the school’s name changed to Trinity College.

From 1842 to 1882, Braxton Craven served as the principal and then president of the institution, overseeing its transition from a tiny schoolhouse to a full-fledged college. Shortly before his death, he helped to establish the Cherokee Industrial School at Trinity College, one of numerous schools established in the United States to “westernize” indigenous students, in this case boys and young men from the Eastern Band of the Cherokee. The School at Trinity lasted only a few years. It is worth noting that Craven enslaved several Black people prior to the Civil War, and that a number of other faculty and trustees were also enslavers.

John F. Crowell, Trinity College’s president from 1887-1894, suggested that moving the college to an urban setting would attract more students, faculty, and financial support. With Crowell’s encouragement, the trustees agreed to move the college, and after a spirited competition among regional cities, Trinity opened in Durham in 1892. Local tobacco magnates Washington Duke and Julian S. Carr assisted in providing land and money to Trinity. In 1897, at Washington Duke’s request, the school began admitting women as regular students, making it an early co-educational institution. Carr’s support for Trinity College was recognized with a building named in his honor in 1930. His name was removed in 2018 in light of his virulent white supremacist beliefs and actions.

Trinity prospered in its new location, and in 1924 the school was again transformed through philanthropy. Washington Duke’s son James Buchanan Duke established the Duke Endowment, and the charitable foundation infused the college with funds. The trustees changed Trinity College’s name to Duke University as a memorial to his father. The new funds supported the construction of a new campus, designed in a Gothic style by the Philadelphia architectural firm of Horace Trumbauer. The chief designer of West Campus, as well as the re-envisioned East Campus, was Julian Abele, a Black architect whose role in creating the architecture of Duke University was largely overlooked during his lifetime. In 2016, the main quad on West Campus was renamed Abele Quad in his honor.

President William P. Few (1910-1940) oversaw this metamorphosis of a small college into a complex university. In 1930, the Trinity College site (today’s East Campus) became the Woman’s College, while the West Campus served as the grounds for the all-male Trinity College. In 1972, Trinity College merged both colleges of men and women into what is now known as Trinity College of Arts and Sciences. Other schools include the School of Religion and Graduate School founded in 1926, the School of Medicine and hospital in 1930, and the School of Nursing in 1931. Originally established in 1904, the Law School reorganized in 1930. In 1938, what is today’s Nicholas School of the Environment opened, and in 1939 the university formed what is now known as the Pratt School of Engineering.

The last of James B. Duke’s desires for the university was fulfilled when what is now the Fuqua School of Business, opened in 1969. The Sanford School of Public Policy became Duke’s tenth school in 2005. The school was named for President Terry Sanford, formerly the governor of North Carolina, who supported a number of initiatives in the 1970s and 1980s to build Duke’s reputation for excellence, growing the university’s national and international profile.

Long a segregated institution, Duke first admitted Black graduate and professional students in 1961 and Black undergraduates in 1963. In 1968, a major student protest known as the Vigil demanded pay increases and better treatment of hourly workers, most of whom were Black. In 1969, Black students protested in what is now known as the Allen Building Takeover, demanding improved services and treatment for Black students. The protest resulted in the formation of what is now called the Department of African and African American Studies.

Faculty at Duke produce influential scholarship across a wide range of disciplines and professions. Two Duke faculty members have received the Nobel Prize in Chemistry: Professor Robert Lefkowitz in 2012 and Professor Paul Modrich in 2015. Duke researchers have mapped the human chromosome and led research into the treatment of HIV and AIDS. Duke faculty also research pressing social issues, producing high-impact scholarship on such topics as election districts and public health. Faculty authors have written books of award-winning nonfiction, fiction, and poetry, and have won awards ranging from the National Book Award to the Pulitzer Prize. Fifty Duke faculty are members of the American Academy of Arts and Sciences. Duke students have many opportunities to work with leading faculty in labs and on projects, ensuring hands-on experience during their course of study.

Duke has a number of notable athletic achievements. Best known is the men’s basketball team, coached by Mike Krzyzewski from 1980 to 2022. The team has earned 5 national championships. The women’s golf team holds the record at Duke for most national championships, at 7. Duke football has been played since the 1880s, when President Crowell coached the team himself. During the 1930s and 1940s, the football team competed in and won a number of bowl games, earning the nickname “Iron Dukes.” The Rose Bowl game of 1942 was played in Durham due to wartime concerns on the West Coast and remains the only Rose Bowl played outside of Pasadena, California.
International programs have expanded over the last several decades, bringing international students to Duke in Durham and expanding international opportunities for Duke students. In 2005, Duke partnered with the National University of Singapore and opened the Duke-NUS Medical School. In 2014, graduate programs at Duke Kunshan University began, followed by undergraduate programs in 2018. DKU is a partnership between Duke and Wuhan University in Kunshan, China.

The university has changed in many ways since its founding, and like other historically white schools it continues to confront issues of racism, sexism, and other inclusion and equity challenges. Students of color and international students now represent more than 50% of the student body. Duke’s hometown of Durham has also grown and changed, and Duke and Durham collaborate on topics ranging from community service to downtown development.

Ever evolving, Duke University strives to meet the stated aims of the university: “to foster a lively relationship between knowledge and faith; to advance learning in all lines of truth; to defend scholarship against all false notions and ideals; to develop a love of freedom and truth; to promote a respectful spirit of dialogue and understanding; to discourage all partisan and sectarian strife; and to further the advancement of knowledge in service to society.”
Leadership

Full leadership profiles for those listed below are available at duke.edu/about/leadership.

Executive Leadership

Vincent Price, PhD, President | president.duke.edu
Daniel Ennis, MBA, MPA, Executive Vice President
A. Eugene Washington, MD, Chancellor for Health Affairs, Duke University, President and CEO, DUHS
Sally Kornbluth, PhD, Provost

Academic Leadership

Deans of Schools and Colleges

Kerry Abrams, James B. Duke and Benjamin N. Duke Dean of the School of Law
William Boulding, Dean, Fuqua School of Business
Edgardo Colón-Emeric, Dean, Divinity School
Vincent Guilamo-Ramos, Dean, School of Nursing and Vice Chancellor for Nursing Affairs
Judith Kelley, Dean, Sanford School of Public Policy
Mary E. Klotman, Dean, School of Medicine
Jerome P. Lynch, Dean, Pratt School of Engineering
Mohamed Noor, Interim Dean of Trinity College of Arts and Sciences
Toddi Steelman, Stanback Dean, Nicholas School of the Environment

Vice Provosts

Edward Balleisen, Phd, Vice Provost for Interdisciplinary Studies
Abbas Benmamoun, Phd, Vice Provost for Faculty Advancement
Gary Bennett, Phd, Vice Provost for Undergraduate Education
John Brown, Vice Provost for the Arts
Jennifer Francis, Phd, Executive Vice Provost
Dracine Hodges, Interim University Librarian
Mary Pat McMahon, Vice Provost/Vice President of Student Affairs
James S. Roberts, Vice Provost

University Administration

Pamela J. Bernard, Vice President and General Counsel
Maggie Epps, Secretary to the Board of Trustees and Chief of Staff to the President
Tracy Futhey, Vice President for Information Technology and Chief Information Officer
Leigh P. Goller, Chief Audit, Risk and Compliance Officer
Kimberly Hewitt, Vice President for Institutional Equity and Chief Diversity Officer
David L. Kennedy, Vice President for Alumni Engagement and Development
Nina E. King, Vice President and Director of Athletics
Jennifer Lodge, PhD, Vice President for Research & Innovation
Antwan Lofton, Vice President for Human Resources
John J. Noonan, Vice President for Facilities
Rachel Satterfield, Vice President for Finance
Michael J. Schoenfeld, Vice President for Public Affairs & Government Relations and Chief Communications Officer
Russell Thompson, Vice President for Operations
Duke University

Neal Triplett, President, DUMAC
Stefanie Williams, Vice President for Durham & Community Affairs

The Faculty

Duke faculty are chosen from among the most competitive selection processes in the country, having demonstrated excellence in their fields of research. Duke currently has two Nobel Laureates among its faculty. Many others hold appointments in the National Academy of Sciences. Their books and publications are numerous and influential.

Duke professors are also excellent teachers. There is an 8-to-1 ratio of students to faculty. Professors are committed to giving students the individual attention that pushes them to excel while nurturing their ideas. Undergraduates, even in their first year, interact with senior faculty on a regular basis in efforts such as the Focus Program, a series of first-year interdisciplinary seminars focused on a theme. In addition, many serve as advisors to students, including those who choose to design their program of study and as mentors to undergraduates who pursue hands-on research.

Profiles of Duke’s faculty members are available via Scholars@Duke.
Assessment and Accreditation

Assessment

Academic and programmatic assessment at Duke are central to our institutional mission to provide the highest quality education possible. Assessment efforts include evaluating institutional effectiveness, program quality, faculty quality, and student educational outcomes. To be effective evaluators of our programs, we have developed an assessment relevant to each criteria that includes establishing program goals, setting achievement targets, identifying metrics, establishing data capture regimes, communicating findings to decision makers, documenting data-driven actions taken for program improvement, and adapting program metrics to capture the effects of the new initiatives.

Academic assessment is conducted at the program and the school level. The School Assessment Representatives Group coordinates each school’s academic assessment and shares best practices between the schools. The provost-appointed Committee for Assessment of Educational and Administrative Support oversees and provides feedback on assessment of administrative and academic services.

Accreditation

Duke University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, doctorate, and professional degrees. Contact the Commission on Colleges at (404) 679-4500 for questions about the accreditation of Duke University.

Reaffirmation of accreditation occurs every ten years, with a five year interim review including a report on the progress of the Quality Enhancement Plan. General information on the overall process may be found in the SACSCOC Handbook for Reaffirmation of Accreditation.

Duke’s last reaffirmation of accreditation was conducted in 2019.

In addition to the decennial and mid-point reviews, Duke maintains compliance with policies defined and enforced by SACSCOC. Some of these policies require periodic reporting to our accreditor. The most common policy for which we have to report is Substantive Change.
Duke Community Standard

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

Students' Obligation to Act with Respect to the Duke Community Standard

The Duke Community Standard (DCS) stresses the commitment that students share with all members of the community to enhance the climate for honesty, fairness, respect, and accountability at Duke University. Students affirm their commitment to foster this climate by signing a pledge that includes taking constructive action if they witness or know about behavior they perceive to be inconsistent with the DCS, which may include violation of university policies. Although there are no disciplinary sanctions associated with the failure to act, students are nonetheless expected to take action to do something as a responsibility of membership in the Duke community.

The university recognizes that it is not always easy to act in these situations, but several alternatives are available to suit a student’s level of comfort and confidence. These alternatives are not mutually exclusive.

- Speaking directly with the individual exhibiting the behavior, both to gain clarity about the situation and to inform the individual about the concern.
- Publicly calling attention to the behavior as it is occurring.
- For incidents involving social behaviors, alerting residence hall, Student Affairs, or other university staff. The information provided will give staff an opportunity to address the matter informally or through appropriate formal channels.
- For cases involving academic integrity, alerting the instructor that cheating may be occurring in the course. This alert can be in any form, including anonymous notification, and the reporting student will not be identified. The information provided will allow the faculty member to consider corrective measures, in consultation with the Office of Student Conduct and Community Standards, and to address the topic with the class or suspected student(s).
- Directly alerting staff in the Office of Student Conduct and Community Standards at (919) 684-6938 or conduct@duke.edu, who will confer with the faculty member involved, if an academic issue, or with the reporting student(s), strategizing next steps. Maintaining the confidentiality of the source is possible, but may limit the extent of action that can be taken.

The Context of the Duke Community Standard

The honor code at Duke is named the community standard because community is at the center of our conception of what it means to act honorably. Community entails a sense of connectedness to others and their welfare, feeling part of Duke University every day and being responsible for its continual improvement. Community refers as well to a feeling of connection to the city in which we are located. It posits the counterbalancing of group benefit with individual needs and wants, and a Duke identity with the many personal identities based on demographics and interest. The kind of environment we strive to achieve is one in which civility (but not docility) reigns; an environment in which ideas are promulgated, and challenged, in a stimulating give and take; an environment in which learning (whether from peers, faculty, administrators, or others in the Duke and broader communities) is accomplished with openness, honesty, and respect.

Citizens of the Duke community commit to acting with purpose, civility, and intention, both with personal decision-making and with interactions with each member of this community. Choosing to be a citizen of the Duke community means acknowledging the value of each member, participating in active reflection and asking the question, “How do my actions impact others?”

The honor code at Duke is named the community standard because it expresses our institution’s core values and a concomitant set of expectations for behavior. Because behavior is derivative of fundamental values, the standard applies off campus as well as on. The principles it articulates, while lofty in one sense, are firmly grounded in individual decisions made on the ground every day about every aspect of undergraduate life, in academic and co-curricular activities alike: in the classroom, residence halls, K-ville, off-campus apartment complexes, Myrtle Beach, Paris, and wherever else students may go. In addition, the standard asks that students not only reflect on their own behavior, as important as that is, but that they also act to encourage the integrity of their peers. By inspiring and supporting each other, students can shape their environment so that it reflects the ideals expressed in the Duke Community Standard.
The Standard, therefore, expresses our goals for undergraduate education in the broadest sense and is foundational to undergraduate life at Duke. It is followed by an equally important pledge that students sign as members of the community.

Duke University seeks to engage all students in its tradition of honor, a tradition that defines the institution and helps to guide students during their college careers and beyond. The students here today, who are the beneficiaries of the efforts of those who preceded them, have an extraordinarily important role to play in perpetuating and strengthening this tradition. We welcome, and count on, your involvement.

The History of the Duke Community Standard

In 1999-2000, Duke participated in a national survey through the Center for Academic Integrity. Through responses from undergraduate students, as well as from faculty and staff, the survey assessed the climate of academic integrity at Duke in comparative context with other institutions. As a result of the findings, the provost formed the Academic Integrity Council (AIC) in 2001 by appointing representatives from across the community whose charge was to review academic integrity policies and practices and make recommendations to improve the climate of integrity on campus.

An early goal of the AIC was to review the existing Honor Code, which had been in effect for the undergraduate community since 1993. The AIC determined that the Honor Code needed revision to make it shorter while embracing all aspects of a student’s life at Duke. A major element of the revision was the inclusion of the fundamental values that must inform the definition of a community of honor.

This Duke Community Standard was proposed to the faculty councils of Trinity College of Arts and Sciences and the Pratt School of Engineering, as well as to the Duke Student Government. It was approved for the undergraduate community and implemented in the fall of 2003. The Standard was also incorporated into the code of each graduate and professional school of the university and, thus, represents the values we uphold as an institution.

Duke University is committed to ongoing evaluation of principles, policies, and practices, and to lively conversation about issues of integrity. Thus, Duke participated again in a national survey on academic integrity in the fall of 2005 and in intensive discussions of academic and social integrity from summer 2006 through spring 2007. The result of these continuing and broadened discussions was a revised Community Standard, put before the undergraduate student body in a student government referendum of April 2007 and overwhelmingly approved. Implemented in summer 2007, the new Duke Community Standard differs from its predecessor chiefly in its level of commitment to taking action (see Students Obligation to Act with Respect to the Duke Community Standard above).

In the spring of 2011, Duke University again surveyed undergraduate students about integrity, this time expanding beyond an academic focus to additional questions about integrity in other domains (i.e., social, work, and civic) inside and outside the classroom. In-depth focus interviews were also conducted with a sample of graduating seniors. Results showed a marked reduction in academic dishonesty in three key areas that were identified as problem areas in the 2005 survey: fabricating or falsifying a bibliography, falsifying or fabricating lab data, and copying or paraphrasing a few sentences without appropriate attribution. One area of concern that emerged from the 2011 survey was an increase in reported unauthorized collaboration. There was also a gap between students’ perceptions of the prevalence of dishonesty across these multiple domains and student self-reported rates of engaging in dishonest acts within these domains. Duke University will continue efforts to narrow students’ perception of the frequency of academic dishonesty and actual self-reported rates of cheating and other dishonest acts.

A Statement of Principles

The Duke Community Standard expresses a standard for behavior a set of expectations of students who claim membership in Duke’s learning community. All incoming undergraduates, upon admittance to Duke, are required to sign a pledge to adhere to these values and to conduct themselves in accordance with these values throughout their undergraduate careers. Likewise, upon completion of each academic assignment, students may be asked to reaffirm their commitment to the Duke Community Standard by signing a statement indicating that they have adhered to the Duke Community Standard in completing the assignment.

The Duke Community Standard, thus, is a statement of principles. The specific policies, or rules and regulations of the university, define the conduct for which students can be held accountable.

University Regulations and the Disciplinary Process

Duke University has high expectations for students’ scholarship and conduct. Each student is subject to the rules and regulations of the university currently in effect, or which are put into effect from time to time by the appropriate authorities of the university. At the same time, the individual is responsible for decisions and choices within the framework of the regulations of the community, as Duke does not assume in loco parentis relationships.
Students, in accepting admission, indicate their willingness to subscribe to and be governed by these rules and regulations. They acknowledge the right of the university to take disciplinary action, including suspension or expulsion, for failure to abide by the regulations or for other conduct determined unsatisfactory or detrimental to the university community.

Responsibility for prescribing and enforcing rules and regulations governing student conduct rests ultimately with the Board of Trustees of Duke University and, by delegation, with administrative officers of the university. In the undergraduate schools, and in the university as a whole, many of these rules have been established over the years by cooperative action between students, faculty, and administrative officers. Representative student organizations, such as student governments and conduct boards, and more recently, community-wide bodies of students, faculty, and administrators, have initiated proposals for policies and rules necessary to assure satisfactory standards in academic and nonacademic conduct. These proposals have been accepted by university officers and have become a substantial, if not all-inclusive, body of rules governing student life at Duke. For current regulations, refer to the The Duke Community Standard in Practice: A Guide for Students.
Duke University Policy and Procedures under FERPA

Duke University adheres to a policy of compliance with the Family Educational Rights and Privacy Act. The policy (1) permits students to inspect their education records, (2) limits disclosure to others of personally identifiable information from education records without students' prior written consent, and (3) provides students the opportunity to seek correction of their education records where appropriate.

Definitions

Student. An individual who is, or who has become, in attendance at Duke University. It does not include an individual who was an unsuccessful applicant for admission to the University. A student definition also includes alumni/former students.

In Attendance. A student in attendance can be participating in person or by paper correspondence, video conference, satellite, Internet, or other electronic information and telecommunications technologies for students not physically present in a classroom. Attendance could also be the period in which a person is working in a work-study program. Duke University defines attendance to begin the first day a student arrives on campus for an official, organized campus activity (e.g. orientation, athletic practice, class, etc.) or participates in any official, organized activity offered by technology (e.g. orientation, class, etc.).

Education Records. Education records include those records that are personally identifiable and which are maintained by the University or a University official. Records could be information or data recorded in any medium, including but not limited to photos, handwriting, print, tapes, film, microfilm, and microfiche. Appendix A lists commonly held records by Duke University offices. Any University office or official may have an education record about a student, including offices not listed in the appendix.

The following are not considered education records:

- Records about students made by professors and administrators for their own use and not shown to others.
- Campus police records maintained solely for law enforcement purposes and kept separate from the education records described above.
- Employment records, except where a currently-enrolled student is employed as a result of his or her status as a student (i.e. work-study).
- Records of a physician, psychologist, or other recognized professional or paraprofessional made or used only for treatment purposes and available only to persons providing treatment. However, these records may be reviewed by an appropriate professional of the student's choice.
- Records which contain only information relating to a person's activities after that person is no longer a student at the University.
- Application for admissions records to a Duke University school or program in which the student is not currently in attendance.

Personally Identifiable. Data or information that contains the name of a student; the student's parent or other family member's name; the address of the student, parent, or family member; a personal identifier, such as the social security number or student ID number; other information which would make the student's identity easily traceable.

Directory Information. The following categories of information have been designated directory information at Duke University:

- Name(s)
- Addresses
- Duke Unique ID
- Telephone listing(s)
- Email Addresses
- Place of birth
- Photograph(s)
- Major fields of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Enrollment Status (full/part time)
- Degrees and awards received
- Most recent previous educational institution attended

The University will give annual public notice to students of the categories of information designated as directory information and will allow a reasonable period of time after such notice for the student to inform the University that he/she wishes to suppress the
information from being disclosed. Directory information may appear in public documents and may otherwise be disclosed without student consent unless the student objects as indicated.

**Disclosure.** Permitting of access or the release, transfer, or other communication of education records orally or in writing, or by electronic means, or by any other means to any party.

**School Official.** A person employed by the University in an administrative, supervisory, academic, research, or support staff position, including public safety and health care personnel; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees or a student serving on an official committee or assisting another school official in performing his or her tasks. School officials may only access and use education records as necessary to conduct official University business or for which they have legitimate educational interest.

**Legitimate Educational Interest.** An interest in reviewing student education records for the purpose of performing an appropriate University research, educational, or administrative function. A school official has legitimate educational interest if the need to see an education record is necessary in order to perform his or her professional responsibilities. Interests essential to the general process of higher education, including teaching, research, public service, and directly supportive activities such as academic advising, general counseling, therapeutic counseling, discipline, vocational counseling and job placement, financial assistance and advisement, medical services, academic assistance activities, and co-curricular activities including varsity and intramural sports, social fraternities, specific interest clubs, and student government.

**Right to Inspect Records**

Each student has a right of access to his or her education records, with the following exceptions:

- Financial records of the student's parents.
- Confidential letters and confidential statements of recommendation placed in education records of students before January 1, 1975, provided that the letters and statements were used only for the purposes for which they were intended.
- Confidential letters of recommendation and confidential statements of recommendation which were placed in the education records of the student after January 1, 1975, in connection with admission to an institution, an application for employment, or the receipt of an honor or honorary recognition, provided that the student has waived his or her right to inspect and review those letters and statements of recommendation.
  - Persons applying for admission may waive in writing their right to inspect and review confidential letters of recommendation and confidential statements of recommendation. The waiver may apply to confidential letters and statements only if the applicant or student is, upon request, notified of the names of all individuals providing the letters or statements, and such letters and statements are used solely for the purpose for which they were originally intended. The University will not require such waivers as a condition for admission or receipt of any service or benefit normally provided to students. A waiver may be revoked in writing at any time, and the revocation will apply to all subsequent recommendations.
- Education records of other students, if included on the education record of the student. The student may only inspect his/her own information.

Students wishing to review their records should submit a written request to the Office of the University Registrar, 1121 West Main Street, Suite 1200, Durham, NC 27701, or registrar@duke.edu. The request should include the following: full name, Duke student ID or Unique ID, records requested to be reviewed, purpose of review, admit term(s), Duke school/program(s), phone, and home and local addresses. The University will comply with record review requests within 45 days.

For students living locally (within commuting distance of approximately 50 miles), arrangements will be made for the student to read his or her records in the presence of a staff member. Copies are not provided, including copies of transcripts from other institutions. Other arrangements will be made for students not living locally.

A student who exercises the right to review his/her education record is also entitled to a reasonable request for explanation and interpretation of those records. If a student has made the request to review his/her record, none of those records shall be destroyed until the student's request to inspect or review has been honored.

**The Provision of Academic Information to Parents and Guardians**

Duke University complies with the policies set forth in the Family Educational Rights and Privacy act of 1974 concerning confidentiality, privacy, and release of information as they pertain to students’ educational records. It is primarily the responsibility of students to keep parents and guardians informed of their academic standing and progress as well as any difficulties which may affect their performance. The Office of the University Registrar does not release end-of-term or midterm grade information to parents and guardians without
students' written permission. Suppose a student's academic standing at the university changes, the Office of the Dean may notify parents and guardians in writing. Parents and guardians may also be alerted to the emergency and extraordinary situations which may impinge upon a student's well-being.

**Disclosure of Personally Identifiable Information**

The University will not release personally identifiable information in education records or allow access to those records without prior consent of the student, other than information deemed “directory information.” Unless disclosure is to the student himself or herself, the consent must be written, signed and dated, and must specify the records to be disclosed and the identity of the recipient.

Prior consent may not be required for disclosure of education records to the following:

- School officials of Duke University who have been determined to have legitimate educational interests.
- Officials of other schools in which a student seeks or intends to enroll or is enrolled. Authorized representative of the Comptroller General of the U.S., the Attorney General of the U.S., the U.S. Secretary of Education, and state and local educational authorities, but only in connection with the audit or evaluation of federally supported educational programs, or in connection with the enforcement of, or compliance with, federal legal requirements relating to these programs. These officials will protect information received so as not to permit personal identification of students to outsiders, and the data shall be destroyed when no longer needed for the purposes above.
- In connection with a student’s application for, or receipt of, financial aid, but only to the extent necessary for such purposes as determining eligibility, amount, conditions, and enforcement of terms or conditions.
- State and local officials to which such information is specifically required to be reported by effective state law.
- Organizations conducting educational studies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction. The studies shall be conducted so as not to permit personal identification of students to anyone other than representatives of the organizations, and the information will be destroyed when no longer needed for these purposes.
- Accrediting organizations for purposes necessary to carry out their functions.
- Parents of a student who is a dependent for income tax purposes (dependency must be documented).
- Appropriate parties in connection with an emergency, where knowledge of the information is necessary to protect the health or safety of the student or other individuals.
- In response to a court order or subpoena (The University will make reasonable efforts to notify the student before complying with the court order).
- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. This disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- On request, the final results of a disciplinary proceeding where a student has allegedly perpetrated a crime of violence or non-forcible sex offense and has been found to have violated University rules or policies. The names of the victims, witnesses, or other students will not be disclosed without consent.
- Parents of a student under the age of 21 who has been found with an alcohol-related disciplinary violation.

It is Duke University's practice not to provide student education record information to any party outside the institution with the exception of vendors contracted to provide a service to the institution and are considered school officials and a few entities that provide support for major Duke University events, such as commencement.

The University will maintain with the student's education records a record for each request and each disclosure, except:

- disclosures to the student himself or herself;
- disclosures pursuant to the written consent of the student;
- disclosures to instructional or administrative officials of Duke University;
- disclosures of directory information;
- disclosures pursuant to a Federal grand jury's subpoena or other law enforcement subpoenas where the court or other agency issuing the subpoena has ordered the institution to not disclose the existence of the subpoena.

The record of disclosure may be inspected by the student, the official custodian of the records, and other University and governmental officials.

A student wishing to suppress the release of “Directory Information” may do so by completing the Request for Non-Disclosure form. The form may be obtained by contacting the Office of the University Registrar at registrar@duke.edu.
Duke University

- not include the student's name, address, email address, or phone number in the student directory;
- refuse to release any information about the student to the student's insurance company, current or future employers, all forms of media, and any non-institutional persons or organizations;
- give no personal information over the phone;
- will state "do not have any documentation that would support the release of information for a student by that name" to any person/organization/company that would seek information about a student's status.

The Request for Non-Disclosure does not prevent the disclosure of information to University personnel with a legitimate educational interest.

The Request for Non-Disclosure remains in effect until the student rescinds the request. A student who wishes to revoke a Request for Non-Disclosure must complete the Request for Revocation of Non-Disclosure of Directory Information form. A request in place at the time of graduation or at the time of leaving Duke University remains in effect in perpetuity.

Right to Seek Correction of Records

A student who believes that information contained in his or her education records is incorrect, misleading, or violative of privacy or other rights may submit a written request to the Office of the University Registrar, specifying the document(s) being challenged and the basis for the complaint. The request will be sent to the custodian of the record in question. Within a reasonable period of time of receipt of the request, the University will decide whether to amend the records in accordance with the request. If the decision is to refuse to amend, the student will be so notified and will be advised of the right to a hearing.

A student request for a formal hearing must be made within 30 calendar days after the student receives notice from the record custodian that the record(s) will not be amended. The request for hearing must be made in writing to the Office of the University Registrar, signed by the student, and contain: 1) a statement that the student is requesting a formal hearing on a request to amend a record, 2) the date the student received notice from the record custodian, and the name of the record custodian, that the record would not be amended, 3) a summary of the attempts to resolve the matter with the records custodian and the result of those attempts, and 4) a summary of the evidence and arguments the student would present at a hearing.

A hearing will be held within 30 calendar days after the receipt of the student's request, and the student will be given ample advance notice of the date, place, and time of the hearing.

Conduct of the Hearing. The hearing will be conducted by a University official who does not have a direct interest in the outcome. The student will have a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney. The University official conducting the hearing will, after considering all relevant information, make a recommendation to the University Registrar.

Decision of the Hearing. Within a reasonable period of time after the conclusion of the hearing, the University will notify the student in writing of the decision. The decision will be based solely upon evidence presented at the hearing and will include a summary of the evidence and the reasons for the decision.

If the University decides that the information in the student's records is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the University will amend the record(s) accordingly.

If, as a result of the hearing, the University decides that the information is not inaccurate, misleading, or violative of the student's rights, the student has the right to place, in his or her record, a statement commenting on the information and/or explaining any reasons for disagreeing with the University's decision. Any such explanation will be kept as part of the student's record as long as the contested portion of the record is kept and will be disclosed whenever the contested portion of the record is disclosed.

Limit to FERPA Protection of Records

FERPA's protection of personally identifiable information in a student's education record ends at the time of death.

Complaints

Complaints alleging violation of the provisions of FERPA may be submitted to:
Family Policy and Compliance Office
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5920
1-800-872-5327
Duke’s Commitment to Diversity and Inclusion

Duke aspires to create a community built on collaboration, innovation, creativity, and belonging. Our collective success depends on the robust exchange of ideas—an exchange that is best when the rich diversity of our perspectives, backgrounds, and experiences flourishes. To achieve this exchange, it is essential that all members of the community feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. All members of our community have a responsibility to uphold these values.

Excellence, Diversity, and Inclusion: A statement by the faculty, Provost, and President

To achieve our mission and meet the needs of a rapidly changing world, Duke strives to create a climate of collaboration, creativity, and innovation within and across disciplines. Our success depends upon the robust exchange of ideas—an exchange that flourishes best when the rich diversity of human knowledge, perspectives, and experiences is heard. We nonetheless acknowledge that our policies and practices have often failed to ensure equality of participation within our community. Our renewed commitment and responsibility to one another is articulated in the following statement.

Duke University Community Commitment

Because diversity is essential to fulfilling the university’s mission, Duke is committed to building an inclusive and diverse university community. Every student, faculty, and staff member—whatever their race, gender, age, ethnicity, cultural heritage or nationality; religious or political beliefs; sexual orientation or gender identity; or socioeconomic, veteran or ability status—has the right to inclusion, respect, agency and voice in the Duke community. Further, all members of the University community have a responsibility to uphold these values and actively foster full participation in university life.
Credit Hour Policy

For purposes of the application of this policy and accord with federal regulations,

1. A semester-course unit is the equivalent of four credit hours.
2. A “contact hour” is defined as a required time in which all students are directly engaged, as a class, in interaction with the instructor(s) of the course, synchronously or asynchronously, either in the classroom or virtually through telepresence, web-conference, or other online platforms.
3. A credit hour is expected to be a reasonable approximation of a minimum amount of student work in a Carnegie unit in accordance with commonly accepted practice in higher education.

University and Divinity Courses

Beginning Fall 1969, credit for Trinity undergraduates, Pratt undergraduates, and the Divinity School has been listed in semester-course units. One semester-course unit is equivalent to four semester hours.

1. A single semester-course unit should require a minimum of 12 hours per week of a student’s time and effort, both in and outside of class, over a 15-week term, or 25 hours per week over a 7-week term.
2. All full-credit courses require a minimum number of “contact hours” totaling 150 minutes per week over 15 weeks, or 300 minutes per week over 7 weeks.

Graduate and Professional School Courses

The Graduate and Professional Schools list credit in semester hours. It is expected that the academic work required of Graduate and Professional school students will be the equivalent of:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of 15 weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

All Courses

1. When a course is offered at two levels (e.g., undergraduate and graduate), workload expectations will differ for the students enrolled at different levels.
2. Instructional units should periodically review course syllabi to determine whether the number of course units/credits is appropriate for the expected student workload.
Student Affairs & Campus Life

Student Affairs

The Division of Student Affairs is critically engaged in all aspects of undergraduate and graduate students’ lives and collaborates with students, faculty, staff, alumni, parents, and many others to deliver key services and support to students and all whom the division serves.

Student Affairs provides programs and services that support the optimal growth of Duke students; enhance their intellectual, social, cultural, and physical development; and complement Duke’s academic excellence by providing opportunities for students to experience education and explore interests beyond the classroom. For more information, visit studentaffairs.duke.edu.

Campus Life

Campus Life (studentaffairs.duke.edu/campuslife) provides education, advocacy, and support for Duke students through advising, leadership development, and experiential education. Campus Life consists of departments that work with the campus community to promote intellectual understanding, acknowledgement, and appreciation of their differences and similarities; advocate for equal access for students and student groups to participate in campus activities, including an equitable distribution of support resources for those activities; and promote a seamless integration of the academic and cocurricular sides of the university to promote a holistic, educational experience for students.

Outreach programs and services are designed to foster an equitable and engaged university community as well as a culture of broad social and civic understanding.

Campus Life Departments

Find more information about all Campus Life departments at studentaffairs.duke.edu/campuslife/campus-life-departments.

The Center for Sexual and Gender Diversity (CSGD) provides education, advocacy, support, mentoring, academic engagement, and space for lesbian, gay, bisexual, pansexual, transgender, transsexual, intersex, questioning, queer and allied students, staff, and faculty at Duke. The Center for Sexual and Gender Diversity also serves and supports Duke alumni/ae and the greater LGBTQ community.

The Center for Multicultural Affairs (CMA) offers educationally based cross-cultural programs and providing technical support on multicultural issues for the university community.

International House provides educational services, advocacy, and outreach to the international population and the Duke/Durham community.

Jewish Life at Duke works to foster and enrich Jewish life through social, educational, religious and cultural activities.

The Mary Lou Williams Center for Black Culture strives to promote racial understanding, build community, and foster an appreciation for and increase knowledge of Black people, Black history, Black culture, and the vast contributions of people of the African Diaspora.

Muslim Life at Duke is committed to enriching the lives of Muslim students and the whole campus through organizing events and activities that cater to the spiritual, social and intellectual needs of Duke students.

The University Center Activities and Events (UCAE) provides services, support, and opportunities for students to create and engage in co-curricular experiences that result in personal development, transferable skills, and meaningful connections. UCAE also provide event management expertise for groups of all sizes interested in holding events at Duke.

Women’s Center is dedicated to helping every woman at Duke become self-assured with a kind of streetwise savvy that comes from actively engaging with the world. It welcomes men and women alike who are committed to gender equity and social change.

Graduate and Professional Student Government

The Graduate and Professional Student Government of Duke University (GPSG) is the umbrella student government organization for Duke’s nine graduate and professional schools. Their purpose is to: represent and advocate on behalf of graduate and professional students at Duke University; serve as a liaison among the student governments of the graduate and professional schools of the University; serve as a liaison between graduate and professional students and the University Administration; nominate graduate and professional student representatives to University committees; program events of interest to the graduate and professional student community; and financially support the programming of graduate and professional student groups.
Visit the GPSG website at gpsg.duke.edu to find out more about graduate and professional student organizations at Duke and for information on upcoming events. Contact GPSG (gpsgexec@duke.edu) for additional details on how students can become involved.

The Black Graduate and Professional Student Association

The Black Graduate and Professional Student Association (BGPSA) represents all minority graduate and professional students on the Duke University campus. The association’s primary mission is to enhance the Duke experience for its members through community service, social, and academically based programming events. As an umbrella organization, the association welcomes students from groups including the Black & Latino MBA Organization, Black Law Students Association, Black Seminarians Union, Bouchet Society, Hurston-James Society, and Student National Medical Association. Through its academic forums, luncheons, community service initiatives, social events, and recognition ceremony the group hopes to assist in the development of future minority leadership in the Duke community and in the world.

Religious Life

In partnership with the Division of Student Affairs, the Chapel convenes, supports, and advocates for all of the officially recognized Religious Life groups on campus that serve students, including Buddhist, Catholic, Hindu, Jewish, Latter-Day Saints, Muslim, Orthodox, and Protestant organizations and groups. There are about two dozen Religious Life groups at Duke; find a listing of them at chapel.duke.edu/religiouslife.

With a mission of “bridging faith and learning,” the Chapel holds ceremonies, concerts, Christian worship services, and more. It is a sanctuary open to all people for important personal moments of prayer, reflection, grief, and gratitude. The Chapel’s Student Ministries provides opportunities for undergraduate students to hear and respond to God’s call for their lives on campus, in Durham, and beyond through study, artistic expression, counsel, service, and community. Learn more at chapel.duke.edu.

Intercollegiate Athletics

The Athletic Department fosters intercollegiate athletics by striving for excellence and by providing the best possible framework within which highly accomplished student-athletes can compete. The department has a dual responsibility to provide a high-quality athletic program and environment so that all students have the opportunity to compete to the fullest extent of their abilities. Duke is a member of the National Collegiate Athletic Association (NCAA) and the Atlantic Coast Conference (ACC).

First-year students may participate on all varsity teams. The director of athletics provides departmental leadership and coordinates all athletic policies with the University Athletic Council. The council consists of representatives from the undergraduate student body, the faculty, the administrative staff, the trustees, and the alumni. The council meets with the director of athletics periodically during the school year.
Student Health & Safety

Campus Police
It is the mission of the Duke University Police Department to protect and serve the people and property of Duke. We are guardians of a community of world class education, research and healthcare and must prevent violence, reduce fear, and build relationships. For more information, visit police.duke.edu.

Counseling & Psychological Services (CAPS)
CAPS helps Duke students enhance their strengths and learn to cope with the trials of living, growing, and learning. CAPS offers many services to Duke undergraduate, graduate, and professional students, including brief individual counseling/psychotherapy, consultation, couples and group counseling, and assistance with referrals. CAPS' staff also provide outreach education programs to student communities, promoting an empathic and supportive culture. Staff members are available for consultation with faculty concerning students or other matters relating to mental health in the university community. The CAPS staff includes psychologists, clinical social workers, and psychiatrists experienced in working with college-age adults. CAPS' staff carefully adhere to professional standards of ethics, privacy, and confidentiality. For more information, visit studentaffairs.duke.edu/caps.

DukeReach
DukeReach provides direct case management services including interventions, advocacy, referrals and follow-up services for students who are experiencing significant difficulties related to mental health, physical health, and/or psycho-social adjustment. The Assistant and Associate Deans in DukeReach coordinate student services and provide connections with campus departments as well as outside agencies and providers. For more information, visit studentaffairs.duke.edu/dukereach.

DuWell
DuWell works to enhance the educational experience for Duke students by addressing substance use and abuse issues and promoting healthy physical, emotional and social development, including issues related to sexual health. It offers one-on-one screening (for substance use) and health coaching, workshops and trainings on the different topic areas of wellness (including Social Host Education, Stress and Sexual Health workshops) and programs for student groups upon request. Consultation on prevention of high-risk behavior and promotion of wellness is available to students, faculty, professionals and staff. DuWell is dedicated to fostering a living/learning environment on campus and within the surrounding community that encourages the full development of the individual as an engaged member of the community. For more information, visit studentaffairs.duke.edu/duwell.

Student Health
Student Health Services at Duke University is jointly supported by the Division of Student Affairs and the Department of Pediatrics. The Duke Student Health Center is the primary source for a wide range of healthcare services, many of which are covered by the Student Health Fee. Its mission is to provide evidence-based, patient-centered health care to the Duke student community in a professional and compassionate manner that directly contributes to the student’s well-being and overall success. For more information, visit studentaffairs.duke.edu/studenthealth.
Housing, Dining, & Transportation

Housing and Residence Life (HRL)

Undergraduate Housing
Housing, Dining and Residence Life manages all aspects of the university’s three-year undergraduate residency requirement. Residential programs are designed to build positive communities that value learning, create new opportunities for faculty engagement, and generate positive social connections. HRL, student residents and others in the Duke community develop and maintain environments that support classroom learning and encourage students to seek learning opportunities in the world around them. HRL promotes opportunities for students to connect with others and develop a strong and enduring sense of belonging; and intentionally provide opportunities for students to grow and develop as they continue to negotiate developmental issues related to identity, autonomy, and responsibility. HRL programs are rooted in the concepts of mutual respect and civility, and recognize and celebrate the dignity and self-worth of all members.

HRL also manages the facilities operations of all university student residences, which comprise approximately 25 percent of all university space. These responsibilities include all long-range planning, renovations, and major projects, managing housekeeping and maintenance efforts, and ensuring that all residence options are safe, secure, comfortable, and well-maintained. For more information, visit studentaffairs.duke.edu/hdrl.

Graduate and Professional Student Apartments
Limited on-campus housing is available to full-time graduate students. Priority for housing assignment will be awarded to graduate students who arrive from abroad on student visa status and it is their first time attending school outside of their home country. Students applying for the full academic year will be given priority in assignment. All students applying for less than the full academic year will be assigned on a space-available basis after all students applying for the full academic year have been accommodated. International students do not receive priority when applying for less than the full academic year. For more information on graduate student housing application timeline and facility amenities, visit this website. Assignments are made in the order of receipt of completed applications.

Off-Campus Housing
The Duke Community Housing Office maintains a listing of rental apartments, rooms, and houses provided by property owners or real estate agencies in Durham at durhamgradhousing.com.

Duke Housing and Residence Life (HRL) operates a website specifically to simplify the off-campus housing search for students, parents, faculty and staff, and for area property owners and managers at nearduke.com/housing.

Duke Dining
Duke is home to one of the most innovative, dynamic, and cutting edge collegiate dining programs in the country. Duke Dining provides access to over 45 dining locations that include 36 on-campus locations, Merchants-on-Points (MOPs-off-campus restaurants that deliver), and food trucks. A community-driven, sustainable, award-winning program, Duke Dining provides opportunities for culinary education and engagement with access to cooking classes, chef demos, nutrition and wellness events and special themed dinners throughout the academic year. For more information, visit studentaffairs.duke.edu/dining.

DukeCard
All Duke students are issued electronic Duke University identification cards through their mobile devices. This identification should be carried at all times. DukeCards are the means of identification for library privileges, athletic events, and other university functions or services open to them as university students. Students will be expected to present their cards on request to any university official or employee. DukeCards are not transferable and fraudulent use may result in loss of student privileges or suspension. For more information, visit dukecard.duke.edu.

Parking & Transportation
Duke Parking & Transportation provides the Duke community with parking options that balance price and convenience while managing supply and demand across the parking system. A valid permit is required in all locations; most locations are gated and the permit activates the entry and exit gates. Visitors who do not have a permit pay by the hour in facilities specially set aside for them. Accommodations are also available for patrons that require accessible parking or transportation.

Options include annual permits and short-term permits that allow for flexible or occasional parking. Anyone affiliated with Duke is
eligible to purchase on-campus parking in available locations. There are also many transportation options available at Duke, including Duke Transit (buses), vans, city and regional buses, private taxi service, and a ride-hailing program. For more information, visit parking.duke.edu.
Student Disability Access Office (SDAO)

The Student Disability Access Office (SDAO) recognizes disability as an aspect of diversity that is integral to society and to our campus community. Accessibility is an essential feature of the Duke campus, and the SDAO strives to create an inclusive community for our students. The SDAO strives to ensure that students with disabilities are provided the tools they need to fully access all aspects of student life inside and outside of the classroom.

Core Functions of SDAO

- Partner with students with disabilities to establish services for their access and inclusion on campus
- Manage, coordinate, implement and evaluate accommodation/service programs
- Serve as a resource to students/faculty/staff to ensure effective provision of services
- Provide educational and resource support to the campus community to increase awareness regarding how to create and sustain access and inclusion for students with disabilities in all aspects of the university
- Provide resource and referral information to the campus community and prospective student and their families

SDAO works with each student individually to establish academic adjustments and auxiliary aids and services, more frequently referred to as academic accommodations for the purpose of eliminating the environmental barriers impacting the student’s equitable access to the campus facilities, programs and activities.

In order to receive consideration for reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008, a student must have a physical or mental impairment that substantially limits one or more major life activities. Students requesting accommodations under the provisions of the ADA, ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973 (e.g., academic, accessibility, housing) must contact the Student Disability Access Office to explore possible coverage. Students with medical conditions not covered under the provisions of the ADA and the ADA Amendments Act may wish to contact Duke Student Health Service. Additional information and requests for accommodations may be found on the SDAO website.

For more information, visit access.duke.edu/students.
Continuing Studies

Academic Study

Admission to the Continuing Studies Program is discretionary. For consideration for admission, applicants to the Continuing Studies Program must meet at least one of the following two criteria.

- Earned bachelor’s degree from a college or university accredited by a national or regional accrediting body recognized by the Department of Education.
- Age 25 or older, and intend to initiate or complete academic study in a Duke University academic program.

Students are given academic counseling by the Office of Continuing Studies and Summer Session, and are subject the regulations set forth for degree candidates, unless explicitly noted otherwise. A junior or senior who is currently enrolled at an external college or university who wishes to pursue an academic discipline unique to Duke University, may apply through the Office of Continuing Studies for admission as a nondegree, full-time visiting student for one or two semesters. Students with unique circumstances should contact the Office of Continuing Studies.

Minimum GPA Requirement

Successful applicants are expected to have earned a minimum 3.0 GPA in their most recent program.

Applicants who fail to meet the minimum GPA requirement, are subject to additional review and may be admitted on a provisional basis. As part of the additional review, the following will be taken under consideration:

- the applicant has not been enrolled as a full-time student in the last 4 years, and
- the applicant demonstrates the ability to successfully complete college level coursework by earning a passing grade (B or better) in a minimum of 4 courses during the last 2 years.

As part of a provisional admission, a student must earn a minimum 3.0 GPA in the semester immediately following the provisional admission.

Withdrawal

If a student enrolled in a Duke University program withdraws from the program, or is no longer in good academic standing, they must wait two academic terms before re-applying to any Duke program, including Continuing Studies (see the Satisfactory Continuation Requirements outlined on page 51 of the Bulletin of Undergraduate Instruction).

Semester Continuation Requirements

Semester continuation requires that you earn a passing grade (C-or better) in a minimum number of courses to remain in good standing. Students who receive at least one failing grade (D, D-, F) are subject to academic probation or academic dismissal.

| Academic Probation                     | • Earned D or D-in at least one course  
|                                        | • Earned F in one course, and C-or better in at least two courses |
| Academic Dismissal                    | • Earned F in at least one course      |

Students placed on academic probation must acknowledge their probationary status in writing to the academic dean for Continuing Studies students, in order to continue into the next academic term. They are also expected to seek assistance from campus resources and have their course selection approved by their academic dean. In the probationary term they must earn grades of C or better in all courses to continue. Students who withdraw from all courses must wait two semesters to submit a request to return to study.

Program and application information is available from Duke Continuing Studies. Application deadlines: August 1 for the fall semester, December 1 for the spring semester, April 15 for Term 1 of the summer session, and June 1 for Term 2 of the summer session.

Certificate Programs

Professional certificate programs offered include human resource management, management accounting, digital media and marketing, big data and data science, technical communications, business communications, business ethics, paralegal studies, financial planning, event development, Six Sigma Green Belt, entrepreneurship, supply side management, sustainable management, online learning, finance essentials, legal nurse consulting, and others.
Nonprofit Management Program
Students interested in the nonprofit sector or in community development are invited to explore the noncredit course offerings of this program. Taught by experts and practitioners, these short courses offer instruction concerning financial and resource management, management of personnel and volunteers, leadership development, fundraising, planning and evaluation, board development/governance, and media relations.

Osher Lifelong Learning Institute (OLLI) at Duke
OLLI at Duke began in 1977 as the Duke Institute for Learning in Retirement. Since 2004 the membership organization has been a member of the Osher Lifelong Learning Network, a group of more than 120 institutes across the country dedicated to meeting the needs of older learners and extending the demographic served by traditional universities. OLLI sponsors noncredit course offerings in the fall, winter, and spring as well as fall and spring retreats, language tables, reading groups, film and lecture series, and volunteer opportunities.

Duke Youth Programs
For more than thirty-five years, Duke Youth Programs has offered academic enrichment opportunities for middle and high school students in the summer. Current offerings range from camps in biosciences and engineering, forensic science, game design, drones, math, cryptography, neurosciences, creative writing, SAT preparation, video production, and a college admissions boot camp.

For more information, call the Office of Continuing Studies and Summer Session at (919) 684-6259, or visit learnmore.duke.edu.
Duke University Libraries

The Duke University Libraries are the shared center of the university's intellectual life. The William R. Perkins Library, Bostock Library and Rubenstein Rare Book & Manuscript Library comprise the main West Campus library complex, which is joined by Lilly and Music libraries on East Campus, the Pearse Memorial Library at the Duke Marine Lab and the separately administered libraries serving the schools of Business, Divinity, Law and Medicine. Together they form one of the nation's top ten private university library systems.

All Libraries

Perkins & Bostock Libraries (library.duke.edu)
David M. Rubenstein Rare Book & Manuscript Library (library.duke.edu/rubenstein)
Duke University Archives (library.duke.edu/rubenstein/uarchives)
Lilly Library (library.duke.edu/lilly)
Music Library (library.duke.edu/music)
Marine Lab Library (library.duke.edu/marine)
Library Service Center (library.duke.edu/lsc)
Divinity School Library (library.divinity.duke.edu)
Duke Kunshan University Library (dukekunshan.edu.cn/en/academics/library)
Ford Library, Fuqua School of Business (library.fuqua.duke.edu)
Goodson Law Library (law.duke.edu/lib)
Medical Center Library (mclibrary.duke.edu)

University Institutes

Duke Institute for Brain Sciences (DIBS)
The Duke Institute for Brain Sciences (DIBS) provides a vibrant hub for all who share our vision of making neuroscience greater than the sum of its parts by integrating schools, disciplines, analysis and education to accelerate breakthroughs and benefit society. It is an exciting place to be! The DIBS mission is to promote interdisciplinary brain science and translate discoveries into solutions for health and society. Each year, DIBS touches thousands of people, from our 190-member Faculty Network and hundreds of students and trainees to the many who benefit from campus, community, and outreach activities. For more information, visit dibs.duke.edu.

Kenan Institute for Ethics
The Kenan Institute for Ethics is an interdisciplinary think and do tank committed to promoting moral reflection and commitment, conducting interdisciplinary research, and shaping policy and practice at Duke and beyond. From current policy debates about the ethics of migration, cyber-security, or artificial intelligence to historical interrogations of the rise of a post-secular society and nature of genocide to philosophical puzzles about the limits of individual responsibility or foundations of happiness, the Kenan Institute for Ethics takes seriously the notion that ethical questions and problems are indeed everywhere. For more information, visit kenan.ethics.duke.edu.

Duke Global Health Institute (DGHI)
Formed in 2006 as part of Duke University's commitment to spark innovation in global health research and education, the institute brings together knowledge and resources from across the university to address the most important global health issues of our time. DGHI faculty, staff and students are engaged in research and educational projects in more than 40 countries, including the United States. In several of these countries, DGHI has built longstanding, bilateral collaborations with local institutions and organizations, including Duke-affiliated partners such as Duke Kunshan University in China and the Duke-NUS Medical School in Singapore. For more information, visit globalhealth.duke.edu.

John Hope Franklin Humanities Institute (FHI)
Founded in 1999, the John Hope Franklin Humanities Institute (FHI) is built on a fundamentally collaborative model befitting the Duke University emphasis on knowledge in the service of society. Through interdisciplinary cross-fertilization, we seek to encourage the
conversations, partnerships, and collaborations that continually stimulate creative and fresh humanistic research, writing, teaching, and practice at Duke. Inspired by the scholarly and civic example of John Hope Franklin, we also support work that engages questions of race and social equity in their most profound historical and global dimensions. For more information, visit fhi.duke.edu.

The Social Science Research Institute (SSRI)
The Social Science Research Institute (SSRI) brings together researchers with interests in problems that cross the various social and behavioral sciences, including problems that connect with the humanities and natural sciences. It promotes multidisciplinary collaboration among such scholars as they work on important social issues that are challenging to address fully from within any given discipline. For more information, visit ssri.duke.edu.

The Nicholas Institute for Environmental Policy Solutions
The Nicholas Institute for Environmental Policy Solutions at Duke University improves environmental policymaking worldwide through objective, fact-based research to confront the climate crisis, clarify the economics of limiting carbon pollution, harness emerging environmental markets, put the value of nature’s benefits on the balance sheet, develop adaptive water management approaches, and identify other strategies to attain community resilience.

The Nicholas Institute is part of Duke University and its wider community of world-class scholars. This unique resource allows the Nicholas Institute’s team of economists, scientists, lawyers and policy experts to not only deliver timely, credible analyses to a wide variety of decision makers, but also to convene these decision makers to reach a shared understanding regarding this century's most pressing environmental problems. For more information, visit nicholasinstitute.duke.edu.

Bass Connections
Bass Connections bridges the classroom and the world beyond the university, giving students from all of Duke’s schools a chance to tackle complex societal problems alongside our superb faculty. We support research teams that draw on perspectives and methods from multiple disciplines, as well as robust engagement with communities, stakeholders and decision-makers.

Named in honor of founding donors Anne T. and Robert M. Bass P’97, the program exemplifies Duke’s commitment to interdisciplinary, collaborative inquiry. The Basses’ $50 million gift sparked a new approach to integrating research, education and civic engagement within the university; by including a $25 million matching challenge, their donation has already inspired more than 65 donors to support this innovative program.

Through Bass Connections, Duke is channeling its unique culture of collaboration, ambitious entrepreneurial spirit and established record of applying classroom learning to pressing global problems, to create a distinctive new model for education. For more information, visit bassconnections.duke.edu.

Rhodes Information Initiative at Duke (iiD)
The Rhodes Information Initiative at Duke (iiD) is an interdisciplinary program designed to increase "big data" computational research and expand opportunities for student engagement in this rapidly growing field. Started in 2013, the program is led by Robert Calderbank.

Launched as an initiative of Duke University, Rhodes iiD is partnered with the Duke University Quantitative Initiative, which promote cross-pollination of ideas throughout Duke’s programs and research projects, and works to increase the number of quantitative faculty in all disciplines on Duke campus. For more information, visit bigdata.duke.edu.

Innovation & Entrepreneurship Initiative (I&E)
I&E believes all Duke students benefit from learning about innovation and entrepreneurship—from those who wish to found a company, to those who want to change the world with innovation, to those who simply want to cultivate a more creative and entrepreneurial mindset.

I&E partners with schools and departments across Duke to offer interdisciplinary, experience-based education. Whether students are working on their own idea with a mentor, or advancing an exciting faculty innovation through a course, students learn via experiences that are in service of ambitious, worthy goals and offer opportunities for meaningful collaboration. For more information, visit entrepreneurship.duke.edu.
The Duke Initiative for Science & Society

The Duke Initiative for Science & Society (“Science & Society”) fosters research, education, communication, democratic deliberation, and policy engagement on the ethical progress of science and technology in society. Science & Society takes an interdisciplinary approach, with a focus on applied ethics and policy, to advance the responsible use of science and technology for humanity. For more information, visit scienceandsociety.duke.edu.

MEDx

MEDx (Medicine + Engineering at Duke) was forged in 2015 to enhance existing ties and foster new interdisciplinary collaborations between the School of Medicine and Pratt School of Engineering as the first part of a Provost initiative to create opportunities at the intersection of academic units, Together Duke. An initiative rather than an institute, MEDx is structured to enhance existing ties and encourage new collaborations among faculty from both schools as well as other schools, institutes and initiatives at Duke.

MEDx fosters the exchange of ideas and creates research opportunities between physicians, engineers, computer scientists, researchers and innovators. We promote the training of the next generation of researchers and clinicians to work symbiotically on new solutions to complex clinical problems, and we develop strategic commercialization opportunities to translate research advances into effective devices, therapeutics and care delivery systems. For more information, visit medx.duke.edu.

Centers

Margolis Center for Health Policy

The Robert J. Margolis, MD, Center for Health Policy was established in January 2016 with a $16.5 million gift from Duke medical school alumnus Robert J. Margolis and his wife Lisa, through the Robert and Lisa Margolis Family Foundation. Duke-Margolis catalyzes Duke University’s leading capabilities including interdisciplinary academic research and capacity for education and engagement, to inform policy making and implementation for better health and health care.

Duke-Margolis partners with funders and experts in healthcare policy and practice from around the world and is advised by an accomplished board of healthcare leaders representing academia, patients, policy research, payers, and providers. The Center has offices and staff on Duke University’s campus in Durham, North Carolina and at the Duke in DC offices in the heart of the nation’s capital. For more information, visit healthpolicy.duke.edu.

Duke University Center for International and Global Studies (DUCIGS)

The Duke University Center for International and Global Studies (DUCIGS) grounds its research, teaching, and programming on the deep, region and culture-specific knowledge and experience of its organizational units while exploring global topics, pursuing interdisciplinary and cross-regional collaboration, and welcoming new approaches within areas studies and global studies. The mission of DUCIGS is to:

- Support, engage, and connect researchers, students, departments, and schools to work on international issues
- Promote interdisciplinary research and education to understand and engage with challenging global issues
- Support and coordinate the activities of the area studies centers, councils, and initiatives

DUCIGS is home to various international area studies centers, councils and initiatives including:

- Africa Initiative (AI)
- Asian Pacific Studies Institute (APSI)
- Duke Brazil Initiative (DBI)
- Center for Latin American and Caribbean Studies (CLACS)
- Concilium on Southern Africa (COSA)
- Center for Slavic, Eurasian, and East European Studies (CSEEES)
- Slavic and Eurasian Languages Resource Center (SEELRC)
- Duke India Initiative (DII)
- Duke Islamic Studies Center (DISC)
- Duke University Middle East Studies Center (DUMESC)
- Global Asia Initiative (GAI)
- Observatory on Europe
Duke University

Visit the DUCIGS website at igs.duke.edu to learn more about the many centers and initiatives it houses.

Center for Documentary Studies
The Center for Documentary Studies (CDS) at Duke University offers an interdisciplinary program in the documentary arts—photography, audio, film/video, narrative writing, new media, and other means of creative expression—that emphasizes active engagement in the world beyond the university campus. Much more than a traditional educational center, CDS encourages experiential learning in diverse environments outside the classroom, with an emphasis on the role of individual artistic expression in advancing broader societal goals. Programs range widely to include university undergraduate courses, popular summer institutes that attract students from across the country, international awards competitions, award-winning book publishing and radio programming, exhibitions of new and established artists in the center’s galleries, an international documentary film festival, nationally recognized training for community youth and adults, and fieldwork projects in the United States and abroad. For more information, visit documentarystudies.duke.edu.

Dewitt Wallace Center for Media and Democracy
The DeWitt Wallace Center for Media & Democracy (DWC) is Duke University’s hub for the study of journalism. DWC studies the interaction between news media and policy, supports watchdog and accountability reporting in the United States and around the world, and teaches about the media’s role in democracy. The center is part of the Sanford School of Public Policy, and shares in the Sanford School’s mission of teaching, research, and policy engagement, with the goal of putting knowledge in service to society. The center offers over twenty undergraduate courses designed to give students a thorough understanding of the principles and the practice of journalism. Together with support from Trinity College of Arts & Sciences, the center hosts the Policy Journalism and Media Studies Certificate, an undergraduate certificate program for students aspiring to become future journalists, or private and public sector leaders who will interact with the media. In addition, the center hosts the Duke Reporters’ Lab and administers the undergraduate Melcher Family Award for Excellence in Journalism. For more information, visit dewitt.sanford.duke.edu.

DukeEngage
DukeEngage provides fully-funded opportunities that enable students and faculty to collaborate with organizations across the globe to address critical societal needs through an immersive summer of civic engagement. Each year, Duke undergraduates work with communities on a variety of local issues while developing an understanding of their role in affecting social change and gaining a more nuanced perspective of self, purpose & place in the world. For more information, visit dukeengage.duke.edu.

Duke Civic Engagement
Duke Civic Engagement (DCE) strengthens and connects the ways in which Duke partners with communities. DCE supports Duke’s collaborations on pressing social challenges by increasing the capacity of the campus to sustain partnerships and sharing best practices in community engagement. DCE provides trainings, workshops, and consultations; volunteer and partnership opportunities through the ConnectCommunity platform; and a listing of community-based federal work study opportunities. In these ways, DCE aims to advance civic engagement and promote equitable approaches to strengthen partnerships between Duke and the community. For more information, visit civic.duke.edu.

Technology Resources
The Office of Information Technology
The Office of Information Technology (OIT) is responsible for computing and technology services and support for the university community. OIT’s searchable website offers access to free software, Duke-supported applications, news and training, technical support, and many other resources to help students, faculty, and staff make the most of information technology at Duke. For more information, visit oit.duke.edu.

Computing and Networking
All campus buildings, including residence halls, as well as the outdoor space near Bryan Center plaza, are equipped with secure high-speed wireless Internet. Residence halls are also wired for access to Duke’s network. Members of the Duke community are assigned their own email accounts, which they may access from their own computers, the web or from any mobile device using their NetID and password. For more information, visit wireless.duke.edu.

Printing, Software, and Labs
The ePrint system enables students to print from computers and mobile devices (using the Pharos print app) to printers distributed throughout campus. Up-to-the-minute status information for all printers is available at the ePrint status page. Dozens of software packages are available for free or at a discount through software.duke.edu. There are also several physical computer labs across campus and a growing array of virtual computer resources as well. Students can also visit specialty labs such as the Multimedia Project Studio and the three Co-Lab Studios (located at the Technology Engagement Center (TEC), the Rubenstein Arts Center, and East Campus), which house 3D printing and other fabrication tools. For more information, visit oit.duke.edu/category/printers-and-labs.

Technology Training
Undergraduate and graduate students can take advantage of free in-person or online training on programming, app development, web design, IT security, Adobe Creative Cloud, and more. Online training is accessed through the LinkedIn Learning online training library. The Roots training series offers in-class workshops via the Innovation Co-Lab (colab.duke.edu). For additional information on available opportunities and to sign up for a monthly newsletter, visit oit.duke.edu/training.

Storage and Backup Services
Duke offers services for securely storing, backing up, and recovering your personal files. Students receive 50 GB of secure cloud storage through Duke Box at box.duke.edu. Box and most Duke services are protected by Duke’s Multi-Factor Authentication (MFA) two-step verification. Enroll and set up the Duo app at oit.duke.edu/mfa.
Career Center

The Career Center, working in partnership with faculty and colleagues, provides career advising to all Duke undergraduates, graduate students, and alumni. Recognizing the unique talents and needs of each individual, the Career Center encourages students to make the most of their Duke experience by accessing relevant campus resources, developing career interests and values, and establishing and maintaining important human relationships with their peers as well as Duke faculty, staff, and alumni. The Career Center works to build and maintain relationships with alumni and employers who can provide internships and learning opportunities, entry-level positions, and opportunities for experienced professionals. For more information, visit careerhub.students.duke.edu.
Agreements with other Universities

Neighboring Universities

Under a plan of cooperation—the interinstitutional agreement among Duke University and The University of North Carolina at Chapel Hill, North Carolina State University, North Carolina Central University, The University of North Carolina at Charlotte, and The University of North Carolina at Greensboro—a student regularly enrolled in Duke University as a degree-seeking student and paying full fees may enroll for one approved course each semester at one of the institutions in the cooperative program unless an equivalent course is offered at Duke in the same academic term. Under the same conditions, one interinstitutional course per summer may be taken at a neighboring institution participating in this agreement provided that the student is concurrently enrolled at Duke for one full course credit. This agreement does not apply to contract programs such as the American Dance Festival or to study abroad programs.

Approval forms for courses to be taken at these neighboring institutions may be obtained from the offices of the academic deans and the university registrar. Forms are also available online at the Office of the University Registrar website (registrar.duke.edu), in the Registration section. Only those courses not offered at Duke will be approved. Approval must be obtained at Duke from the director of undergraduate studies of the subject of the course and the student's academic dean. Credit so earned is not defined as transfer credit since grades in courses taken under the interinstitutional agreement are entered on the official record and used in determining the grade point average. The courses may be eligible for Areas of Knowledge and Modes of Inquiry coding. The student pays any special fees required of students at the host institution.

Courses taken at The University of North Carolina at Chapel Hill by Duke students in the Robertson Scholarship Program (a joint scholarship program for students at Duke and The University of North Carolina at Chapel Hill) are interinstitutional courses. However, the restriction on the number of courses and the kind of courses (i.e., those not offered at Duke) permitted does not always apply. Robertson Scholars should refer to program materials for specific regulations.

Domestic Exchange Programs

Trinity College has exchange programs with two domestic institutions: Howard University in Washington, DC, and Spelman College in Atlanta, Georgia. Duke students may study for a semester at either institution, while students from these institutions enroll for the same period at Duke. Students may enroll in a wide variety of courses at either Howard University or Spelman College for which they will receive transfer credit at Duke. Transfer credits earned under this exchange program do not count against the maximum allowable domestic or study abroad transfer credits. For more information about these programs, visit 011 Allen.
Bulletin of
Duke University

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Academic Calendar

All program calendars listed on this page are subject to change. Refer to the School of Nursing website for up-to-date calendar information at nursing.duke.edu/student-resources/academic-calendar.

The PhD in Nursing follows the Graduate School calendar, available at graduateschool.bulletins.duke.edu/about/calendar.

ABSN Program Calendar

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<th>Summer 2022</th>
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<tr>
<td><strong>May</strong></td>
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<tr>
<td>May 10 (Tu) Summer classes begin</td>
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<tr>
<td>May 25 (W) Drop/Add ends for summer</td>
</tr>
<tr>
<td>May 30 (M) Memorial Day holiday. No classes</td>
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<tr>
<td><strong>June</strong></td>
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<tr>
<td>June 20 (M) Juneteenth holiday. No classes</td>
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<tr>
<td><strong>July</strong></td>
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<tr>
<td>July 4 (M) Independence Day holiday. No classes</td>
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<tr>
<td><strong>August</strong></td>
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<tr>
<td>August 1 (M) Classes end</td>
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<tr>
<td>August 2-5 (Tu-F) Final exams</td>
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<td><strong>August</strong></td>
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<tr>
<td>August 23-26 (Tu-F) New student orientation</td>
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<tr>
<td>August 24 (W, 4pm) Convocation for graduate and professional school students</td>
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<tr>
<td>August 29 (M) Fall semester classes begin</td>
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<tr>
<td><strong>September</strong></td>
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<tr>
<td>September 5 (M) Labor Day. Classes in session</td>
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<tr>
<td>September 9 (F) Drop/Add ends for fall</td>
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<tr>
<td>September 29-October 2 (Th-Su) Founders’ Weekend</td>
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<tr>
<td><strong>October</strong></td>
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<tr>
<td>October 8 (Sa) Fall break begins</td>
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<tr>
<td>October 15 (Sa) Classes resume</td>
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<tr>
<td>October 24 (M) Shopping carts open for Spring 2023</td>
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<tr>
<td><strong>November</strong></td>
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<tr>
<td>November 2 (W) Registration begins for Spring 2023</td>
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<tr>
<td>November 23-27 (W-Su) Thanksgiving recess</td>
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<td><strong>December</strong></td>
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<tr>
<td>December 2 (F) Classes end</td>
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<tr>
<td>December 5-6 (M-Tu) ATI Live Review (mandatory for 4th semester ABSN students)</td>
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<tr>
<td>December 5-9 (M-F) Final exams</td>
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<tr>
<td>December 10 (Sa) School of Nursing Graduation Ceremony (tentative)</td>
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<tbody>
<tr>
<td><strong>January</strong></td>
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<tr>
<td>January 9-10 (M-Tu) New student orientation</td>
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<tr>
<td>January 11 (W) Spring semester classes begin (Monday class meeting schedule is in effect on this day)</td>
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<tr>
<td>January 16 (M) Martin Luther King, Jr. Day holiday. No classes</td>
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<td>January 25 (W) Drop/Add ends for spring</td>
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### Duke University

#### MSN & DNP Program Calendar

**Summer 2022**

**May**  
May 11 (W) Summer classes begin  
May 25 (W) Drop/Add ends for summer  
May 30 (M) Memorial Day holiday. No classes  

**June**  
June 20 (M) Juneteenth holiday. No classes  

**July**  
July 4 (M) Independence Day holiday. No classes  

**August**  
August 4 (Th) Classes end  
August 5-7 (F-Su) Final exams  

**Fall 2022**

**August**  
August 24 (W) New student orientation and Convocation for graduate and professional school students  
August 29 (M) Fall semester classes begin
## Academic Calendar

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<tr>
<th>Month</th>
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<td></td>
<td>November 23-27 (W-Su)</td>
<td>Thanksgiving recess</td>
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<td>December 14-19 (Th-Tu)</td>
<td>Final exams</td>
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<td>School of Nursing Graduation Ceremony (tentative)</td>
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<td>February 20 (M)</td>
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<td>May 12-14 (F-Su)</td>
<td>Commencement Weekend</td>
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<td>May 14 (Su)</td>
<td>School of Nursing Hooding and Recognition Ceremony (tentative)</td>
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<td><strong>July</strong></td>
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<tr>
<td></td>
<td>July 4 (Tu)</td>
<td>Independence Day holiday. No classes</td>
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<tr>
<td><strong>August</strong></td>
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<tr>
<td></td>
<td>August 10 (Th)</td>
<td>Classes end</td>
</tr>
<tr>
<td></td>
<td>August 11-13 (F-Su)</td>
<td>Final exams</td>
</tr>
</tbody>
</table>

Faculty policy requires that grades for graduating students be submitted within 24 hours of final exam. Grades for all other students must be submitted within 48 hours of the final exam. Refer to the School of Nursing website for up-to-date calendar information.
<table>
<thead>
<tr>
<th><strong>Summer 2022</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>May</strong></td>
</tr>
<tr>
<td>May 9 (M) Summer classes begin</td>
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<tr>
<td>May 25 (W) Drop/Add ends for summer</td>
</tr>
<tr>
<td>May 30 (M) Memorial Day holiday. No classes/clinicals</td>
</tr>
<tr>
<td><strong>June</strong></td>
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<tr>
<td>June 20 (M) Juneteenth holiday. No classes/clinicals</td>
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<tr>
<td><strong>July</strong></td>
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<tr>
<td>July 4 (M) Independence Day holiday. No classes/clinicals</td>
</tr>
<tr>
<td>July 31 (Su) Summer clinical classes end (Nursing 943, 946, and 949)</td>
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<tr>
<td><strong>August</strong></td>
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<tr>
<td>August 1 (M) Fall clinical classes begin (Nursing 944 and 977)</td>
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<tr>
<td>August 5-7 (F-Su) Final exams</td>
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<tr>
<td>August 7 (Su) End of Summer Term</td>
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<tr>
<td><strong>Fall 2022</strong></td>
</tr>
<tr>
<td><strong>August</strong></td>
</tr>
<tr>
<td>August 18 (Th) New Student Orientation</td>
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<tr>
<td>August 24 (W) New Student Orientation and Convocation for graduate and professional school students</td>
</tr>
<tr>
<td>August 29 (M) Fall classes begin</td>
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<tr>
<td><strong>September</strong></td>
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<tr>
<td>September 5 (M) Labor Day. Classes in session</td>
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<tr>
<td>September 9 (F) Drop/Add ends for fall</td>
</tr>
<tr>
<td>September 29-October 2 (Th-Su) Founders’ Weekend</td>
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<tr>
<td><strong>October</strong></td>
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<tr>
<td>October 7 (F, 7pm) Fall break begins</td>
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<tr>
<td>October 10 (M) Classes resume</td>
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<tr>
<td>October 24 (M) Shopping carts open for Spring 2023</td>
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<tr>
<td><strong>November</strong></td>
</tr>
<tr>
<td>November 2 (W) Registration begins for Spring 2023</td>
</tr>
<tr>
<td>November 23-27 (W-Su) Thanksgiving recess</td>
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<tr>
<td>November 30 (W) Fall clinical courses end (Nursing 944 and 947)</td>
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<tr>
<td><strong>December</strong></td>
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<tr>
<td>December 1 (Th) Spring clinical classes begin (Nursing 942, 945, and 948)</td>
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<tr>
<td>December 2 (F) Fall didactic classes end</td>
</tr>
<tr>
<td>December 3-4 (Sa-Su) Reading period</td>
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<tr>
<td>December 5-7 (M-W) Final exams</td>
</tr>
<tr>
<td>December 10 (Sa) School of Nursing Graduation Ceremony (tentative)</td>
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<tr>
<td><strong>Spring 2023</strong></td>
</tr>
<tr>
<td><strong>January</strong></td>
</tr>
<tr>
<td>January 9 (M) Spring didactic classes begin</td>
</tr>
<tr>
<td>January 16 (M) Martin Luther King, Jr. Day holiday. No classes</td>
</tr>
<tr>
<td>January 25 (W) Drop/Add ends for spring</td>
</tr>
<tr>
<td><strong>February</strong></td>
</tr>
<tr>
<td>February 20 (M) Registration begins for Summer 2023</td>
</tr>
</tbody>
</table>
### March
- March 3 (F) Spring recess begins
- March 7 (Tu) Classes resume
- March 27 (M) Shopping carts open for Fall 2023

### April
- April 5 (W) Registration begins for Fall 2023
- April 16 (Su) ABSN classes end
- April 21 (F) Spring didactic classes end
- April 22-23 (Sa-Su) Reading period
- April 24-28 (M-F) Final exams
- April 30 (Su) Spring clinical classes end (Nursing 942, 945, and 948)

### May
- May 1 (M) Summer clinical classes begin (Nursing 943, 946, 949)
- May 12-14 (F-Su) Commencement Weekend
- May 14 (Su) School of Nursing Hooding and Recognition Ceremony (tentative)

### Summer 2023

#### May
- May 15 (M) Summer classes begin
- May 29 (M) Memorial Day holiday. No classes/clinicals
- May 31 (W) Drop/Add ends for summer

#### June
- June 19 (M) Juneteenth holiday. No classes/clinicals

#### July
- July 4 (Tu) Independence Day holiday. No classes/clinicals
- July 31 (M) Summer clinical practicum classes end (Nursing 943, 946, and 949)

### August
- August 1 (Tu) Fall clinical practicum classes begin (Nursing 944 and 947)
- August 4 (F) Summer didactic classes end
- August 11-13 (F-Su) Final exams

Faculty policy requires that grades for graduating students be submitted within 24 hours of final exam. Grades for all other students must be submitted within 48 hours of the final exam. Refer to the School of Nursing website for up-to-date calendar information.

### PhD Program Calendar

#### Summer 2022

#### February
- February 14 (M) Registration begins for all summer sessions

#### May
- May 11 (W) Term 1 classes begin (Monday class meeting schedule is in effect on this day)
- May 13 (F) Drop/Add for Term 1 ends
- May 30 (M) Memorial Day holiday. No classes

#### June
- June 17 (M) Term 1 classes end
- June 20 (M) Juneteenth holiday. No classes
- June 21 (Tu) Reading period
- June 22-23 (W-Th) Final exams
- June 27 (M) Term 2 classes begin
- June 29 (W) Drop/Add for Term 2 ends

#### July
- July 4 (M) Independence Day holiday. No classes
August
- August 4 (Th) Term 2 classes end
- August 5 (F) Reading period
- August 6-7 (Sa-Su) Final exams

**Fall 2022**

**August**
- August 23 (Tu) New graduate student orientation begins
- August 24 (W, 4pm) Convocation for new graduate and professional school students
- August 26 (F) Nursing PhD new student orientation
- August 29 (M) Fall semester classes begin

**September**
- September 5 (M) Labor Day, Classes in session
- September 9 (F) Drop/Add ends for fall
- September 29-October 2 (Th-Su) Founders' Weekend

**October**
- October 8-11 (Sa-Tu) Fall break
- October 24 (M) Shopping carts open for Spring 2023

**November**
- November 2 (W) Registration begins for Spring 2023
- November 23-27 (W-Su) Thanksgiving recess

**December**
- December 2 (F) Classes end
- December 3-13 (Sa-Tu) Reading period
- December 14-19 (W-M) Final exams

**Spring 2023**

**January**
- January 11 (W) Spring semester classes begin (Monday class meeting schedule is in effect on this day)
- January 16 (M) Martin Luther King, Jr. Day holiday. No classes
- January 25 (W) Drop/Add ends for spring

**February**
- February 20 (M) Registration begins for Summer 2023

**March**
- March 11-19 (Sa-Su) Spring recess
- March 27 (M) Shopping carts open for Fall 2023

**April**
- April 5 (W) Registration begins for Fall 2023
- April 19 (W) Classes end
- April 20-30 (Th-Su) Reading period

**May**
- May 1-6 (M-Sa) Final exams
- May 12 (F) Commencement begins
- May 14 (Su) Graduation exercises; conferring of degrees

**Summer 2023**

**February**
- February 20 (M) Registration begins for Summer 2023

Duke University
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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<td>Classes begin (Monday class meeting schedule is in effect on this day)</td>
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<tr>
<td></td>
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Duke University

Accreditation
The Accelerated Bachelor of Science in Nursing Program, the Master of Science in Nursing Program, and the Doctor of Nursing Practice Program at the Duke University School of Nursing are accredited by the Commission on Collegiate Nursing Education (ccneaccreditation.org). The Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.
Administration & Faculty

Duke Health and Duke University Health System Administration

A. Eugene Washington, MD, Chancellor for Health Affairs, Duke University; President and Chief Executive Officer, Duke University Health System
Craig Albanese MD, Executive Vice President, Duke Health
Mary E. Klotman, MD, Dean, School of Medicine; Vice Chancellor for Academic Affairs, Duke University
Vincent Guilamo-Ramos, PhD, MPH, LCSW, RN, ANP-BC, PMHNP-BC, AAHIVS, FAAN, Dean of the School of Nursing; Vice Chancellor for Nursing Affairs, Duke University
Kenneth Morris, Senior Vice President, Chief Financial Officer, and Treasurer, Duke University Health System
Monte Brown, MD, Vice President of Administration, Duke University Health System
Rob Odom, Chief Marketing & Communications Officer and Vice President, Duke University Health System
Thomas Owens, MD, Chief Medical Officer, Duke Health
Mary Ann Fuchs, RN, DNP, Vice President of Patient Care, System Chief Nurse Executive for the Duke University Health System and Associate Dean of Clinical Affairs for Duke University School of Nursing
Jeffrey Ferranti, MD, Vice President and Chief Information Officer, Duke Health
Scott Gibson, MBA, Executive Vice Dean for Administration
Ellen Medearis, Vice President, Development and Alumni Affairs, Duke Health
Paul Newman, Executive Director, Private Diagnostic Clinic (PDC) and Patient Revenue Management Organization (PRMO)
John Sampson, MD, PhD, President, Private Diagnostic Clinic (PDC)
Rhonda Brandon, Chief Human Resources Officer, Duke University Health System
Tom Owens, MD, President, Duke University Hospital
Barbara Griffith, MD, President, Duke Raleigh Hospital
Katie Galbraith, MBA, President, Duke Regional Hospital

School of Nursing Administration

Vincent Guilamo-Ramos, PhD, MPH, LCSW, RN, ANP-BC, PMHNP-BC, AAHIVS, FAAN, Dean of the School of Nursing; Vice Chancellor for Nursing Affairs, Duke University
David S. Bowersox, MBA, Vice Dean, Finance and Administration
Valerie K. Sabol, PhD, MBA, ACNP, GNP, ANEF, FAANP, FAAN, Interim Vice Dean, Academic Affairs
Sharon L. Docherty, PhD, PNP, FAAN, Interim Vice Dean, Research Affairs
Anita Stallings, BA, Associate Dean, Development and Alumni Relations
Michael V. Reif, PhD, RN, ACNS-BC, AACRN, ANEF, CNE, FAAN, Associate Dean for Global and Community Health Affairs
Brigit Carter, PhD, MSN, RN, CCRN, FAAN, Associate Dean for Diversity, Equity and Inclusion
Ann Michelle Hartman, DNP, RN, NP, Assistant Dean, Accelerated Bachelor of Science in Nursing Program
Anne L. Derouin, DNP, RN, CPNP, FAANP, Assistant Dean, Master of Science in Nursing Program
Julee Waldrop, DNP, PNP, FAANP, FAAN, Assistant Dean, Doctor of Nursing Practice Program
Rosa Gonzalez-Guarda, PhD, PhD, MPH, RN, CPH, FAAN, Assistant Dean, PhD in Nursing Program

School of Nursing Faculty

This list of faculty is accurate as of August 2022. A current, searchable listing of School of Nursing faculty is available at nursing.duke.edu/directories.
Mary Lou Affronti, DNP, MHSc, RN, ANP, FAAN, Professor
Tara Albrecht, PhD, ACNP-BC, ACHPN, RN, Assistant Professor
Donald E. Bailey, Jr., PhD, RN, FAAN, Associate Professor
Duke University

Donna J. Biederman, DrPH, MN, RN, FAAN, Associate Professor
Thomas Blodgett, PhD, RN, AGACNP-BC, Assistant Professor
Margaret T. Bowers, DNP, RN, FNP-BC, CHSE, AACC, FAANP, FAAN Associate Professor
Debra H. Brandon, PhD, RN, CCNS, FAAN, Associate Professor
Jill Brennan-Cook, DNP, RN, CNE, Associate Professor
Marion E. Broome, PhD, RN, FAAN, Ruby Wilson Professor of Nursing Margaret Ann Bush, PhD, MBA, RPh, Professor
Allen Cadavero, PhD, RN, CCRN, Assistant Professor
Brigit M. Carter, PhD, MSN, RN, CCRN, FAAN, Professor
Michael P. Cary, PhD, RN, Associate Professor
Sean Convoy, DNP, PMHNP-BC, Associate Professor
Nancy Crego, PhD, RN, CCRN, CHSE, Assistant Professor
Jennie De Gagne, PhD, DNP, RN, NPD-BC, CNE, ANEF, FAAN, Professor
Anne L. Derouin, DNP, RN, CPNP, FAANP, Professor
Sharron L. Docherty, PhD, PNP-BC, FAAN, Associate Professor
Alison H. Edie, DNP, APRN, FNP-BC, FAANP, Assistant Professor
Irene Felsman, DNP, MPH, RN, C-GH, Assistant Professor
Emily Funk, DNP, CRNA, Assistant Professor
Kais Gadhoumi, PhD, Assistant Professor
Stephanie Gedzyk-Neman, DNP, MSN, RNC-MNN, Assistant Professor
Rosa Gonzalez-Guarda, PhD, MPH, RN, CPH, FAAN, Associate Professor
Bradi B. Granger, PhD, MSN, RN, FAAN, Professor
Vincent Guilamo-Ramos, PhD, MPH, LCSW, RN, ANP-BC, PMHNP-BC, AAHIVS, FAAN, Dean
Ann Michelle Hartman, DNP, RN, NP, Assistant Professor
Cristina C. Hendrix, DNS, GNP-BC, FNP, FAAN, Associate Professor
Rémi M. Hueckel, DNP, CPNP-AC, CHSE, FAANP, Associate Professor
Stephanie Ibemere, PhD, RN, Assistant Professor
Ragan Johnson, DNP, MSN, APRN-BC, Associate Professor
Elaine D. Kauschinger, PhD, ARNP, FNP-BC, Assistant Professor
Mariam Kayle, PhD, RN, CCNS, Assistant Professor
Maryellen Kelly, DNP, CPNP, MHSc, Assistant Professor
Brandon Knettel, PhD, Assistant Professor
Mitchell R. Knisely, PhD, RN-BC, ACNS-BC, PMGT-BC Assistant Professor
Amie Koch, DNP, FNP-C, RN, ACHPN, Assistant Professor
Kathryn E. Kreider, DNP, APRN, FNP-BC, FAANP, Associate Professor
Christina Leonard, APRN, DNP, FNP-C, CNL, Assistant Professor
Allison Lewinski, PhD, MPH, RN, Assistant Professor
Lisa Lewis, EdD, MSN, RN, CNE, Assistant Professor
Isaac M. Lipkus, PhD, Professor
Jamison Lord, DNP, MSN, RNC, PMHNP-BC, Assistant Professor
Eleanor S. McConnell, PhD, MSN, RN, GCNS, BC, Associate Professor
Kara McGee, DMS, MSPH, PA-C, AAHIVS, Associate Professor
Jacquelyn M. McMillian-Bohler, PhD, MSN, BSN, CNM, CNE, Assistant Professor
Margory A. Molloy, DNP, RN, CNE, CHSE, Associate Professor
Duke University

Marta Mulawa, PhD, MHS, Assistant Professor
John Myers, PhD, MSPH, Faculty
Desi Newberry, DNP, NNP-BC, Faculty
Devon Noonan, PhD, MPH, FNP-BC, Associate Professor
Marilyn H. Oermann, PhD, RN, ANEF, FAAN, Thelma M. Ingles Professor of Nursing
Tolu O. Oyesanya, PhD, RN, Associate Professor
Blanca Iris Padilla, PhD, FNP-BC, FAANP, Associate Professor
Wei Pan, PhD, Associate Professor
Nicole Petsas Blodgett, PhD, RN, CHSE, Assistant Professor
Schenita D. Randolph, PhD, MPH, RN, CNE, Associate Professor
Michael V. Reif, PhD, RN, ACNS-BC, ACRN, ANEF, CNE, FAAN, Associate Professor
Karin Reuter-Rice, PhD, CPNP-AC, FCCM, FAAN, Associate Professor
Staci Reynolds, PhD, RN, ACNS-BC, CCRN, CNRN, SCRN, CPHQ, Associate Professor
Sharron Rushton, DNP, MSN, MS, RN, CCM, Assistant Professor
Valerie K. Sabol, PhD, MBA, ACNP, GNP, ANEF, FAANP, FAAN, Professor
Ryan J Shaw, PhD, RN, Associate Professor
Susan G. Silva, PhD, Associate Professor
Virginia (Chris) Simmons, DNP, CRNA, CHSE-A, FAANA. FAAN, Associate Professor
Benjamin Smallheer, PhD, RN, ACNP-BC, FNP-BC, CCRN, CNE, Associate Professor
Sophia K. Smith, PhD, MSW, Associate Professor
Allison Stafford, PhD, RN, Assistant Professor
Eleanor L. Stevenson, PhD, RN, FAAN, Professor
Jessica Szylowski Pitman, DNP, CRNA, MSN, ACNP, Assistant Professor
Paula Tanabe, PhD, MSN, MPH, RN, FAEN, FAAN, Laurel Chadwick Professor of Nursing
Malinda Teague, DNP, RN, CPNP-AC/PC, Assistant Professor
Carolina Tennyson, DNP, ACNP-BC, AACC, CHSE Assistant Professor
Deirdre K. Thornlow, PhD, RN, CPHQ, Associate Professor
Denise Tola, DNP, CRNA, CHSE, Assistant Professor
Kathryn J. Trotter, DNP, CNM, FNP-C, CHSE, FAANP, FAAN, Associate Professor
Barbara S. Turner, PhD, RN, FAAN, Elizabeth P. Hanes Professor of Nursing
Kathleen M. Turner, DNP, RN, Associate Professor
Julee Waldrop, DNP, PNP, FAANP, FAAN, Professor
Julia K. Walker, PhD, Professor
AnnMarie L. Walton, PhD, RN, MPH, OCN, CHES, FAAN, Assistant Professor
Michelle Webb, DNP, RN, CHPCA, Assistant Professor
Hanzhang Xu, PhD, RN, Assistant Professor
Qing Yang, PhD, Associate Professor
Tracey L. Yap, PhD, RN, CNE, WCC, FGSA, FAAN, Associate Professor
Michael E. Zychowicz, DNP, ANP, ONP, FAAN, FAANP, Professor

Other Faculty Appointments
Dean Emeritus: Mary T. Champagne, PhD, RN, FAAN; Ruby L. Wilson, EdD, MSN, RN, FAAN
Professor Emeritus of Nursing: Ruth A. Anderson, PhD, RN, FAAN; Mary T. Champagne, PhD, RN, FAAN; Linda Lindsey Davis, PhD, RN, FAAN; Catherine L. Gilliss, PhD, RN, FAAN; Marilyn Hockenberry, PhD, RN, PNP-BC, FAAN; Diane L. Holditch-Davis, PhD, RN, FAAN; Janice
Mary Ann Fuchs, DNP, RN; Jennifer Hirschy Gentry, MSN, ANP, APRN-BC, PCM; Kristi D. Giemza, MSN, RN, FMP-C; Grace Gunderson-Falcone, DNP, RN, A/GNP; Kathryn Boland Hill, MSN, RN, NNP; Akhil Hegde, PhD; John S. Hudson, PhD, RN; Beth Anne King, MSN, RN; Virginia Sullivan LaBelle, BS, RN, CPNP; Timothy Francis Lassiter, PharmD, MBA; Cindy McDaniel Lawrence, MSN, RN, CCTC; Carolyn Louise Lekavich, MSN, ANP, MHS-CL; Kathryn Lydle, MSN, RN, BC, CPHIMS, NEA-BC; Amy Yancy Mangum, MSN, RN, NNP, PNP; Loretta Matters, MSN, RN; Patricia Lynn McGugan, DNP, RN; Rebecca Jean McKenzie, MBS, MSN, RN; Colleen A. McLaughlin, MSN, RN, CPNP; Pana Martin Meanor, MSN, RN, NNP, IBCLC; Sarah Eileen Mears, MSN, RN, NNP, CNS; Susanne Meghdadpour, MSN, RN, PNP; Christine Mikesell, MSN; Louise Ann Minnich, MSN, RN, PNP; Renee Marie Muellenbach, MSN, RN; Elizabeth Powell Redd, MSN, RN, NNP; Smith, Heather, MSN, WHNP; Michael D. Smith, MSN, CRNA; Kevin Ward Sowers, MSN, RN, FAAN; Dorothy Elaine Taylor-Senter, MSN, CNRN; Vivian L. West, PhD, MBA, RN
Centers, Institutes, & Initiatives

The School of Nursing is home to several centers, institutes, and initiatives. These are designed to contribute to and further the mission, vision, and values of the school. The below descriptions highlight a few of these entities. Descriptions and updates of the full list can be found at nursing.duke.edu/centers-and-institutes.

Center for Nursing Discovery

Using a student-centered approach, the Center for Nursing Discovery (CND) provides a variety of avenues of instructional methodology, including simulation using high fidelity (lifelike) adult and pediatric manikins, role-playing, self-instruction, faculty-assisted instruction, procedural task trainers to develop specific hands-on skills, standardized patients (trained actors), and the use of innovative, state-of-the-art multimedia. Students can select various learning methods based on their individual learning styles to broaden assessment, communication, psychomotor, and cognitive skills within a safe environment. Practice in the CND, along with their clinical experiences, helps students move toward development of their own evidence-based nursing practice, achieving the ultimate goal of becoming clinical leaders in providing safe, effective, and excellent patient care.

The spacious CND facilities support learning by providing simulated experiences in nursing practice and decision making for students in the Duke University School of Nursing Accelerated BSN and MSN Programs and for nurse anesthesia students as well as the master’s and post-graduate certificate students who come to campus one or more times a semester for intensive on campus sessions. The CND facilities are available to support interdisciplinary team training with Duke medical, physical therapy, and physician assistant students and for local health system and community groups for simulation and training activities and events.

In 2021, CND received a five-year reaccreditation by the Society for Simulation in Healthcare (SSH) and the Council for Accreditation of Healthcare Simulation Programs in the area of Teaching/Education. The CND received its first accreditation in 2017. DUSON is the only nursing school in North Carolina and one of three nursing schools in the United States to have received this accreditation.

Office of Global and Community Health Initiatives

The Office of Global and Community Health Initiatives (OGACHI) is committed to addressing health disparities locally and globally through education, research, and service. The office serves as a catalyst to improve health outcomes by facilitating, monitoring, and managing the development of local, regional, and international activities for the School of Nursing. Established in 2006, the OGACHI supports and promotes collaborative partnerships and interdisciplinary linkages across campus and beyond as a means to respond to disparate health outcomes worldwide. Services include: consultation, faculty exchanges and visiting scholars programs, academic training, research, and global clinical immersion experiences.

Local Activities. The DUSON Community Health Improvement Partnership Program (D-CHIPP) is working to improve health outcomes through strategic partnerships and research to develop and support programs and policies that will promote a healthy productive life for all who live in our community. D-CHIPP was established in 2017 out of DUSON’s strategic plan, with the goal to advance health through community partnerships. ABSN students conduct clinical placement experiences with a variety of community partners including the Durham Housing Authority, Urban Ministries of Durham, El Centro Hispano, and Families Moving Forward. DUSON students have the opportunity to affiliate with D-CHIPP, which will provide additional opportunities (e.g., Quality Improvement Scholars Program with Lincoln Community Health Center) to gain experience in community health. The Office of Global and Community Health Initiatives offers assistance to academic programs in community health activities. For example, in collaboration with the ABSN program, the OGACHI supports local site development and activities including community sites orientations and service experiences within Durham County with a variety of established community partners.

Global Clinical Immersion Experience Clinical Placements. OGACHI facilitates global clinical immersion experiences. Through the global clinical immersion experiences, developed in collaboration with established partner sites, all levels of DUSON students have the opportunity to develop cross-cultural sensitivity while expanding their understanding about community needs and the roles and responsibilities of nurses while fulfilling some clinical residency and/or elective curriculum requirements. Program locations for global clinical immersion experiences vary from year to year. The cost of international clinical experiences is the responsibility of the student. The Office of Global and Community Health Initiatives supports students’ experiences by assisting with the planning and execution of logistics associated with global clinical immersion experiences and other nonclinical experiences abroad. It also offers pre-departure orientation sessions to prepare students for the trips. More detailed information regarding student global clinical immersion experiences is available on the OGACHI website.

Institute for Educational Excellence

The Institute for Educational Excellence (IEE) seeks to position the Duke University School of Nursing as a premier leader in nursing
education innovation and excellence. Its mission, vision, and values reflect the importance in the higher education community regarding
the formation of educators and scholars, the preparation of faculty for the teaching role, and the need for evidence-based teaching
practices. The work of the institute also aligns closely with calls for a major re-visioning of health professions education that have been
issued by national organizations such as the Institute of Medicine, the Pew Commission, the Carnegie Foundation for the Advancement
of Teaching, and the Future of Nursing report. Responsibilities of the institute include providing a comprehensive orientation for all new
faculty (full-time, part-time, and clinical instructors); enhancing the pedagogical expertise of faculty; providing consultation regarding
curriculum development, program evaluation, and teaching innovations; enhancing the effective integration of technology into teaching
in order to help students meet learning goals; and fostering research in nursing education.

Under the auspices of the IEE, the school has received three NLN Center of Excellence designations: Enhancing Student Learning and
Professional Development, 2015-2019 (re-designation pending); Promoting Pedagogical Expertise of Faculty, 2017-2022; and

Interprofessional Education (IPE) Collaboration within Duke Health
For many years, the School of Nursing and the Duke University Health System have sought opportunities to work collaboratively to
prepare future health care providers. For example, the Schools of Nursing and Medicine have collaborated to offer interprofessional
education opportunities to nursing, medical, physical therapy and physician assistant students for their future roles as part of the health
care team of providers. This collaborative relationship was greatly enhanced in 2019 with the creation of the Duke Center for
Interprofessional Education and Care (IPEC). This center has representation from all Duke health professions education schools and
programs as well as from the broader Durham community. The IPEC Center's mission is to encourage IPE programs for learners,
teachers, clinicians, and staff across the health system. The IPEC Center assists with evaluation and assessment of all program
offerings with a focus on shared competencies, outcomes, and accreditations.

Additionally, DUSON has a formal academic-practice partnership with Duke University Health System Nursing, known as the Duke
Advancement of Nursing, Center of Excellence (DANCE). This partnership is co-led by the SON Dean and the Chief Nurse Executive of
DUHS. The vision of DANCE is to be the preeminent leader in academic-practice partnerships that fosters collaboration, synergy, and
professional development of nurses throughout the education and career continuum. The mission of DANCE is to support and advance
the professional development, knowledge, and skills of all nurses throughout DUSON and DUHS, as well as to serve as an exemplary
model of how academic-practice partnerships empower the nursing profession to influence healthcare and education. DANCE jointly
develops, implements, and supports mutually beneficial activities between DUSON and DUHS nursing to advance the nursing
profession.
Duke University

Diversity and Inclusion

Duke University School of Nursing is committed to increasing diversity and inclusiveness in our community. Diversity is more than broadly representative demographic differences. Rather, diversity embodies cultural sensitivity and openness, collaboration, and inclusion. Diversity fosters learning by reflecting experiences from life, classroom, and practice, as well as social beliefs.

Individually and together, we encourage opportunities to think and behave equitably by acknowledging and respecting different beliefs, practices, and cultural norms. We honor pluralism and encourage each other to explore, engage in, and embrace one’s uniqueness while we uphold academic excellence, celebrate strategic change, and honor traditions.

By embracing diversity and inclusion in all that we do and strive for, we strengthen our community, our pedagogy, our research, and the future design, development, and delivery of a health care system that eliminates disparities both locally and globally.

Moving forward, we will continue to acknowledge and celebrate our differences and promote community values that reflect our diversity and multiple ways of knowing in an intercultural world.
History

History of Duke University School of Nursing

In support of James Duke’s original vision, the Duke University School of Nursing (DUSON) has maintained a commitment to achieving excellence. Since the first nursing students were admitted to a three-year diploma program in 1931, the school has remained on the forefront of nursing education, practice, and research. Historically, the school has been a health care leader, first awarding baccalaureate degrees in 1938, establishing the bachelor of science in nursing degree in 1953, and initiating one of the first nursing graduate programs in 1958. Today, while offering the accelerated bachelor of science in nursing degree (ABSN), the master of science in nursing degree (MSN), two doctoral programs (the Doctor of Nursing Practice or DNP Program and the PhD Program in Nursing), and post-graduate and specialty certificates, the School of Nursing remains a national leader in nursing education.

The School of Nursing ranks second overall in the country in the 2023 U.S. News & World Report rankings. Among the top rankings, the School of Nursing leads with four MSN majors ranked first (family, adult-gerontology—primary care, psychiatric/mental health, and nursing administration), and adult-gerontology—acute care ranked second. The DNP Executive Leadership program ranked number one and the DNP program ranked second. The School of Nursing also ranked second for the Best Bachelor of Science in Nursing (BSN) program. In addition, the School of Nursing is recognized as a leader in nursing education and research across a range of external measures, including awards for longstanding commitment to diversity, equity, and inclusion: a Health Professions Higher Education Excellence in Diversity Award (Insight into Diversity, 2021) and the award for Best Nursing School for Men in Nursing from the American Association for Men in Nursing. The school is also consistently among top-ranked schools for veterans of the U.S. Armed Forces.

More than 1200 students are now enrolled across DUSON’s innovative degree and certificate programs. The DNP and MSN programs are offered in online and distance-based formats and are meeting the needs of students in disparate geographic locations in the United States and in sites around the world.

Through innovative teaching strategies, the incorporation of advanced technology, and collegial faculty-to-student relationships, the school remains dedicated to improving access to care; providing high-quality, cost-effective care; and preparing health care leaders for today and tomorrow.
Facilities

Duke University School of Nursing (DUSON) is located primarily in the Christine Siegler Pearson Building at 307 Trent Drive, Durham, NC. The 110,000-square-foot facility features classrooms, faculty and staff offices, and meeting rooms, as well as hospitality and auditorium spaces equipped with videoconferencing and lecture-recording technologies. The Pearson Building is dedicated to optimizing the student experience at the school. It features group study rooms, an enclosed study and reading room for those seeking a quiet environment, and an open lounge for collaborative study. Also located on the first floor are computer kiosks where students can check email and print documents. Both the information technology and financial aid offices are on the first floor in convenient and easy-to-find locations. The building also contains two single gender-neutral restrooms as well as a lactation pump room, which are available to all students, faculty, and staff.

In Summer 2019, the Duke Health Center for Interprofessional Education opened. This facility, shared with the Duke University School of Medicine Departments of Orthopedic Surgery and Division of Physical Therapy, is connected to the existing Pearson Building through enclosed hallways on all three School of Nursing floors. The new building provides expanded class and meeting rooms; home to the Health Innovation Lab, with its innovation workshop and seven standardized patient and simulation exam rooms; dedicated space for Student Services; rooms for students with special test taking accommodations; treadmill workstation kiosks; and space to house the Center for Nursing Research and PhD Program. The addition of this space brings the School of Nursing’s capacity to 219,772 square feet.

Clinical Facilities

Duke University School of Nursing provides unparalleled opportunities for clinical training through collaborations with an array of outstanding health care facilities. Clinical education is provided to students through partnerships with practice sites locally and across the United States that include hospitals, health centers, clinics, and primary care providers in both urban and rural settings. The School of Nursing has developed relationships with a wide variety of organizations, including long-term care facilities, rehabilitation units, substance abuse inpatient and outpatient facilities, multicultural community health centers, and a broad range of community agencies. School of Nursing students have opportunities to work with diverse clients at practice sites such as clinics for immigrants, migrant workers, and patients with HIV, organizations providing care for families experiencing homelessness, home health agencies, and hospices.

Duke University Health System Hospitals

To provide opportunities for clinical training sites, the Duke University School of Nursing collaborates closely with the Duke University Health System, a world-class health care network dedicated to providing outstanding patient care, educating tomorrow’s health care leaders, and discovering new and better ways to treat disease through biomedical research. Duke University Hospital, the hub of the health system, is consistently ranked by U.S. News and World Report as one of the leading health care organizations in the United States. The Duke University Health System also includes well-respected community hospitals in Durham (Duke Regional Hospital) and Raleigh (Duke Raleigh Hospital); the Duke Clinic outpatient specialty care clinics; and a large network of primary care clinics, wellness centers, and community-based clinical partnerships.

Duke University Hospital, Duke Regional Hospital, and Duke Raleigh Hospital have all been designated as Magnet Hospitals by the American Nurses Credentialing Center Magnet Recognition Program. Magnet status is the highest level of national recognition for health care organizations that demonstrate sustained excellence in nursing care.

Clinical Partnerships with Other Hospitals and Health Centers

In addition to its close relationships with hospitals in the Duke University Health System, the Duke University School of Nursing maintains cooperative teaching and clinical arrangements with local entities including the Durham Veterans Affairs (VA) Medical Center, Lincoln Community Health Center in Durham, WakeMed Health and Hospitals in Raleigh, UNC Hospitals in Chapel Hill and Hillsborough, Rex Healthcare in Raleigh, Alamance Regional Medical Center in Burlington, and Holly Hill Hospital in Raleigh and local health departments.

Additional Clinical Partnerships. The Duke University School of Nursing is privileged to have collaborative relationships with healthcare organizations across North Carolina including Cone Health, Novant Health, and Vidant Health and hundreds of additional health care delivery sites across the nation that provide clinical experiences for students. These clinical sites are an integral part of the high-quality educational experience that the School of Nursing provides for Duke nursing students at all levels. Extensive information of all partner facilities can be found on their respective websites.
Mission, Core Values, & Philosophy

Mission
The mission of the Duke University School of Nursing is to create a center of excellence for the advancement of nursing science, the promotion of clinical scholarship, and the education of clinical leaders, advanced practitioners, and researchers. Through nursing research, education, and practice, students and faculty seek to enhance the quality of life for people of all cultures, economic levels, and geographic locations.

Core Values
- **Excellence**: We are entrusted to provide the highest quality education for our students and lead in the discovery of advances that improve the health of others.
- **Integrity**: We are committed to honesty, transparency, and accountability for our actions and outcomes.
- **Collaboration**: Through collaboration and teamwork, we multiply the impact of our work for the greatest possible benefit.
- **Respect**: We treat others with civility, kindness, and as equals in all interactions, and recognize that all members of our community offer valuable contributions.
- **Innovation**: We thrive on bold creativity and ingenuity, finding solutions that define the future.
- **Diversity and Inclusiveness**: Celebrate our diversity, eliminate barriers that prevent full participation of all, and strive for institutional equity.

Philosophy
Duke University School of Nursing is committed to achieving distinction in research, education, and patient care predicated on our beliefs regarding human beings, society and the environment, health and health care delivery, nursing, and teaching and learning.

**Human Beings**
We believe that the dignity of each human being is to be respected and nurtured, and embracing our diversity affirms, respects, and celebrates the uniqueness of each person. We believe that each human being is a unique expression of attributes, behaviors and values which are influenced by their environment, social norms, cultural values, physical characteristics, experiences, religious beliefs, and practices. We also believe that human beings exist in relation to one another, including families, communities, and populations.

**Society/Environment**
As sociocultural beings, humans are affected by and, in turn, influence the environments in which they exist, environments that are both internal (i.e., physiological, psychological, ethical) and external (i.e., cultural, political, social, economic, professional, global). Such environments influence the health of individuals and groups, and also influence health care delivery systems, access to care, and health disparities. We believe that society has a responsibility for providing environments that are conducive to maximizing the potential of its individual members and of society as a whole, for eliminating long-term inequities that contribute to health disparities, and for creating systems and roles that protect its members.

**Health**
We believe that optimal health does not preclude the existence of illness; health and illness exist on parallel continuums such that even people with chronic or debilitating illness may experience optimal levels of health through adaptation. We believe that all humans, from infants to the oldest of age, have a capacity to adapt to health and illness challenges whether they arise from environmental or genetic origins. Nursing’s role is to assess, support adaptation, or intervene when the appropriate ability does not exist within the individual or group. Because health is an innate characteristic of humans, we believe that high-quality health care is a human right.

**Health Care Delivery**
Maintaining optimal health and preventing disease for individuals, families, communities, and populations depend on collaborative partnerships between patients/families/communities and teams of interprofessional providers of care. We believe that health care must be patient-centered and that mutual trust between patients and providers is created by relationships that reflect respect for dignity, diversity, integrity, self-determination, empathy, and a capacity for grace and empowerment. Patients/families/communities must be supported and encouraged in making care decisions and in engaging in the adaptive work needed for responding to health or illness challenges as they transition through all levels of the care system.

**Nursing**
Nursing exists as a function of society for the protection of its members through legally sanctioned roles, responsibilities, and scopes of practice. We believe that nursing is a scholarly discipline centered on assisting people to protect, promote, and optimize their health and abilities, prevent illness and injury, and alleviate suffering. Nursing achieves this through the diagnosis and treatment of human responses to health-threatening conditions, advocacy in the care of individuals and groups, and the generation and translation of research findings for nursing practice. Nursing is committed to a holistic and evidence-based approach to human caring and compassion; respecting the dignity, self-determination, and worth of all human beings. It is our belief that nursing focuses on the uniqueness of each human being, guided by the systematic process of assessment, planning, implementation, and evaluation; the goal of which is to optimize the quality of adaptation in human beings.

We believe that nursing has a moral responsibility to the common good and an obligation to social justice and equitable access to culturally sensitive, high-quality care for all human beings. Nurses also are responsible for helping to reduce health disparities and reaching out to those, locally or abroad, who are vulnerable.

We believe that nurses begin as novices and progress to experts, with increasing complexities of knowledge, skills, and values needed to promote, maintain, restore, support, and maximize adaptation of humans as they fluctuate along the wellness and illness continua. We affirm our commitment to scientific inquiry, the advancement of knowledge and understanding, and the transfer of that knowledge to others for the good of society through innovation and the novel application of technology. We believe that all nurses must practice to the full scope of their education and training in environments where laws, standards of practice, and reimbursement regulations are commensurate with education and experience.

Teaching/Learning

We believe that our purpose is to develop nurse leaders in practice, education, administration, and research by focusing on students’ intellectual growth and development as adults committed to high ethical standards and full participation in their communities. We recognize that it is the responsibility of all individuals to assume ownership of and responsibility for ongoing learning, as well as to continually refine the skills that facilitate critical inquiry for lifelong learning.

The Duke University School of Nursing promotes an intellectual environment that is built on a commitment to free and open inquiry and is a center of excellence for the promotion of scholarship and advancement of nursing science, practice, and education. We affirm that it is the responsibility of faculty to create and nurture academic initiatives that strengthen our engagement of real world issues by anticipating new models of knowledge formation and applying knowledge to societal issues. This, we believe, equips students with the necessary cognitive skills, clinical reasoning, clinical imagination, professional identity, and commitment to the values of the profession that are necessary to function as effective and ethical nurse leaders in situations that are underdetermined, contingent, and changing over time.
Duke Student Resources

The Duke University Division of Student Affairs provides a wealth of resources for all Duke students including health, mental health and wellness resources as well as a number of departments which support and enrich the educational experience of students at Duke University.

Information about the Duke University Division of Student Affairs is available in the Duke University Bulletin.

Student Disability Access Office (SDAO)

Individuals seeking a reasonable accommodation or wanting to know more about accessibility and accommodation services available through the university should consult the Disability Management System website. More information about the SDAO is available in the Duke University Bulletin.
Student Services

The office is responsible for providing operational support to students by helping to facilitate student registration, compliance, career services, orientation, graduation ceremonies, advisement, and student status changes.

- **Registration Services:** The goal is to assist students by providing a seamless registration process. Registration Services provides step-by-step instructions on how to enroll in courses. SON students enroll in courses fall, spring, and summer unless on an approved leave of absence until all requirements have been met.

- **Compliance Services:** Student Services oversees the collection, monitoring and reporting of all required compliance related items necessary for initial course enrollment. This unit also monitors compliance of those items that expire during continuous enrollment until graduation as well as annual flu tracking. Student Services works directly with Duke Student Health to monitor compliance of all campus based program students (ABSN, CRNA, and PhD). Student Services works directly with our approved vendor to track compliance of all online students.

- **Student Services:** This unit is responsible for providing operational support to students by helping to facility ID badge issuance, on-campus locker and mailbox assignments, emergency loan funds, student organizations, and the Student Ambassador program. Additionally, all student communications are primarily monitored and maintained by this unit.

- **Enrollment/Advisement Services:** This unit supports the programs by reviewing and approving all incoming DNP (MSN-DNP and CRNA) Matriculation Long Range Plans.

- **Graduation Ceremonies:** This unit is responsible for organizing and planning two graduation ceremonies each year. Ceremonies are held in May and December of each year. This involves coordination with many offices (Dean’s Office, Academic Affairs, Office of Special Events, University Registrar’s Office, and each academic program).

- **New Student Orientation:** This unit is responsible for coordinating New Student Orientation twice yearly (January and August). Coordination with all programs (ABSN, MSN, DNP, and PhD) is essential to help facilitate the onboarding of incoming students.

- **Faculty Long Range/Matriculation Plan Training:** Student Services provides support to faculty advisors by providing training on the Long Range Matriculation Plan process. All MSN and DNP students are required to have an approved Matriculation Plan on file before they are made eligible to enroll. Faculty advisors are responsible for approving submitted plans by advisees.

- **Student Status Changes:** Student Services works directly with the University Registrar’s Office to support students with any student status change that is needed. This would include the processing of leaves of absence, program withdrawal, course withdrawals, change in grading basis, audit registration, and any enrollment changes that are needed after the Drop/Add period ends.

Career Services

Career Services assists students in building careers that fulfill the greater mission of advancing nursing. The center provides personalized career coaching, resume and cover letter critique and personal statement and CV assistance. The Center also assists students with interview preparation and strategies for internships and jobs, skill and professional competency development, network building, and education around career paths, industries, and employers. Services are available to current students and alumni both in person and virtually.

Office of Admissions

The Office of Admissions has responsibility and oversight for working with individuals from the time they first show interest in the school through the admissions process. The Office of Admissions provides frequent services to students interested in exploring enrollment at the school. The office supports prospects by providing venues to ask and receive information through our online resources, webinars, and presence at out-of-state recruitment events and on-campus events. Admission officers assist students in accessing and submitting the application for admission. The staff are available as well to guide students through the process, provide transcript evaluations, and supply general information about the interview selection process.
Student Success Center

Inaugurated in the 2021 fall semester, the Student Success Center is designed to provide a wide array of services on an individual and collective basis to help students address barriers and achieve individual goals. Students can access Student Success Center Services either by making a request or through a faculty referral. The Student Success Center helps students develop and enhance critical academic skills such as time management, note-taking, study tips, and test-taking strategies. Students can also meet with the Student Success Center staff for career services to receive guidance on cover letter and resume writing, mock interviewing, and job searches. The Student Success Center also provides support for general wellness, such as stress reduction; referrals for campus and community resources, and help with navigating academic accommodations from the Student Disability and Accessibility Office.
Information Technology (SON-IT)

The Duke University School of Nursing Information Technology office (SON-IT) provides leadership and support to develop, integrate, and promote the best use of instructional and computer technology. SON-IT provides internal technical support to the School of Nursing in collaboration with the Duke Office of Information Technology and Duke Health Technology Solutions, the two organizations that provide support for the University and Health System respectively.

Full-time SON-IT staff manage the School of Nursing servers, the in-house network, hundreds of workstations and laptops, the Sakai learning management system, software licensing, multimedia learning resource applications, production resources, a recording studio, video editing, and a wide variety of professional presentation equipment and computers used in the school's classrooms. SON-IT staff provide IT assistance to School of Nursing faculty, staff, and students through a fully staffed IT service desk. Additionally, SON-IT provides audiovisual and technology support during classes and on scheduled weekends, coordinating the integration of new and innovative technologies into the classroom. Other services include website and application development. SON-IT provides ongoing technical training to faculty and students in groups and through one-on-one communication on all technology used within the school, including the Sakai online learning management system.
Libraries

The Duke University Libraries, with more than seven million volumes, ranks among the top private research libraries in the United States. Collections include extensive holdings of serials, electronic resources, digital collections and media, and more than fifteen million manuscripts. The system includes the Perkins/Bostock main library and the David M. Rubenstein Rare Book and Manuscript Library/University Archives on West Campus; Lilly Library (fine arts, philosophy, film and video, and performing arts) and the Music Library on East Campus; and the Pearse Memorial Library at the Duke Marine Laboratory in Beaufort, North Carolina. The Duke University Library system also includes four independently administered libraries: the Divinity School Library, the Ford Library at The Fuqua School of Business, the Goodson Law School Library, and the Duke University Medical Center Library.

Duke University Medical Center Library (DUMCL)

The Duke University Medical Center Library (DUMCL) supports teaching, research, and patient care by providing efficient access to timely, relevant biomedical information. It is one of ten local libraries of Duke University available to Duke students, faculty, and staff. The Library is open twenty-four hours a day, seven days a week by DukeCard access. The DUMCL house a comprehensive collection of print volumes, and book titles, biomedical electronic journal subscriptions and health sciences electronic journals. The Duke University Medical Center Library’s website includes hundreds of free Internet resources organized into subject guides that are searchable by keyword. Electronic tool sets provide quick and easy access to important resources and evidence-based practice information as well as other library services. The library is staffed by more than 20 professional librarians, including a liaison to the School of Nursing. This liaison is well versed in the specific needs of the DUSON community, and provides focused assistance both virtually and on campus, both at new student orientation and throughout the year.
Student Government

Duke University School of Nursing Student Council

The Duke University School of Nursing Student Council is the governing body for all students in the school, and is composed of elected officers and class representatives. Its sole purpose is to serve the students’ educational and professional needs and provide a formal structure for student participation in a wide variety of events within the school. Activities include submitting information to the student listserv covering local events and opportunities of interest to students, cosponsoring events at Duke with other organizations, (i.e., Duke University and Duke Medicine organizations, the local chapter of Sigma Theta Tau, and the Duke University School of Nursing Alumni Association). The Student Council enhances students’ educational experience by increasing awareness of resources and student services, encouraging student involvement in DUSON activities, and sponsoring events throughout the school year, including alumni and student socials, service projects, and career planning events.

Graduate and Professional Student Council (GPSC)

The Graduate and Professional Student Council is the umbrella student government organization for Duke’s nine graduate and professional schools. GPSC represents and advocates on behalf of graduate and professional students; serves as a liaison between graduate and professional students and the university administration; serves as a liaison among the student governments of the graduate and professional schools; nominates graduate and professional student representatives to university committees; programs events of interest to the graduate and professional student community; and provides financial support for programming of graduate and professional student groups. GPSC functions are accomplished mainly through the General Assembly, in which representation is allotted to each degree-granting program according to the number of enrolled students. Representatives of each program and officers of the council are selected annually. School of Nursing students participate actively in this organization.

School of Nursing students receive full Duke University Union privileges via the GPSC activity fee. DUU privileges include free admission to Special Events, Major Speakers and Presentations, discounts on major attractions concerts, tickets to other cultural events, and Craft Center privileges.
School of Nursing Organizations

The School of Nursing is home to local chapters of national nursing-related organizations as described below as well as to groups specific to the school. Consult the Student Life section of the school’s website for the most up to date student association information, as well as information about other services available to students.

Active Minds: Nurses for Mental Health Awareness

Active Minds is an organization leading change within the world at large, and now within the medical world, by pushing forward a movement that reaches more than 400 schools serving more than 5.1 million students in 50 states and 17 countries with suicide prevention training and mental health education.

Duke Chapter of American Assembly for Men in Nursing

The Duke Chapter of the American Assembly for Men in Nursing (DAAMN) is an assembly of nurses and affiliates within the Duke University Health System (DUHS) who are interested in the encouragement and support of men in nursing. DAAMN supports the mission of the American Assembly of Men in Nursing (AAMN) to influence policy, research, and education about men in nursing. Objectives of DAAMN include creating a network of people who desire to further the participation of men in all aspects of professional nursing practice within and beyond DUHS; providing formal and informal networking, providing mentorship and leadership opportunities, supporting professional growth of men who are nursing students and licensed nurses; and serving as role models of professional nursing through community outreach and service. Membership is open to all DUSON students, registered nurses, licensed practical/vocational nurses, entry-level nursing students, and affiliates. Membership is unrestricted by consideration of age, color, creed, handicap, sexual orientation, lifestyle, nationality, race, religion, or gender.

Duke Emergency Nursing Students (DENS)

The mission of Duke Emergency Nursing Students (DENS) is to function as a specialty nursing club for professional nursing students committed to advancing their knowledge of emergency nursing to best advocate for safety, philanthropy and education for the community of Durham in preparation to provide emergency nursing care.

Duke Nursing Students Without Borders

The mission of the Duke Nursing Students Without Borders organization is to promote health empowerment through volunteer efforts in education, hands-on patient care, building networks to access health care resources as well as distributing collected materials to local, regional and international communities. In addition, by creating opportunities to give, learn and connect, Nursing Students Without Borders aims to expand the perspectives and experiences of current nursing students and alumni.

Duke University School of Nursing Student Ambassadors

The Student Ambassador program is a leadership opportunity for students who are dedicated to serving and representing the School of Nursing. Student Ambassadors provide campus tours, peer guidance and mentoring to prospective students, serve as orientation leaders and perform duties at various campus events. Student Ambassadors demonstrate a high level of School pride and exceptional service at all times. Students who are interested in participating are encouraged to contact Student Services at SONStudentServices@dm.duke.edu or (919) 684-4248.

DUSON Spectrum

The mission of DUSON Spectrum is to assist the Duke University School of Nursing in meeting its goals addressed in the Duke University School of Nursing Mission Statement. This organization is committed to the advancement of the health of lesbian, gay, bisexual, transgender, and other individuals of minority status through the practice of nursing advocacy. DUSON Spectrum will encourage its members to be socially aware, active, and responsible Duke citizens who reflect the DUSON Spectrum mission proudly in their nursing practice.

Fusion: Multicultural Nursing Student Association

The mission of Fusion: Multicultural Nursing Student Association is to represent diversity within DUSON for students from diverse, ethnic and racial backgrounds to come together as learners and leaders towards a more multicultural and rich nursing workforce. FUSION will encourage its members to be socially aware, active, and responsible Duke citizens who reflect the FUSION mission proudly in their nursing practice.
National Student Nurses Association Duke Chapter

The Duke University School of Nursing Student Nurses Association (DUSON SNA) is the Duke chapter of the National Student Nurses Association (NSNA) and the North Carolina Association of Nursing Students (NCANS). The organization serves aims to contribute to nursing education in order to ultimately provide for the highest quality of health care; provides programs representative of fundamental interests and concerns to nursing students; and aids in the development of the whole person, their professional role, and their responsibility for health care of people in all walks of life. The functions of the DUSON SNA include providing direct input into standards of nursing education and influencing the education process; influencing health care, nursing education and practice through legislative activities as appropriate; and representing nursing students to the consumer, to institutions, and other organizations. The organization also promotes and encourages student participation in community affairs and activities towards health care and the resolution of related social issues and in interdisciplinary activities; recruitment efforts, participation in student activities, and educational opportunities regardless of a person's race, color, creed, sex, lifestyle, national origin, age, or economic status; and collaborative relationships with nursing and health related organizations.

Nature vs. Nurses

The mission of Nature vs. Nurses is to promote self-care and environmental awareness within the DUSON community by participating in organized outdoor activities, fostering a sense of connection to the surrounding community.

Neonatal and Pediatric Students

The Neonatal and Pediatric Students are a group of ABSN students interested in pursuing and learning about the nursing field of pediatrics. We provide educational sessions, community outreach, and cross-cohort support to students wanting to precept and/or work as a nurse in pediatrics.

Nightingales

DUSON's student-directed a cappella group, the Nightingales, includes students, faculty, and staff who love to sing and have fun together. Music is great self-care for those singing and hearing it, so the Nightingales love to be able to use their gifts outside the classroom/lab/clinic/office to bring joy to themselves and others.

Nurses Christian Fellowship

Nurses Christian Fellowship is intended to be an interdenominational Christian fellowship organization for nursing students at all levels. We intend to meet regularly for Bible study, fellowship, and prayer, as well as hold monthly events, such as service-oriented activities in the community, on-campus guest speakers, social gatherings, church events, etc. Our general aim is to create a Christian community of nurses, develop ongoing friendships, and to share ideas about how our Christian values impact our role as developing nurses.

Sigma Theta Tau

In the spring of 1972 the Beta Epsilon Chapter of the Sigma Theta Tau International Honor Society of Nursing was established at Duke with a charter membership of one hundred students, faculty, and alumni. Sigma Theta Tau is the only international honor society for nursing and is a member of the Association of College Honor Societies. The first chapter was established in 1922. The society recognizes achievement of superior quality, fosters high professional standards, encourages creative work, recognizes the development of leadership qualities, and strengthens the individual's commitment to the ideals and purposes of professional nursing. Sigma Theta Tau is a scholarly professional organization that promotes the best in nursing.

Duke University School of Nursing students who meet the criteria for membership in Sigma Theta Tau are eligible for induction into the Beta Epsilon Chapter. The induction ceremony is held once a year in the fall.

Women’s Health Organization

A specialty-nursing club for professional nursing students committed to advancing their knowledge of women's health, believing that preventative and educational care is essential to lifelong health and that all women deserve excellent care.
Alumni Associations

Duke Alumni Association

Operating from the Alumni House at 614 Chapel Drive, the Duke Alumni Association, through its affiliate groups such as local clubs, classes, and school and college alumni associations, links more than 85,000 members with the university and one another. The alumni office staff coordinates educational, cultural, and social activities; provides avenues for involvement in university affairs; and promotes loyalty and esprit de corps throughout the Duke community. All alumni are automatically members of the alumni association. An active alumnus is one for whom a current mailing address is on file; a contributing member is one who pays annual dues and becomes involved in class, club, and other alumni activities. The alumni association sponsors many university-wide programs and services. Included among these are student programs, off-campus and on-campus gatherings, Duke Magazine, recognition and awards programs, and travel and continuing education opportunities.

Duke Nursing Alumni Council

Duke University School of Nursing has a rich history of educating nurse clinicians, researchers, and scholars committed to the nursing profession’s goal of accomplishing good in the face of challenging problems. The Duke Nursing Alumni Council is a representative body of such alumni who encourage and support the mission of educating transformative nursing leaders.

The Development and Alumni Affairs Office of the School of Nursing encourages alumni to maintain contact with the School of Nursing, with their classmates, and with currently enrolled students, and to increase involvement in the DUSON nursing community by participating in class reunions, organizing local alumni events, and giving financially. The office also provides opportunities for alumni to inform their classmates about changes in their lives and careers by sending information for publication in the class notes section of the annual newsletter.
Tuition & Fees

The information in this section pertains primarily to the tuition and fee structure for the Accelerated Bachelor of Science in Nursing (ABSN) Program, Master of Science in Nursing (MSN) Program, Post-Graduate Certificate and other certificate options, and Doctor of Nursing Practice (DNP) Program of the Duke University School of Nursing. Details are available online on the School of Nursing website.

Because the PhD Program in Nursing is a program of the Graduate School of Duke University, its tuition and fees follow a different structure, in accordance with The Graduate School’s policy. Prospective and current PhD students will find detailed information about tuition and fees in the Bulletin of the Duke University Graduate School.

Tuition Costs

ABSN Students

For all ABSN students, tuition is charged on a per semester basis. ABSN tuition is $24,147 per semester. In the event a student must decelerate, the student will be charged the graduate per-credit-hour tuition rate, as listed below.

DNP, MSN, PGC, Other Certificate, and Nondegree Students

For students in the MSN program and DNP programs, as well as those pursuing a post-graduate certificate, other certificate, or nondegree study, tuition is charged at the graduate per-credit-hour tuition rate ($1,984 as of Fall 2022). To calculate tuition for the academic year, multiply the number of credit hours in which you are enrolling by the per-credit-hour rate.

PhD Program in Nursing

The PhD Program in Nursing is a program of the Duke University Graduate School, and its tuition costs are determined by The Graduate School. For further information concerning tuition in the PhD Program, please consult the Bulletin of the Duke University Graduate School or the Duke University Graduate School Cost of Attendance webpage, or contact the PhD Program coordinator at SONPhDProgram@duke.edu or (919) 684-8456.

Fees

Following registration, a number of student fees are automatically generated. All fees are subject to change each academic year.

Academic Program Fees

ABSN, MSN, and DNP Degree Programs

Unless otherwise indicated, the fees described below pertain to students in the ABSN Program, MSN Program, and DNP Program.

Audit Fee. Audit fees are $160 per course. Students registered full-time in the fall and spring semesters may audit courses without charge, space permitting. Nursing 595 (Diagnostic Reasoning and Physical Assessment Refresher) is not available as an audit. Students taking this course must register for one graduate credit hour at the rate listed above.

Technology Fee. A $150 per semester fee is assessed for technical support from the school’s Information Technology Department (SON-IT).

Program Assessment Fee (ABSN only). For ABSN students enrolled prior to Fall 2022, a program fee of $56 per semester is assessed for each of the four semesters of enrollment.

Standardized Testing/Exam Review Fee (ABSN only). This one-time nonrefundable $1,350 fee is charged to Accelerated BSN students in their first semester for the NCLEX exam-prep course and related assessments, starting in Fall 2022.

International Cultural Immersion Program Fees. One of these four International Cultural Immersion Program travel fees will be charged to students who enroll in the applicable course offered in conjunction with the School of Nursing’s Office of Global and Community Health Initiatives (OGACHI) which manages student travel abroad for the school. Fees for International Cultural Immersion Program Travel are as follows: Caribbean Countries ($3,000); Asian Countries ($4,000); African Countries ($4,750); South American Countries ($4,250).

Clinical Lab Fees. In a few courses with an extensive clinical laboratory component, an additional lab fee ($45-$125) may be assessed.

CRNA Test Preparation Fee (Nurse Anesthesia students only). A one-time nonrefundable $450 fee is charged to Nurse Anesthesia students for the CRNA test preparation course.

Late Registration Fee. A late registration fee of $25 is charged by Duke University for failure to complete registration during the official registration period.
Transcript Fee. All matriculants pay a one-time fee of $120. This fee permits all students and alumni to receive official university transcripts to meet their legitimate needs without additional charge, except for special handling such as express mail. For additional information about these fees, consult the academic program pages on the Duke University School of Nursing website.

PhD Program

Fees charged to PhD students are determined annually by The Graduate School of Duke University. For details, visit the online summary provided in the Cost of Attendance page on The Graduate School website and the Financial Information section of the Bulletin of the Duke University Graduate School, or contact the PhD Program coordinator at SONPhDProgram@duke.edu or (919) 684-8456.

Student Health & Insurance Fees

ABSN, MSN, and DNP Students. All enrolled full-time students are assessed a mandatory student health fee each semester. Student health fees are $449.50 for each of the fall and spring semesters, and $324 for the summer semester. Waivers are available to students who are full-time Duke employees or spouses of Duke employees or students enrolled in an online/distance-based program who live more than fifty miles from Duke’s campus.

The student health fee covers most services rendered by the Student Health Center during each enrolled semester. A summary of services covered by the student health fee is available online.

PhD Students. Information about student health fees for PhD students is available in the Financial Information section of the Bulletin of the Duke University Graduate School.

Post-Graduate Certificate, Graduate Certificate, and Nondegree Students. All on-campus students are assessed a mandatory student health fee each semester. Student health fees are $429 for each of the fall and spring semesters, and $302 for the summer semester. Waivers are available to students who are full-time Duke employees or spouses of Duke employees or students enrolled in an online/distance-based program who live more than fifty miles from Duke’s campus.

The student health fee covers most services rendered by the Student Health Center during each enrolled semester. A summary of services covered by the student health fee is available online.

Additional Health Insurance Requirements. Medical insurance is essential to protect against the high cost of medication, unexpected illnesses, and injuries which would require hospitalization, surgery, or the services of specialists outside the Duke Student Health Center.

Duke University requires that all students enrolled in programs that require payment of the health fee must have adequate medical insurance. Adequate means that the benefits must be similar to those offered by the Duke Student Medical Insurance Plan (SMIP). For international students who hold a J-1 or F-1 visa, participation in the Duke Student Medical Insurance Plan is mandatory.

Other Nonacademic Fees

Parking Fee. Each student parking a motor vehicle on campus must register the vehicle and select a parking option at the office of Duke University Parking and Transportation Services. At the time of registration of a motor vehicle, the state vehicle registration certificate, a valid driver's license, and a student identification card must be presented. For more information, call the parking office at (919) 684-7275 or consult the Duke University Parking and Transportation website.

Graduate Student Activity Fee. A fee of $18.25 per semester for fall and spring semesters charged to the student's bursar account provides full-year membership in the Graduate and Professional Student Council. This fee is charged to students enrolled in the ABSN Program, MSN Program, and DNP Program and also to post-master’s certificate, post-graduate certificate, and health informatics graduate certificate students. This activity fee is not charged to PhD students because it is now included in the PhD Program package.

Graduate Student Services Fee. A fee of $11 per semester for Fall and Spring semesters charged to the student's bursar account funds co-curricular services such as University career services and cultural programming. This fee is charged to all students enrolled in the ABSN, MSN, and DNP Program, or certificate options.

Recreation Fee. Graduate and professional students are charged a recreation fee of $170.75 per semester for fall and spring semesters to utilize on-campus recreation facilities, including the Brodie Recreation Center on East Campus and the Wilson Recreation Center on West Campus, tennis courts, and other Duke recreational facilities. This recreation fee is required for students in the Duke University School of Nursing ABSN Program, but it is optional for students in the MSN Program and DNP Program and for certificate options students.

Per the policy of The Graduate School of Duke University, the recreation fee pertains to all students in the PhD Program in Nursing, and it is funded for their first three years of enrollment by their financial package; however, they must opt in through The Graduate School.
Tuition Policies

Payment of Accounts

Tuition and fees are due and payable at the times specified by the university for each semester, and are subject to change without notice. All students are required to pay all statements as presented. If full payment is not received by the due date, a late payment charge of 1.25 percent of the amount past due will be assessed on the next statement. Failure to receive a statement does not warrant exemption from the payment of tuition and fees, nor from the penalties and restrictions. Nonregistered students will be required to make payment for tuition, fees, required deposits, and any past due balance at the time of registration. A student in default will not be allowed to register for future semesters, to receive a transcript of academic records, have academic credits certified, or receive a diploma at graduation. In addition, an individual in default may be subject to withdrawal from school and have the account referred to a collection agency and/or credit bureau. For more information, visit the Bursar’s office website.

Refunds

For students who withdraw from the School of Nursing or are withdrawn by the university during the semester, refunds of tuition and fees are governed by the following policy:

- In the event of death, tuition and fees will be fully refunded to the estate of the deceased.
- In all other cases of withdrawal from the university, students may elect to have tuition refunded or carried forward as a credit for later study according to the following schedule:

<table>
<thead>
<tr>
<th>Withdrawal Time Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal before classes begin</td>
<td>100% (including fees)</td>
</tr>
<tr>
<td>Withdrawal during the first or second week of classes</td>
<td>80%*</td>
</tr>
<tr>
<td>Withdrawal during the third, fourth, or fifth week of classes</td>
<td>60%*</td>
</tr>
<tr>
<td>Withdrawal during the sixth week of classes</td>
<td>20%*</td>
</tr>
<tr>
<td>Withdrawal after the sixth week</td>
<td>No refund</td>
</tr>
</tbody>
</table>

*Fees, including the student health fee, are not refunded after the start of the term.

- Grants and scholarships will be adjusted on the same pro-rata basis as tuition and will not be refunded or carried forward.
- Federal loans must be adjusted proportional to the number of days attended within the semester, in accordance with federal regulations. More information may be found on the Duke University School of Nursing website.

Tuition and Fees Refund Policy

Tuition and mandatory fees are required to be paid in full, regardless of:

- the method of instruction and/or mode of academic delivery;
- any changes to instructional content, schedule, or duration of the semester;
- any inability to access Duke University-maintained facilities; and
- any disruption to or cancellation of activities, events, services or programs during the academic year.

For the avoidance of doubt, and as has been the Policy of Duke University in the past, tuition and mandatory fees will not be refunded in whole or in part for any reason, except as provided for under the Refund Policy. By paying the tuition and mandatory fees, the student and anyone paying tuition on their behalf acknowledges and accepts these terms.
Financial Aid
Financing an education can be a seemingly overwhelming task. The Duke University School of Nursing participates in several financial aid programs that can help pay for education expenses via scholarships, federal loans, employment programs, and other resources. The Duke University School of Nursing Office of Financial Aid is available to assist students by guiding them through the financial aid process, including funding options, applications, and deadlines.

The average amount awarded to individuals by any given funding source may vary considerably from year to year, dependent on availability of funding. Prospective students are therefore encouraged to periodically visit the websites of financial aid programs that support nursing education to assure they are accessing the most current information.

The Duke University School of Nursing Office of Financial Aid provides financial aid counseling and resources for all prospective and matriculated students of the Accelerated Bachelor of Science in Nursing Program, Master of Science in Nursing Program, and Doctor of Nursing Practice Program as well as those wishing to pursue post graduate and other certificate options.

Unless otherwise specified, the financial aid options below apply to all students seeking admission to or currently in any of the School of Nursing programs.

Duke University School of Nursing Scholarships

- **ABSN Need-Based Scholarship** provides ABSN students who demonstrate greatest financial need with a grant of up to $60,000. All new ABSN students must have submitted a CSS Profile and required federal tax documents, in addition to the FAFSA, by the posted deadlines to be considered for need-based scholarship funding.

- **ABSN Merit Scholarship** provides one new ABSN student per cohort with a merit scholarship of $40,000. All new degree-seeking students are considered for the merit scholarship as part of the admissions application process.

- **(MSN, DNP only) Duke SoN Graduate Need-Based Scholarship** provides MSN students who demonstrate significant financial need with a grant toward their tuition for up to six semesters. All new MSN and DNP students interested in applying for the need-based scholarship must complete the Free Application for Federal Student Aid (FAFSA), available online through the Department of Education. Duke University's FAFSA school code is 002920. The FAFSA link and priority deadlines may be found in the Financial Aid and Scholarships pages within the academic program pages on the Duke University School of Nursing website.

- **MSN Merit Scholarship** provides one new MSN student per cohort with a merit scholarship of $36,000. All new degree-seeking students are considered for the merit scholarship as part of the admissions application process.

- **(MSN, DNP only) Federal HRSA Traineeships** (if awarded to the Duke University School of Nursing) may provide significant funding for students who intend to work in a rural or underserved area after graduation and meet degree-seeking requirements.

- **(DNP only) Doctor of Nursing Practice Merit Scholarships** provide one new post-master's DNP student per cohort with a merit scholarship of $29,000. All new degree-seeking students are considered for the merit scholarship as part of the admissions application process.

- **Nurse Anesthesia Merit Scholarship** provides one new Nurse Anesthesia student per cohort with a merit scholarship of $68,400. All new degree-seeking students are considered for the merit scholarship as part of the admissions application process.

Duke University Scholars Program

- **Duke University Scholars Program** provides 100 percent tuition funding and is awarded to one student from the School of Nursing selected through a competitive process.

Duke University Health System Employee Benefit Programs

- **Registered Nurse Tuition Assistance Program** (RNTAP) funds up to 90 percent of tuition before taxes for up to 5 credit hours per semester for registered nurses within the Duke University Health System who are enrolled in the MSN or DNP Program and meet RNTAP employment eligibility requirements, in return for a continued employment commitment. Application materials and deadlines may be found on the DUHS intranet.

- **Duke Employee Tuition Assistance Program** provides up to $5,250 per calendar year in reimbursement of tuition for classes taken at Duke and other higher education institutions located within North Carolina. Application materials and deadlines may be found on the Duke Human Resources website.

Military Benefits
For eligible veterans, their spouses and dependents, Duke University School of Nursing is a participant in the Yellow Ribbon Program of the Post 9/11 GI Bill, which the federal government adopted in 2008. Scholarships will be provided annually for a select number of students as part of the Yellow Ribbon initiative.

- **(MSN, DNP only) DUSON Active Duty Military Scholarship.** Active duty military students may apply for a special scholarship program funded by the Duke University School of Nursing. For more information and to apply, visit the DUSON website.

### Loan Programs

All new students interested in applying for federal financial aid must complete the Free Application for Federal Student Aid (FAFSA), available online through the Department of Education. Duke University's FAFSA school code is 002920. FAFSA applications must be renewed yearly.

- **Federal Direct Loan Program** is the most common student loan program for funding the education of ABSN, MSN, PGC, and DNP students who are enrolled at least half-time. This loan program provides up to $12,500 per year for ABSN students and up to $20,500 per year for MSN, PGC, and DNP students through the Department of Education.

- **Federal Graduate Plus Loan** is a credit-based program that allows funds to be borrowed in the name of a graduate or professional student who is enrolled at least half-time in a degree-seeking program.

- **Alternative/Private Loan Programs** are loans applied for and approved by an outside lender that are designed to assist students who need additional funding to meet the gap between the cost of attendance and any other financial aid they receive.

- **(MSN, DNP only) Federal HRSA Nurse Faculty Loan Program** is funded by a HRSA grant and assists MSN and DNP students enrolled at least half-time with up to $35,500 per year in tuition expenses for post-Master's DNP and MSN Nursing Education students. The program provides forgiveness of up to 85 percent of the loan for those who work as full-time nursing faculty for a period of time after graduation. Funding is awarded annually by Health Resources Services Administration (HRSA) and is not guaranteed.

### North Carolina State Education Assistance Programs

- **Forgivable Education Loans for Service** provides financial assistance to qualified North Carolina residents who are committed to working in North Carolina in fields designated as critical employment shortage areas (i.e., nursing).

### Federal Sponsored Scholarship and Loan Programs

- **Federal HRSA NURSE Corps Scholarship Program** provides significant tuition fees and monthly living allowance to selected applicants in return for service at a health care facility experiencing a critical nursing shortage.

- **Federal HRSA NURSE Corps Loan Repayment Program** repays up to 85 percent of the student loan balance of selected applicants in exchange for two to three years of service in a nonprofit health care facility.

- **(MSN and BSN-DNP only) National Health Service Corps (NHSC) Scholarships** provide tuition funding plus monthly living expense payments for nurse practitioner students who agree to work for two to four years after graduation in a health professional shortage area (HPSA).

- **(MSN and BSN-DNP only) National Health Service Corps (NHSC) Loan Repayment Program** provides nurse practitioners with up to $50,000 to repay student loans in exchange for two years serving in a community-based site in a high-need HPSA that has applied to and been approved by the NHSC as a service site.

- **(DNP only) Federal HRSA Faculty Loan Repayment Program** repays up to $40,000 of the student loan balance of selected applicants from disadvantaged backgrounds in exchange for two years of service as faculty of an accredited health professions college or university.

### PhD Program in Nursing Financial Aid

The PhD Program in Nursing is a program of the Duke University Graduate School and follows Duke University policies and requirements. Funding support for PhD students is arranged through The Graduate School and not through the School of Nursing. Consult the Graduate School website for information about this program.

All students admitted to the PhD Program in Nursing receive fellowships that pay tuition, stipend, health insurance, and fees. Full-time study is required.

The School of Nursing expects PhD students to take an active role in the funding of their education by applying for Graduate School Fellowships. They also will apply for individual National Research Service Awards (NRSA) and other applicable awards by the end of their first year or become funded on a sponsored research grant. In addition, there are certain scholarship and loan opportunities available.
to our PhD students. Contact the PhD Program coordinator at SONPhDProgram@duke.edu or (919) 684-8456 for additional information about the funding support policy of the PhD Program.

- **Ruth L. Kirschstein National Research Service Awards for Individual Predoctoral Fellows in Nursing Research (F31).** This fellowship program provides predoctoral training support for students in nursing. Faculty will assist PhD students in the second semester of nursing doctoral study to develop an NRSA application that proposes an individualized research training program and dissertation research that is consistent with the scientific mission of the National Institute of Nursing Research.

- **Duke University Scholarships.** Duke Graduate School provides additional scholarship opportunities to all Duke University Graduate School students. For more information about Graduate School funding or federal loans, contact The Graduate School Financial Aid Office by email at grad-finaid@duke.edu or call (919) 681-3247.

### Financial Aid

#### Applying for Financial Aid

##### Eligibility

Any ABSN, MSN, PGC, or DNP applicant or current student who is a US citizen or an eligible noncitizen is eligible to apply for financial aid. Generally, a student is considered an eligible noncitizen if they are:

- a US permanent resident with a Permanent Resident Card (I-551);
- a conditional permanent resident (I-551C); or
- the holder of an Arrival-Departure Record (I-94) from the Department of Homeland Security showing any of the following designations: “Refugee,” “Asylum Granted,” “Parolee” (I-94 confirms paroled for a minimum of one year and status has not expired), or “Cuban-Haitian Entrant.”

Nondegree, professional and specialty certificate students, and international students who do not meet the criteria outlined above are not eligible for financial aid.

Federal regulations governing the student financial assistance programs stipulate that in order to continue to be eligible for Title IV funds (e.g., Federal Direct Subsidized/Unsubsidized Loan, Federal Graduate PLUS Loan) students must maintain satisfactory academic progress toward a degree. To maintain satisfactory academic progress, students must achieve a required minimum grade point average (GPA), complete a minimum number of credit hours, and graduate within a specified time frame.

The specific satisfactory academic progress (SAP) guidelines by academic program are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Qualitative (GPA)</th>
<th>Quantitative (Pace)</th>
<th>Maximum Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSN</td>
<td>2.0</td>
<td>Completing two-thirds (67%) of attempted coursework</td>
<td>87 DUSON credits</td>
</tr>
<tr>
<td>MSN &amp; Post-Graduate Certificates</td>
<td>2.7</td>
<td></td>
<td>5 years</td>
</tr>
<tr>
<td>DNP</td>
<td>2.7</td>
<td></td>
<td>5 years (7 year post-bachelor’s)</td>
</tr>
</tbody>
</table>

For more information, visit the Duke University School of Nursing website.

#### Additional Resources

Additional sources of information pertaining to financial aid are available online, including the following:

- **Foundation and Organization Scholarships.** Some students with unique needs or who meet specific qualifications may find additional scholarship or loan assistance through foundations and other organizations. Additional information regarding outside scholarships may be found in the Financial Aid and Scholarships section of the Duke University School of Nursing website.

- **Student Bills and the Bursar’s Office.** The Duke University Office of the Bursar manages tuition and fee charges and can assist with billing and payment questions. Students should contact the Bursar’s Office to inquire about refunds and billing inquiries.
School of Nursing Scholarships

The Duke University School of Nursing awards need-based and merit scholarships for students in the ABSN Program, MSN Program, and DNP Program. School of Nursing scholarships are not awarded to certificate and nondegree students.

Sources of School of Nursing Scholarships

The School of Nursing receives scholarship funds from a variety of sources and benefactors. These sources are listed individually below. Students need not apply for a specific scholarship fund. Instead, if students are awarded a need-based or merit scholarship through the application process listed above, the scholarship will be funded from among the scholarships listed below.

The Allen Family Nursing Scholarship fund was given to the school by Mr. and Mrs. Fred Allen in honor of their daughter-in-law, Mrs. James H. Allen (Ruth Register), a 1958 graduate of the Duke University School of Nursing. This scholarship provides assistance to worthy students based on merit as well as financial need.

The Bell Family Scholarship fund was established in 2014 by Christy, an emeritus member of the School's Board of Visitors, and his wife, Susan Bell to provide scholarship support to students enrolled in the Duke University School of Nursing.

The Annie Beery Bieber and Gustave Bieber Scholarship fund was established in 2007 by Annie Bieber to honor the memory of her husband, Gus, who passed away in 1988. Annie was a School of Nursing alumna from the class of 1938 and her husband was a 1943 School of Medicine alumnus. Income from the fund will be used for scholarships within the School of Nursing.

The Louise and Ernie Borden Scholarship fund was established in 2017 by Louise and Ernie Borden to support undergraduate students enrolled in the School of Nursing.

The Harry Bronson and Edith R. Knapp Foundation Nursing Scholarship Fund was established in 2017 to support students in the School of Nursing.

The Edward G. and Mary Martin Bowen Scholarship fund was established in 2007. Mary Martin Bowen is a former member of the School of Nursing Board of Advisors, and Edward G. Bowen is a former member of the Duke University Board of Trustees. Both are Duke graduates. Income from the fund will be used for scholarships within the School of Nursing.

The Willard C. and Maureen Anne Budzinski School of Nursing Scholarship Fund was established in 2016 to support undergraduate students enrolled in the School of Nursing.

The Class of 1954 Scholarship fund was established in 1998 by members of the School of Nursing Class of 1954 on the occasion of their 45th reunion. The fund will benefit students based on need.

The Nancy Swan Coll and Peter Coll Scholarship fund was established in 1998. Nancy is an emerita member of the School of Nursing Alumni Council, and a member of the School of Nursing class of 1968. Nancy's husband, Peter, and their daughter are graduates of Duke. The fund benefits graduate nursing students based on need and merit.

The Hugh & Nan Cullman Nursing Scholarship fund was established in 2009 to support scholarships for students participating in international studies and clinical experiences with preference give to students studying in the regions of the Caribbean and Central America.

The Elizabeth Lawrence Duggins Memorial Scholarship fund was established in 2001 by the family of Elizabeth Lawrence Duggins, (N'45) in memory of their wife, mother, and grandmother who was a leader in nursing administration. Mrs. Duggins achieved the top of her profession as a director and vice president of nursing for a 1,500 bed hospital. When she died in 2000 her husband, her daughter Elizabeth Duggins Peloso, E'78, and her son Ray B. Duggins, Jr. T'75, decided to create the scholarship to provide assistance for future nursing leaders and to permanently link Mrs. Duggins with her nursing alma mater.

The Duke University School of Nursing Class of 1962 Scholarship was established in 2013 by an anonymous donor.

The Duke University School of Nursing Scholarship was established in 2012 by an anonymous donor to provide scholarship support within the School of Nursing.

The W. John and Nancy W. Emerson Scholarship, established in 2008, was created in memory of Nancy W. Emerson and to build a legacy of appreciation for her family members: Thomas and Zenna Hartsog, Kathryn Hartsog Bennett, Kennedy and Emerson Bennett. Nancy was one of the first volunteers with the nationally recognized Duke Cancer Center Patient Support Program, and a long-time Duke Cancer Center employee. Distributions from the fund will be used for scholarships within the School of Nursing.

Duke Medical School Faculty Wives Scholarship. With proceeds from the Nearly New Shoppe, the Duke Medical School Faculty Wives established a scholarship endowment fund to benefit students in the School of Nursing. Scholarship awards are based on merit and need. A second endowment was established in 2017 to support undergraduate students enrolled in the School of Nursing.
The Helene Fuld Health Trust Scholarships fund was established by the Helene Fuld Health Trust to fund scholarships for Duke University School of Nursing accelerated BSN students. The Helene Fuld Health Trust, the nation’s largest private foundation devoted exclusively to nursing education, was established as the Fulf Foundation in 1935 by Dr. Leonhard Felix Fulf and his sister Florentine in honor of their mother. In 1961, Dr. Fulf designated the focus of the foundation as “the improvement of the health and welfare of student nurses.” To their original gift, established in 2002, the Helene Fuld Health Trust conveyed a second gift in 2014 to provide additional scholarships to accelerated BSN students.

Bonnie Jones Friedman PhD Endowment was established in 2000 in the honor of School of Nursing faculty member Bonnie Jones Friedman, PhD, by her friends, family and colleagues.

The Ann Henshaw Gardiner Scholarship was established by the bequest of Miss Gardiner, who was the first full-time faculty member of the Duke University School of Nursing. Scholarships are awarded to students based on scholastic achievement and financial need.

The Cynthia Tuckerman Gay and Marion Casey Donahue Scholarship fund was established in 2017 by John Gay, Jr., and Marion Donahue Gay to support scholarships for undergraduate students enrolled in the School of Nursing.

The Catherine Gilliss Endowed Scholarship Fund was established in 2015 as a tribute to Catherine Gilliss and her legacy of excellence as Dean of the School of Nursing (2004-2014). This fund provides student scholarships, with preference given to PhD students.

Gorrie Family Scholarship. The Gorrie family has established matching scholarship endowments for both the School of Nursing and the School of Medicine. Dr. Thomas M. Gorrie, a former member of the Duke University Board of Trustees, has served on the Board of Directors of the Duke University Health System and has chaired the Board of Visitors of Duke Medical Center.

The Pauline Gratz Memorial Scholarship was established by Duke University School of Nursing Alumni in memory of Dr. Pauline Gratz, who was a faculty member of the School of Nursing. The scholarship supports students in the School of Nursing.

The David and Virginia Guifoile Family Scholarship fund was established in 2008 and amended and restated in 2017 by Virginia Reeve Guifoile, Russell Reeve Guifoile, and Carlie Susan Guifoile to support scholarships for students enrolled in School of Nursing.

William Randolph Hearst Nursing Scholarship. The annual income from this scholarship provides scholarships for students enrolled in the Accelerated Bachelor of Science in Nursing Program or in the Family Nurse Practitioner major or oncology specialty within the Master of Science in Nursing Program.

The Mary Manning Hester Endowment Fund was established in 1994 by Stedman Hester in memory of his wife Mary. The unrestricted fund supports The Graduate School of Nursing and is used at the discretion of the dean. The current use of the fund is for student scholarships.

The Trela Christine Holt Scholarship. Established in 2008 by Terry and Virginia Holt in honor of Terry's sister, Trela, who was a nurse, this fund will be used to provide whole or partial scholarships to students who are enrolled in the Duke University School of Nursing, with preference given to candidates first from the state of Tennessee and then to those from Illinois.

The Anna L. Hoyns Memorial Scholarship. The endowment for this scholarship was given to the school by Lucille H. Sherman of Forest Hills Gardens, New York, in memory of her mother, Anna L. Hoyns, to be awarded to deserving students.

Laura Kay Hunger Scholarship. Laura Kay Hunger, an alumna of the Duke University School of Nursing, established this scholarship endowment in 2006 to support students in the School of Nursing.

Marla Vreeland Jordan Scholarship. This fund was established in 1993 under the will of Ervin R. Vreeland in memory of his daughter, Marla, who graduated in 1960 with a BSN degree. Scholarship awards are based on merit and need.

The Kaiser Permanente Endowed Scholarship. This fund was established at the School of Nursing in 1998. Awards from this fund are made to worthy students based on need.

Helga and Ery W. Kehaya Nursing Scholarship. The endowment for this scholarship was given to the school by Helga and Ery W. Kehaya of Tequesta, Florida, in appreciation of the excellent nursing care provided at Duke University Medical Center. Awards are made to worthy students.

Mary King Kneedler Scholarship. Mary Kneedler, class of 1936, established this endowed fund in 1998 to honor her experiences as a Duke nursing student and recognize the importance of educating advanced practice nurses. Scholarships are awarded to students based on scholastic achievement and financial need.

Herman and Rose Krebs Scholarship. This endowed fund was established in 1999 by Ralph Snyderman, MD, Chancellor of Health Affairs at Duke University Medical Center and Judith Krebs Snyderman, RN; Judith's mother Rose Krebs; Judith's sister Laura Krebs Gordon; and Judith's brother David Krebs in honor of Judith's mother and in memory of her father. They chose to establish this fund to...
support nursing students because they firmly believe that the Duke University School of Nursing is uniquely positioned to shape the future of nursing and to prepare a new generation of nursing leaders. In 2002 the fund was designated to award scholarships to benefit qualified minority students from underserved areas.

The Joan Barcy Locke Scholarship Fund was established in 2017 to support undergraduate students enrolled in the School of Nursing.

The Bobbi Belfor Lucovsky Scholarship was established in 2011 by Bobbi’s husband, Dr. Gerald Lucovsky. The fund will be used to fund scholarships to School of Nursing students.

The Margaret Castleberry and William Frank Malone Scholarship was established by Colonel William Frank Malone as a memorial to his wife, Margaret Castleberry Malone, a Duke University School of Nursing alumna, to provide assistance to students in the graduate nursing program, giving consideration to the greatest need.

The Susan B. Meister Fund was established in 2005 by Susan B. Meister and Paul M. Meister to provide support for the Duke University School of Nursing. Currently, this fund is being used to provide scholarships to School of Nursing students.

The Debbie Jones Mordaunt, R.N., Scholarship was established in 2007 by Mr. and Mrs. Tom Jones to honor the memory of their daughter, Debbie. Debbie was a School of Nursing alumna from the Class of 1975 who died in May 2005. Income from the fund will be used for scholarships within the School of Nursing.

The William Musham Memorial Scholarship Fund was established in 2004 by Bettye Martin Musham and friends to honor the memory of her husband William. Bettye is a School of Nursing graduate from the class of 1954 and member of the School’s Board of Visitors. Income from this fund will be used to support graduate students in the School of Nursing.

The Sarah P. Meyer Scholarship was established by an anonymous donor in 2006 to fund scholarships within the School of Nursing.

The Elisabeth Burns Nimocks Scholarship Fund was established in 2016 to fund scholarships to School of Nursing students.

The Linda Odom Scholarship was established in 2000 by classmates, other friends, and family of Linda Odom Cook in her memory. Linda was a graduate of the School of Nursing Class of 1963 and a Duke Hospital and Duke Clinic nurse throughout her career. The fund will benefit students based on merit and need.

The Margaret Lightsey MacMillan Payne Scholarship was established in 2012 by Margaret Payne. The fund will be used to fund scholarships to School of Nursing students.

The Bobbie Ruth Scholarship Fund was established in 2017 by Kristen A. Keirsey and William Stanhope. This scholarship provides whole or partial scholarships to undergraduate students who are, or shall be at the time of receipt of this scholarship, enrolled in the School of Nursing.

The David A. Schoenholz and Susan Hadam Schoenholz Scholarship was established in 2008 and will be used to provide scholarships for students in the School of Nursing who are enrolled in the Accelerated Bachelor of Science in Nursing Program. Susan is a graduate of the School of Nursing class of 1973. David is also a Duke graduate.

The Dr. Scholl Foundation Scholarship was given in 2007 by the foundation that was established by William M. Scholl, MD. The Dr. Scholl Foundation is dedicated to providing financial assistance to organizations committed to improving the world. Awards are made to students based on merit and need.

The Marian Sanford Sealy Scholarship was established as a memorial to Mrs. Sealy by the Durham-Orange County Medical Auxiliary of Durham, North Carolina. Mrs. Sealy was a student at the Duke University School of Nursing from October 1936 to September 1939. She was a staff nurse at Duke Hospital and the wife of Dr. Will C. Sealy, professor of Thoracic Surgery at Duke University Medical Center. Awards are made to students based on merit.

The Dr. Betty Futrell Shepherd Scholarship was established in 2015 to support scholarships for students enrolled in the School of Nursing.

The William and Ingrid Stevenson Scholarship was established by Constance Gottwald in memory of her parents, William and Ingrid Stevenson. The original endowment was established in 1987 as the Constance Gottwald Endowment to benefit students in the Duke University School of Medicine. In May 2011, the endowment was amended to benefit students within the Duke University School of Nursing.

The Virginia Stone Scholarship. This endowed fund was established in June of 1994 in honor of the late Virginia Stone, Professor Emerita of Nursing. Dr. Stone was the chair of this country’s first Master’s program in nursing to offer a major in gerontology. She gained a reputation for demanding, expecting, and supporting excellence from others as they pursued academic and clinical challenges. In 1999 the fund was added to by the Dr. Scholl Foundation. Awards from this fund are made to worthy students based on merit as well as financial need.
The Teagle Nursing Scholarship was established by The Teagle Foundation, Inc. to support students pursuing the master's degree in nursing and health care leadership.

The Emmy Lou Tompkins Scholarship was established by Emmy Lou Morton Tompkins, who graduated from Duke University in 1936, in appreciation of the education received by her daughter, Boydie C. Girimont, who graduated from the Duke University School of Nursing in 1962. Scholarship awards are based on scholastic achievement.

The Barbara Turner Scholarship was established in 1998 by Mr. George H. Turner, III in honor of his wife, Dr. Barbara S. Turner, Professor of the Duke University School of Nursing, as a gift to her on the occasion of their 27th wedding anniversary. This endowment honors and supports the continued spirit of professional leadership and excellence exemplified by Dr. Turner and the Duke University School of Nursing. Scholarship awards support graduate students and are based on both merit and need.

Lettie Pate Whitehead Foundation Scholarships. These scholarship gifts are proposed each year to the foundation that was established by Conkey Pate Whitehead in 1946 as a memorial to his mother. Awards are made for the aid and benefit of female students from nine southeastern states: Georgia, North Carolina, South Carolina, Virginia, Louisiana, Mississippi, Alabama, Tennessee, and Florida. In 2003 the foundation agreed to send additional funds to benefit Accelerated BSN students.

The Kenneth D. Weeks Sr, Mildred Holley Weeks, and Dorothy Wilkinson Fund was established in 2004 by Kenneth D. Weeks Jr. to support scholarships for students enrolled in Duke University School of Nursing.

The Florence K. Wilson Scholarship was established by the Duke University School of Nursing alumni in memory of their third dean. Awards are made to worthy students based on need.

The Ruby Wilson Student Scholarship was established by the Duke University alumni in 2013 to recognize Dean Emerita Ruby Wilson for her 55 years at Duke.
Program Admissions

The Duke University School of Nursing has a responsibility to educate competent nurses to care for their patients/clients (persons, families and/or communities) with critical judgment, broad-based knowledge, and well-honed technical skills. The Duke University School of Nursing has academic and technical standards that must be achieved by students in order to successfully progress in and graduate from their programs.

Technical Standards

The Duke University School of Nursing provides the following description/examples of technical standards to inform prospective and enrolled students of a sampling of technical standards required in completing their nursing science curriculum. These technical standards reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements of the Duke University School of Nursing. The standards are not requirements of admission into the programs and the examples are not all-inclusive. Individuals interested in applying for admission to the programs should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the programs. Key areas for technical standards in nursing include having abilities and skills in the areas of: (1) acquiring fundamental knowledge; (2) developing communication skills; (3) interpreting data; (4) integrating knowledge to establish clinical judgment; (5) implementing and evaluating nursing interventions; and, (6) incorporating appropriate professional attitudes and behaviors into nursing practice (See Table 1 on the School of Nursing website for more detailed information about technical standards).

Application Dates

Academic Degree Programs

The Duke University School of Nursing website provides information about the terms in which students are considered for admission and priority application deadlines for the ABSN Program, MSN Program, and DNP Program, as well as other enrollment options.

ABSN, MSN, Post-Graduate Certificate, and DNP Application Priority Deadlines:

- December 1 for Fall Term
- May 1 for Spring Term

DNP with Specialization in Nurse Anesthesia Application Priority Deadline:

- September 1 for Fall Term (this program accepts only one cohort of students per year for enrollment in the Fall Term)

The PhD Program in Nursing is a program of the Duke University Graduate School and accepts students only for enrollment in the fall. For information about The Graduate School application deadlines, consult the Duke University Graduate School Admissions website.

Certificate Offerings

For specialty certificates (cardiology, endocrinology, HIV, nursing education, palliative care, pediatric behavioral and mental health, oncology, orthopedics, and veterans healthcare) the Application Priority Deadline is November 1 for spring term start only.

Prospective applicants for enrollment in these graduate-level certificate options as well as professional certificates in nursing education and health informatics, and nondegree option students should consult the Office of Admissions application dates and deadlines webpage for information about the priority application deadlines and the terms in which certificate and nondegree students are considered for admission.

Accelerated Bachelor of Science in Nursing (ABSN) Admissions Information

The Duke University School of Nursing participates in a comprehensive, holistic review including quantitative and qualitative criteria. Students admitted to the program are expected to be self-directed and committed to a rigorous academic and clinical experience and must meet the Technical Standards. The minimum admission requirements are as follows:

- Bachelor’s degree from a regionally accredited college or university.
- Undergraduate GPA of 3.0 or higher on a 4.0 scale.
Prerequisites

The ABSN Program requires all admitted students to have completed the courses and required units listed below prior to the start of classes. An earned minimum grade of C or higher in each nursing prerequisite course is required (exceptions are the anatomy, physiology, and microbiology courses, in which a grade of B- or higher is required). The prerequisite courses may be taken at any regionally accredited college, university, or community college. The prerequisite requirements do not have to be completed prior to submitting the application but must be completed before enrolling in the ABSN Program.

- Anatomy & Physiology (6-8 semester credits)
- Microbiology (3-4 semester credits)
- Human Growth & Development (3 semester credits)
- Basic Statistics (3 semester credits)
- Nutrition is strongly recommended but not required

Each applicant will be notified electronically regarding the admission decision. If admission is offered, a non-refundable tuition deposit of $500 is required to confirm the student's acceptance of admission. The deposit will be credited to the first semester's tuition charges.

Required Application Materials

- Completion of the online application for admission to the Accelerated Bachelor of Science in Nursing Program.
- Official educational transcripts from all institutions attended. International transcripts should be accompanied by a course-by-course evaluation from a National Association of Credential Evaluation Services (NACES)-approved credential evaluation agency.
- Three recommendations that attest to the applicant's academic ability, professional competency, and personal character, from persons not related to the applicant.
- Personal statement.
- $50 nonrefundable application fee, payable by credit or debit card online.

Master of Science in Nursing (MSN) Admissions Information

All applicants to the MSN Program are considered on an individual basis through a holistic review process. Admission decisions consider a variety of factors in the applicant's complete profile, including previous academic work, nursing experience, professional references, leadership experience or potential, scholarship, previous life experiences, and a personal interview. The minimum requirements needed for application review and the required documents are listed below.

Note: The Duke University School of Nursing is not currently accepting applications from prospective students living in a very few select states due to regulatory requirements which may prevent students from being able to complete clinical rotation assignments in their home states and may also delay or prevent them from being able to be licensed to practice in their states. Questions regarding these requirements may be directed to the Duke University School of Nursing Director of Admissions at nora.harrington@duke.edu.

- A bachelor of science in nursing (BSN) degree with an upper division nursing major from a program accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN) or an associate degree in nursing or a diploma in nursing with a BS/BA from a regionally accredited program in another field of study.
- Undergraduate grade point average of 3.0 or higher on a 4.0 scale for the courses required for the undergraduate nursing degree(s).
- Nursing experience: one year of applicable nursing experience is required at time of application submission for Adult-Gerontology Acute Care Nurse Practitioner, Pediatric Nurse Practitioner Acute Care, and Neonatal Nurse Practitioner programs. All other programs recommend one year of experience.
- Licensure or eligibility for licensure as a Registered Nurse in the primary state of residence.

Information about licensure procedures, the Nurse Licensure Compact, and verification of licensure is provided below in the licenses and certifications section of this chapter.

Required Application Materials

In order for an application to be eligible for review, it is important that the following documents be postmarked by the admissions deadline.
Duke University

- Completion of the online application for the Master of Science in Nursing Program.
- Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a NACES-approved credential evaluation agency.
- Three recommendations that attest to the applicant's academic ability, professional competency, and personal character. These letters should be solicited from health care professionals who can address the applicant's qualifications for the MSN Program.
- Personal statements.
- Résumé or curriculum vitae.
- $50 nonrefundable application fee, payable by credit or debit card online.

Personal interviews are conducted as determined by the program. Selection will be based on the applicant's qualifications, intellectual curiosity, potential for professional growth, and contributions to the profession.

Additional Admission Pathways to the MSN Degree Program

ABSN-to-MSN Early Decision Option

Each semester, participating MSN majors will offer an internal competitive admission application option for current ABSN students in at least their third semester, or any DUSON alumni who have successfully completed the ABSN Program. This option provides for an internal competitive application review but does not guarantee admission. Applicants requesting early decision consideration must have a minimum cumulative DUSON GPA of 3.0 or higher in the ABSN Program and must submit the materials as listed on the Early Decision Application. Consult the ABSN-MSN Early Decision Option website for application deadlines and additional information about the application process.

Admission offered through the ABSN-MSN Early Decision Option will be contingent upon successfully meeting the full admission requirements of the program including successful completion of the ABSN Program, RN licensure, and practice requirements that may apply.

RN-to-MSN Pathway

The RN-to-MSN Pathway provides an opportunity for nurses with an associate degree or diploma in nursing from a CCNE- or ACEN-accredited program and a bachelor's degree not within the field of nursing from a regionally accredited institution to be considered for MSN admission. In all other respects, the admission requirements for the RN-to-MSN Pathway and the admission requirements for the Master of Science in Nursing Degree Program are the same.

The MSN Review and Notification Process

- Once the Office of Admissions receives all of the required information, candidate packets are forwarded for faculty review. Candidates participate in a virtual interview following the packet review, as determined by the program based upon the applicant's qualifications, intellectual curiosity, potential for professional growth, and contributions to the profession.
- Following the interview, the Master's Admissions Committee reviews the applicant's file and makes the final admission decision. Following the final faculty selection decision, each applicant is notified electronically regarding the final admission decision. If admission is offered, a non-refundable tuition deposit of $1000 is required to confirm the student's acceptance of admission. The deposit will be credited to the first semester's tuition charges.

Program Admissions

Post-Graduate Certificate (PGC) Admissions Information

Post-graduate certificate students must possess the physical and mental skills and abilities necessary to complete the curriculum. Personal interviews may be conducted. Selection will be based on the applicant's qualifications, intellectual curiosity, potential for professional growth, and contributions to the profession. Requirements for admission as a post-graduate certificate student at the Duke University School of Nursing are as follows:

- A graduate degree from a program accredited by the Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission for Education in Nursing (ACEN); or a graduate degree in another discipline acceptable to the faculty of the student's proposed major.
- Graduate coursework must include satisfactory completion of a course in descriptive and inferential statistics.
- Nursing experience requirements may vary by major. It is recommended that applicants have a minimum of one year of nursing experience before matriculation.
Licensure or eligibility for licensure as a professional nurse in North Carolina is required for matriculation, unless

- The student’s license is from a state participating in the Nurse Licensure Compact (NLC), and that is the student’s primary state of residence (the declared fixed permanent and principal home for legal purposes, or domicile); or
- The student is a distance-based student who will not be practicing in North Carolina while enrolled in school and has licensure or eligibility for licensure in his or her primary state of residence.
- Information about North Carolina licensure procedures, the Nurse Licensure Compact, and verification of licensure is provided below in the Licenses and Certifications section of this chapter.
- Additional certifications are required for admission as a post-graduate certificate student in certain majors, such as neonatal nurse practitioner and acute care pediatric nurse practitioner. Consult the Licenses and Certifications section of this chapter for details.

Required Application Materials

- Completion of the online application for the post-graduate certificate.
- Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a NACES-approved credential evaluation agency.
- Three recommendations attesting to the applicant’s academic ability, professional competency, and personal character. The letters should be solicited from health care professionals who can address the applicant’s qualifications for the MSN Program.
- Personal statements.
- Résumé or curriculum vitae.
- $50 nonrefundable application fee, payable by credit or debit card online.

Personal interviews are conducted as determined by the program. Selection will be based on the applicant’s qualifications, intellectual curiosity, potential for professional growth, and contributions to the profession.

The PGC Review and Notification Process

- Once the Office of Admissions receives all of the required information, candidate packets are forwarded for faculty review. Candidates participate in a virtual interview following the packet review, as determined by the program based upon the applicant’s qualifications, intellectual curiosity, potential for professional growth, and contributions to the profession.
- Following the interview, the Admissions Committee reviews the applicant’s file and makes the final admission decision.
- Following the final faculty selection decision, each applicant is notified electronically regarding the final admission decision. If admission is offered, a non-refundable tuition deposit of $1000 is required to confirm the student’s acceptance of admission. The deposit will be credited to the first semester’s tuition charges.

Doctor of Nursing Practice (DNP) Admissions Information

The Duke DNP Program has two primary points of entry, post-BSN and post-MSN. The post-MSN degree builds upon the experience and education of advanced practice master’s-prepared nurses and nurses practicing in advanced patient care roles. Post-BSN entry allows students who enter the program after earning a bachelor’s degree in nursing to complete an advanced practice role MSN as the first part of the DNP Program. All students admitted to the DNP Program must possess the physical and mental skills and abilities necessary to complete the curriculum.

Personal interviews are conducted as determined by the program. Selection for admission to the DNP Program will be based on the applicant’s qualifications, intellectual curiosity, potential for professional growth, and documented contributions to the profession.

DNP Applicants with BSN Degree (BSN-to-DNP)

Admission Requirements

The applicant with a BSN must declare an advanced practice major at the time of application. Obtaining a slot within an individual major may be competitive due to limited space within the major. Currently, the Post-BSN to DNP option is not open to applicants interested in the nursing education major. Admission requirements include:

- Bachelor of science in nursing (BSN) degree with an upper division nursing major from a nationally accredited (CCNE or ACEN) program.
- Undergraduate grade point average of 3.0 or higher on a 4.0 scale.
Undergraduate coursework must include satisfactory completion of a course in descriptive and inferential statistics.

A minimum of one year of nursing experience before matriculation is recommended for most majors.

Applicants for the DNP with specialization in Nurse Anesthesia major must have a minimum of one year (two years preferred) of current, continuous full-time acute care experience as a registered nurse in a critical care setting that offers the applicant an opportunity to develop as an independent decision-maker capable of using and interpreting advanced monitoring techniques based on their knowledge of physiological and pharmacological principles. Adult acute-care experience that includes interpretation and use of advanced monitoring, care of ventilated patients, pharmacological hemodynamic management, and independent decision making is preferred. CCRN certification is strongly encouraged.

Current licensure as a registered nurse in the state in which practice will occur. (Information about licensure procedures in North Carolina, the Nurse Licensure Compact, and verification of licensure is provided below in the licenses and certifications section of this chapter.

Required Application Materials

- Completion of the online application for the Post BSN-DNP Program.
- Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a NACES-approved credential evaluation agency.
- Résumé or curriculum vitae.
- Three professional letters of recommendation that attest to the student's academic ability, professional competency, and personal character.
- Personal statement.
- $50 nonrefundable application fee, payable by credit or debit card online.

DNP with Specialization in Nurse Anesthesia

The Duke DNP with specialization in nurse anesthesia is a 36-month on-campus program. The degree requires completion of an 83-credit hour curriculum that integrates DNP and nurse anesthesia specialty courses. The program culminates in completion of a DNP Scholarly Project addressing a process improvement, quality improvement, or other project affecting populations of patients, health care organizations, and health care systems in a clinical setting.

Admission Requirements

- Bachelor's degree with an upper division nursing major from a program accredited by the Accreditation Commission for Education in Nursing (ACEN) or the Commission on Collegiate Nursing education (CCNE).
- Cumulative undergraduate grade point average of 3.0 or higher (4.0 scale) or evidence of outstanding graduate academic achievement.
- Minimum science GPA of 3.0 on a 4.0 scale.
- Bachelor's or post-bachelor's course work must include satisfactory completion of a course in descriptive and inferential statistics.
- Completion of the Graduate Record Examination (GRE) within five years of application (verbal, quantitative, and analytical writing sections) with scores available before October 1 application deadline. GRE scores are required and cannot be waived. Competitive scores tend to be 50th percentile and greater in all sections.
- Current, unencumbered registered nurse (RN) license
- Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS) certification, and Pediatric Advanced Life Support (PALS) certification.
- At the time of application, the applicant must have a minimum of one-year, continuous full-time, acute care experience as a registered nurse in an intensive care unit (ICU). Two years preferred ICU experience is preferred. Current CCRN certification is strongly encouraged. Experience areas preferred include surgical ICU, medical ICU, cardiac ICU, neuro ICU, trauma ICU, pediatric or neonatal ICU,
- Applicants must possess the physical and mental skills necessary to successfully complete the School of Nursing curriculum.
- Successful completion of the Nurse Anesthesia Program (83.0 course credits) requires a substantial time commitment averaging 50-60 hours per week (includes class time, clinical, and study time). The curriculum is designed for 36 months of full-time study. Historically, given the rigorous nature of the program, students find it difficult to subsidize their educational expenses through part-time employment.

Required Application Materials
Duke University

- Official transcripts from all previous colleges, universities, and graduate schools attended. Transcripts must be submitted regardless of when the applicant attended, how many hours they earned, or whether the applicant earned a degree.
- Transcripts must be received in a sealed envelope from the issuing institution in order to be considered official. Applicants may also collect sealed transcripts and send them all together in one large envelope.
- Duke University School of Nursing will accept electronic transcripts sent directly from the issuing institution(s). These documents can be emailed to SON-Documents@dm.duke.edu.
- Three professional references attesting to academic ability, professional competency and professional qualifications are required. One reference must be from an immediate supervisor and include a contact phone number.
- Application fee of $50.

DNP Applicants with Master’s Degree (MSN-to-DNP)

Admission Requirements

- Earned master's degree in nursing in an advanced practice major from a nationally accredited (CCNE or ACEN) school of nursing, or master’s degree from a regionally accredited institution in a health-related profession.
- The following are defined as advanced practice, based on the American Association of Colleges of Nursing: nurse practitioner, clinical nurse specialist, nurse anesthetist, nurse midwife, nurse administrator, and nursing informatics.
- Undergraduate grade point average of 3.0 or higher on a 4.0 scale.
- Satisfactory completion of a graduate course in inferential statistics.
- Satisfactory completion of a graduate course in research methodology.
- Current licensure as a registered nurse in the state in which practice will occur. (Information about licensure procedures in North Carolina, the Nurse Licensure Compact, and verification of licensure is provided below in the licenses and certifications section of this chapter.

Required Application Materials

- Completion of the online application for the Doctor of Nursing Practice Program.
- Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a NACES-approved credential evaluation agency.
- Résumé or curriculum vitae.
- Three letters of recommendation that attest to the student's academic ability, professional competency, and personal character.
- Personal statement from the applicant.
- Certification as an advanced practice nurse (if applicable).
- $50 nonrefundable application fee, payable by credit or debit card online.

PhD Program Admissions Information

The PhD Program in Nursing is a degree program of The Graduate School. Applications for the PhD Program should be submitted online directly to The Graduate School through the Duke University Graduate School electronic online application service.

The overall goal of the PhD Program in Nursing is to provide the highest caliber students a broad appreciation of the fundamental principles underlying the philosophy of science and the discipline of nursing, as well as the education and professional development they will need to develop new knowledge for nursing practice. The PhD Program in Nursing prepares nurse scientists to conduct research in the broad area of Trajectories of Chronic Illness and Care Systems, focusing on the interface between chronically ill individuals and their care environments. It also prepares them in developing expertise in state-of-the art longitudinal methodologies and quantitative and qualitative techniques of analysis. In addition to the requirements of The Graduate School, the School of Nursing has admission requirements specific to nursing PhD candidates.

PhD students will be admitted once a year for fall term. Applications must be received by December 1 of the previous calendar year. Prerequisites for admission to the PhD Program include:

- A baccalaureate or master's degree in nursing from a US program accredited by the Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission for Education in Nursing (ACEN); or an international program with commensurate standards.
- Post-master’s students. Students entering the PhD Program with a master's degree in nursing must show evidence of satisfactory completion of a graduate course in descriptive and inferential statistics.
Post-baccalaureate students. Applicants with a baccalaureate degree in nursing must demonstrate exceptional academic qualifications, have clear research-oriented career goals, and choose a dissertation topic congruent with the research program of a graduate faculty member in the School of Nursing. Applicants with a baccalaureate degree are expected to have completed a graduate course in descriptive and inferential statistics.

- The Graduate Record Examination (GRE) is an optional test that may be submitted by applicants to the PhD Program in Nursing. The scores submitted must be from a GRE taken within the past five years.
- Completion of the online application for admission to The Graduate School of Duke University.
- Nursing License. Applicants must hold a valid current nursing license within the United States, preferably in North Carolina. (Information about licensure procedures for the State of North Carolina can be accessed through the Licensure/Listing tab on the North Carolina Board of Nursing webpage or obtained by mailing a request to the North Carolina Board of Nursing (PO Box 2129, Raleigh, NC 27602) or telephoning the NC Board of Nursing at (919) 782-3211).
- Exceptions to holding a nursing license within the United States for international students should be discussed with the Director of the PhD Program in Nursing.

**Required Application Materials**

The following admission materials must be submitted online to the Duke University Graduate School. Prospective applicants should familiarize themselves with The Graduate School requirements. All applications to the PhD Program in Nursing must be submitted online directly to The Graduate School of Duke University, using The Graduate School electronic application service. Prospective students can find additional information about applying to The Graduate School in the Application Requirements section of The Graduate School website. Application information specific to the Duke University PhD Program in Nursing is also available online. Required application materials include:

- **Transcript(s).** Each applicant must upload one copy of a scanned unofficial transcript from each institution (undergraduate or graduate) attended. Consult the instructions for scanning and uploading transcripts on The Graduate School website.
  - Applicants should not provide official copies of their transcripts until they receive an offer of admission. Once admitted, individuals should arrange for official confidential transcripts(s) of all college-level coursework to be mailed directly from each institution to: Duke University Graduate School Enrollment Services Office, 2127 Campus Drive, Box 90065, Durham NC 27708.
  - Duke University reserves the right to rescind any offer of admission if any discrepancies are found between the uploaded unofficial transcript(s) and the official transcript(s).
  - The accepted applicant must also submit certification of all degrees received, including the date the degree was awarded. (This information may be included on the final transcript or on the diploma.)

- **Letters of Recommendation.** Three letters of recommendation attesting to the applicant’s academic ability and capacity for graduate work. These letters should be solicited from individuals with doctoral degrees who can address the applicant’s academic abilities and potential for doctoral study. The Graduate School requires applicants to submit letters of recommendation electronically via the online application.

- **English Language Proficiency Test Scores.** Foreign graduates must submit either the Test of English as a Foreign Language (TOEFL) or the International Language Testing System (IELTS), but IELTS is preferred.

- **Personal Statement.** Applicants to the PhD Program in Nursing are required to submit a personal statement describing themselves, their reasons for applying to graduate school, and their goals for graduate study in nursing. The personal statement must be submitted to The Graduate School as part of the online application (1-2 typed pages, 12-point font, single spaced). Instructions for writing the personal statement can be accessed on the PhD Admission Requirements page of the School of Nursing website.

- **Curriculum Vitae (CV) or Résumé.** Applicants to the PhD Program must also submit their CV or résumé directly to the PhD Program in Nursing at SONPhDProgram@duke.edu (The Graduate School does not require a copy of the CV or résumé.)

- **Application Fee.** A nonrefundable $95 application fee must accompany the application. This fee must be submitted electronically to The Graduate School Enrollment Services Office. No application is processed without the application fee.

After application information is received by The Graduate School of Duke University, the PhD Program coordinator will contact the applicant to make arrangements for the applicant to have an interview with the admissions committee and other faculty during Prospective Student Visitation Days (which are normally held in February). The Phd program covers the costs for domestic campus interview travel. All international applicants will be interviewed by phone or videoconference. In some instances international students can be interviewed in person with approval of the PhD Program Assistant Dean. Following this interview, the Admissions Committee will
review the student's application to determine if they wish to nominate the application for admission. The Admissions Committee nominations are sent to Duke University Graduate School Admissions Office for final review and decision by the associate dean in The Graduate School.
International Student Requirements

The following requirements must be met by international applicants to all academic programs in the Duke University School of Nursing. International students are encouraged to review the resources for international students and to apply as soon as the window for application opens for the year they wish to attend Duke, to ensure sufficient time to complete the additional requirements listed below. Applicants to the PhD Program must follow the requirements of The Graduate School.

Financial Support

Evidence of adequate financial support for the duration of the program must be provided by applicants to the ABSN Program, MSN Program, and DNP Program. See the visa eligibility section below for more information. (The PhD Program does not require proof of adequate financial support, because its students are currently fully supported for a minimum of five consecutive years, beginning with their year of matriculation. See the PhD Program in Nursing Graduate Student Handbook for further information about financial support for PhD students.)

Proof of English Proficiency

Any applicant who does not currently hold a United States permanent resident card (green card) or who has never studied at a US institution must submit scores from:

- Test of English as a Foreign Language (TOEFL), administered through the Educational Testing Service (specify institution code 5156 to ensure that TOEFL scores are reported to Duke), or
- International English Language Testing System (IELTS) administered by Cambridge ESOL/British Council/IELTS Australia.

The applicant's score must not be more than two years old, and an official copy must be sent to Duke University directly from the testing agency. Personal copies and attested or notarized documents are not acceptable. It is the policy of the Duke University School of Nursing to consider students with a minimum score 100 on the TOEFL internet-based test (with minimum subscores of 22 in Reading, 22 in Listening, 26 in Spelling and 24 in Writing); or a minimum IELTS score of 7.0. Applicants to the PhD Program must meet the Duke University Graduate School English language proficiency requirements.

The English proficiency requirement may be waived if at the time of application the applicant has studied full-time for two or more years at a college or university in a country for which the primary language is English, and the sole language of instruction of the college or university is English.

Visa Eligibility

In order to study in the United States, international students must obtain the appropriate visa. Students attending Duke University will receive one of the following types of visas:

- F-1 Student Visa, with an I-20 Certificate of Eligibility issued by Duke University.
- J-1 Exchange-Visitor (Student) Visa, with a DS-2019 Certificate of Eligibility issued by Duke University (or a sponsoring agency).

For additional information about F-1 and J-1 visas, prospective international students should consult the Duke Visa Services website.

Before Duke can issue the I-20 or the DS-2019, US immigration law requires that the university must have documented evidence that a student has adequate financial resources to cover the expenses of studying here for at least one year. (Additional funds must be verified if a student plans to bring a spouse or children.)

Once a student is enrolled in the ABSN or DNP Program, the visa approval process is initiated by the Duke University School of Nursing Admissions Officer. International students accepted to the PhD Program must follow the visa application and approval procedures of the Duke University Graduate School.

- If a student is being awarded any financial assistance from Duke, this information is utilized in the visa approval process. Please note, however, that financial assistance from Duke, if offered, may or may not cover the minimum amount required for a visa eligibility form to be issued. Each student must assume responsibility for the amount needed beyond what Duke may award.
- The appropriate visa is issued only after a student has been offered admission, has returned the online enrollment form, and has provided verification of the necessary funds.
- If an international student is currently attending a US institution and is planning to transfer to Duke University School of Nursing, the current school must transfer the student's visa record to the Duke Visa Services website. It is the student's responsibility to submit the request to their current school.
Consult the Duke Visa Services website for additional information about visa eligibility and applications. This website also provides updates in the event of changes in US immigration law.

**Course Load Requirements for Students with F-1 Visa**

- In the ABSN Program and Nurse Anesthesia DNP Program, on-campus international students with an F-1 visa must maintain a full-time course load each semester. A full-time course load is at least nine credits per semester for the fall and spring semesters, and at least six credits per semester for the summer semester.
- Duke University School of Nursing provides on-campus, distance-based, and online courses of study. International students with an F-1 visa are not allowed to take more than three credits online during any semester.
- International students in the MSN and DNP Programs are required to obtain an F-1 visa in order to attend the executive on-campus sessions required by the program.
- International students in the PhD Program must maintain a full-time student status during their duration in the program as specified by the Duke University Graduate School.

**Additional Requirements for International Applicants to DNP and PhD Degree Programs**

- Passing score on the Commission on Graduates of Foreign Nursing Schools (CGFNS) Qualifying Exam.
- Full Education Course-by-Course Report from the CGFNS Credentials Evaluation Service. For students educated outside the United States, the Commission on Graduates of Foreign Nursing Schools (CGFNS) Qualifying Exam is a prerequisite for taking the Registered Nurse licensing examination in the state of North Carolina and for obtaining a nonimmigrant occupational preference visa (H-1-A) from the US Immigration and Naturalization Service.
  - CGFNS offers a three-part International Certification Program: 1) a credentials review, which includes secondary and nursing education, registration and licensure; 2) the CGFNS International Qualifying Exam testing nursing knowledge (administered four times per year at multiple locations worldwide); 3) an English language proficiency examination.
  - Application materials and information about examination dates and locations may be accessed via the CGFNS International website or requested from CGFNS, 3624 Market Street, Philadelphia, PA 19014; (215) 349-8767. The registration deadlines for these exams are approximately four months prior to their administration. Early application is therefore essential.
- Licensure or eligibility to be licensed as a registered nurse. International students are encouraged to thoroughly review the program licensing requirements prior to applying to ensure that all criteria can be met.
Nondegree Enrollment Option

The Duke University School of Nursing’s nondegree enrollment option provides an opportunity for students already holding a bachelor’s degree from a regionally-accredited institution to enroll as nondegree-seeking students in graduate courses in certain majors without being formally admitted to the School of Nursing. Nondegree enrollment students can earn up to seven graduate credits. Duke University School of Nursing maintains official transcripts for all students using the nondegree enrollment option, documenting attendance and earned grade(s) in the course(s). Financial aid is not available to students using the non-degree enrollment option.

Nondegree students must satisfy the appropriate prerequisites for each course before enrolling.

Required Application Materials

- Completion of the online application for nondegree consideration.
- Official transcripts from all post-secondary educational institutions attended.
- Résumé or curriculum vitae.
- Clinical courses require:
  - Two letters of reference from employers, and
  - Evidence of licensure as a nurse in North Carolina or a state participating in the Nurse Licensure Compact (NLC). All students from states participating in the NLC must provide proof of licensure to the Office of Admissions and Student Services. (Information about North Carolina licensure procedures, the Nurse Licensure Compact, and verification of licensure is provided in the Licensures and Certifications section of this chapter.
- $50 nonrefundable application fee, payable by credit or debit card online.

The nondegree application must be received by the deadline for the semester during which the course will be offered. Requests for nondegree status will be considered within two weeks after the appropriate deadline. Nondegree students are admitted to individual classes by permission of the instructor on a space-available basis. If permission to take a course is granted by the faculty, the student will be notified by the Office of Admissions and Student Services.

Admission as a nondegree student in the School of Nursing does not imply or guarantee admission to a degree program. If a nondegree student is later admitted to the Master of Science in Nursing Program, a maximum of seven credit hours earned as a nondegree student will be accepted toward the MSN degree.
Policies Overview

The students, faculty, administration, and staff of the Duke University School of Nursing are part of the academic community of Duke University and as such are subject to the policies, rules and regulations of the University as a whole. Additionally, the School and its respective programs may, as deemed necessary, develop its own policies and procedures to augment those of the University.

Standards of Conduct

Duke University expects and requires all students’ cooperation in developing and maintaining high standards of scholarship and conduct, including the Duke Community Standard and School of Nursing Personal Integrity Policy.

Students are expected to meet academic requirements and financial obligations, as specified elsewhere in this bulletin, in order to remain in good standing. Certain nonacademic rules and regulations must also be observed. Failure to meet these requirements may result in dismissal by the appropriate officer of the university.

The university wishes to emphasize its policy that all students are subject to the rules and regulations of the university currently in effect or that are put into effect by the appropriate authorities of the university. Students, in accepting admission, indicate their willingness to subscribe to and be governed by these rules and regulations and acknowledge the right of the university to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate for failure to abide by such rules and regulations or for conduct judged unsatisfactory or detrimental to the university. University authorities will take action in accordance with due process.
Pre-Enrollment Requirements
All students must complete the pre-enrollment requirements. Failure to accurately or promptly submit the required information may delay course registration. In some cases, noncompliance may cause a student to be administratively withdrawn from the School of Nursing.

Tuition Deposits
A nonrefundable deposit to the Duke University School of Nursing must accompany the acceptance of admission. Please refer to the program-specific admissions information on the School of Nursing website for detailed information about deposit amounts. The deposit will be credited to the first semester student account.

Health and Immunization Record
All matriculating students must show documentation of the immunizations required by the State of North Carolina and Duke University School of Nursing. Students will be prompted to submit documentation of immunizations through the online credentialing system upon matriculation. Accelerated BSN students and Nurse Anesthesia DNP students, enrolled in on-campus programs, must also submit documentation through Duke Student Health. All students are responsible for meeting and maintaining the required immunizations.
Program Clearance Requirements

The offer of admission is contingent on an acceptable criminal background check and drug screening. Specific pre-enrollment requirements vary by academic program and must be completed successfully prior to matriculation. Each student is considered on an individual basis. There are no criminal convictions or impairments that are an absolute bar to application or admission. However, admission to a program does not guarantee progression. Further, completion of an educational program does not guarantee eligibility for registered nurse licensure or specialty certification.

Additionally, should any of the program clearance requirements be returned with an incident reported, further action will be required by the student. The Office of Student Services will contact all individuals with an incident reported on their report and request additional documentation and information. Once the information is submitted, it is forwarded to the assistant dean for additional review and approval. All expenses incurred throughout the program clearance requirement are the student's responsibility.

AHA Basic Life Support

All entering students must have a current American Heart Association (AHA) Basic Life Support Healthcare Provider card demonstrating successful completion of AHA Basic Life Support for Healthcare Providers training. This training must be valid for the duration of the student’s program and a copy of a current certification must remain in the student’s file at all times throughout enrollment. It is the student’s responsibility to provide the Office of Student Services with a current copy of their AHA certification.

Training Modules

Clinical Core Orientation and Post-Test. As a mandatory compliance requirement, all students enrolled in the ABSN Program are required to review the Clinical Core Orientation PowerPoint presentation and upload the completed certificate into the online credentialing system. Review of Clinical Core and certificate of completion is required upon matriculation and then annually during program progression.

The Clinical Core Orientation has been developed by the Consortium for Clinical Education and Practice, a professional component of the Wake Area AHEC (Area Health Education Center). Clinical Core fulfills the majority of clinical compliance requirements for agencies in which ABSN students are placed. It is possible that students will be required to complete additional agency-specific requirements prior to the start of a clinical rotation. Students will be notified of any additional requirements at the time clinical placements are announced each semester. Students enrolled in the MSN Program may be asked to complete this requirement on an individual basis depending on their clinical placement assignment. Further instruction on completion of this requirement will be given by the Office of Student Services and the Clinical Placement Office.

Community Health Trainings. All students enrolled in the ABSN Program are required to complete the Community Health Engagement Training module. This will be completed at the time of pre-enrollment and confirmation of completion will be verified by the Office of Student Services. Should a student not complete the program or need to take a leave of absence, renewal of the module will be required upon re-entry into the program.

Professional Licenses and Certifications

Licensure Requirement

Licensure or eligibility for licensure as a Registered Nurse in an individual’s primary state of residence is required for matriculation as students in the MSN Program and DNP Program and for matriculation as post-graduate certificate students.

Professional Licensure in North Carolina and the Nurse Licensure Compact

Information about licensure procedures for the State of North Carolina can be accessed through the Licensure/Listing tab on the North Carolina Board of Nursing website. Information about the Nurse Licensure Compact, including a list of all participating states, can be accessed through the Nurse Licensure Compact section of the National Council of State Boards of Nursing website.

Verification of Licensure

Procedures for verification of licensure in the state where a student is licensed are as follows:

- All students licensed by the state of North Carolina will have their licenses verified via the North Carolina Board of Nursing Online Licensure Verification Service.
- All students from states participating in the Nurse Licensure Compact must provide proof of licensure on an annual basis to the Office of Student Services.
- All distance-based students must provide proof of licensure on an annual basis to the Office of Student Services.
Any student who begins core courses while awaiting licensure must verify licensure prior to beginning the first major-specific course. If an enrolled student fails to obtain licensure after taking the N-CLEX, the student may choose to take a leave of absence for up to one year and return upon obtaining licensure or be administratively withdrawn.

**Additional Certification Requirements (MSN and DNP)**

Additional certification is required for admission to the Duke University School of Nursing MSN and DNP Programs in certain majors:

- Neonatal nurse practitioner students are required to have Neonatal Resuscitation Program (NRP) certification.
- Pediatric nurse practitioner - acute care major students are required to have Pediatric Advanced Life Support (PALS) certification.
- Adult-gerontology nurse practitioner - acute care major students are required to have Advanced Cardiovascular Life Support (ACLS) certification.
- Nurse Anesthesia students are required to have Advanced Cardiovascular Life Support (ACLS) certification and Pediatric Advanced Life Support (PALS) certification.
- Each of these certifications must be valid for the duration of the student's program. It is the student's responsibility to provide documentation of valid certification status to the school at admission and upon renewal.
Enrollment Policies

Course Format
The Duke University School of Nursing offers courses in three delivery formats: campus courses, distance-based courses, and online courses. Course formats are defined as follows:

Campus Courses. Campus courses include regular class sessions on campus throughout the semester. Courses may be totally campus-based or include some online activities.

Distance-Based Courses. Distance-based courses blend mostly online instruction with some on-campus sessions, typically ranging from one to three per semester.

Online Courses. Online courses consist of instructor-designed, student-driven, interactive modules of instruction delivered via a learning platform that is virtually available on the Internet. Online courses may have a synchronous component (planned activities at specific times when students and/or faculty interact—for example, in an online chat or through a videoconference).

The ABSN Program, the PhD Program, and the DNP Program with nurse anesthesia specialization are campus-based.

Definition of Full-Time Enrollment Status
Full-time status is defined as follows:

- Full credit load for fall and spring semesters: 6 credit hours/semester
- Full credit load for summer semester: 4 credit hours
- Full credit load for international students: 6 credit hours for fall/spring semesters and 4 credit hours for summer semester; no more than 3 credit hours per semester may be taken in online format

Interinstitutional Registration Agreement
Under the Interinstitutional Registration Agreement, any graduate, professional, or undergraduate student enrolled as a degree-seeking student at any one of the participating universities may participate in registration via the interinstitutional registration process. Participating universities are Duke University, North Carolina Central University, North Carolina State University, the University of North Carolina at Chapel Hill, The University of North Carolina at Charlotte, and The University of North Carolina at Greensboro.

Anyone interested in pursuing interinstitutional registration should refer to the detailed information on the Office of the University Registrar’s website.
Student Progression with Course of Study

Confidentiality and Release of Student Records


Grades

Most courses in the School of Nursing must be taken for a grade. Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Final Course Percentage</th>
<th>GPA Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Certain courses have a designation of “credit.” These courses include, but are not limited to, directed scholarship, independent study, MSN clinical and synthesis courses, and the DNP Project. These courses are graded “Cr” or “NCr.” The designation “Cr” indicates that the student has successfully completed all the requirements for those credits registered. The designation “NCr” indicates that the student has failed the course and “NCr” is the equivalent of an F grade.

Incomplete Coursework (I Grade)

In cases where coursework cannot be completed on schedule, it is the student’s responsibility to negotiate with the instructor for an I (incomplete grade) and adjustment of the deadline for completion of work. All coursework must be submitted on or before the adjusted due date. At most, students have one calendar year from the date the course ended to remove the I, and if it is not removed in one calendar year, the grade will be an F. Students may not graduate with incomplete grades on their transcript.
Transfer of Credits

Policies on transfer of credit are program specific. Details of the transfer process in each program are provided in the Student Handbooks.

**ABSN Program:** All 58 credit hours of the ABSN curriculum must be taken at Duke or through Duke interinstitutional enrollment; no transfer of coursework will be accepted.

**MSN Program:** Students enrolled in the MSN Program may be allowed to transfer up to six credit hours of graduate work completed at other institutions, if the student earned a grade of B (3.0 on a 4-point scale) or higher.

**DNP Program:** The DNP Program allows the transfer of up to six credit hours for graduate courses completed within five years before start of the DNP program and after the earned master’s degree at other institutions (or Duke schools), provided that the student earned a grade of B (3.0 on a 4-point scale) or higher.

**PhD Program:** As a program of The Graduate School, the Duke PhD Program in Nursing follows the policy of The Graduate School; consult the Bulletin of the Duke University Graduate School for details.
Clinical Learning Experiences

Clinical Site Placement

Clinical learning experiences afford students the opportunity to further use the theory and skills they have learned in their didactic course work. The Clinical Placement Office (CPO) functions as liaison between the graduate programs of the School of Nursing and the many clinical agencies and other entities with which it collaborates to provide appropriate placement sites.

Students are assigned to faculty-approved clinical learning sites based on the learning objectives of the course. All students who participate in clinical education must be prepared to be flexible with scheduling requirements for placement rotations that potentially include evening, nights, and weekends. This is particularly important for master of science in nursing (MSN) and post-graduate certificate (PGC) students who are placed in individually precepted clinical or systems sites. Although faculty and staff will make every effort to identify sites for precepted rotations as close to the student's place of residence as possible, statutory regulations, requirements of health care provider sites, competition for sites, etc., may limit the location and selection of sites. MSN and PGC students may be required to attend a site in a state other than their resident state and/or to travel a significant distance within their resident state or another, depending on the availability of suitable sites. In most cases, the travel will be less than 120 miles or two hours. However, some students may be required to travel farther. MSN and PGC students should also be aware that in very rare instances, in order to finish the clinical requirements of a degree and graduate, they may need to relocate to North Carolina to finish the clinical or systems course requirements.

Students are expected to be responsive to the CPO and to actively participate in the process of securing clinical or system sites and/or preceptors. This means, at a minimum, that students will complete and submit all clinical placement information requested from the CPO staff by the designated due dates. It also means, to the extent possible, that students will assist the CPO staff by providing them with potential locations for site placements. Failure to be responsive may result in a delay of clinical sites.

Students are responsible for notifying their faculty advisors, Student Services (via Duke HUB) and CPO of residence changes in writing. Students contemplating a change in residence during the program should notify clinical faculty or faculty advisor to discuss implications of the change. The notification must occur as soon as possible in order to allow the CPO time to search for a new site. Depending upon the timing of the move and/or the location of the student's new residence, the School of Nursing may not be able to guarantee that a clinical placement in any one location or state can be secured. Students are also responsible for changing their contact information (name, address, telephone numbers, etc.) in DukeHub.

Relocation to a state in which the School of Nursing is not authorized to operate may make it impossible to secure clinical placements within the new state. Although every effort will be made to work with students relocating to these areas, it may either delay or make it impossible to find a site in proximity to the new place of residence. Information regarding the states in which the DUSON is authorized to operate is available on the School of Nursing website.

Expectations/Requirements for Clinical Learning Experiences

The ABSN and MSN Programs provide detailed information about their expectations and requirements for student clinical experiences in their respective Student Handbooks. In order to participate in their required clinical learning experiences, students must comply with all requirements of their program.
Course Participation
Students are expected to attend and participate in all classes and precepted experiences unless excused by the course faculty prior to being absent. Program-specific information on attendance policies is available in the Student Handbooks.

Religious Observance and Holidays
The Duke University School of Nursing has established procedures for students to notify their instructors of an absence necessitated by the observance of a religious holiday. This policy reflects the School's commitment to being responsive to our increasing diversity and to enabling students' spiritual development.

Students desiring to miss classes or precepted experiences to observe a specified religious holiday are expected to make prior arrangements with their instructor to make up any work missed. It is strongly recommended that, as a courtesy, students notify each of their instructors at the beginning of the semester of any religious holiday(s) that will necessitate their absence from classes that semester. Consult the Student Handbooks for additional information.
Time for Completion of Degree

Each of the academic programs of the school have specific requirements for time allowed to complete the academic degree from the date of initial matriculation. There are as follows:

- ABSN: 36 months
- MSN or PGC: five years
- Post-BSN DNP: seven years
- Post-MSN DNP: five years

All ABSN, MSN and DNP students enrolled in the school who have not been granted a leave of absence by the appropriate Academic Program Assistant Dean, must register for fall, spring, and summer semesters until all degree requirements are completed.

PhD students are expected to complete the program in three to five years. Although the program will rigorously train students in longitudinal research and urge them to apply longitudinal designs in the dissertation work, it is important to note that this methodological focus will not delay a student’s completion of the program. Longitudinal research, more than one-time point of data collection, can be accomplished by collecting data over weeks or months, or by using extant longitudinal data in secondary analysis. Nevertheless, PhD faculty are sensitive to this potential time-frame issue and will monitor it closely within the dissertation committee.

For students who find it necessary to take a leave of absence (LOA), time in LOA status counts toward the total time for degree completion. Extenuating circumstances may be considered by the Academic Program Assistant Dean.
Academic Warning and Academic Probation

Policies on academic warning and academic probation are specific to each academic program and are reviewed briefly below. The School of Nursing uses a 4.0 point grading scale.

ABSN Program Policy on Academic Warning/Academic Probation

An ABSN student who is not meeting program, course, and/or clinical objectives may be placed on a Learning Improvement Plan to help facilitate student success.

Prior to the completion of 30 credit hours, an ABSN student whose cumulative GPA falls below 2.0 will be placed on academic probation, will be notified in writing of the academic probation, and must meet with their faculty advisor to develop a personal plan for improvement, known as a Learning Improvement Plan. A student whose performance does not meet the objectives of the Learning Improvement Plan may be subject to course failure and/or administrative withdrawal from the School of Nursing.

A student whose cumulative GPA falls below 2.5 at any time will receive a letter of academic warning and will be required to meet with their faculty advisor. These measures are designed to encourage students to reflect critically on their academic performance from semester to semester and continue to improve and excel.

To help facilitate student success and to connect students to available resources, the ABSN Program Office, in consultation with course faculty, sends out midterm advisory letters to ABSN students. Any student who is on a Learning Improvement Plan and/or has a midterm course average below 70% will receive a letter indicating unsatisfactory performance. A student whose midterm course average is between 70.0% and 76% will receive a letter indicating marginal performance.

MSN & PGC Program Policy on Academic Warning/Academic Probation

Students are encouraged to reflect critically on their academic performance each semester and to maintain a satisfactory grade point average (GPA). Satisfactory academic standing is defined as both a semester GPA of 3.0 or higher, and a cumulative GPA of 3.0 or higher. Students enrolled in the MSN Program or the post-graduate certificate (PGC) option whose cumulative GPA falls below 3.0 may receive a letter of academic warning or be placed on academic probation. A student whose cumulative GPA falls between 2.7 and 3.0 at any time will receive a letter of academic warning and is encouraged to meet with the academic advisor. A student whose cumulative GPA falls below 2.7 will be placed on academic probation and must meet with their academic advisor to develop a personal plan for improvement.

In fulfillment of their course of study, PGC students may enroll in a credit/non-credit course, resulting in a 0.0 semester and cumulative GPA. This is an exception to the conditions for academic warning and probation.

DNP Program Policy on Academic Warning/Academic Probation

Students are encouraged to reflect critically on their academic performance each semester and to maintain a satisfactory grade point average (GPA). A student whose cumulative GPA falls between 2.7 and 3.0 at any time will receive a letter of academic warning and will be encouraged to meet with her or his academic advisor. A student whose cumulative GPA falls below 2.7, or who has a “C” in a DNP-required course, will be placed on academic probation and must meet with her or his academic advisor to develop a personal plan for improvement.

Nurse Anesthesia students must maintain a cumulative GPA greater than 3.0. Any student whose cumulative GPA falls below a 3.0 at any time will receive a letter of academic warning and must meet with their academic advisor.

PhD Program in Nursing Policy on Academic Warning/Academic Probation

The PhD Program in Nursing is a program of The Graduate School of Duke University. To be certified as making satisfactory progress towards the degree, graduate students must maintain at least a 3.0 (B) cumulative grade point average (GPA). Students falling below this average jeopardize not only their financial support, but their continuation in the graduate program, and Graduate School policy specifies that they are to be placed on academic probation. Additional information about Graduate School policy on academic probation and is available in the Bulletin of The Graduate School of Duke University.

Grades alone do not determine a student’s academic standing in the PhD Program in Nursing. Research progress and the potential to accomplish PhD level research successfully and to present research results cogently will also be taken into account in assessing the academic standing of a student. Beginning with their second year of study, all students in the PhD Program in Nursing are required to file an annual progress report to the PhD Program Director. The PhD Program Committee reviews the progress of all PhD students annually in March/April.
Separation from the School of Nursing

A student may discontinue their studies at the Duke University School of Nursing through a formal Leave of Absence or by withdrawal from the School as defined below. For students in the PhD Program, student-initiated requests for Leave of Absence or withdrawal must be submitted to the PhD Program Assistant Dean and the Associate Dean of The Graduate School of Duke University, as specified by Graduate School policy on withdrawals and leaves of absence.

Leave of Absence

All students enrolled in the School of Nursing must register for fall, spring and summer semesters until all degree requirements are completed, unless registration is waived via an approved leave of absence. Leaves of absence can be either student initiated or administratively initiated. For details regarding leaves of absence consult the appropriate student handbook.

A student returning from a leave of absence should contact in writing their advisor and the appropriate Academic Program Assistant Dean at least ninety days prior to the beginning of the semester in which they intend to return. The purpose of this contact is to make sure that registration and re-entry into courses including any program-specific requirements will proceed smoothly.

Return from an approved medical leave of absence requires written notification from a physician/health care provider/therapist to the Academic Program Assistant Dean stating that the student is cleared to resume the course of study including participation in clinical activities. This notification must be made at least ninety days prior to the beginning of the semester in which the student plans to return.

Withdrawal from the School of Nursing

Withdrawal from the School of Nursing may be either voluntary or involuntary.

Student Request for Voluntary Withdrawal

If a student for any reason wishes to withdraw from the School, written notification must be made to the Office of Student Services before the expected date of withdrawal and no later than the last day of classes for that semester. Student forms requesting withdrawal from the School are available online through the School of Nursing website or from the Office of Student Services.

Information regarding refunds of tuition and fees may be found in the section on Tuition and Fees in the School of Nursing Bulletin. Students who have been granted a withdrawal from the School and wish to return must apply for re-admission according to regular admission policies.

Involuntary Withdrawal from the School of Nursing

Involuntary withdrawal (dismissal) from the School of Nursing can occur due to reasons of personal misconduct, professional misconduct, and/or poor academic performance. Prior to any dismissal, the School of Nursing will follow due process procedures to investigate the issue and determine the course of action.

Administrative Withdrawal for Reasons of Conduct

School of Nursing students who exhibit harmful, potentially harmful, or disruptive behavior and who do not voluntarily request a leave of absence, may be subject to involuntary administrative withdrawal from the School of Nursing if their behavior renders them unable to effectively function in the University community. Such behavior includes, but is not limited to, that which:

- poses a significant threat of danger and/or harm to members of the Duke community; and/or
- interferes with the lawful activities or basic rights of others; and/or
- poses a threat or suspicion of threat to patient safety.

The School of Nursing will also address all reports of impaired or possibly impaired performance of students in order to assure the safety of patients, coworkers, and other students. In the presence of reasonable suspicion, students may be required to undergo drug testing or other professional evaluations. Health difficulties impairing performance can result from physical and/or psychological/behavioral problems, including but not limited to issues such as illegal drug use, misuse of legal drugs, or alcohol abuse. Investigations, assessments and evaluations shall be confidential under the Family Educational Rights and Privacy Act (also known as FERPA or the Buckley Amendment) except as limited by regulation, ethical obligation, and/or threat to patient safety.

Additional behaviors warranting potential involuntary administrative withdrawal include, but are not limited to unethical behaviors, personal misconduct, or professional misconduct such as violating the Duke Community Standard, the School of Nursing’s Personal Integrity Policy, professional standards of care, the Code of Ethics for Nurses, and regulations governing nursing practice through the individual state/district Nurse Practice Acts.
Administrative Withdrawal for Academic Performance

Policies on academic warning and academic probation are specific to each academic program.

**ABSN Program:** ABSN students who have a cumulative GPA less than 2.0 at any time after completing 30 credits will be administratively withdrawn from the program. Two F grades in nursing courses (courses with a Nursing prefix) will result in administrative withdrawal from the program at the end of the semester in which the second F grade is received. If a student earns a grade of F and is eligible to repeat the course (first F in a Nursing course), the student must take and repeat the course before he/she can progress in the program. Students should be aware that courses are not taught every semester and earning an F grade will delay graduation.

**MSN Program:** Students whose cumulative GPA falls below 2.5 will be administratively withdrawn from the School of Nursing. Students who receive an F in any graduate course required for their major must retake and pass that course. If the course is a prerequisite for another course, it must be retaken and passed before the student enrolls in the subsequent course. A student who receives a second F in any graduate course will be administratively withdrawn (dismissed) from the School of Nursing, effective at the end of the semester in which the second F was received.

**Post Graduate Certificates:** In fulfillment of their course of study, PGC students may enroll in a credit/non-credit course, resulting in a 0.0 semester and cumulative GPA. This is an exception to the conditions for administrative withdrawal for Academic Performance.

**DNP Program:** Students who have completed at least three (3) courses and have a cumulative GPA less than 2.5, two C grades or an F or NC in any DNP course will be withdrawn from the School of Nursing.

**Nurse Anesthesia:** Students who have a GPA less than a 3.0 at any time during the program will be administratively withdrawn. A grade of B- (80.0-82.9) in any graduate level course will result in administrative withdrawal from the Nurse Anesthesia Program at the end of the semester in which the grade is received. Students are required to successfully complete all credit/no credit courses, and failure to do so will result in administrative withdrawal from the program.

**PhD Program:** The grade of F (failing) in a course normally occasions withdrawal from the degree program. The Bulletin of The Graduate School of Duke University provides additional information about Graduate School policies on academic standing and withdrawal.
Technological Requirements

Communication between Duke University and Students

Email is the official medium by which Duke University communicates policies, procedures, and items related to coursework or degree requirements to students enrolled at the university. All students matriculated at the School of Nursing are assigned a Duke University email account upon accepting the offer of admission and submitting the tuition deposit. It is the student's responsibility to use this email account for all school-related business, to check this email account regularly, and to respond promptly to requests made by email.

Computer Skills

All students are required to possess basic computer skills. The School of Nursing is dedicated to technology-enhanced learning. Courses integrate technology in curriculum delivery and require an intermediate level of computer literacy, including proficiency in Microsoft Office products, file management skills, browser management skills, and basic computer security. See the PhD Program in Nursing Graduate Student Handbook for additional information on PhD Program computer requirements.

Computer Requirements

The School of Nursing, Duke University Medical Center Library, and many other areas of the campus are enabled for wireless access. All Duke University School of Nursing students enrolled in the ABSN Program, MSN Program, DNP Program, and the certificate curricula, as well as nondegree students, are required to have their own laptops in full working condition, meeting or exceeding the standards listed on the Student Computer Requirement page of the School of Nursing website. Students are expected to keep their computers in good working order, installing security and other updates on a regular basis, and to demonstrate sound computer use behavior so as not to spread viruses or other potentially harmful files to the university's systems.

Students entering the PhD Program are expected to have a laptop computer with wireless network capability and an operating system that is in compliance with Duke Health Security standards.
Accelerated Bachelor of Science in Nursing (ABSN)

The Duke University School of Nursing offers an Accelerated Bachelor of Science in Nursing (ABSN) Program as a full-time, campus-based, 16-month program designed for individuals who have completed an undergraduate degree in a non-nursing field as well as other prerequisites. This program incorporates all of the components of a traditional bachelor of science in nursing program with an additional focus on 21st-century health care needs and environment, including contemporary topics related to technological advances, changes in population demographics, current sociopolitical influences, and evolving health care needs. Threads throughout the program also include professional identity, care management, leadership, information management, collaboration, scholarship, and contextual relevance.

ABSN Program Outcomes

Integration of education, clinical practice, and clinical scholarship serves as the foundation for the ABSN program. Upon completion of the program, the graduate is able to:

- act as an evolving scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems.
- express one’s identity as a nurse through actions that reflect integrity; a commitment to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities; and a willingness to provide leadership in improving care and in promoting personal and professional growth in self and others.
- make judgments in practice that synthesize nursing science and knowledge from other disciplines to provide safe, quality care; promote the health of diverse patients, families, and communities; and assist them to continually progress toward fulfillment of human capability.
- use basic skills of negotiation, conflict resolution, team building, leadership, and communication to engage in positive working relationships within an interprofessional health care team and contribute a unique nursing perspective to care delivery.
- apply leadership concepts and skills to provide high quality nursing care, health care team coordination, and the oversight and accountability for care delivery in a variety of settings.
- provide care that takes into account socio-cultural-political determinants of health, illness and disease; promotes health and human flourishing; and addresses health disparities in vulnerable populations, locally and globally.
- integrate information from multiple sources that has been judged to be relevant and reliable in planning, delivering, and evaluating care with particular attention to nurse-sensitive quality indicators and national benchmarks.

Additional information about the ABSN Program is available online in the Accelerated Bachelor of Science in Nursing Program section of the Duke University School of Nursing website.

View degree requirements for the ABSN here: nursing.bulletins.duke.edu/programs/R-BSN.

DUSON-Trinity College Curriculum Bridge

The DUSON-Trinity College Curriculum Bridge provides a unique opportunity for students of the Duke University Trinity College of Arts and Sciences to transition into the Duke University School of Nursing (DUSON) Accelerated Bachelor of Science in Nursing (ABSN) program during their senior year. More detailed information about the Trinity Bridge Program and how to apply may be found on the School of Nursing website.
Master of Science in Nursing (MSN)

The Master of Science in Nursing curriculum is offered in a distance-based and online format. The number of credit hours required for completion of a major varies from 36 to 49, depending on the major.

MSN Program Outcomes

The integration of education, practice, and research undergirds the entire master of science in nursing curriculum and the behavior of those individuals involved in the educative process. Upon completion of the program, the MSN graduate is able to:

- contribute to the science of nursing in one’s specialty area of practice by analyzing underlying disparities in knowledge or evidence; formulating research questions; and systematically evaluating the impact on quality and disseminating evidence-based solutions to nursing problems.
- implement one’s advanced nursing role in ways that foster best practices, promote the personal and professional growth of oneself and others, demonstrate leadership, promote positive change in people and systems, and advance the profession.
- synthesize specialty knowledge and skills unique to one’s area of advanced nursing practice to deliver safe, high-quality care to diverse populations in the context of facilitating human flourishing.
- implement one’s advanced nursing role through effective interprofessional collaboration, relationship-centered caring, cultural competency, proficiency in a range of communication techniques and individual, population-focused and system-wide thinking so that safe, high-quality care is achieved.
- model excellence as a nursing leader who effects needed change in one’s specialty area of practice and helps shape a preferred future for nursing and health care.
- integrate knowledge of socio-cultural-political contexts and determinants of health to improve the health of diverse populations within one’s specialty area of practice.
- use information management skills to synthesize knowledge from nursing and related disciplines in the ethical practice of one’s advanced practice nursing role.

Master of Science in Nursing (MSN) Degree Requirements

There are a few primary study options within the MSN Program at the Duke University School of Nursing:

- an MSN degree in one of eight advanced practice registered nurse (APRN) majors and three systems majors.
- a post-graduate certificate for those who already hold a Master of Science in Nursing (MSN) degree from an ACEN- or CCNE-accredited school to gain specialized knowledge in a variety of majors and clinical specialties.
- a clinical specialty or professional certificate in one of eight clinical areas as an addition to APRN degrees or PGC certificates or as a nondegree enrollment option.
- professional certificates in nursing education or health informatics

In the MSN program, 1 credit hour is granted for the completion of each 56 clinical or practicum hours. No students enrolled in graduate programs of the School of Nursing may take undergraduate courses (those numbered 500 or under) to meet requirements of their degrees. Undergraduate courses may not be applied toward the required credits needed for a post-baccalaureate degree and will not be included in cumulative GPA or cumulative credit calculations.

MSN Majors

Each major has its own degree requirements in addition to the core degree requirements. These major requirements are available at the links below.

- Advanced Practice Registered Nurse (APRN) Majors
  - Adult-Gerontology Nurse Practitioner – Acute Care
  - Adult-Gerontology Nurse Practitioner – Primary Care
  - Family Nurse Practitioner
  - Neonatal Nurse Practitioner
  - Pediatric Nurse Practitioner – Acute Care
  - Pediatric Nurse Practitioner – Primary Care
  - Psychiatric Mental Health Nurse Practitioner
  - Women’s Health Nurse Practitioner

- Systems Majors
Advanced Practice Registered Nurse Majors

All APRN majors in the MSN curriculum are offered as distance-based programs. Didactic course content is delivered via a virtual learning platform, and students in these majors are required to come to the School of Nursing campus in a few semesters for two to five days. These sessions, known as nurse practitioner intensives, or “NPIs,” include face-to-face interactions, simulation, and other hands-on activities with DUSON faculty and other experts. Dates for nurse practitioner intensives are announced several months in advance.

In addition to the MSN core and MSN clinical core courses, all APRN majors complete didactic and clinical courses focused on a particular population or clinical area of expertise. As a final clinical experience, all APRN majors complete a clinical synthesis under the mentorship of an experienced clinician. The minimum number of credit hours required for completion of the MSN degree varies by major, ranging from 36 to 49 credit hours.

Clinical experience requirements for the MSN degree in all APRN majors meet or exceed the requirements of national credentialing organizations such as the American Academy of Nurse Practitioners Certification Program (AANPCP), American Association of Colleges of Nursing (AACN), American Nurses Credentialing Center (ANCC), National Certification Corporation (NCC), and Pediatric Nursing Certification Board (PNCB). Upon graduation, students are qualified to sit for the appropriate certification examination.

Requirements for Completion of MSN Specialties for APRN Majors

Students who are interested in adding a specialty to their academic plan must complete and submit an Add a Specialty form to the MSN Program Office via email (son-msn@dm.duke.edu) at least 10 days prior to the start of the semester. Brief descriptions and requirements for the completion of each specialty are provided on the program pages linked below.

Groupings of courses pertaining to an advanced practice specialty are available within certain APRN majors. Students who wish to include a clinical specialty in their course of study should consult their advisors in order to determine if the specialty is appropriate for and available in their majors. The following specialties are currently available:

- Cardiology
- Endocrinology
- HIV
- Oncology
- Orthopedics
- Palliative Care
- Pediatric Behavioral and Mental Health
- Veterans Health Care

MSN Core Requirements

MSN Core Courses Required for All Majors

All students matriculating in the MSN Program are required to complete the four MSN core courses in the early semesters of their plans of study. All MSN core courses are offered online.

<table>
<thead>
<tr>
<th>Required Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 581 (Nurse as Scholar II: Evidence-based Practice)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 582 (Population Health in a Global Society)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 583 (Professional Transitions: Advanced Nursing Practice)</td>
<td>3</td>
</tr>
<tr>
<td><strong>MSN Core Courses Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Clinical Core Courses
Each APRN major requires the student to complete 11 credit hours of clinical core courses in the areas of physiology and pathophysiology, physical assessment and pharmacology as shown below.

<table>
<thead>
<tr>
<th>Clinical Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 589 (Advanced Physiology/Pathophysiology Across the Lifespan: A Conceptual Approach)</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 595 (Physical Assessment &amp; Diagnostic Reasoning in Advanced Practice Nursing)</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 596 (Clinical Pharmacology for Advanced Practice Nursing)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Clinical Core Courses Total</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

**Nurse Practitioner Intensive Courses**

Each APRN major requires the students to complete 3 zero-credit hour courses during the Nurse Practitioner Intensives (NPI) which pertain to core competencies of the MSN curricula, as outlined by the National Organization of Nurse Practitioner Faculties core competencies for nurse practitioner practice and American Association of Colleges of Nursing Essentials Master's Education in Nursing.

<table>
<thead>
<tr>
<th>Nurse Practitioner Intensive Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 617 (Nurse Practitioner Intensive I: Collaboration, Care Management, and Identity Formation)</td>
<td>0</td>
</tr>
<tr>
<td>Nursing 618 (Nurse Practitioner Intensive II: Care Management, Information Management, Collaboration, and Contextual Relevance)</td>
<td>0</td>
</tr>
<tr>
<td>Nursing 618 (Nurse Practitioner Intensive II: Care Management, Information Management, Collaboration, and Contextual Relevance)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Nurse Practitioner Intensives Courses Total</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>
Certificates

Specialty Certificates

Cardiology, Endocrinology, HIV, Oncology, Orthopedics, Palliative Care, Pediatric Behavioral and Mental Health, Veterans Health Care, and Nursing Education

Individuals currently enrolled in one of the nurse practitioner majors of the Duke University School of Nursing MSN or DNP Program who are interested in a specialty certificate in cardiology, endocrinology, HIV care, oncology, orthopedics, palliative care, pediatric behavioral and mental health, or veterans health care must complete and submit the Add a Specialty form.

Certified nurse practitioners or individuals who are currently nurse practitioner students at other colleges or universities may apply for enrollment in the cardiology, endocrinology, HIV care, oncology, nursing education, palliative care, or orthopedics specialty certificate studies as a specialty certificate student.

Certified nurse practitioners or individuals who are currently nurse practitioner students at other colleges or universities may apply for enrollment in the cardiology, endocrinology, HIV care, oncology, palliative care, or orthopedics specialty certificate studies as a specialty certificate student.

Certified nurse practitioners or individuals who are currently nurse practitioner students at other colleges or universities may apply for enrollment in the cardiology, endocrinology, HIV care, oncology, palliative care, or orthopedics specialty certificate studies. Other licensed health care providers (physician assistants, MDs) with a master’s or higher degree from a nationally accredited institution also may apply for enrollment in the HIV specialty certificate studies as non-degree students.

Applicants must submit the specialty certificate student application in accordance with the application deadlines set forth on the School of Nursing website. Enrollment decisions will be made by course instructors on a space-available basis.

Professional Certificates

Executive Leadership Specialty Certificate

The Doctor of Nursing Practice Executive Leadership Specialty provides seasoned nurse leaders with the knowledge and skills needed to lead complex and changing organizations and health care systems. The Certificate is open to registered nurses with a DNP degree from an ACEN- or CCNE-accredited nursing school and have five or more years of experience in a leadership role. Information about the Executive Leadership Specialty Certificate can be found here.

Health Informatics Certificate

The Health Informatics Certificate provides students with the opportunity to develop knowledge and skills in clinical information systems, strategic planning, project management, and a variety of technologies. Knowledge builds on concepts of data-information-knowledge meta-structures and incorporates systems lifecycle planning and expert clinical domain modeling. This certificate is available to those with at least one year of health-related work experience who have a bachelor’s or graduate degree.

Nursing Education Certificate

The Certificate in Nursing Education prepares graduate students and nurses for teaching in schools of nursing, health care systems, and other settings. The Certificate is open to registered nurses who possess a master’s or DNP degree from an ACEN- or CCNE-accredited nursing school, a PhD or other doctoral degree, or are enrolled in a master’s, DNP, or PhD program. To apply for the Certificate in Nursing Education, if you are not a current student, visit the Apply Now page and select MSN (select Specialty Certificate once you’ve created a profile).
Post-Graduate Certificate (PGC)

The post-graduate certificate in nursing option provides opportunities for students who already have a Master of Science in Nursing degree from an ACEN- or CCNE-accredited school of nursing to gain specialized knowledge in a variety of majors and clinical specialties. Completion of the post-graduate certificate will be documented in the student's academic transcript.

Post-Graduate Certificate Requirements

Post-graduate certificate students must successfully complete graduate didactic and clinical requirements of the major in a specified role and population focus. PGC students are expected to master the same outcome criteria as nurse practitioner students in the master's degree-granting program. PGC students in APRN majors who are not already nurse practitioners will be required to complete all certification requirements and a minimum of 500 supervised, direct patient care clinical hours.

An individual analysis of prior education will be completed for each post-graduate certificate candidate prior to enrollment. To identify gaps in academic preparation for the desired PGC major, the candidate’s previous academic work will be evaluated in the context of the full requirements for the corresponding major in the MSN curriculum. After this analysis, the matriculation plan outlining coursework required for completion of the post-graduate certificate will be determined on an individual basis and provided to the student prior to enrollment. Therefore, the total number of credit hours required to complete the certificate in any given PGC major will vary, depending on the nature and extent of gaps in each student's previous academic experience.

Post-graduate certificates will be presented as a separate academic program for national accreditation in academic year 2022-2023. Additional information about the PGC option can be accessed via the Post-Graduate Certificates section of the School of Nursing website.
Doctor of Nursing Practice (DNP)

The Duke University School of Nursing is proud to be the first school in North Carolina to offer a Doctor of Nursing Practice (DNP) degree. The inaugural class entered in Fall 2008. The DNP Program is designed for nurses in advanced specialty practice who have an earned master’s degree in nursing or a health-related profession and for nurses with an earned bachelor of science in nursing who want to pursue the DNP while completing an advanced practice major.

The Duke DNP is a practice doctorate, which provides students with the skills and tools necessary to assess the evidence gained through nursing research, evaluate the impact of that research on their practice, and, as necessary, make changes to enhance quality of care. As nursing leaders in interdisciplinary health care teams, graduates of the Duke Doctor of Nursing Practice Program work to improve systems of care, patient outcomes, quality, and safety.

The curriculum is based on American Association of Colleges of Nursing (AACN) guidelines and focuses on translation of evidence to practice, transformation of health care, health care leadership, and advanced specialty practice. The common thread throughout the curriculum is data-driven, evidence-based work that leads to quality care and patient safety. The program requires a minimum of 74 to 83 credit hours post-BSN or 35 credit hours post-master’s, depending on the advanced practice major selected. Both part-time and full-time students are eligible for the program.

The DNP Program is designed specifically to meet the needs of employed nursing professionals to continue in their jobs while also pursuing this graduate degree. Students receive rigorous online and distance-based courses in the DNP program. It is expected that students will attend the in-person orientation and on-campus intensives. Required DNP post-master’s core courses are distance-based with didactic content delivered online and includes a planned on-campus component one time per semester.

A DNP Project course (for all students) and an advanced practice synthesis (for post-BSN students only) are the integrating courses that bring together the practice and scholarship elements of the doctor of nursing practice degree.

The DNP degree is designed to provide the knowledge required for evidence-based nursing care, systems that promote safety and quality, and outcome measurements for patients, populations, and communities. The DNP builds on master’s degree program content, which prepares graduates for an advanced role (for example, nurse practitioner, clinical nurse specialist, nurse anesthetist, health care leadership, informatics). In addition, the DNP Program includes theory and empirical findings from nursing and other disciplines (including the translation of research into practice, use of information systems, system change, leadership and policy).

The School of Nursing also offers a doctorate of nursing practice with specialization in nurse anesthesia (a 36-month full-time program, requiring the completion of 83 credit hours, as well as a nine-credit hours Executive Leadership Specialty).

DNP Program Outcomes

The program outcomes of the DNP program reflect integration and application of the knowledge and skills obtained in the program.

Thus, at the completion of the program, the DNP graduate will be able to:

- use translational science and analytic methods to develop, identify, implement, and evaluate best practices to improve health care and health care systems.
- act as a practice scholar to design, direct and evaluate system changes to promote safe, timely, effective, efficient, equitable patient-centered care.
- engage in complex, evidence-based advanced-nursing practice and evaluative approaches to care delivery for individuals, communities and populations.
- partner with others to develop interactive interprofessional teams that communicate effectively, promote health, reduce risk, enhance patient outcomes and improve complex health care delivery systems.
- employ strategic leadership skills to influence health policy; implement ethical, cost effective and evidence-based changes in care systems; and advance the profession.
- translate knowledge into practice and policy to reduce health disparities, encourage cultural sensitivity and promote access to quality care while advocating for social justice and equity locally, nationally and globally.
- use data analytic methods, information systems and technology to evaluate, integrate and apply knowledge that will improve programs of care, outcomes of care and care systems.

Information about the DNP’s degree requirements is available here: DNP.

Additional information about the degree requirements for the DNP with specialization in nurse anesthesia can be found here: NAP-DNP.

More information about the Executive Leadership specialty track is available here: EXLD-DNP.
PhD Program

The PhD Program in Nursing will prepare nurse scientists to conduct nursing research in the broad area of trajectories of chronic illness and care systems. Graduates will assume roles in academic, research, or industry settings. Our approach is to admit a small number of highly qualified applicants so that every student will work closely with one or more faculty members in a series of mentored experiences, supported by formal coursework, to:

- ensure socialization to the role of research scientist;
- ensure significant knowledge and skill acquisition for launching a successful program of independent research post doctorate;
- and
- prepare for an entry level role in an academic setting.

The program requires a minimum of 52 credit hours of graduate coursework (post-MSN) prior to a dissertation. Students will work on active research projects, and it is expected that most will graduate with a record of publication. Coursework is structured with a substantial core (31 credit hours) of nursing science and research methods to be taken in the School of Nursing. This core will be expanded with elected statistics, research methods, and minor area courses (15 credit hours) to be taken mainly outside of nursing in other Duke University departments. Additional requirements include a one-credit research practicum and five -credits towards a Certificate in Nursing Education.

In addition to coursework and a dissertation, the PhD Program in Nursing will require each student to develop a scholarly portfolio. Each student must pass a preliminary (admission to PhD candidacy) exam by the end of the spring semester of the third year. The formal requirement is the presentation of a dissertation. Students will be expected to complete the program in four to five years. It is the expectation of The Graduate School that PhD students will be fully supported for a minimum of five consecutive years, beginning with their year of matriculation. Graduate students are supported in a variety of ways. While financial commitments are made to students for a set number of years, we expect all students to make a good faith effort to obtain external support at some point during their funding period, and students are encouraged to pursue these opportunities. Currently all students in the Duke University School of Nursing PhD Program are guaranteed 12-months funding for 5 years. Students are also required to engage in fellowship service throughout their program as long as they do not receive external funding to support their tuition and/or stipend. However, most students engage in non-paid fellowship hours even with funding. Fellowship hours include teaching, research and leadership/service activities that not only provide a significant contribution to the school, but also support the professional development of each student. The goal of the fellowship experience is to expand a student’s engagement in activities that support their development as a nurse scientist and academician while being full members of the Duke University School of Nursing community.

PhD Program in Nursing Outcomes

At the completion of the PhD Program in Nursing, students will be able to:

- demonstrate expertise on trajectories of chronic illness and care systems, and the intersection between these, as applied to a specific population (e.g., age, gender, ethnic or specific illness groups);
- contribute to the development of conceptual models and theories about trajectories of chronic illness, care systems and their intersection, which reflect synthesis of knowledge from nursing and other disciplines;
- evaluate and synthesize research conducted in nursing and related disciplines;
- demonstrate scientific integrity in designing and conducting nursing research using appropriate methods and analysis techniques, especially longitudinal methods;
- conduct interdisciplinary research addressing trajectories of chronic illness, care systems, and the intersection between these, using culturally competent approaches; and
- disseminate research findings to advance the evidence base for practice in nursing and health care, particularly addressing trajectories of chronic illness and care systems.

For information about the PhD Program in Nursing and curriculum details, consult the PhD Program section of the Duke University School of Nursing website. Prospective students can also contact the PhD Program coordinator at SONPHDProgram@duke.edu or (919) 664-8456.

Degree requirements of the PhD Program in Nursing is available in the Duke University Graduate School Bulletin at graduateschool.bulletins.duke.edu/programs/G-NUR-PHD.
All Programs

G-NUR-PHD - Nursing - PhD

Program Summary

Title
Nursing - PhD

Degree Designation
PHD - Doctor of Philosophy

Type
Primary

Overview
The PhD Program in Nursing will prepare nurse scientists to conduct nursing research in the broad area of trajectories of chronic illness and care systems. Graduates will assume roles primarily in academic and research settings. The program's approach is to admit a small number of highly qualified applicants so that every student will work closely with one or more faculty members in a series of mentored experiences, supported by formal coursework, (a) to ensure socialization to the role of research scientist; (b) ensure significant knowledge and skill acquisition for launching a successful program of independent research post doctorate; and (c) to prepare for an entry level role in an academic setting.

A baccalaureate or master's degree in nursing from a program accredited by ACEN or CCNE is required for admission to the PhD in nursing program.

The PhD program is administered by and follows the policies of The Graduate School. Refer to The Graduate School's Bulletin at graduateschool.bulletins.duke.edu for information about its policies. For additional information about the PhD in nursing program and curriculum details, consult nursing.duke.edu/academic-programs/phd-program-nursing. Prospective students may also contact the PhD Program Coordinator at (919) 684-8456 or cmhoglen@duke.edu.

Requirements

Simple Requisites

Free Form Requirements

The PhD Program in Nursing requires a minimum of 52 credit hours of coursework and the completion of a dissertation.

PhD coursework is structured with a substantial core (31 credit hours) of nursing science and research methods to be taken in the School of Nursing.

This core will be expanded with elected statistics, research methods, and cognate courses in an outside field of study or minor area (15 credit hours) to be taken mainly outside of nursing in other Duke University departments. Electives may include one or more of the following PhD courses: Nursing 912 (Quantitative Observational Research Techniques), Nursing 913 (Advanced Qualitative Data Analysis for Trajectory Studies), Nursing 914 (Mixed Methods Research), Nursing 916 (Statistical Modeling and Data Analysis), and Nursing 917 (Understanding Individual Health Behavior Change). The student will choose elective courses with the guidance and approval of the supervisory committee. In addition, the supervisory committee may require the student to take courses above the minimum if the student needs additional coursework to support the dissertation research plan.

Additional requirements include one 1-credit hour research practicum and 5 credits toward the Nursing Education Certificate Program (including a 2 credit hour teaching practicum (Nursing 744). The sample PhD matriculation plan below indicates an example of the scheduling of the 52 credit hours of coursework that must be completed by all students in the PhD Program in Nursing. The final program requirement is the presentation of the dissertation (final dissertation defense). Most students complete the PhD Program within three to five years.

PhD Program in Nursing Plan of Studies
### Year 1 Fall
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 901 (Philosophy of Science &amp; Theory Development)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 902 (Quantitative Research Designs)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 907 (Overview of Chronic Illness &amp; Care Systems)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 911 (Introductory Statistics)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Year 1 Spring
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 903 (The General Linear Models)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 906 (Qualitative Research Methodology)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 908 (Context of Chronic Illness &amp; Care Systems)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

### Year 2 Fall
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 909 (Intervention Research Methods)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 905 (Longitudinal Methods)</td>
<td>3</td>
</tr>
<tr>
<td>Elective (may be taken any semester)</td>
<td>3</td>
</tr>
<tr>
<td>Elective (may be taken any semester)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Year 2 Spring
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 921 (Integrated Research Practicum) (may be taken any semester)</td>
<td>1</td>
</tr>
<tr>
<td>Nursing 741 (Facilitating Student Learning and Teaching Innovation)</td>
<td>3</td>
</tr>
<tr>
<td>Elective (may be taken any semester)</td>
<td>3</td>
</tr>
<tr>
<td>Elective (may be taken any semester)</td>
<td>3</td>
</tr>
<tr>
<td>Elective (may be taken any semester)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

#### Preliminary (Admission to PhD Candidacy) Exam (written)
The Graduate School requires submission of the Report of the Doctoral Preliminary Examination for all doctoral candidates by the end of the Spring semester of their third year.

### Year 3 Fall
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 910 (Doctoral Seminar in Nursing Science Dissertation)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 918 (Leadership in Science: The Role of the Nurse Scientist)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

### Year 3 Spring
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 744 (Implementing the Educator role: Synthesis) (may be taken any semester)</td>
<td>2</td>
</tr>
<tr>
<td>Dissertation</td>
<td>0</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

**Proposal Defense (written and oral) beginning Year 3 (Fall semester)**

### Total Credit Hours (minimum requirement)
52

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### Additional Requirements of the PhD Program
The PhD Program in Nursing is a program of The Graduate School of Duke University. In addition to their coursework, students in the PhD Program must fulfill all requirements of The Graduate School for the PhD, plus additional requirements specific to the PhD Program in Nursing.

### Requirements of The Graduate School of Duke University
The Graduate School requires every student enrolled in a PhD program to:
submit an annual report on progress toward the PhD degree to the appropriate representative(s) of the student’s PhD program (in this case, the PhD Program in Nursing)

- complete ongoing training in the Responsible Conduct of Research
- pass the preliminary (admission to PhD candidacy) examination—the student will not be accepted as a candidate for the PhD degree until this requirement is fulfilled
- submit the doctoral dissertation and pass the final oral examination on the dissertation
- comply with all other requirements specified in the Bulletin of the Duke University Graduate School

Requirements Specific to the PhD Program in Nursing

Scholarly Portfolio. In addition to coursework and the dissertation, the PhD Program in Nursing requires development of the student’s scholarly portfolio.

Examinations. Students in the PhD Program in Nursing will complete three major examinations:

- Preliminary (admission to PhD candidacy) examination
- Dissertation proposal defense
- Final oral dissertation defense

For comprehensive descriptions of these examinations and the benchmarks for student progress in the PhD Program consult the PhD Program in Nursing Graduate Student Handbook, or contact the PhD Program coordinator at SONPHDProgram@duke.edu or (919) 664-8456.
R-AGNP-MSN - Adult-Gerontology Nurse Practitioner Primary Care (MSN)

Program Summary

Title
Adult-Gerontology Nurse Practitioner Primary Care (MSN)

Degree Designation
MSN - Master of Science in Nursing

Type
Primary

Overview
The adult-gerontology nurse practitioner – primary care (AGNP-PC) major in the Duke MSN Program focuses on developing the knowledge and skills necessary to deliver nursing care to individuals from adolescence to older adulthood across primary care settings, including those in rural and under-served areas. The AGNP-PC major prepares advanced practice nurses as generalists in adult primary care in a wide variety of settings, including private practices, public clinics, hospital-based outpatient clinics, and specialty practices. Graduates from the AGNP-PC major are well-prepared to provide culturally competent, evidence-based, state-of-the-art primary medical care to patients from adolescence (>13 yrs) through senescence. Graduates practice in a wide variety of outpatient settings ranging from small community health centers to retail clinics to large academic medical centers.

This major is also available as a Post-Graduate Certificate.

Requirements

Free Form Requirements

Adult-Gerontology Nurse Practitioner – Primary Care Major

42 credit hours, including 560 clinical hours

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN Core Courses</td>
<td>12</td>
</tr>
<tr>
<td>Clinical Core Courses</td>
<td>11</td>
</tr>
<tr>
<td>AGNP–Primary Care Clinical Courses</td>
<td></td>
</tr>
<tr>
<td>Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 622 (Advanced Practice Nursing in Primary Care Adolescents, Adults and Older Adult Patients I: Clinical)</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 624 (Advanced Practice Nursing Care in Older Adult Patients)</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 626 (Advanced Practice Nursing Care in Adolescents, Adults and Older Adult Patients II: Clinical)</td>
<td>4</td>
</tr>
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<td>Nursing 694 (Advanced Practice Nursing in Adult-Gerontology Primary Care Patients Synthesis)</td>
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<td>Nursing XXX (Required Elective)</td>
<td>3</td>
</tr>
<tr>
<td>AGNP–Primary Care Clinical Courses Total</td>
<td>19</td>
</tr>
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</table>

Minimum Requirements for MSN in this Major

42
R-AGNPAC-M - Adult-Gerontology Nurse Practitioner Acute Care (MSN)

Program Summary

Title
Adult-Gerontology Nurse Practitioner Acute Care (MSN)

Degree Designation
MSN - Master of Science in Nursing

Type
Primary

Overview
With increasing patient acuity, an aging population, and a growing need for highly skilled clinicians at the bedside, acute care nurse practitioners are in great demand, and the adult-gerontology nurse practitioner – acute care major (AGNP-AC) in the Duke MSN Program offers excellent preparation. The AGNP-AC major focuses on developing the knowledge and skills necessary to deliver nursing care to individuals from adolescence to older adulthood across acute care settings, including care of individuals in rural and underserved areas. Intensive courses, state-of-the-art simulation techniques, and immersion in clinical rotations maximize the learning experience and enable students to become active members of an interprofessional health care team.

On-campus intensives and state-of-the-art simulation techniques supplement an established program designed to prepare nurse practitioners for management of patients across acute care settings. Example of practice settings include urgent care and emergency departments, hospitalist and intensive care services and step-down units in academic, community, or critical access environments.

This major is also available as a Post-Graduate Certificate.

Requirements

Free Form Requirements

Adult-Gerontology Nurse Practitioner – Acute Care Major

48 credit hours, including 728 clinical hours

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN Core Courses</td>
<td>12</td>
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<tr>
<td>Clinical Core Courses</td>
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<tr>
<td>AGNP–Acute Care Clinical Courses</td>
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<tr>
<td>Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)</td>
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<tr>
<td>Nursing 622 (Advanced Practice Nursing in Primary Care Adolescents, Adult and Older Adult Patients I: Clinical)</td>
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</tr>
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<td>Nursing 624 (Advanced Practice Nursing Care in Older Adult Patients)</td>
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<tr>
<td>Nursing 664 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I)</td>
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</tr>
<tr>
<td>Nursing 667 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I: Clinical)</td>
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<td>Nursing 668 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II)</td>
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<td>Nursing 669 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II: Clinical)</td>
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<td>Nursing 693 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients Synthesis)</td>
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<td>AGNP–Acute Care Clinical Courses Total</td>
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<td>Minimum Requirements for MSN in this Major</td>
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</table>
R-BSN - Bachelor of Science in Nursing (Accelerated)

Program Summary

Title
Bachelor of Science in Nursing (Accelerated)

Degree Designation
BSN - Bachelor of Science in Nursing

Type
Primary

Overview
The Duke University School of Nursing offers an Accelerated Bachelor of Science in Nursing (ABSN) Program as a full-time, campus-based, 16-month program designed for individuals who have completed an undergraduate degree in a non-nursing field as well as other prerequisites.

The accelerated bachelor of science in nursing (ABSN) is a full-time campus-based program with 58 credit hours. The program is completed in 16 months (four semesters, with students taking between 12 and 16 credit hours per semester). The program includes 6 credit hours of electives with graduate credit option. In the ABSN program, 1 credit hour is granted for the completion of each 56 clinical hours.

Requirements
Free Form Requirements

ABSN Curriculum

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Nursing 388 (Health Assessment and Foundations for Nursing Practice Across the Lifespan)</td>
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<tr>
<td>Nursing 389 (Wellness/Health Promotion Across the Lifespan)</td>
<td>4</td>
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<tr>
<td>Nursing 392 (Professional Nursing; Past, Present &amp; Future)</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 393 (Physiologic Homeostasis and Principles of Pharmacology)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Nursing 394 (Professional Nursing: Evolution as an Evidence-Based Clinician)</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 395 (Nursing Care of the Childbearing Family)</td>
<td>4</td>
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<tr>
<td>Nursing 396 (Nursing Care of Infants, Children, and Adolescents)</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 397 (Community and Public Health Nursing)</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 398 (Pathophysiology and Pharmacology I)</td>
<td>2</td>
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<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Nursing 473 (Professional Nursing: Evolution as an Effective Team Member)</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 474 (Nursing Management of the Adult Patient with Health Problems)</td>
<td>5</td>
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<td>Nursing 475 (Gerontological Nursing: Caring for Older Adults and Their Families)</td>
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<tr>
<td>Nursing 476 (Pathophysiology and Pharmacology II)</td>
<td>2</td>
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<td>Nursing XXX (Elective)</td>
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<td><strong>Total</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Nursing 483 (Professional Nursing: Evolution as a Leader)</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 484 (Nursing Care of Patients with Complex Health Problems)</td>
<td>7</td>
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<tr>
<td>Nursing XXX (Elective)</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

**Total Required for ABSN Degree**

58
R-CARD-SCT - Adult Nurse Practitioner-Cardiovascular Care (Specialty)

Program Summary
Title
Adult Nurse Practitioner-Cardiovascular Care (Specialty)

Degree Designation
CER - Certificate

Type
Certificate

Overview
Cardiology Specialty
9 credit hours, including 168 clinical hours
The cardiology specialty offers students the opportunity to become expert clinicians in the care of individuals with cardiovascular disease. The online coursework includes content from the American College of Cardiology Core Curriculum and incorporates the latest evidence-based knowledge in the field. On-campus intensives provide students opportunities to engage with cardiovascular clinicians and inquire about novel research and innovative practice. As a synthesis, the student participates in clinical practice under the mentorship of an expert clinician in a cardiology specialty.

Coursework and clinical experiences prepare graduates to practice in both inpatient and outpatient cardiovascular settings across the country. The specialty courses provide the requisite knowledge and skills to demonstrate expertise in cardiovascular care. Upon successful completion of this program students have found employment in general cardiology, electrophysiology, heart failure, cardiac transplant, vascular and lipid specialties.

Requirements
Free Form Requirements

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Nursing 801 (Advanced Practice Nursing: Cardiovascular Specialty I)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 803 (Advanced Practice Nursing: Cardiovascular Specialty II)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 805 (Advanced Practice Nursing in Adult-Gerontology Cardiovascular Synthesis)</td>
<td>3</td>
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</tbody>
</table>

Minimum Requirements for Completion of Specialty 8

R-DNP - Doctor of Nursing Practice

Program Summary
Title
Doctor of Nursing Practice

Degree Designation
DNP - Doctor of Nursing Practice

Type
Primary

Overview
The Duke Doctor of Nursing Practice (DNP) Program has two primary points of entry:

- **Post-BSN Entry** allows students who enroll in the DNP program after earning a bachelor’s degree in nursing and being admitted to the DUSON MSN Program to prepare for an advanced practice role as part of their DNP Program. For these students, completion of the DNP degree requires a minimum of 71 to 83 credit hours post-BSN, depending on the advanced practice major selected.

- **Post-MSN Entry** allows students who enter the DNP program with an earned master’s degree in nursing in an advanced practice major master’s-prepared nurses to build upon their experience and education. For these students, completion of the DNP degree requires a minimum of 35 credit hours, including 6 credit hours of graduate electives and 5 credit hours of Nursing 975 (DNP Project).
Duke University

DNP courses are delivered either fully online or in a distance-based format. On-campus sessions, which are two to three days in length, are typically scheduled once per semester.

Nursing 975, DNP Project is the integrating course that brings together the practice and scholarship elements of the Doctor of Nursing Practice degree. The project is a 4-5 semester scholarly project designed to address a practice issue affecting groups of patients, health care organizations, health care systems, or professional organizations. Students will work with clinics, inpatient units, hospitals or health care systems to assess, plan, implement, and evaluate an initiative jointly agreed upon by the practice setting, the student, and the student’s advisory committee. For more information about the DNP Project, consult the Doctor of Nursing Practice (DNP) Program Student Handbook.

No students enrolled in graduate programs of the School of Nursing may take undergraduate courses (those numbered 500 or under) to meet requirements of their degrees. Undergraduate courses may not be applied toward the required credits needed for a post-baccalaureate degree and will not be included in cumulative GPA or cumulative credit calculations.

### Requirements

#### Free Form Requirements

**Sample DNP Matriculation Plan for Post-MSN Entry Student**

<table>
<thead>
<tr>
<th>Year 1 Fall</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Nursing 959 (Appraising and Synthesizing for Evidence-Based Practice)</td>
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<tr>
<td>Nursing 966 (Quantitative Analysis for Evaluating Health Care Practices)</td>
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<td><strong>Term Total</strong></td>
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<tr>
<td><strong>Year 1 Spring</strong></td>
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<tr>
<td>Nursing 971 (Healthcare Quality Improvement Methods)</td>
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<tr>
<td>Nursing 961 (Implementing and Evaluating for Evidence-Based Practice)</td>
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<td>Nursing 975 (DNP Project*)</td>
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<tr>
<td><strong>Term Total</strong></td>
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<tr>
<td><strong>Year 1 Summer</strong></td>
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</tr>
<tr>
<td>Nursing 963 (Data Driven Health Care Improvement)</td>
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</tr>
<tr>
<td>Nursing 964 (Effective Leadership)</td>
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<tr>
<td>Nursing 975 (DNP Project*)</td>
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</tr>
<tr>
<td><strong>Term Total</strong></td>
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<tr>
<td><strong>Year 2 Fall</strong></td>
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<tr>
<td>Nursing 962 (Transforming the Nation’s Health)</td>
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<td>Nursing 975 (DNP Project*)</td>
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<tr>
<td><strong>Term Total</strong></td>
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</tr>
<tr>
<td><strong>Year 2 Spring</strong></td>
<td></td>
</tr>
<tr>
<td>Nursing 703 (Application of Finance and Budget Planning)</td>
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</tr>
<tr>
<td>Nursing 975 (DNP Project*)</td>
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<td>Elective</td>
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<tr>
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<td><strong>Total Credit Hours (minimum requirements)</strong></td>
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</tbody>
</table>

*Minimum of 5 DNP Project credit hours divided among 4 semesters depending on project complexity required for degree.*
Endocrinology Specialty

9 credit hours (minimum), including 168 clinical hours

The endocrinology specialty offers students the opportunity to have advanced training in the care of individuals with diabetes and other endocrine conditions. The distance-based coursework includes evidence-based guidelines from the American Diabetes Association, Endocrine Society and American Association of Clinical Endocrinologists, incorporating the latest knowledge in the field. On-campus intensives provide students the opportunity to engage with faculty and practicing clinicians and inquire about novel research and innovative practice. In the synthesis course, students will work directly with clinicians practicing in endocrinology across a variety of clinical settings.

Requirements

Free Form Requirements

<table>
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<th>Credit Hours</th>
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<td>Nursing 831 (Advanced Practice Nursing: Endocrinology Specialty I (Diabetes))</td>
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<td>Nursing 833 (Advanced Practice Nursing: Endocrinology Specialty II)</td>
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<td>Nursing 835 (Advanced Practice Nursing in Endocrinology Specialty Synthesis)</td>
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<td>Minimum Requirements for Completion of the Specialty</td>
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</tbody>
</table>
Program Summary

Title
Doctor of Nursing Practice (Executive Leadership)

Degree Designation
DNP - Doctor of Nursing Practice

Type
Primary

Overview

The Doctor of Nursing Practice Executive Leadership Specialty provides seasoned nurse leaders with the knowledge and skills needed to lead complex and changing organizations and health care systems. This specialty is offered as a track within the Doctor of Nursing Practice Program or as a specialty certificate.

The curriculum of this specialty provides students the knowledge and skills to:

- lead complex organizations by understanding people, organizations and the advanced use of multiple sources of data.
- forecast and monitor trends in patient care, health care legislation and more.
- develop skills in designing, implementing and evaluating care of populations to meet organizational goals.
- comfortably and authoritatively manage fast-breaking situations, such as illness outbreaks, organizational emergencies or personnel issues.
- develop and sustain a network of mentors and leaders to support you as your career continues and grows.

The ideal candidate for the Duke Doctor of Nursing Practice Executive Leadership Specialty is a senior nurse leader with five to ten years of experience in a leadership role, who aspires to an executive role. The Duke DNP Program is designed to meet the needs of a working professional. Classes are distance-based with up to one on-campus session each semester to deepen the understandings gained from course work alone.

Requirements

Free Form Requirements

The courses in the Duke Doctor of Nursing Practice Executive Leadership Specialty include:

- **Nursing 976 Advanced Decision-Making in Health Care** provides the skills required to make strategic and operational decisions; addresses the challenges in designing, implementing and evaluating care delivery systems; and provides data manipulation approaches to determine the best course of action for any challenge faced by a health care leadership team.

- **Nursing 977 Planning and Evaluation Care for Populations** identifies and dimensionalizes populations of interest in the delivery of health care, provides tools to apply principles of effective collaboration with communities and evaluates models of care designed to maximize priority outcomes, including quality, access and value.

- **Nursing 978 Advanced Topics in Leadership** prepares students to apply various leadership theories to teams, develops skill in conflict management and negotiation and builds expertise in human resource management within nursing and health care settings.

A sample matriculation plan for the ELS is available on the School of Nursing website. This includes the completion of 1000 clinical hours (post BSN) to include at least 400 hours for the DNP project.
R-FNP-MSN - Family Nurse Practitioner (MSN)

Program Summary

Title
Family Nurse Practitioner (MSN)

Degree Designation
MSN - Master of Science in Nursing

Type
Primary

Overview
Family nurse practitioners serve as the primary health care providers in many settings. The family nurse practitioner (FNP) major in the Duke MSN Program focuses on developing the knowledge and skills necessary to deliver nursing care to persons of all ages across primary care settings, including those in rural and under-served areas. FNP graduates are prepared for advanced clinical practice that involves individuals and families throughout the lifespan and across the health continuum.

Clinical and state of the art simulation techniques prepare students for clinical practice in a variety of primary care settings such as family practice, internal medicine, community health centers, rural health centers, and academic health care centers.

This major is also available as a Post-Graduate Certificate.

Requirements

Free Form Requirements

Family Nurse Practitioner Major
49 credit hours, including 728 clinical hours

<table>
<thead>
<tr>
<th>Required Courses</th>
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</thead>
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<td>FNP Clinical Courses</td>
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<td>Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)</td>
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<td>Nursing 622 (Advanced Practice Nursing in Primary Care Adolescents, Adult and Older Adult Patients I: Clinical)</td>
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<td>Nursing 624 (Advanced Practice Nursing Care in Older Adult Patients)</td>
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<tr>
<td>Nursing 626 (Advanced Practice Nursing Care in Adolescents, Adults and Older Adult Patients II: Clinical)</td>
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</tr>
<tr>
<td>Nursing 628 (Advanced Practice Nursing: Pediatric Primary Care Essentials)</td>
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<tr>
<td>Nursing 629 (Advanced Practice Nursing: Pediatric Primary Care Essentials: Clinical)</td>
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<tr>
<td>Nursing 632 (Advanced Practice Nursing in Perinatal Care Patients)</td>
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<tr>
<td>Nursing 634 (Perinatal Care in Advanced Practice Nursing: Clinical)</td>
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</tr>
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</table>
Program Summary

Title
HIV (Specialty)

Degree Designation
CER - Certificate

Type
Certificate

Overview

HIV Specialty

9 credit hours, including 168 clinical hours

The HIV Speciality is designed to fulfill the goals of the National HIV/AIDS Strategy to reduce the number of new infections, help people with HIV stay healthy by increasing their access to care, and reduce HIV-related health disparities. The specialty is open to newly enrolled and currently enrolled students in the AGNP and FNP APRN majors in the MSN program. It is also available to students with the same majors who are enrolled in the Duke DNP Program. Nurse practitioner students in the pediatric nurse practitioner program interested in HIV among adolescents and young adults are also welcome to enroll. The eight-credit HIV Specialty is also open as a non-degree option for licensed clinicians who wish to advance their knowledge and expertise in how to care for this unique patient population. Non-degree students earn an HIV Specialty Certificate. The distance-based specialty curriculum includes 5 credit hours of foundational courses that address the primary care needs of adolescents and adults with HIV and various co-morbidities, and a 168-hour clinical practicum under the mentorship of an experienced HIV clinician.

The HIV specialty prepares students to manage the full spectrum of primary health care needs of adolescents and adults with HIV in a variety of outpatient clinical settings such as community health centers, Ryan White-funded HIV clinics, infectious disease specialty clinics, health department clinics, and academic medical centers.

Requirements

Free Form Requirements

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Nursing 846 (Advanced Practice Nursing: HIV/AIDS Specialty I)</td>
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<td>Nursing 849 (Advanced Practice Nursing: HIV/AIDS Specialty II)</td>
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<tr>
<td>Nursing 848 (Advanced Practice Nursing in HIV/AIDS Synthesis)</td>
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</tr>
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</table>

Minimum Requirements for Completion of Specialty

9
R-HSL-MSN - Nursing and Healthcare Leadership (MSN)

Program Summary

Title
Nursing and Healthcare Leadership (MSN)

Degree Designation
MSN - Master of Science in Nursing

Type
Primary

Overview
The nursing and health care leadership major offers students a strong foundation in complex systems, organizational theory, financial management, and leadership practice. The program is completely online, allowing nurses to complete the program while continuing to work. Traditional health care administration content and new ways of thinking about organizations, management, and leadership prepare graduates for the challenges of today’s and the future’s health care environment.

The final course in this major is an intensive experience in a health care organization in which the student works with an experienced manager/administrator/executive preceptor on a collaborative project.

The contemporary curriculum prepares graduates for positions ranging from traditional management/administrative careers to emerging leadership roles in quality, safety, Magnet coordination, and provider practice management. Graduates have careers in a wide range of organizations: inpatient, ambulatory, integrated systems and community-based.

This major is also available as a Post-Graduate Certificate.

Requirements

Free Form Requirements

Nursing and Health Care Leadership Major

36 credit hours

<table>
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<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
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<tr>
<td><strong>Nursing and Health Care Leadership Courses</strong></td>
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</tr>
<tr>
<td>Nursing 700 (Organizational Theory for Integrated Health Care Delivery Systems)</td>
<td>3</td>
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<tr>
<td>Nursing 701 (Managing Complex Health Care Systems)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 703 (Application of Finance and Budget Planning)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 704 (Applied Health Care Economics for Nurses)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 705 (Health Care Operations: Human Resources, Quality, Law, and Ethics)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 708 (Innovation and Influence through Inquiry and Data Management)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 964 (Effective Leadership)</td>
<td>3</td>
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<tr>
<td>Nursing 711 Nursing and Healthcare Leadership Synthesis</td>
<td>3</td>
</tr>
<tr>
<td><strong>Nursing and Health Care Leadership Courses Total</strong></td>
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</tr>
<tr>
<td><strong>Minimum Requirements for MSN in this Major</strong></td>
<td>36</td>
</tr>
</tbody>
</table>
Program Summary
Title
Health Informatics (MSN)
Degree Designation
MSN - Master of Science in Nursing
Primary
Overview
The increasing reliance of health care systems on information technology (IT) is opening up new opportunities for health informatics specialists who have expertise in both nursing practice and health care IT. Health informaticists play key roles in the development and implementation of health care IT systems in areas such as clinical documentation, computerized practitioner order entry, and electronic health records. Students in the health informatics major develop knowledge and skills in clinical information systems, strategic planning, project management, and a variety of technologies. Knowledge builds on concepts of data-information-knowledge meta-structures and incorporates systems lifecycle planning and expert clinical domain modeling. The rigorous program combines online instruction with one campus session each semester.

The final course in this major is an intensive individualized practicum in a health care organization (minimum of 224 practicum hours) in which the student completes a project under the mentorship of an experienced clinician in the health informatics specialty.

Requirements
Free Form Requirements
Informatics Major
38 credit hours

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
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<td>MSN Core Courses</td>
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<tr>
<td>Health Informatics Courses</td>
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</tr>
<tr>
<td>Nursing 715 (Database Systems in Health Care: Design, Management and Connectivity)</td>
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<tr>
<td>Nursing 716 (Introduction to Health Informatics)</td>
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<tr>
<td>Nursing 717 (Health Information Exchange Standards, Methods, and Models)</td>
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<td>Nursing 721 (System Design, Implementation, Evaluation, and Maintenance)</td>
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<tr>
<td>Nursing 722 (Facilitating and Assessing Learning in Non-Academic Settings)</td>
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<tr>
<td>Nursing 725 (Synthesis of Specialty Practice)</td>
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<tr>
<td>Nursing 726 (Clinical Data Analytics)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 964 (Effective Leadership)</td>
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<tr>
<td>Nursing 971 (Healthcare Quality Improvement Methods)</td>
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<tr>
<td>Health Informatics Courses Total</td>
<td>26</td>
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<tr>
<td>Minimum Requirements for MSN in this Major</td>
<td>38</td>
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</table>

Program Summary
Title
Doctor of Nursing Practice (Nurse Anesthesia)
Degree Designation
DNP - Doctor of Nursing Practice
Primary
Overview
The Duke DNP with specialization in nurse anesthesia integrates didactic and clinical experience to prepare nurse anesthesia clinical
scholars who are skilled in anesthetic administration in a wide array of clinical settings to patients across the lifespan. It prepares graduates for translation of research and other evidence into clinical practice, measurement of patient outcomes, and transformation of health care systems to ensure quality and safety. The DNP is well defined and addresses the critical leadership skills needed to translate evidence-based care into practice, change systems of care, and measure outcomes of groups of patients, populations and communities. The first cohort of students in this new program enrolled in the Fall 2014 semester.

The Duke DNP with specialization in nurse anesthesia is a 36-month, full-time, on-campus program. The degree requires completion of an 83-credit-hour curriculum that integrates DNP and nurse anesthesia specialty courses, with courses taught on-campus and online. Part-time options are not available. The program culminates in completion of a DNP Project addressing a process improvement/quality improvement/project affecting populations of patients, health care organizations, and health care systems in a clinical setting.

All students must complete the following clinical minimum:
- 600 cases and didactic minimums
- Professional Aspects of Nurse Anesthesia Practice: 45 hours
- Anatomy, Physiology, Pathophysiology: 135 hours
- Pharmacology of Anesthetic Agents/Adjuvant Drugs: 105 hours
- Principles of Anesthesia Practice: 105 hours
- Evidence-Based Theory and Practice: 90 hours
- Health and Physical Assessment: 45 hours
- Anesthesia Specialty Techniques and Procedures: 45 hours
- DNP Project: Minimum 400 hours

The DNP with specialization in nurse anesthesia prepares graduates for the national CRNA certification examination and provides a solid foundation for their career. All program graduates meet or exceed the minimum eligibility requirements to sit for the National Certification Examination (NCE) for nurse anesthetists. This exam is administered by the National Board for Certification & Recertification of Nurse Anesthetists.

### Requirements

**Sample Matriculation Plan for DNP with Nurse Anesthesia Specialization**

<table>
<thead>
<tr>
<th>Year 1, Fall Semester 1</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 925 (Advanced Physiology)</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 926 (Pharmacology for Nurse Anesthetists)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 927 (Chemistry and Physics Related to Anesthesia)</td>
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<td>Nursing 964 (Effective Leadership)</td>
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<thead>
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<tr>
<td>Nursing 928 (Basic Principles of Anesthesia)</td>
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</tr>
<tr>
<td>Nursing 929 (Anesthesia Pharmacology)</td>
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</tr>
<tr>
<td>Nursing 932 (Advanced Pathophysiology for Nurse Anesthetists I)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 933 (Diagnostic Reasoning and Physical Assessment for Nurse Anesthetists)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 942 (Clinical Anesthesia Practicum I, semester 2: 1 day simulation lab/week)</td>
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<thead>
<tr>
<th>Year 1, Summer Semester 3</th>
<th>Credit Hours</th>
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<tr>
<td>Nursing 931 (Advanced Principles of Anesthesia I)</td>
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<td>Nursing 935 (Advanced Pathophysiology Across the Lifespan for Nurse Anesthetists II)</td>
<td>3</td>
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<tr>
<td>Nursing 936 (Anesthesia Specialty Techniques)</td>
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# Duke University

<table>
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<tr>
<th>Year 2, Fall Semester 4</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<td>Nursing 943</td>
<td>(Clinical Anesthesia Practicum, semester 3: 2 days clinical/week)</td>
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<tr>
<td>Nursing 959</td>
<td>(Appraising and Synthesizing for Evidence-Based Practice)</td>
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<th>Year 2, Spring Semester 5</th>
<th>Course Title</th>
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<tr>
<td>Nursing 934</td>
<td>(Advanced Principles of Anesthesia II)</td>
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</tr>
<tr>
<td>Nursing 961</td>
<td>(Implementing and Evaluating for Evidence-Based Practice)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 966</td>
<td>(Quantitative Methods for Evaluating Health Care Practices)</td>
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</tr>
<tr>
<td>Nursing 944</td>
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<tr>
<td>Nursing 946</td>
<td>(Clinical Anesthesia Practicum: 4 days clinical/week)</td>
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<tr>
<td>Nursing 963</td>
<td>(Data Driven Health Care Improvements)</td>
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<tr>
<td>Nursing 975</td>
<td>(DNP Project)</td>
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<th>Credit Hours</th>
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<td>Nursing 962</td>
<td>(Transforming the Nation's Health)</td>
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<tr>
<td>Nursing 947</td>
<td>(Clinical Anesthesia Practicum: 4 days clinical/week)</td>
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<tr>
<td>Nursing 975</td>
<td>(DNP Project)</td>
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<td>Nursing 703</td>
<td>(Application of Finance and Budget Planning)</td>
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<tr>
<td>Nursing 948</td>
<td>(Clinical Anesthesia Practicum: 4 days clinical/week)</td>
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<tr>
<td>Nursing 975</td>
<td>(DNP Project)</td>
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<table>
<thead>
<tr>
<th>Year 3, Summer Semester 9</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>Nursing 949</td>
<td>(Clinical Anesthesia Practicum: 4 days clinical/week)</td>
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<tr>
<td>Nursing 975</td>
<td>(DNP Project)</td>
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<td><strong>Term Total</strong></td>
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<tr>
<td></td>
<td><strong>83</strong></td>
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R-NNP-MSN - Neonatal Nurse Practitioner (MSN)

Program Summary

Title
Neonatal Nurse Practitioner (MSN)

Degree Designation
MSN - Master of Science in Nursing

Type
Primary

Overview
The neonatal nurse practitioner (NNP) major in the Duke MSN Program prepares students to provide nursing care for low- and high-risk neonates and their families in a variety of settings. Coursework includes neonatal- and pediatric-specific pathophysiology, pharmacology, physical assessment and diagnostic reasoning, and advanced growth and development. Emphasis is placed on family-centered culturally sensitive care.

Students receive one-on-one clinical practice experience in diverse settings such as neonatal intensive care units, neonatal transitional care and step-down units, pediatric/neonatal surgery and radiology, and pediatric/neonatal transport. NNP graduates are prepared to manage pre-term infant-age 2-year caseloads in collaboration with other health care providers, educate families and staff, and conduct research.

This major is also available as a Post-Graduate Certificate.

Requirements

Free Form Requirements

Neonatal Nurse Practitioner Major

43 credit hours, including 616 clinical hours

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MSN Core Courses</strong></td>
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<tr>
<td>Clinical Core Courses</td>
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<td><strong>NNP Clinical Courses</strong></td>
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<tr>
<td>Nursing 631 (Embryology, Pathophysiology and Development of Neonates, Infants and Toddlers)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 635 (Advanced Practice Nursing in Neonatal Patients I)</td>
<td>3</td>
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<tr>
<td>Nursing 636 (Advanced Practice Nursing in Neonatal Patients I: Clinical)</td>
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</tr>
<tr>
<td>Nursing 637 (Advanced Practice Nursing in Neonatal Patients II)</td>
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</tr>
<tr>
<td>Nursing 638 (Advanced Practice Nursing in Neonatal Patients II: Clinical)</td>
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<tr>
<td>Nursing 690 (Advanced Practice Nursing in Neonatal Patients Synthesis)</td>
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<td><strong>NNP Clinical Courses Total</strong></td>
<td>20</td>
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</table>

Minimum Requirements for MSN in this Major 43
R-NSED-MSN - Nursing Education (MSN)

Program Summary

Title
Nursing Education (MSN)

Degree Designation
MSN - Master of Science in Nursing

Type
Primary

Overview
The nursing education major is designed to prepare nurses for a professional educator role in academic, clinical or staff development settings. It reflects the nurse educator competencies developed by national organizations and is comprehensive in nature. The curriculum integrates core master’s level concepts, advanced clinical foundations (i.e., assessment, pharmacology, pathophysiology), and education-focused courses (principles of teaching, tests/measurements, curriculum development, etc.). The major culminates in an intensive individualized practicum in which each student collaborates with a master educator to implement the role.

The advanced clinical-focused courses included in this major provide students with a strong foundation regarding what they will teach, and the education-focused courses provide an exceptional basis regarding how to teach. As a result, graduates of the Nursing Education MSN specialty are very well prepared to assume faculty or clinical instructor positions in schools of nursing or staff development positions in health care institutions.

Requirements

Free Form Requirements

Nursing Education Major
36 credit hours

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MSN Core Courses</strong></td>
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<tr>
<td><strong>Clinical Component</strong></td>
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<tr>
<td>Nursing 589 (Advanced Physiology/Pathophysiology Across the Lifespan: A Conceptual Approach)</td>
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<tr>
<td>Nursing 596 (Clinical Pharmacology for Advanced Practice Nursing)</td>
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<tr>
<td>Nursing 730 (Advanced Concepts of Health Assessment)</td>
<td>2</td>
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<tr>
<td>Nursing 752 (Major Health Problem Management Trends)</td>
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<tr>
<td>Nursing 753 (Management of Major Health Problems Practicum)</td>
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<td><strong>Clinical Component Total</strong></td>
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<tr>
<td><strong>Nursing Education Courses</strong></td>
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<tr>
<td>Nursing 741 (Facilitating Student Learning and Teaching Innovation)</td>
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<tr>
<td>Nursing 742 (Innovative Curriculum Development in Nursing)</td>
<td>1</td>
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<tr>
<td>Nursing 732 (Innovations in Clinical Teaching and Evaluation)</td>
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<tr>
<td>Nursing 735 (Educational Program Evaluation and Accreditation)</td>
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</tr>
<tr>
<td>Nursing 743 (Assessment and Evaluation Strategies in Nursing Education)</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 744 (Implementing Educator Role: Synthesis)</td>
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</tr>
<tr>
<td>Nursing XXX (Required Elective)</td>
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<tr>
<td><strong>Nursing Education Courses Total</strong></td>
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</tr>
<tr>
<td><strong>Minimum Requirements for MSN in this Major</strong></td>
<td>36</td>
</tr>
</tbody>
</table>
R-NSED-SCT - Nursing Education (Professional Certificate)

Program Summary
Title
Nursing Education (Professional Certificate)

Degree Designation
CER - Certificate

Type
Certificate

Overview
The certificate in nursing education prepares graduate students and nurses for teaching in schools of nursing, health care systems, and other settings. The certificate is open to registered nurses who possess a master’s or DNP degree from an ACEN- or CCNE-accredited nursing school, a PhD or other doctoral degree, or are enrolled in a master’s, DNP, or PhD program.

Requirements
Free Form Requirements

Certificate in Nursing Education Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Nursing 741</td>
<td>Facilitating Student Learning and Teaching Innovation</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 742</td>
<td>Curriculum Development in Nursing Education</td>
<td>1</td>
</tr>
<tr>
<td>Nursing 743</td>
<td>Assessment and Evaluation Strategies in Nursing Education</td>
<td>2</td>
</tr>
<tr>
<td>Nursing XXX</td>
<td>Nursing Education Elective</td>
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<tr>
<td>Nursing 744</td>
<td>Implementing Educator Role: Synthesis</td>
<td>2 (112 practicum hours)</td>
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</table>

TOTAL 9
R-ONC-SCT - Oncology (Specialty)

Program Summary

Title
Oncology (Specialty)

Degree Designation
CER - Certificate

Overview
Oncology Specialty
10 credit hours, including 224 clinical hours

The oncology specialty offers students an opportunity to become expert clinicians in the care of oncology patients. The updated curriculum, based on the Oncology Nursing Society Scope and Standards for Advanced Practice in Oncology Nursing, incorporates the latest evidence-based knowledge in the field. As a synthesis, the student is required to complete a clinical residency under the mentorship of an experienced clinician in an oncology specialty.

Coursework and clinical experiences prepare graduates to practice as Oncology Nurse Practitioners. Graduates practice in a variety of cancer care settings across the United States. The specialty courses provide the foundation for an additional specialty certification as an Advanced Oncology Certified Nurse Practitioner.

Requirements
Free Form Requirements

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
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<tr>
<td>Nursing 811 (Advanced Practice Nursing: Oncology Specialty I)</td>
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<tr>
<td>Nursing 813 (Advanced Practice Nursing: Oncology Specialty II)</td>
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<tr>
<td>Nursing 815 (Advanced Practice Nursing in Oncology Specialty Synthesis)</td>
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</tbody>
</table>

Minimum Requirements for Completion of the Specialty 10
R-ORTH-SCT - Orthopedics (Specialty)

Program Summary

Title
Orthopedics (Specialty)

Degree Designation
CER - Certificate

Overview
Orthopedics Specialty
9 credit hours, including 168 clinical hours

This specialty program will help to build the foundation for solid clinical skills and musculoskeletal expertise for those graduate nursing students aspiring to enter musculoskeletal care setting.

This specialty prepares advanced practice nurses to diagnose and manage a variety of musculoskeletal problems across the life span as well as to provide guidance and counseling to promote and maintain health and quality of life. Students in the program will come to campus to practice hands-on advanced orthopedic physical assessment techniques and orthopedic skills necessary for clinical practice such as joint injections, casting, and suturing. As a synthesis, the students complete a final clinical residency under the mentorship of an experienced clinician in the orthopedics specialty.

Students who complete this coursework are prepared to provide musculoskeletal care across a variety of settings such as urgent care, military medicine, emergency care, occupational health, or physical medicine. Students will be well prepared for a purely orthopedic setting or to practice where many patients will have musculoskeletal problems.

The orthopedics specialty is open to students in the Duke MSN Program with adult-gerontology nurse practitioner – AC, family nurse practitioner, or pediatric nurse practitioner – AC APRN majors. It is also available to students in the Duke DNP Program with comparable APRN preparation. Duke MSN students also have the option of utilizing individual orthopedics specialty courses as didactic and/or clinical electives for APRN majors.

Requirements

Free Form Requirements

<table>
<thead>
<tr>
<th>Required Courses</th>
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<tr>
<td>Nursing 821 (Advanced Practice Nursing: Musculoskeletal Specialty I)</td>
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<tr>
<td>Nursing 823 (Advanced Practice Nursing: Musculoskeletal Specialty II)</td>
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<td>Nursing 825 (Advanced Practice Nursing: Musculoskeletal Specialty Synthesis)</td>
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Minimum Requirements for Completion of Specialty
9
R-PALL-SCT - Palliative Care (Specialty)

Program Summary

Title
Palliative Care (Specialty)

Degree Designation
CER - Certificate

Type
Certificate

Overview

Palliative Care Specialty
9 credit hours, including 168 clinical hours

The palliative care specialty prepares nurses to work within an interdisciplinary care delivery system to promote quality of life and ameliorate physical and psychological stress for clients with life limiting illnesses and their family caregivers across the illness trajectory. Palliative care focuses on pain and symptom management, patient advocacy and education for patients and family caregivers. Palliative care experts are in high demand as the need for palliative care services in both urban and rural settings significantly outweighs the supply of experts.

The palliative care courses are available to students who are preparing to become certified advanced practice registered nurses or nurse practitioners with an MSN degree or higher from an ACEN- or CCNE-accredited institution.

Requirements

Free Form Requirements

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<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
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<tr>
<td>Nursing 851 (Foundations and Physical Aspects of Palliative Care across the Lifespan)</td>
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<td>Nursing 853 (Psychosocial Aspects of Palliative Care across the Lifespan)</td>
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<td>Nursing 855 (Advanced Practice Nursing in Palliative Care across the Lifespan Synthesis)</td>
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</table>

Minimum Requirements for Completion of Specialty
9
R-PBMH-SCT - Pediatric Behavioral and Mental Health (Specialty)

Program Summary

Title
Pediatric Behavioral and Mental Health (Specialty)

Degree Designation
CER - Certificate

Type
Certificate

Overview

Pediatric Behavioral and Mental Health Specialty

9 credit hours, including 168 clinical hours

The pediatric behavioral and mental health specialty addresses the mental health care crisis that threatens children and adolescents across our country. As one of the first pediatric nursing specialty programs of its kind in the nation, this specialty aims to improve care by equipping students with specific pediatric behavioral and mental health care knowledge, skills and clinical practice experiences. The PBMH specialty offers students the opportunity to gain advanced training in pediatric primary care as well as behavioral and mental health assessment, diagnosis, treatment, and long-term management.

Coursework and clinical experiences prepare graduates to serve in a variety of settings ranging from primary care practices, school-based health centers and pediatric specialty clinics as well as skills to address the health care needs in patients located in rural or underserved communities.

Requirements

Free Form Requirements

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
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<tr>
<td>Nursing 523 (Pediatric Behavioral and Mental Health Assessment and Management I)</td>
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<tr>
<td>Nursing 526 (Pediatric Behavioral and Mental Health Assessment and Management II)</td>
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<td>Nursing 525 (Pediatric Behavioral and Mental Health Assessment and Management: Clinical)</td>
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</table>

Minimum Requirements for Completion of Specialty

9
Overview

Psychiatric mental health nurse practitioners (PMHNP) are strategically capable of providing comprehensive, integrated mental health and social care services in community based, rural, and urban health care settings. The PMHNP major focuses on developing the knowledge and skills necessary to deliver psychiatric mental health advanced practice nursing to people of all ages — especially to those in rural and underserved areas. On-campus intensives, telehealth techniques and state-of-the-art simulation techniques supplement an established program designed to prepare nurse practitioners to become active members of an interprofessional mental health care team engaged in the management of patients across all psychiatric and mental health care settings. Examples of practice settings include emergency departments, inpatient hospitalist and intensive care services, residential mental health care facilities, Department of Defense/Veteran’s Administration facilities, Department of Corrections facilities, private and public psychiatric practice settings and substance abuse treatment facilities.

This major utilizes experienced faculty with clinical backgrounds in various areas of pediatric, adult, veteran and military, outpatient, and inpatient mental health patient care areas. Other benefits include certification in tele-psychiatry upon completion of the major, as well as the option to pursue a certificate in veterans’ health care.

This major is also available as a Post-Graduate Certificate.

Requirements

Free Form Requirements

Psychiatric/Mental Health Nurse Practitioner Major

49 credit hours, including 616 clinical hours

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<td>PMHNP Clinical Courses</td>
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<td>Nursing 759 (Introduction to Advanced Practice Psychiatric Mental Health Nursing)</td>
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<tr>
<td>Nursing 762 (Neurophysiology)</td>
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<td>Nursing 763 (Psychopharmacology for the Advanced Practice Nurse)</td>
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<tr>
<td>Nursing 764 (Diagnosis &amp; Evidence-Based Treatment of Mental Health Disorders Across the Lifespan)</td>
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<td>Nursing 765 (Diagnosis &amp; Evidence-Based Treatment of Mental Health Disorders Across the Lifespan: Clinical)</td>
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<tr>
<td>Nursing 766 (Assessment and Management of Addictive Disorders for the APRN)</td>
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<td>Nursing 769 (Psychiatric Mental Health Nurse Practitioner Synthesis Lifespan and Continuum of Care: Clinical I)</td>
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<td>Nursing 770 (Psychiatric Mental Health Nurse Practitioner Synthesis Lifespan and Continuum of Care: Clinical II)</td>
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<tr>
<td>Minimum Requirements for MSN in this Major</td>
<td>49</td>
</tr>
</tbody>
</table>
R-PNP-MSN - Pediatric Nurse Practitioner Primary Care (MSN)

Program Summary

Title
Pediatric Nurse Practitioner Primary Care (MSN)

Degree Designation
MSN - Master of Science in Nursing

Type
Primary

Overview
The pediatric nurse practitioner - primary care (PNP-PC) major in the Duke MSN Program prepares pediatric nurses to provide comprehensive primary health care to children of all ages. The curriculum emphasizes content areas such as health maintenance, prevention, management of common acute and chronic pediatric illnesses, behavioral issues, and patient/family education. Emphasis is placed on family-centered culturally sensitive care.

Students receive one-on-one clinical practice experience in diverse settings such as community pediatric practices, school-based health clinics, health departments, hospital ambulatory settings, and pediatric home care.

Students are prepared to provide comprehensive primary health care to children of all ages in a variety of settings ranging from private practice to community and school-based health care settings. Some graduates of the primary care major decide to work in pediatric specialty services.

This major is also available as a Post-Graduate Certificate.

Requirements

Pediatric Nurse Practitioner – Primary Care Major

43 credit hours, including 616 clinical hours

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN Core Courses</td>
<td>12</td>
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<tr>
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<td>PNP–PC Clinical Courses</td>
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<tr>
<td>Nursing 630 Infant, Child and Adolescent Advanced Development and Behavioral Health</td>
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<tr>
<td>Nursing 642 (Advanced Practice Nursing in Primary Care Pediatric Patients I)</td>
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<tr>
<td>Nursing 644 (Advanced Practice Nursing in Primary Care Pediatric Patients II)</td>
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<tr>
<td>Nursing 647 (APN in Pediatric Primary Care Patients I: Clinical)</td>
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<td>Nursing 649 (APN in Pediatric Primary Care Patients II: Clinical)</td>
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<tr>
<td>Nursing 691 (Advanced Practice Nursing in Primary Care Pediatric Patients Synthesis)</td>
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<td>PNP–PC Clinical Courses Total</td>
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<td>Minimum Requirements for MSN in this Major</td>
<td>43</td>
</tr>
</tbody>
</table>
R-PNPAC-M - Acute Care Pediatric Nurse Practitioner (MSN)

Program Summary

Title
Acute Care Pediatric Nurse Practitioner (MSN)

Degree Designation
MSN - Master of Science in Nursing

Type
Primary

Overview
The pediatric nurse practitioner – acute care (PNP-AC) major in the Duke MSN Program is specifically designed to prepare graduates to meet the needs of infants and children with complex and rapidly changing clinical conditions across acute care settings. Emphasis is placed on family-centered, culturally-sensitive care.

Students receive one-on-one clinical practice experience in diverse settings such as pediatric intensive care units, pediatric surgery, pediatric step-down units, inpatient units, emergency departments, pediatric/neonatal transport, and ambulatory, rehabilitative, and specialty-based clinics.

Graduates of the PNP-AC major are prepared to work with patients and families in a variety of pediatric acute care settings including specialty clinics, in-patient/hospitalist services, emergency departments, intensive care units and as part of critical care transport teams.

This major is also available as a Post-Graduate Certificate.

Requirements

Free Form Requirements

Pediatric Nurse Practitioner – Acute Care Major
43 credit hours, including 616 clinical hours

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>MSN Core Courses</td>
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<td>Clinical Core Courses</td>
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<td>PNP-AC Clinical Courses</td>
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<tr>
<td>Nursing 628 (Advanced Practice Nursing: Pediatric Primary Care Essentials)</td>
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<td>Nursing 660 (Advanced Practice Nursing in Acute Care Pediatric Patients I)</td>
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<td>Nursing 661 (Advanced Practice Nursing in Acute Care Pediatric Patients I: Clinical)</td>
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<tr>
<td>Nursing 662 (Advanced Practice Nursing in Acute Care Pediatric Patients II)</td>
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<td>Nursing 663 (Advanced Practice Nursing in Acute Care Pediatric Patients II: Clinical)</td>
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<td>Nursing 692 (Advanced Practice Nursing in Pediatric Acute Care Patients Synthesis)</td>
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<td>PNP-AC Clinical Courses Total</td>
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<td>Minimum Requirements for MSN in this Major</td>
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</table>
R-VAHC-SCT - Veterans Health Care (Specialty)

Program Summary

Title
Veterans Health Care (Specialty)

Degree Designation
CER - Certificate

Type
Certificate

Overview

Veterans Health Care Specialty
8 credit hours, including 168 clinical hours

The Veterans Health Care Specialty is open to students enrolled in FNP, AGNP, WHNP, and PMHNP majors. Students selected for the specialty acquire veteran-centric knowledge and gain 168 hours of clinical experience in Veterans Affairs Medical Center settings. This specialty prepares advanced practice nurses with the knowledge and skills necessary to deliver care that addresses the unique health care needs of the veteran population and their families in either private or VA health care settings. NP students who are interested in this specialty should consult with their academic advisor.

The Foundations in Veterans Health Care course (Nursing 806) is available as an elective course for other students.

Requirements

Free Form Requirements

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Nursing 806 (Foundations in Veterans Health Care)</td>
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<tr>
<td>Nursing 771 (Delivering Evidence-Based Mental Health Care to Vulnerable and Underserved Populations)</td>
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<tr>
<td>Nursing 807 (Advanced Practice Nursing: Veterans Health Care Specialty Synthesis)</td>
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</table>

Minimum Requirements for Completion of Specialty

8
R-WHNP-MSN - Women's Health (MSN)

Program Summary

Title
Women's Health (MSN)

Degree Designation
MSN - Master of Science in Nursing

Type
Primary

Overview
The women’s health nurse practitioner (WHNP) major combines broad foundational knowledge with specialty knowledge essential for the unique health needs of women. This program utilizes an online learning platform supplemented with on-campus intensive 2-day interprofessional team-based learning experiences once each semester. WHNP students have didactic and clinical collaborative activities with Duke physician assistant and doctor of physical therapy students during these intensives. Upon completion of the program, graduates will have demonstrated the necessary skills to provide primary and specialty health care to women as part of an interprofessional team.

This major is also available as a Post-Graduate Certificate.

Requirements

Free Form Requirements

Women’s Health Nurse Practitioner Major
45 credit hours, including 672 clinical hours

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN Core Courses</td>
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<td>Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)</td>
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<td>Nursing 632 (Advanced Practice Nursing in Perinatal Care Patients)</td>
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<td>Nursing 634 (Perinatal Care in Advanced Practice Nursing: Clinical)</td>
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<tr>
<td>Nursing 680 (Gender and Women’s Health)</td>
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<tr>
<td>Nursing 681 (Advanced Practice Nursing in Women’s Health Across the Lifespan)</td>
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<td>Nursing 683 (Advanced Practice Nursing in Women’s Health Across the Lifespan: Clinical)</td>
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<td>Nursing 696 (Advanced Practice Nursing in Women’s Health Synthesis)</td>
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<td>WHNP Clinical Courses Total</td>
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Minimum Requirements for MSN in this Major 45

All Courses

NURSING388 - Health Assessment and Foundations for Nursing Practice Across the Lifespan
NURSING388 - Health Assessment and Foundations for Nursing Practice Across the Lifespan

Description
This course focuses on creating a solid foundation for nursing care of individuals across the lifespan. Students use clinical reasoning, therapeutic communication, and the nursing process to provide competent, evidence-based, safe and holistic care. Emphasis is placed on health assessment and the introduction of skills necessary to maintain wellness and promote the health of diverse populations in all stages of life. Corequisite: Nursing 393

NURSING389 - Wellness/ Health Promotion Across the Lifespan

Subject
NURSING
Catalog Number
389
Title
Wellness/ Health Promotion Across the Lifespan

Description
This course focuses on core knowledge, concepts, and values fundamental to health promotion and nursing across the lifespan with diverse populations. Students apply principals of the nursing process including social determinants of health, levels of prevention and cultural competence. Concepts covered will be care management, identity formation, contextual relevance and leadership. Corequisite: Nursing 393

NURSING392 - Professional Nursing: Past, Present & Future

Subject
NURSING
Catalog Number
392
Title
Professional Nursing: Past, Present & Future

Description
This course introduces students to the rich heritage of nursing and introduces them to issues currently facing the nursing profession. Students will be challenged to envision how nurses can shape the future of the discipline and the future of health care. The multiple roles assumed by nurses are explored, and students begin their journey toward establishing their professional identities as caregivers, scholars and leaders

NURSING393 - Physiologic Homeostasis and Principles of Pharmacology

Subject
NURSING
Catalog Number
393
Title
Physiologic Homeostasis and Principles of Pharmacology

Description
An overview of the nurse’s role in supporting the body's homeostatic response to internal and external changes across the lifespan. This course includes pharmacological concepts and interventions as one strategy to promote all aspects of health

NURSING394 - Professional Nursing: Evolution as an Evidence-based Clinician
Duke University

Subject: NURSING  
Catalog Number: 394  
Title: Professional Nursing: Evolution as an Evidence-based Clinician

Description:
This course introduces students to the concept of evidence-base practice and its relevance to their practice as professional nurses. It is designed to facilitate an understanding of the meaning and significance of evidence-based nursing practice and an appreciation of how theory and research shape that practice and enhance the quality of care provided. Prerequisite: Nursing 392

Subject: NURSING  
Catalog Number: 395  
Title: Nursing Care of the Childbearing Family

Description:
This course provides students with opportunities to provide nursing care of the childbearing family. Normal and deviations from normal pregnancy are addressed, as are labor and delivery care, care of the neonate, and assisting families with early parenthood. The clinical component includes nursing care in a variety of care settings. Prerequisite: Nursing 392 and 393. Corequisite: Nursing 394 and 398

Subject: NURSING  
Catalog Number: 396  
Title: Nursing Care of Infants, Children and Adolescents

Description:
This course focuses on the provision of developmentally-appropriate family-centered nursing care for infants, children, and adolescents with acute and chronic health problems. The clinical component of the course provides learning experiences in pediatric acute care settings as well as clinical settings where students care for children with chronic or unique healthcare needs. Prerequisite: Nursing 395. Corequisite: Nursing 394 and 398

Subject: NURSING  
Catalog Number: 397  
Title: Community and Public Health Nursing

Description:
In this course, students integrate nursing and public health science to promote, protect, maintain and restore the health of populations. Evidence-based interventions which are implemented with individuals/families, communities, and systems are explored, as are the unique health needs of vulnerable populations and measures to eliminate health disparities in a multicultural and global environment. Prerequisite: Nursing 392, 393, 388, and 389

Subject: NURSING  
Catalog Number: 398  
Title: Pathophysiology and Pharmacology I

Description:
In this course, students learn the biologic bases and pharmacologic treatments of acute and chronic alterations in physical, mental and emotional health that commonly occur in diverse childbearing families, infants, children and adolescents. Students consider the contributions of genomics and environment, including social determinants of health, on physiologic dysfunction and pharmacologic treatment decisions. Prerequisite: Nursing 393
NURSING462 - Perioperative Nursing

Subject: NURSING  
Catalog Number: 462  
Title: Perioperative Nursing

Description:
This course introduces ABSN students to perioperative nursing, with a focus on the scrub and RN circulator nurse roles and responsibilities. In class and focused observation experiences, students can expect to: (a) learn how RNs who work in the perioperative environment interact with members of the inter-professional health care team to care for patients before, during, and after surgery, (b) explore patients’ and family members’ experiences on the day of surgery, and (c) apply previously learned knowledge and skill about evidence-based practice to perioperative clinical practice issues. Students can also expect to learn how RNs advocate for patients during the perioperative period.

NURSING463 - Perioperative Nursing II

Subject: NURSING  
Catalog Number: 463  
Title: Perioperative Nursing II

Description:
This course builds on the concepts and skills developed in the pre-requisite course, Perioperative Nursing, and will expand on the ABSN students understanding of the roles and responsibilities of the circulating nurse in perioperative settings. Students will collaborate with members of the health care team, especially in the perioperative setting, to plan, implement, evaluate and manage the care provided in the pre-, intra- and post-operative setting. Prerequisite: Nursing 462.

NURSING464 - The Role of the Professional Nurse in Meeting Human Development Needs in Brazil and the US

Subject: NURSING  
Catalog Number: 464  
Title: The Role of the Professional Nurse in Meeting Human Development Needs in Brazil and the US

Description:
Students from both Brazil and the United States will collaborate to explore human development information through the United Nations Human Development Index to compare and contrast selected health indicators. (The HDI [Human Development Index] is a way to measure well-being within a country. The HDI can query policy choices and evaluate differences between countries with similar gender development indices). Policy and system level contributors will be identified and compared between countries. The role of the professional nurse in addressing these inequities will be explored. The official language of the course is English.

NURSING465 - Psychiatry and Substance Use Treatment: An Inter-Professional Experience

Subject: NURSING  
Catalog Number: 465  
Title: Psychiatry and Substance Use Treatment: An Inter-Professional Experience

Description:
This course will delve in to the treatment of adult psychiatric patients and those struggling with substance abuse. Using an inter-professional collaborative approach, students will gain knowledge of assessment, treatment planning, and the treatment strategies utilized by various members of the clinical team. The one-month course offers conversation, seminars and clinical rounding, inter-professional shadowing experiences and at least one 8-hour clinical day in the inpatient clinical setting with an experienced clinical instructor. Instructor consent required.
NURSING466 - Neuroscience Nursing

Subject: NURSING
Catalog Number: 466
Title: Neuroscience Nursing

Description:
This course is designed to help ABSN students learn the various roles and responsibilities of RNs who practice in neuroscience settings. Students will be exposed in class and during clinical experiences to acute and chronic neuro health conditions across different settings. Throughout these experiences, students will enhance their assessment, planning, intervention, and evaluation skills, and collaborate with other health professionals. Prerequisite: Nursing 474.

NURSING467 - Pediatric Critical Care Nursing

Subject: NURSING
Catalog Number: 467
Title: Pediatric Critical Care Nursing

Description:
This course is designed to provide students with specialized knowledge needed to plan holistic, evidence-based nursing care for critically ill infants, children, adolescents and their families. Prerequisite: Nursing 474.

NURSING468 - Population Health Practice – Communicable Diseases & Immunizations

Subject: NURSING
Catalog Number: 468
Title: Population Health Practice – Communicable Diseases & Immunizations

Description:
In this course, students examine historical, ethical, social, economic, and legal aspects of communicable diseases and immunizations. They also integrate concepts of wellness, community/public health nursing, team functioning, and the nursing process to plan, implement, and evaluate a mass immunization campaign. Prerequisite: Nursing 398.

NURSING473 - Professional Nursing: Evolution as an Effective Team Member

Subject: NURSING
Catalog Number: 473
Title: Professional Nursing: Evolution as an Effective Team Member

Description:
This course provides students with the opportunity to enhance their identity as a significant member of health care teams. It addresses the complexity of team development, characteristics of effective teams, ways to incorporate the patient/family into the team, and quality outcomes of effective teams. Prerequisite: Nursing 394.

NURSING474 - Nursing Management of the Adult Patient with Health Problems
NURSING474 - Nursing Management of the Adult Patient with Health Problems

Description:
This course is designed to help students develop the knowledge, skills, and values essential to provide safe, quality, patient/family-centered care to adults with health problems. The clinical component of the course engages students in the collaborative management of care for patients and the use of information technology to promote human flourishing in order to optimize patient-family outcomes in an acute care environment. Prerequisite: Nursing 396. Corequisite: Nursing 476.

NURSING475 - Gerontological Nursing: Caring for Older Adults and Their Families

Description:
This course is designed to help students design and provide nursing care to older adults experiencing acute and chronic health problems, and evaluate the effectiveness of that care. The clinical component provides students with opportunities to use evidence-based geriatric nursing protocols in caring for older adults in long-term care settings (assisted living, continuing care retirement communities, skilled nursing facilities), and acute care settings specializing in care of older adults (NICHE Units). Prerequisite: Nursing 474. Corequisite: Nursing 476.

NURSING476 - Pathophysiology and Pharmacology II

Description:
In this course students learn about the biologic basis and approaches to pharmacologic management of acute and chronic alterations in physical and mental health in diverse adult and older adult/geriatric populations. Students consider the contributions genomics and environment, including social determinants of health, make on physiologic dysfunction and pharmacologic treatment decisions. Prerequisite: Nursing 398.

NURSING483 - Professional Nursing: Evolution as a Leader

Description:
This course challenges students to assume the role of leader in ways that continually improve nursing care and advance the profession across practice, academic, and policy arenas. Students engage in self-reflection regarding their leadership skills and outline a plan to enhance those skills throughout their nursing careers. Prerequisite: Nursing 473

NURSING484 - Nursing Care of Patients with Complex Health Problems
Duke University

NURSING484 - Nursing Care of Patients with Complex Health Problems

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog Number</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>NURSING</td>
<td>484</td>
<td>Nursing Care of Patients with Complex Health Problems</td>
</tr>
</tbody>
</table>

Description
This course will help students design and provide holistic, evidence-based nursing care to individuals with complex health problems across the lifespan and across care settings. Students collaborate with members of the health care team to plan, implement and evaluate the care provided to individuals with complex health problems. Prerequisite: Nursing 475 and 476.

NURSING485 - From Their Lens: Multiple Perspectives in Mental Health Issues

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog Number</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>NURSING</td>
<td>485</td>
<td>From Their Lens: Multiple Perspectives in Mental Health Issues</td>
</tr>
</tbody>
</table>

Description
This course challenges students to examine mental health disorders from multiple perspectives in an effort to help them understand the complex, multi-faceted, and often biased context in which such disorders occur. This course will blend the traditional empirically based scientific approach to mental health disorders with the existential phenomenology discipline that attempts to understand mental health disorders contextually that is free from assumptions and inherent bias. Students build on bio-psycho-social mental health concepts learned in previous courses to develop a broader understanding of mental health disorders and how to address them in multiple settings. For 4th-semester ABSN students only. Prerequisite: Nursing 476.

NURSING488 - Interprofessional Care of the Critically Ill Adult Patient

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog Number</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>NURSING</td>
<td>488</td>
<td>Interprofessional Care of the Critically Ill Adult Patient</td>
</tr>
</tbody>
</table>

Description
This course focuses on collaborative management of critically ill adult patients. Students will have the opportunity to learn, from, about and with students and experts in multiple health professions. This course focuses on team dynamics, self-awareness and utilizing a team-based approach and application of evidence-based practice, knowledge and advanced skill acquisition needed to care for critically ill patients across the continuum of care. Instructor consent required. Prerequisite: Nursing 474; Corequisite: Nursing 483 and Nursing 484

NURSING494 - Neuroscience Nursing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog Number</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>NURSING</td>
<td>494</td>
<td>Neuroscience Nursing</td>
</tr>
</tbody>
</table>

Description
This course is designed to help ABSN students learn the various roles and responsibilities of RNs who practice in neuroscience settings. Students will be exposed in class and during clinical experiences to acute and chronic neuro health conditions across different settings. Throughout these experiences, students will enhance their assessment, planning, intervention, and evaluation skills, and collaborate with other health professionals. Prerequisite: Nursing 474 or permission of instructor.

NURSING502 - Health Promotion and Disease Prevention
NURSING523 - Pediatric Behavioral and Mental Health Assessment and Management I

Subject: NURSING  
Catalog Number: 523  
Title: Pediatric Behavioral and Mental Health Assessment and Management I

Description: This course is designed to enhance nursing students preparing for advanced practice to prepare for assessment, diagnosis and management of behavioral and mental health disorders seen in children and adolescents. Key components of the course include behavioral and mental health screening, appropriate use of valid and reliable screening tools, assessment and diagnosis formulation consistent with the current edition of the Diagnostics and Statistics Manual, and evidence-based treatment and management. Collaboration with members of the pediatric healthcare team, care coordination and specialist referral strategies will be incorporated into study of each disorder. Open to DUSON ABSN students who have completed at least 2 semesters with faculty consent. Pre/corequisite: Nursing 590 or Nursing 589

NURSING524 - Pediatric Behavioral and Mental Health Assessment and Management II

Subject: NURSING  
Catalog Number: 524  
Title: Pediatric Behavioral and Mental Health Assessment and Management II

Description: This course is designed to prepare advanced practice nursing students (APRN) to gain skills and knowledge regarding the unique challenges, opportunities and professional issues associated with the delivery of pediatric mental health care in various settings of the United States. Key components of the course include delivery of evidence based practice strategies in various clinical settings (primary care, Emergency Department, rural/under-served clinics, School-based health centers), assessment of social determinants of health and implications for care, cultural sensitivity, and promotion of inter-professional collaboration to manage common pediatric developmental, behavioral, and mental health issues. Prerequisite: Nursing 523 and 590

NURSING525 - Pediatric Behavioral and Mental Health Assessment and Management–Clinical
<table>
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<tr>
<th>Subject</th>
<th>Catalog Number</th>
<th>Title</th>
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<tr>
<td>NURSING525</td>
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<td>Pediatric Behavioral and Mental Health Assessment and Management–Clinical</td>
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<tr>
<td>NURSING536</td>
<td>536</td>
<td>Obesity: Fundamentals for Healthcare Providers</td>
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<tr>
<td>NURSING537</td>
<td>537</td>
<td>Exercise Interventions for Diabetes and Cardiovascular Risk Reduction</td>
</tr>
<tr>
<td>NURSING538</td>
<td>538</td>
<td>Nutritional Management for Diabetes and Cardiovascular Risk Reduction</td>
</tr>
</tbody>
</table>

### NURSING525 - Pediatric Behavioral and Mental Health Assessment and Management–Clinical

**Description**
This course builds on the competencies developed in the Pediatric Behavioral and Mental Health Assessment and Management courses and is designed to provide the advanced practice nursing student with specialized knowledge and skills needed to assess, diagnose and manage common acute and chronic behavioral and mental health problems that occur among infants, children and adolescents in a clinical setting. The clinical experience is designed for APRN students to practice translating evidence-based pediatric mental healthcare knowledge and skills to a primary care pediatric settings. Prerequisite: Nursing 524 and 630

### NURSING536 - Obesity: Fundamentals for Healthcare Providers

**Subject**
NURSING

**Catalog Number**
536

**Title**
Obesity: Fundamentals for Healthcare Providers

**Description**
The purpose of this course is to help students develop the core knowledge, skills and values essential to provide safe, quality care to obese patients across the lifespan. Through experiential learning activities, students will explore the influence of multiple determinants of obesity from a biopsychosocial perspective. Clinical decision-making and obesity targeted treatment modalities are emphasized to optimize patient-family outcomes. Prerequisite: Nursing 388 or 595

### NURSING537 - Exercise Interventions for Diabetes and Cardiovascular Risk Reduction

**Subject**
NURSING

**Catalog Number**
537

**Title**
Exercise Interventions for Diabetes and Cardiovascular Risk Reduction

**Description**
Describe culturally relevant strategies for exercise as a lifestyle intervention for the management of diabetes and cardiovascular risk reduction. Focus on evaluation of client energy expenditure and strategies for planning of an individualized exercise prescription. Proposed course content: Effect of exercise on metabolism and management of diabetes, along with strong emphasis on exercise as a management strategy to reduce cardiovascular risk. Strategies for health behavior change and change theory included

### NURSING538 - Nutritional Management for Diabetes and Cardiovascular Risk Reduction

**Subject**
NURSING

**Catalog Number**
538

**Title**
Nutritional Management for Diabetes and Cardiovascular Risk Reduction

**Description**
Describe culturally relevant strategies for lifestyle and nutritional management of diabetes and cardiovascular disease. Focus on nutritional assessment, planning and counseling for adult and adolescent patients with diabetes and cardiovascular disease. Course content will include medical nutritional therapy for management of diabetes and carbohydrate counting with strong emphasis on nutritional strategies for lipid management, cardiac risk reduction, and treatment of obesity. Strategies for health behavior change and change theory included.
NURSING539 - Social Issues, Health, and Illness in the Aged Years

Description
Examines diversity in development and adaptation to environmental, social, psychological, and biological changes. Theories of aging, health and aging, intimacy and sexuality, rural-urban health care patterns, minority health care patterns, demographic trends, and death, dying, and loss are discussed.

NURSING554 - Global Clinical Immersion Experience

Description
The purpose of this course is to promote understanding of the culture, history, and health care delivery system in different cultures throughout the world, with a particular emphasis on global diseases, global travel, cultural awareness, ethics, and code of conduct. The course serves as a foundation for global clinical immersion experiences students will have in countries outside the US.

NURSING555 - Exploring Global Patterns of Health and Illness

Description
The purpose of this course is to examine global patterns of health and illness. Through experiential learning activities, students will compare and contrast patterns of health and illness across societies and cultures from a bio-psycho-social perspective.

NURSING556 - Global Mental Health

Description
In this course, we will focus on the global burden of mental health needs and the role of research and clinical practice in global mental health initiatives. We will explore principles of psychology related to key issues in global mental health and cultural issues related to treatments and outcomes. Readings and discussions will emphasize peer-reviewed literature that push this field forward, contrasting views, and recent research. We will also learn about the personal experiences of individuals affected by mental health needs across vastly different contexts. A primary goal is for us to think critically about complex issues related to mental health care in diverse international settings. Designed for graduate students and advanced undergraduates. Prior research methods course recommended.

NURSING559 - Genetics and Genomics for Healthcare and Society
Duke University

**NURSING564 - Introduction to Medical Spanish and Cultural Competency in Health Care**

**Subject**
NURSING

**Catalog Number**
564

**Title**
Introduction to Medical Spanish and Cultural Competency in Health Care

**Description**
The course is designed to help health care providers develop basic language skills in medical Spanish and enhance their cultural competency when caring for Latin American populations. Conversational Spanish, as spoken in Latin America, is emphasized, particularly the use of past and future tenses. Aspects of Latin American culture—especially those most pertinent to health care—are included in each lesson. Prerequisites: N564 - Introduction to Medical Spanish and Cultural Competency in Health Care (enforced). Note: This course requires some synchronous on-line sessions.

**NURSING565 - Introduction to Medical Spanish and Cultural Competency for Health Care - Level II**

**Subject**
NURSING

**Catalog Number**
565

**Title**
Introduction to Medical Spanish and Cultural Competency for Health Care - Level II

**Description**
This is a conversational language course, conducted in Spanish, designed to build language skills for health-related interactions with Latin-American populations. Conversational Spanish, as spoken in Latin America, is emphasized, particularly the use of past and future tenses. Aspects of Latin American culture—especially those most pertinent to health care—are included in each lesson. Prerequisites: N564 - Introduction to Medical Spanish and Cultural Competency in Health Care (enforced). Note: This course requires some synchronous on-line sessions.

**NURSING566 - Advanced Medical Spanish and Cultural Competency in Health Care**

**Subject**
NURSING

**Catalog Number**
566

**Title**
Advanced Medical Spanish and Cultural Competency in Health Care

**Description**
This course is conducted totally in Spanish, designed to help students achieve fluency when engaged in health related interactions with Latin American populations. Conversational Spanish, as spoken in Latin America, is emphasized. Aspects of Latin American culture—especially those most pertinent to health care—are addressed as students engage in more complex or emotionally charged interactions with Latin American populations. Prerequisites: Previous knowledge of Spanish grammar and conversational skills. No previous knowledge of medical Spanish is required. Instructor consent required. Note: This course requires some synchronous online sessions.
## NURSING567 - Advanced Medical Spanish and Cultural Competency in Health Care - Level II

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<th>Subject</th>
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<tr>
<td>NURSING</td>
<td>567</td>
<td>Advanced Medical Spanish and Cultural Competency in Health Care - Level II</td>
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**Description**
This is a conversational language course, conducted totally in Spanish, designed to achieve fluency to serve as an interpreter/translator during health related interactions in the absence of a certified translator. Conversational Spanish, as spoken in Latin America, is emphasized and grammar using the present perfect, past, imperfect mood of the past and future tenses is included. Aspects of Latin American culture—especially those most pertinent to health care—are addressed when performing nursing care skills. Prerequisites: N566 Advanced Medical Spanish and Cultural Competence or instructor's permission. Previous knowledge of Spanish grammar and conversational skills and medical Spanish is required. This course requires some synchronous online sessions.

## NURSING568 - Exploring Medicine in Other Cultures - Honduras

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<tr>
<td>NURSING</td>
<td>568</td>
<td>Exploring Medicine in Other Cultures - Honduras</td>
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**Description**
The purpose of this course is to promote understanding of the cultural background of the people of Honduras and how this history impacts the delivery of healthcare. The course content is designed to facilitate understanding of how art, history, literature, music, geography, ethics and religion influence the practice of healthcare in the Latin American culture.

## NURSING569 - Understanding Sickle Cell Disease: A Biopsychosocial Approach

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<tbody>
<tr>
<td>NURSING</td>
<td>569</td>
<td>Understanding Sickle Cell Disease: A Biopsychosocial Approach</td>
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</table>

**Description**
This course provides students with an overview of sickle cell disease, including its genetics, epidemiology, pathophysiology, medical complications, psychosocial challenges, and health service utilization from a global perspective. Students will engage in an exploration of the role of discrimination and stigmatization as they affect people with sickle cell disease, as well as differences in how the disease is viewed and managed in various countries.

## NURSING574 - Directed Scholarship

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<tr>
<td>NURSING</td>
<td>574</td>
<td>Directed Scholarship</td>
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**Description**
This course provides students with the opportunity to work on scholarship projects (research, education, evidence based practice, quality improvement) under the guidance of a faculty member. Students gain practical skills related to scholarly activities and contribute actively to a project currently underway. Consent of instructor required. Fall, spring, summer. Prerequisites: Nursing 307 and 308 recommended but not required as pre/co-requisites.
**NURSING575 - Independent Study**

**Subject**  
NURSING

**Catalog Number**  
575

**Title**  
Independent Study

**Description**
The Independent Study course is a directed study of a topic approved and guided by an individual faculty member or other instructor. Typically, Independent Study is used to support students in their desire to know more about a particular topic/issue that is not addressed in great depth in required courses, and its outcome is a scholarly product. On occasion, this option may be structured as a typical course that is designed by faculty and used to fill in gaps during times of curriculum transition or to meet the needs of a particular group of students. Instructor consent required.

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**NURSING580 - Nurse as Scholar I: Science Development, Study Design & Statistics**

**Subject**  
NURSING

**Catalog Number**  
580

**Title**  
Nurse as Scholar I: Science Development, Study Design & Statistics

**Description**
This first of a two-semester course lays the foundation needed for nurses in advanced roles to engage in the process of scholarly inquiry which includes research, evidenced-based practice and quality improvement. Students are introduced to the concept of a science of nursing and how it develops. They then study research methods, the application and interpretation of statistical methodologies used in health care and nursing research, and the use of evidence and measurement to guide practice.

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**NURSING581 - Nurse as Scholar II: Evidence-based Practice**

**Subject**  
NURSING

**Catalog Number**  
581

**Title**  
Nurse as Scholar II: Evidence-based Practice

**Description**
This second of a two-semester course continues to build the foundation needed for nurses in advanced roles to engage in scholarly practice and quality improvement. Students are helped to appreciate the continuum of scholarly inquiry and how they can contribute to such efforts. They also acquire the knowledge and skills essential to form investigative questions, conduct structured literature and database searches, and critical evaluate research findings and conclusions. Prerequisite: Nursing 580

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**NURSING582 - Population Health in a Global Society**

**Subject**  
NURSING

**Catalog Number**  
582

**Title**  
Population Health in a Global Society

**Description**
This course addresses how evidence-driven decision making serves to improve the health outcomes of populations and reduce inequities between population groups. The focus is on examining population-level interventions that reflect an understanding of epidemiology, health policy, and social determinants of health using an ethical framework. Students are challenged to address selected population health issues.

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**NURSING583 - Professional Transitions: Advanced Nursing Practice**
### Duke University

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<tr>
<td>NURSING</td>
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<td>Professional Transitions: Advanced Nursing Practice</td>
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<tr>
<td>NURSING</td>
<td>589</td>
<td>Advanced Physiology/Pathophysiology Across the Lifespan: A Conceptual Approach</td>
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<tr>
<td>NURSING</td>
<td>590</td>
<td>Advanced Physiology Across the Lifespan</td>
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<tr>
<td>NURSING</td>
<td>591</td>
<td>Conceptual Basis of Advanced Pathophysiology Across the Lifespan</td>
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<tr>
<td>NURSING</td>
<td>595</td>
<td>Physical Assessment and Diagnostic Reasoning in Advanced Practice Nursing</td>
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</tbody>
</table>

### Description

**NURSING589 - Advanced Physiology/Pathophysiology Across the Lifespan: A Conceptual Approach**

**Subject**
- NURSING

**Catalog Number**
- 589

**Title**
- Advanced Physiology/Pathophysiology Across the Lifespan: A Conceptual Approach

**Description**

After establishing a foundation of advanced normal physiology with a focus on homeostasis, students will examine the impact of pathophysiological mechanisms and determinants of health on the development and trajectory of disease states. This conceptually-based course provides the advanced practice nursing student with a framework to understand pathological conditions seen in clinical practice.

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**NURSING590 - Advanced Physiology Across the Lifespan**

**Subject**
- NURSING

**Catalog Number**
- 590

**Title**
- Advanced Physiology Across the Lifespan

**Description**

An across-the-lifespan study of physiological mechanisms that regulate genetic, cellular and organ systems to achieve physiological homeostasis in humans. The course will synthesize broad functional anatomy and physiology concepts across systems and relate them to normal human physiological phenomena.

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**NURSING591 - Conceptual Basis of Advanced Pathophysiology Across the Lifespan**

**Subject**
- NURSING

**Catalog Number**
- 591

**Title**
- Conceptual Basis of Advanced Pathophysiology Across the Lifespan

**Description**

This course focuses on developing advanced pathophysiological knowledge sufficient for understanding alterations in biological processes that affect the body's dynamic equilibrium or homeostasis across the lifespan using a conceptual approach. Inflammation, immunology, infection, injury and proliferation provide the basis for the study of core pathophysiological processes. Prerequisite: Nursing 590; Corequisite: Nursing 592 or 593 or 594. For Nursing Education Majors: Prerequisite: Nursing 590; No corequisites.

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**NURSING595 - Physical Assessment and Diagnostic Reasoning in Advanced Practice Nursing**
NURSING595A - Diagnostic Reasoning and Physical Assessment Refresher

Description
The course is designed as a refresher course to increase assessment skills and diagnostic reasoning appropriate for advanced clinical practice. Provider-patient interaction, patient data collection, and oral and written presentations are emphasized. Attention is given to development of an extensive set of assessment skills which will allow the learner to differentiate the normal anatomy and physiology variations. Prerequisite: Completion of a physical assessment course within 2 years prior to course enrollment. Prerequisite: Nursing 589 or 591

NURSING596 - Clinical Pharmacology for Advanced Practice Nursing

Description
The course focuses on knowledge essential to the pharmacological management of common acute and chronic health problems experienced by patients throughout the life span. For selected major drug classifications, the course addresses indications, mechanism of action, route of elimination, adverse drug events, side effects, interactions, monitoring parameters, medication safety, cost/risk benefits, and evaluation of pharmacologic interventions. The course also addresses foundations of prescriptive practice, including legal and ethical standards as related to advanced practice nursing. Prerequisite: Nursing 589 or 591

NURSING600 - Professional Practice Portfolio for the Advanced Practice Nurse

Description
This course will evaluate the competence, skill and confidence of an actively practicing, role-misaligned advanced practice registered nurse participating in the streamlined post-graduate certificate. The student will assemble a professional practice portfolio, present a detailed clinical exemplar, complete a face-to-face site visit with a faculty member, and engage in high-fidelity simulation as needed. Based on the applicable professional standards, enrolled students will demonstrate competency within their work environment. Successful completion of this course will result in 224 clinical hours toward the post-graduate degree being sought. Instructor permission required
NURSING617 - Nurse Practitioner Intensive I: Collaboration, Care Management and Identity Formation

Subject: NURSING
Catalog Number: 617
Title: Nurse Practitioner Intensive I: Collaboration, Care Management and Identity Formation

Description:
This course is designed to provide the nurse practitioner student with the knowledge, skills and abilities that are essential to independent and interprofessional practice. Students will investigate how their role fits within the complex healthcare environment through collaboration and engage in activities that support role identity and transition. Prerequisites: Nursing 595 and Nursing 596. Instructor consent required.

NURSING618 - Nurse Practitioner Intensive II: Care Mgmt, Information Mgmt, Collaboration & Contextual Relevance

Subject: NURSING
Catalog Number: 618
Title: Nurse Practitioner Intensive II: Care Mgmt, Information Mgmt, Collaboration & Contextual Relevance

Description:
This course is designed to expand the nurse practitioner student’s knowledge, skills and abilities that are essential to independent and interprofessional practice. Students will propose solutions and management plans specific to their role and the role of other team members within the complex healthcare environment through collaboration and engage in activities that support role identity and transition. Prerequisite: N617 or permission of instructor.

NURSING619 - Nurse Practitioner Intensive III: Collaboration, Leadership, and Scholarship

Subject: NURSING
Catalog Number: 619
Title: Nurse Practitioner Intensive III: Collaboration, Leadership, and Scholarship

Description:
This course is designed to solidify the nurse practitioner student’s knowledge, skills and abilities that are essential to independent and interprofessional practice. Students will be prepared to lead teams in managing the care of patients specific to their role within the complex healthcare environment using effective leadership skills and collaborative practice. Prerequisite: Nursing 618 or permission of instructor.

NURSING620 - Advanced Practice Nursing in Primary Care Adolescents and Adult Patients

Subject: NURSING
Catalog Number: 620
Title: Advanced Practice Nursing in Primary Care Adolescents and Adult Patients

Description:
This course is designed to provide the advances practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in adolescents and adults. The emphasis is on health restoration, health maintenance and evidence-based practice in primary care settings. Prerequisite: Nursing 595, Corequisite: Nursing 596.
### NURSING622 - Advanced Practice Nursing in Primary Care Adolescent, Adult, and Older Adult Patients I – Clinical

**Subject**  
NURSING

**Catalog Number**  
622

**Title**  
Advanced Practice Nursing in Primary Care Adolescent, Adult, and Older Adult Patients I – Clinical

**Description**  
In this course, Advanced Practice Nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage acute and chronic health problems in adolescence - older adult population in the primary care setting. The emphasis is on health restoration, health maintenance and evidence-based practice and inter-professional collaboration in primary care. Prerequisites: Nursing 595 and Nursing 596.

### NURSING624 - Advanced Practice Nursing Care of Older Adult Patients

**Subject**  
NURSING

**Catalog Number**  
624

**Title**  
Advanced Practice Nursing Care of Older Adult Patients

**Description**  
This course is designed to provide the advanced practice nursing student with essential knowledge needed to diagnose and manage selected acute and chronic health problems in older adults. The emphasis is on health promotion, disease prevention and evidence-based practice across care settings. Prerequisite: Nursing 620 and (Nursing 621 or 622)

### NURSING626 - Advanced Practice Nursing in Primary Care Adolescent, Adult and Older Adults Patients II: Clinical

**Subject**  
NURSING

**Catalog Number**  
626

**Title**  
Advanced Practice Nursing in Primary Care Adolescent, Adult and Older Adults Patients II: Clinical

**Description**  
This course builds on competencies developed in Advanced Practice Nursing in Primary Care: Clinical I, to provide the Advanced Practice Nursing student with specialized knowledge needed to diagnose and manage acute and chronic health problems in adolescence - older adult population in the primary care setting. The emphasis is on health restoration, health maintenance, evidence-based practice and inter-professional collaboration in primary care settings. Prerequisite: Nursing 620 and 622.

### NURSING628 - Advanced Practice Nursing: Pediatric Primary Care Essentials

**Subject**  
NURSING

**Catalog Number**  
628

**Title**  
Advanced Practice Nursing: Pediatric Primary Care Essentials

**Description**  
This course is designed to provide the advanced practice nursing student with essential knowledge needed to diagnose and manage selected acute and chronic health problems in children. The emphasis is on health maintenance, health promotion, disease prevention and evidence-based practice in primary care settings. Prerequisite: For Family Nurse Practitioner majors: Nursing 620 and (Nursing 621 or 622); For Pediatric-Acute Care majors: Nursing 595 and 596
**NURSING629 - Advanced Practice Nursing: Pediatric Primary Care Essentials: Clinical**

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<tr>
<td>NURSING</td>
<td>629</td>
<td>Advanced Practice Nursing: Pediatric Primary Care Essentials: Clinical</td>
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</table>

**Description**

In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage common essential acute and chronic health problems in children. In collaboration with other health care providers, students provide care in primary care settings where they integrate health promotion, disease prevention and evidence-based practice. Co-requisite: Nursing 628

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**NURSING630 - Infant, Child, and Adolescent Advanced Development and Behavioral Health**

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<tr>
<td>NURSING</td>
<td>630</td>
<td>Infant, Child, and Adolescent Advanced Development and Behavioral Health</td>
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</table>

**Description**

The course focuses on developmental and behavioral theoretical frameworks, medical, genetic, and environmental risk factors, family systems, parenting styles, screening, surveillance, and assessment of infants, children, and adolescents. Management strategies, referral options, legal, ethical, and policy issues are discussed for children with atypical development/behavior. Promotion of wellness through anticipatory guidance of the child and family is infused into the course content and addressed at each development stage.

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**NURSING631 - Embryology, Pathophysiology and Development of Neonates, Infants and Toddlers**

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<td>NURSING</td>
<td>631</td>
<td>Embryology, Pathophysiology and Development of Neonates, Infants and Toddlers</td>
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</table>

**Description**

This course builds on the concepts discussed in Pathophysiology across the Lifespan to focus on fetal and neonatal patients. Topics include embryology (congruent with the certification examination) and neonatal-specific diseases affecting the pulmonary, cardiac, neurological, gastrointestinal, muscular-skeletal and renal systems. The course includes normal development of the fetus to second year of life. Prerequisite: Nursing 589. Instructor permission required.

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**NURSING632 - Advanced Practice Nursing in Perinatal Care**

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<tr>
<td>NURSING</td>
<td>632</td>
<td>Advanced Practice Nursing in Perinatal Care</td>
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**Description**

This course focuses on perinatal care for women from preconception through pregnancy and the postpartum period including mother-baby dyad care. Strategies for health promotion and disease prevention, prenatal screening, as well as management of selected complications of pregnancy are addressed. The emphasis is on the health restoration, health maintenance, evidence-based practice, and inter-professional collaboration in outpatient care settings. Prerequisite: Nursing 620
# NURSING634 - Perinatal Care in Advanced Practice Nursing — CL

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<tr>
<td>NURSING</td>
<td>634</td>
<td>Perinatal Care in Advanced Practice Nursing — CL</td>
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**Description**
In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to collaborate with women during the perinatal period from preconception through pregnancy and the postpartum period including the mother-baby dyad. The emphasis is on health restoration, health maintenance, evidence-based practice, and inter-professional collaboration in outpatient care settings. Available only to students in the FNP or WHNP academic plans.

# NURSING635 - Advanced Practice Nursing for Neonatal Patients I

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<tr>
<td>NURSING</td>
<td>635</td>
<td>Advanced Practice Nursing for Neonatal Patients I</td>
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**Description**
This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in neonates and children until age two years. The emphasis is on health maintenance, health promotion, disease prevention and evidence-based practice in neonatal care settings. Prerequisite: Nursing 595 and 596.

# NURSING636 - Advanced Practice Nursing in Neonatal Patients: Clinical

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<tr>
<td>NURSING</td>
<td>636</td>
<td>Advanced Practice Nursing in Neonatal Patients: Clinical</td>
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**Description**
In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage acute and chronic health problems in neonates and children until age two years. In collaboration with other healthcare providers, students provide care in neonatal care settings where they integrate health promotion, disease prevention and evidence-based practice. Prerequisite: Nursing 595 and 596.

# NURSING637 - Advanced Practice Nursing in Neonatal Patients II

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<th>Subject</th>
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<tr>
<td>NURSING</td>
<td>637</td>
<td>Advanced Practice Nursing in Neonatal Patients II</td>
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**Description**
This course builds on Advanced Practice Nursing for Neonatal Patients I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in neonates and children until age two years. The emphasis is on health maintenance, health promotion, disease prevention and evidence-based practice in neonatal care settings. Prerequisites: Nursing 636.

# NURSING638 - Advanced Practice Nursing in Neonatal Patients II: Clinical

Duke University

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NURSING642 - Advanced Practice Nursing in Primary Care Pediatric Patients I

Subject
NURSING

Catalog Number
642

Title
Advanced Practice Nursing in Primary Care Pediatric Patients I

Description
This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in children. The emphasis is on health maintenance, health promotion, disease prevention and evidence-based practice in primary care settings. Prerequisite: Nursing 595 and 596

NURSING644 - Advanced Practice Nursing in Primary Care Pediatric Patients II

Subject
NURSING

Catalog Number
644

Title
Advanced Practice Nursing in Primary Care Pediatric Patients II

Description
This course builds on Advanced Practice Nursing in Primary Care Pediatric Patients I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in children. The emphasis is on health maintenance, health promotion, disease prevention and evidence-based practice in primary care settings. Prerequisite: Nursing 643

NURSING647 - Advanced Practice Nursing in Pediatric Primary Care Patients I – Clinical

Subject
NURSING

Catalog Number
647

Title
Advanced Practice Nursing in Pediatric Primary Care Patients I – Clinical

Description
In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage acute and chronic health problems in children. In collaboration with other health care providers, students provide care in primary care settings where they integrate health promotion, disease prevention and evidenced-based practice. Prerequisite: Nursing 596. Corequisite: Nursing 642
NURSING649 - Advanced Practice Nursing in Pediatric Primary Care Patients II – Clinical

**Description**

This course builds on the competencies developed in Advanced Practice Nursing in Primary Care Pediatric Patients - Clinical I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage acute and chronic health problems in children. The emphasis is on health promotion, disease prevention, and evidence-based practice in primary care pediatric settings. Prerequisite: Nursing 643

NURSING660 - Advanced Practice Nursing in Acute Care Pediatric Patients I

**Description**

This course is designed to provide the advanced practice nursing student with essential knowledge necessary to diagnose and manage acute and chronic health problems in children. The emphasis is on health restoration, health maintenance and evidence-based practice in pediatric acute care settings. Prerequisite: Nursing 596

NURSING661 - Advanced Practice Nursing in Acute Care Pediatric Patients I: Clinical

**Description**

In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage acute and chronic health problems in children. The emphasis is on health restoration, health maintenance and evidence-based practice in pediatric acute care. Prerequisite: Nursing 596

NURSING662 - Advanced Practice Nursing in Acute Care Pediatric Patients II

**Description**

This course builds on Advanced Practice Nursing in Acute Care Pediatric Patients I and is designed to provide the advanced practice nursing student with specialized knowledge necessary to diagnose and manage acute and chronic health problems in children. The emphasis is on health restoration, health maintenance and evidence-based practice in pediatric acute care settings. Prerequisite: Nursing 661

NURSING663 - Advanced Practice Nursing in Acute Care Pediatric Patients II: Clinical
NURSING663 - Advanced Practice Nursing in Acute Care Pediatrics I: Clinical

**Subject**
NURSING

**Catalog Number**
663

**Title**
Advanced Practice Nursing in Pediatric Patients II: Clinical

**Description**
This course builds on competencies developed in Advanced Practice Nursing in Acute Care Pediatrics I: Clinical and Advanced Practice Nursing: Pediatric Primary Care: Clinical to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage acute and chronic health problems in children. The emphasis is on health restoration, health maintenance, evidence-based practice and inter-professional collaboration in pediatric acute care settings. Prerequisites: Nursing 661

NURSING664 - Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients 1

**Subject**
NURSING

**Catalog Number**
664

**Title**
Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients 1

**Description**
This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in adults and the geriatric population. The emphasis is on health restoration, health maintenance, and evidence-based practice for patients who are technologically dependent in acute care settings. Prerequisite: Nursing 620 and 622

NURSING667 - Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I - Clinical

**Subject**
NURSING

**Catalog Number**
667

**Title**
Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I - Clinical

**Description**
This course is designed to facilitate the advanced practice nursing students’ conduction of comprehensive assessments, formulation of differential diagnoses, and development of plans of care to manage acute and chronic health problems in adults and the geriatric population. In collaboration with other health care providers, students provide care for the technologically dependent patient in acute care settings, integrating health restoration, health maintenance, and evidence-based practice. Prerequisite: Nursing 620 and 622

NURSING668 - Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II

**Subject**
NURSING

**Catalog Number**
668

**Title**
Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II

**Description**
This course builds on Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in adults and the geriatric population. The emphasis is on health restoration, health maintenance and evidence-based practice for patients who are technologically dependent in acute care settings. Prerequisite: Nursing 664 and 667
### NURSING669 - Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II - Clinical

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<td>NURSING</td>
<td>669</td>
<td>Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II - Clinical</td>
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**Description**
This course builds on the competencies developed in Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients - Clinical I and is designed to facilitate advanced practice nursing students’ application of specialized knowledge needed to diagnose and manage acute and chronic health problems in adults and the geriatric population. In collaboration with other health care providers, students provide care for the technologically dependent patient in acute care settings, integrating health restoration, health maintenance, evidence-based practice, and interprofessional collaboration. Prerequisite: Nursing 664 and 667.

### NURSING680 - Gender and Women’s Health

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<td>NURSING</td>
<td>680</td>
<td>Gender and Women’s Health</td>
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**Description**
This course will examine the contemporary issues of women’s health care in the United States in the context of societal, political, and cultural influences. It will explore the role of gender norms, values, and inequalities in health care as a barrier to well-being.

### NURSING681 - Advanced Practice Nursing in Women’s Health Across the Lifespan

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<td>NURSING</td>
<td>681</td>
<td>Advanced Practice Nursing in Women’s Health Across the Lifespan</td>
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**Description**
This course includes comprehensive women’s health issues in primary care and reproductive health, with emphasis on health promotion, disease prevention and evidence-based practice across settings. Attention to cultural sensitivity, and gender and/or genetic impact on health and therapies will be integrated. Prerequisite: Nursing 634. Open only to Women’s Health Nurse Practitioner students.

### NURSING683 - Advanced Practice Nursing in Women’s Health Across the Lifespan: Clinical

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<tr>
<td>NURSING</td>
<td>683</td>
<td>Advanced Practice Nursing in Women’s Health Across the Lifespan: Clinical</td>
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**Description**
This course builds on the competencies developed in Perinatal Care in Advanced Practice Nursing as well as the adult primary care course, and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage acute and chronic health problems in women across the lifespan. The emphasis is on health promotion, disease prevention and evidence-based practice. Attention to cultural sensitivity, and gender and/or genetic impact on health and therapies will be integrated. Prerequisite: Nursing 634. Open only to Women’s Health Nurse Practitioner students.
NURSING690 - Advanced Practice Nursing in Neonatal Patients Synthesis

Subject
NURSING
Catalog Number
690
Title
Advanced Practice Nursing in Neonatal Patients Synthesis

Description
This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of neonatal patients. It also assists students to implement the neonatal nurse practitioner role in a collaborative model of practice. Prerequisite: Nursing 638

NURSING691 - Advanced Practice Nursing in Primary Care Pediatric Patients Synthesis

Subject
NURSING
Catalog Number
691
Title
Advanced Practice Nursing in Primary Care Pediatric Patients Synthesis

Description
This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of pediatric patients. It also assists students to implement the primary care pediatric nurse practitioner role in a collaborative model of practice. Prerequisite: Nursing 645

NURSING692 - Advanced Practice Nursing in Pediatric Acute Care Patients Synthesis

Subject
NURSING
Catalog Number
692
Title
Advanced Practice Nursing in Pediatric Acute Care Patients Synthesis

Description
This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of pediatric patients. It also assists students to implement the Acute Care Pediatric nurse practitioner role in a collaborative model of practice. Prerequisites: Nursing 628 and 663

NURSING693 - Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients Clinical Synthesis

Subject
NURSING
Catalog Number
693
Title
Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients Clinical Synthesis

Description
This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of adult gerontology patients. It also assists students to implement the adult-gerontology acute care nurse practitioner role in a collaborative model of practice. Prerequisite: Nursing 668 and Nursing 669

NURSING694 - Advanced Practice Nursing in Adult-Gerontology Primary Care Patients Synthesis
Duke University

**NURSING694 - Advanced Practice Nursing in Adult-Gerontology Primary Care Patients Synthesis**

**Description**

This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the primary care of adolescent, adult, and geriatric patients. It also assists students with the implementation of the Adult/Gerontology Nurse Practitioner role in a collaborative model of practice. Prerequisite: Nursing 625 or Nursing 626

**NURSING695 - Advanced Practice Nursing In Family Practice Patients Synthesis**

**Description**

This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the primary care of patients across the lifespan. It also assists students with the implementation of the Family Nurse Practitioner role in a collaborative model of practice. Prerequisite: Nursing 633 or Nursing 634

**NURSING696 - Women’s Health Nurse Practitioner Clinical Synthesis Course**

**Description**

This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the primary and specialty care of women from adolescence through the lifespan. It also assists students with the implementation of the Women’s Health Nurse Practitioner role in a collaborative model of practice. Prerequisite: Nursing 681 and (Nursing 682 or 683)

**NURSING700 - Organizational Theory for Integrated Health Care Delivery Systems**

**Description**

Focuses on organizational behavior theory and research as the foundation for managerial and leadership interventions in health care systems. Students learn how patient care system behaviors, structures, processes, and outcomes are affected by the actions of health system leaders. (Online)

**NURSING701 - Managing Complex Health Care Systems**
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<thead>
<tr>
<th>Subject</th>
<th>Catalog Number</th>
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<tbody>
<tr>
<td>NURSING</td>
<td>701</td>
<td>Managing Complex Health Care Systems</td>
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<td></td>
<td>Description</td>
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<td></td>
<td>This course is an in-depth analysis of health care organizations as complex adaptive systems. The continuous change and unpredictability of complex systems, such as health care delivery systems, the importance of relationships, and the role of self-organization, emergence and co-evaluation will be explored. Implications for management will be explored including sense making, learning, improvisations, thinking about the future, and designing as substitutes for traditional activities of command, control, prediction and planning when managing complex health care systems. (Online)</td>
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**NURSING702 - Principles of Business and Finance in Healthcare**

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<tr>
<th>Subject</th>
<th>Catalog Number</th>
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<tbody>
<tr>
<td>NURSING</td>
<td>702</td>
<td>Principles of Business and Finance in Healthcare</td>
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<td>Description</td>
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<td></td>
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<td>Designed for managers in complex organizations. Focuses on the knowledge and skills needed by the manager to plan, monitor, and evaluate budget and fiscal affairs for a defined unit or clinical division. Health care economics, personnel, and patient activities are analyzed from a budgetary and financial management perspective in an environment of regulations and market competition. (Online)</td>
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</table>

**NURSING703 - Application of Finance and Budget Planning**

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<tr>
<th>Subject</th>
<th>Catalog Number</th>
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<tbody>
<tr>
<td>NURSING</td>
<td>703</td>
<td>Application of Finance and Budget Planning</td>
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<td>Description</td>
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<td></td>
<td></td>
<td>Designed for a wide-range of experienced nurse managers, directors, executives and other nurses needing to perform routine financial tasks in complex health care organizations. Equips students to interpret financial statements for making strategic decisions. Focuses on the practical knowledge and skills needed to apply the commonly used tools and techniques in financial management within a healthcare setting.</td>
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</table>

**NURSING704 - Applied Health Care Economics for Nurses**

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<tr>
<th>Subject</th>
<th>Catalog Number</th>
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</thead>
<tbody>
<tr>
<td>NURSING</td>
<td>704</td>
<td>Applied Health Care Economics for Nurses</td>
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<tr>
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<td>Description</td>
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<tr>
<td></td>
<td></td>
<td>Economics is the study of how scarce resources are allocated among competing ends. Students will study the way markets supporting health, health care and social determinants of health are organized and financed and how health policy influences markets and health economics. Contemporary public issues and topics in health system payment models will be discussed. The course emphasizes managerial uses of economic principles and de-emphasizes mathematical problem sets or students developing economic models</td>
</tr>
</tbody>
</table>

**NURSING705 - Health Care Operations: Human Resources, Quality, Law and Ethics**
Duke University

NURSING705 - Health Care Operations: Human Resources, Quality, Law and Ethics

Description
Students develop a toolkit for continuous improvement within health care organizations and systems and explore selected health law, ethical, and human resources issues in nursing and health care management. Students will apply concepts to practice using relevant theory, quality improvement parameters, ethics modeling, and analysis of landmark legal cases. (Online)

NURSING707 - Effective Business Communications

Description
This course is designed to help clinicians and managers in health care settings develop communication skills that are essential to function effectively in a business environment or when communicating with funding bodies, community organizations and professional groups. Such skills relate to managing meetings, delivering persuasive oral presentations, and composing clear and concise written documents.

NURSING708 - Innovation and Influence through Inquiry and Data Management

Description
This course will explore how inquiry and data management are utilized for innovation and influence for nursing leaders in healthcare. Innovation is a rigorous process, deriving value and content from the point of care, based on data for structured inquiry. Inquiry is research, evidence-based practice and quality improvement practices. Pre-requisites N581 or an equivalent graduate level research/stats course.

NURSING710 - Synthesis of Specialty Practice, NHL

Description
This course provides an opportunity for students to integrate and synthesize prior learning as they implement specialized professional roles in health care. Under the guidance of faculty and preceptors, students reflect on personal and professional values, enhance creative and critical thinking skills, engage in independent problem-solving, and implement leadership strategies as they increase their competence and confidence in their ability to function in their chosen specialty. Variable credit depending on specialty. (Online)

NURSING711 - Nursing and Healthcare Leadership Synthesis
### NURSING711 - Nursing and Healthcare Leadership Synthesis

**Description**

This course provides an opportunity for students to integrate and synthesize prior learning as they implement specialized professional roles in health care. Under the guidance of faculty and preceptors, students reflect on personal and professional values, enhance creative and critical thinking skills, engage in independent problem-solving, and implement leadership strategies as they increase their competence and confidence in their ability to function in their chosen specialty. (Online)

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### NURSING715 - Database Systems in Healthcare: Design, Management, and Connectivity

**Subject**  
NURSING

**Catalog Number**  
715

**Title**  
Database Systems in Healthcare: Design, Management, and Connectivity

**Description**

This course covers database design, connectivity, and management. Topics covered include database modeling, design, structured query language (SQL), querying, database connectivity through web technologies, and the relationship of databases to EHR systems and data exchanges. Emphasis will be placed on the use of databases and their management for healthcare applications. Instructor permission required if not currently enrolled in the informatics program.

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### NURSING716 - Introduction to Health Informatics

**Subject**  
NURSING

**Catalog Number**  
716

**Title**  
Introduction to Health Informatics

**Description**

This course provides an overview of the discipline of Health Informatics including key informatics concepts, models, theories, and sub-disciplines. The student is introduced to key application areas within Health Informatics, as well as thought leaders, key events and literature of the field. Instructor consent required.

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### NURSING717 - Health Information Exchange Standards, Methods, & Models

**Subject**  
NURSING

**Catalog Number**  
717

**Title**  
Health Information Exchange Standards, Methods, & Models

**Description**

This course introduces students to data standards necessary to achieve interoperability within and across complex healthcare organizations. Active and relevant Standards Development Organizations and processes for developing and defining standards will be discussed. Specific topics covered will include tools related to the planning phases for health information systems, as well as standards for information models, terminology and coding systems, data transport, and structured documents. The development, functionality, uptake, and usability of standards from both national and international perspectives are discussed, along with models for regional and national health information exchange. Instructor permission required if not currently enrolled in the informatics major.

**Prerequisites:** N716: Introduction to Health Informatics  

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### NURSING718 - Data Analytics
### NURSING719 - Informatics Research Seminar

**Subject**  
NURSING  

**Catalog Number**  
719  

**Title**  
Informatics Research Seminar  

**Description**  
This course provides students with an opportunity to examine current research in Health Informatics. In response to weekly seminars that are facilitated by local and guest researchers in Health Informatics, students explore relevant literature and participate in constructive critique and thoughtful discussion about the research. Topics vary, depending on faculty and student interests, as well as current research trends. Instructor consent required.

### NURSING720 - Health Information Technology Leadership

**Subject**  
NURSING  

**Catalog Number**  
720  

**Title**  
Health Information Technology Leadership  

**Description**  
This course introduces students to principles of leadership and their application to issues and challenges commonly to the health information technology sector. Topics include domains of leadership: responsible, inspirational, supportive, personal, relational and contextual; formal, informal and leader-follower relationships; collaboration; negotiation; influencing and persuading; team building and crisis management. Prerequisite: N716 Introduction to Health Informatics.

### NURSING721 - System Design, Implementation, Evaluation and Maintenance

**Subject**  
NURSING  

**Catalog Number**  
721  

**Title**  
System Design, Implementation, Evaluation and Maintenance  

**Description**  
This course introduces students to the challenges and solutions associated with privacy processes and infrastructure requirements related to health information systems. Policy, legal and technological issues that provide for the secure and confidential collection and exchange of health information are explored, along with codes of ethics, risk assessment processes, industry standards, security policies and procedures, HIPAA regulations, and hardware and software concerns. Consent of instructor required. Prerequisite: Nursing 716.

### NURSING722 - Facilitating and Assessing Learning in Non-Academic Settings

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Duke University

Subject | Catalog Number | Title |
---|---|---|
NURSING | 722 | Facilitating and Assessing Learning in Non-Academic Settings |

Description
This course introduces students to the principles of adult learning, as well as the concepts of learning styles and domains of learning. Teaching practices and strategies designed to help adults learn complex concepts are explored, as are classroom assessment techniques.

**NURSING724 - Data Analytics II**

Subject | Catalog Number | Title |
---|---|---|
NURSING | 724 | Data Analytics II |

Description
This course will build upon Data Analytics I and explore advanced topics in data analytics. This course will build upon data mining, text mining and predictive modeling activities by introducing different data analysis methods and techniques. In this course, students will learn about topics including but not limited to clustering and association models, neural networks, decision trees, and visual analytics. Students will gain an understanding of the approaches, methods, and analytic tools required in order to select and prepare healthcare data for querying, reporting, and analysis. The course emphasizes applied case studies with respect to data analysis and findings:
Prerequisite: Nursing 718

**NURSING725 - Synthesis of Specialty Practice, Informatics**

Subject | Catalog Number | Title |
---|---|---|
NURSING | 725 | Synthesis of Specialty Practice, Informatics |

Description
This course provides an opportunity for students to integrate and synthesize prior learning as they implement specialized professional roles in health care. Under the guidance of faculty and preceptors, students reflect on personal and professional values, enhance creative and critical thinking skills, engage in independent problem-solving, and implement leadership strategies as they increase their competence and confidence in their ability to function in their chosen specialty. Variable credit depending on specialty. (Online)

**NURSING726 - Clinical Data Analytics**

Subject | Catalog Number | Title |
---|---|---|
NURSING | 726 | Clinical Data Analytics |

Description
This course provides the foundation needed to understand complex clinical data structures and the requirements for retrieving and analyzing data to address healthcare questions. Students will gain an understanding of the methods and analytic tools required to select and prepare data for analysis and querying data through data and text mining, data analytics techniques and machine learning. Students will also learn advanced techniques for data analytical evaluation and presentation of clinical data, predictive modeling and visual analytics. The course places much weight on the use of case studies with respect to data analysis and findings. Pre-requisite: completion of a course in descriptive and inferential statistics.

**NURSING730 - Advanced Concepts of Health Assessment**
Duke University

NURSING731 - Facilitating Student Learning

Subject  | Catalog Number | Title
---|---|---
NURSING | 731 | Facilitating Student Learning

Description
This course introduces students to principles of adult learning, as well as concepts of learning styles, student engagement, and domains of learning. Teaching practices and strategies designed to help students succeed in learning the complexities of nursing are also explored. (Online)

NURSING732 - Innovations in Clinical Teaching and Evaluation

Subject  | Catalog Number | Title
---|---|---
NURSING | 732 | Innovations in Clinical Teaching and Evaluation

Description
This course provides an overview of traditional and contemporary approaches to teaching and learning in the laboratory and clinical environments, as well as an analysis of issues related to the evaluation of students’ clinical/lab performance. Prerequisite: Nursing 731 or Nursing 741. (Online)

NURSING733 - Integrating Technology into Nursing Education

Subject  | Catalog Number | Title
---|---|---
NURSING | 733 | Integrating Technology into Nursing Education

Description
This course provides students with an opportunity to explore the evolving use of technology to facilitate learning and professional development. Issues related to the integration of technology into nursing education will be explored, and students will study specific technologies in depth to determine their most effective use in the educational arena. Prerequisite: Nursing 731 or Nursing 741. (Online)

NURSING735 - Educational Program Evaluation and Accreditation

Subject  | Catalog Number | Title
---|---|---
NURSING | 735 | Educational Program Evaluation and Accreditation

Description
This course introduces students to the full complexities of evaluating educational programs. It explores the components of program evaluation—what, when, how, who, and disposition of findings—and the role of faculty in designing those components and implementing the evaluation plan. The course also examines the purpose and processes of accreditation, distinguishes accreditation from State Board approval, and explores current issues related to program approval and accreditation. Prerequisite: Nursing 731 or Nursing 741. (Online)
NURSING738 - Role of the Nurse Educator: Issues and Challenges

Description
This course provides students with the opportunity to explore the multiple dimensions of the nurse educator role and the competencies expected of individuals in that role. Issues and challenges facing nurse educators will be explored along with strategies individuals can employ to manage those challenges. Prerequisite: Nursing 737 and Corequisite: Nursing 745 (or consent of instructor).

NURSING741 - Facilitating Student Learning and Teaching Innovation

Description
This course introduces students to the principles of adult learning, the concepts of learning styles, student engagement, and domains of learning. Teaching practices and strategies designed to help students succeed in learning the complexities of nursing as well as issues related to the integration of technology into nursing education are explored. This course also provides students with an opportunity to examine the evolving use of technology to facilitate learning and professional development.

NURSING742 - Innovative Curriculum Development in Nursing

Description
This course prepares nurse educators to develop educationally-sound, internally-congruent, innovative curricula for nursing programs. Internal and external factors that influence the development of curricula will be explored. Prerequisite: Nursing 731 or 741.

NURSING743 - Assessment and Evaluation Strategies in Nursing Education

Description
This course provides students with the opportunity to explore a wide range of methods that can be used to evaluate student learning, including the creation and critique of objective tests. It includes the concepts of test blueprinting, exam administration and scoring, test data statistical analysis, grade assignment, and test development software implementation. Students will explore a variety of methods to evaluate learning in the three domains of learning. In addition, issues related to the grading are examined. Prerequisite: Nursing 731 or 741.

NURSING744 - Implementing Educator Role: Synthesis
Implementing Educator Role: Synthesis

This culminating course provides students with the opportunity to implement the nurse educator role in an academic or staff development setting, under the guidance of and in collaboration with an experienced teacher. Students are expected to plan, implement, and evaluate the effectiveness of a teaching session that is reflective of the program’s curriculum framework, appropriate to the specified learning goals, and appropriately integrates technology. In addition, students collaborate with their preceptors to explore how the multiple dimensions and demands of the educator role can be balanced effectively to promote continuous growth as an educator. Prerequisite: Nursing 731 or 741

Using the Arts and Humanities to Teach Nursing

This course is designed to help nurse educators enhance their ability to teach effectively and creatively. Various novels, poems, art work, poetry, film, and other “art” and “non-professional” resources will be analyzed for their applicability as teaching tools to meet learning objectives, particularly those in the affective domain. Prerequisite: Nursing 731 or 741

Enhancing Racial/Ethnic Diversity in Schools of Nursing

This course is designed to explore evidence-based approaches and strategies for increasing recruitment, retention, graduation, and success among racially/ethnically-diverse nursing students. Attention is focused on facilitators of and barriers to success associated with the educational environment and organizational culture, the context and determinants for success among students, and the context and sensitivities of faculty. Prerequisite: Nursing 731 or 741

Using Simulation in Education

This course provides an overview of how simulation can be used to facilitate student learning in all domains. It provides students with an opportunity to explore the research related to using simulation, particularly in nursing education, and to develop skills in designing, implementing, and evaluating simulations and post-simulation debriefings. Students will also examine trends and issues in the use of simulation in education. Prerequisite: Nursing 731 or Nursing 741 or instructor permission

Evidence-based Nursing Education
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<tr>
<td>NURSING</td>
<td>749</td>
<td>Evidence-based Nursing Education</td>
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</table>

This course introduces students to evidence-based nursing education. Students will explore the development of the science of nursing education, methods used to build a science, and concepts of evidence-based nursing education. Students will identify a teaching method or an educational practice in nursing, conduct an evidence search, evaluate the quality of the evidence, and identify implications for teaching in nursing. Prerequisite: Nursing 581

**NURSING750 - Role of the Nursing Professional Development Specialist: Issues and Challenges**

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<th>Subject</th>
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<tr>
<td>NURSING</td>
<td>750</td>
<td>Role of the Nursing Professional Development Specialist: Issues and Challenges</td>
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</table>

This course provides students with the opportunity to explore the multiple dimensions and expected competencies of the nurse educator role with a focus on clinical staff education and professional development. Issues and challenges facing the nursing professional development educator will be explored along with strategies individuals can employ to manage those challenges. Prerequisite: Nursing 731 or Nursing 741 or instructor permission

**NURSING752 - Major Health Problem Management Trends**

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<tr>
<td>NURSING</td>
<td>752</td>
<td>Major Health Problem Management Trends</td>
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</table>

This course is designed to provide students with an overview of trends, research, best practice guidelines, and resources related to the care of individuals experiencing chronic and/or acute illness. Major health problems are discussed, and each is addressed with consideration given to the complexity of factors that influence care management. Prerequisite: Nursing 596 and 730. Corequisite: Nursing 753.

**NURSING753 - Management of Major Health Problems Practicum**

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<tr>
<td>NURSING</td>
<td>753</td>
<td>Management of Major Health Problems Practicum</td>
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</table>

This course provides students with experiences in a health care setting where they have an opportunity to develop a deeper understanding of how individuals/families collaborate with the interdisciplinary health care team to manage chronic or acute illnesses, or engage in health promotion activities. Each student selects a population of interest (e.g., children, pregnant teens, individuals with cancer, the elderly, etc.) and engages with representatives of that population and the experts who care for them to gain an appreciation of their health care needs, the evidence that supports best practices in caring for them, and resources to remain current regarding the care of the population. Prerequisite: Nursing 596 and 730. Corequisite: Nursing 752.

**NURSING759 - Introduction to Advanced Practice Psychiatric Mental Health Nursing**
Duke University

**NURSING762 - Neurophysiology**

Subject: NURSING  
Catalog Number: 762  
Title: Neurophysiology  

Description: The focus of this course is physiologic concepts that will be the basis to mental disorders. Concepts covered will include neuroscience, modulators, basis to human behaviors, and the genetic links to stress models. Instructor consent required. Prerequisite: Nursing 589.

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**NURSING763 - Psychopharmacology**

Subject: NURSING  
Catalog Number: 763  
Title: Psychopharmacology  

Description: The focus of this course is on additional categories of medications specific to individuals with psychiatric illness and mental disorders. This course will challenge student critical thinking and problem solving skills as they apply psychopharmacologic principles to a wide array of chronic and acute clinical conditions. Students will learn to synthesize information as it relates to psychopharmacological treatment of disease components across the lifespan. Instructor consent required. Prerequisite: Nursing 596 and Nursing 762.

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**NURSING764 - APN: Diagnosis and Evidence-Based Treatment of Mental Health Disorders Across the Lifespan**

Subject: NURSING  
Catalog Number: 764  
Title: APN Diagnosis and Evidence-Based Treatment of Mental Health Disorders Across the Lifespan  

Description: This course provides the student with knowledge and skills to perform advanced clinical differential diagnoses and management of individuals with mental disorders across the lifespan by acquiring knowledge of the diagnostic criteria of the DSM. Students will also learn the foundations and elements and strategies of the major psychotherapeutic modalities used in mental health disorders across the lifespan. Prerequisite: Nursing 761 and 762. Corequisite: Nursing 763 and 765.

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**NURSING765 - APN: Diagnosis & Evidence-Based Treatment of Mental Health Disorders Across the Lifespan: Clinical**
NURSING765 - APN: Diagnosis & Evidence-Based Treatment of Mental Health Disorders Across the Lifespan: Clinical

Description
This clinical course builds on the neuropsychology and foundations courses providing the student with knowledge and skills to perform advanced clinical differential diagnoses and management of individuals with mental disorders across the lifespan using the criteria of the DSM. Students will be challenged to develop a treatment plan with interventions based on their diagnosis that include selecting a therapy mode, group process recommendations, follow up intervals, medication recommendations, and referral management in a clinical environment. Prerequisite: Nursing 761 and 762. Corequisite: Nursing 763 and 764

NURSING766 - Assessment and Management of Addictive Disorders for the APRN

Description
This course will enhance the student's understanding of addiction disorders. By weaving elements of basic science, assessment, and diagnosis, students will learn to manage addiction disorders using integrated knowledge to propose evidenced based approaches. Special attention will focus on co-occurring disease process and disorders across the lifespan. Prerequisite: Nursing 596 and 762

NURSING769 - Psychiatric - Mental Health Nurse Practitioner Synthesis Lifespan and Continuum of Care: Clinical I

Description
This course is designed to provide the student with clinical opportunity to synthesize and apply evidence based advanced practice psychiatric-mental health practice strategies across both the lifespan and continuum of care. Prerequisite: Nursing 765

NURSING770 - Psychiatric - Mental Health Nurse Practitioner Synthesis Lifespan and Continuum of Care: Clinical II

Description
This course is designed to provide the student with clinical opportunity to further synthesize and apply evidence based advanced practice psychiatric-mental health practice strategies across both the lifespan and continuum of care. Prerequisite: Nursing 769
NURSING771 - Delivering Evidence-Based Mental Health Care to Vulnerable and Underserved Populations

Subject: NURSING  
Catalog Number: 771  
Title: Delivering Evidence-Based Mental Health Care to Vulnerable and Underserved Populations

Description:
This course provides students an opportunity to explore community-based psychiatric/mental health nursing care strategies within the context of serving vulnerable and underserved populations in the United States. Particular attention will be paid to exploring social influencers of health, community mental health assessment strategies, common barriers to effective healthcare, and risk stratification. The course content serves as a foundation for advanced practice nurses who intend to emerge as Psych Mental Health Nurse Practitioners (PMHNPs) or integrate effective behavioral-mental strategies into practice in other health professions.

NURSING801 - Advanced Practice Nursing: Cardiovascular Specialty I

Subject: NURSING  
Catalog Number: 801  
Title: Advanced Practice Nursing: Cardiovascular Specialty I

Description:
This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected cardiovascular conditions from adolescence through senescence in both inpatient and outpatient settings. The online coursework includes content from the American College of Cardiology Core Curriculum and incorporates the latest evidence based knowledge in the field. Prerequisite: Nursing 595 and 596

NURSING803 - Advanced Practice Nursing: Cardiovascular Specialty II

Subject: NURSING  
Catalog Number: 803  
Title: Advanced Practice Nursing: Cardiovascular Specialty II

Description:
This course builds on Cardiovascular Specialty I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected cardiovascular conditions in adolescents, adults and geriatric patients in both inpatient and outpatient settings. Prerequisite: Nursing 801

NURSING805 - Advanced Practice Nursing in Adult-Gerontology: Cardiovascular Synthesis

Subject: NURSING  
Catalog Number: 805  
Title: Advanced Practice Nursing in Adult-Gerontology: Cardiovascular Synthesis

Description:
This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of adolescent, adult and geriatric patients with cardiovascular disease. It also assists students with the implementation of the Adult/Gerontology Nurse Practitioner role in a collaborative model of practice. Prerequisite: Nursing 802
### NURSING806 - Foundations in Veterans Health Care

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<tr>
<td>NURSING</td>
<td>806</td>
<td>Foundations in Veterans Health Care</td>
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</table>

**Description**

This course is designed to provide learners with specialized knowledge needed to support the care of veterans and their families. The emphasis is on foundational veteran-centric concepts including: military culture and subcultures, warrior ethos, high volume, high risk and problem prone military service-related health conditions, and specific fundamental social and cultural concepts that impact the care of veterans and their families.

### NURSING807 - Advanced Practice Nursing: Veterans Health Care Specialty Synthesis

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<tr>
<td>NURSING</td>
<td>807</td>
<td>Advanced Practice Nursing: Veterans Health Care Specialty Synthesis</td>
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</table>

**Description**

This culminating direct patient-care clinical practicum course builds on the content delivered in the Foundations in Veterans Health Care and the Delivering Evidence Based Mental Health Care to Vulnerable and Under Served Populations courses. The focus is on synthesis and application of Veteran-centric didactic content in the inter-professional clinical practice setting. Designed for students enrolled in the FNP, AGACNP, AGPCNP, WHNP, or PMHNP majors. Prerequisite: Nursing 771 and 806.

### NURSING811 - Advanced Practice Nursing: Oncology Specialty I

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<tr>
<td>NURSING</td>
<td>811</td>
<td>Advanced Practice Nursing: Oncology Specialty I</td>
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**Description**

This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected oncology conditions in adolescent, adult and geriatric patients in both inpatient and outpatient settings. The course focuses on the epidemiology, pathophysiology and biobehavioral aspects of cancer across the adult years. Major topics include cancer physiology, prevention and detection, role of the immune system, treatment, and responses to cancer. Prerequisite: Nursing 595 and 596. Instructor consent required.

### NURSING813 - Advanced Practice Nursing: Oncology Specialty II

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<th>Subject</th>
<th>Catalog Number</th>
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<tr>
<td>NURSING</td>
<td>813</td>
<td>Advanced Practice Nursing: Oncology Specialty II</td>
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**Description**

This course builds on Oncology Specialty I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected oncology conditions in adolescents, adults and geriatric patients in both inpatient and outpatient settings. The Scope and Standards for Oncology Nursing Practice serve as a framework for examination of problems and symptom management in patients. This course focuses on the role of the advanced practice nurse in assisting the patient to maintain an acceptable quality of life through the management of both disease and treatment related symptoms. Prerequisite: Nursing 811 or instructor permission.
NURSING815 - Advanced Practice Nursing in Adult-Gerontology: Oncology Synthesis

Description
This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of adult and geriatric patients with cancer. It also assists students to implement the oncology nurse practitioner role in a collaborative model of practice. Prerequisite: Nursing 812

NURSING821 - Fundamentals of Musculoskeletal Care I

Description
This course will prepare the advanced practice nurse to evaluate and manage selected chronic and acute musculoskeletal conditions across the lifespan, with a primary emphasis on care of the adolescent and adult. The course will focus on outpatient management of orthopedic conditions but will include discussion of operative interventions for musculoskeletal conditions. This online course has one required campus-based multiday session designed primarily to solidify musculoskeletal assessment and diagnostic reasoning skills. Prerequisite: Nursing 595 and 596

NURSING823 - Fundamentals of Musculoskeletal Care II

Description
This course builds on Fundamentals of Musculoskeletal Care I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected musculoskeletal conditions across the lifespan, with a primary emphasis on care of the adolescent and adult. The course will address both outpatient management and operative interventions for musculoskeletal conditions. Office based procedures to treat musculoskeletal conditions will be included. This online course has one required multiday campus-based session designed primarily to solidify psychomotor and diagnostic reasoning skills. Prerequisite: Nursing 821

NURSING825 - Advanced Practice Nursing - Musculoskeletal Synthesis

Description
This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of patients with musculoskeletal disorders across the lifespan. It also assists students with the implementation of the Nurse Practitioner role in a collaborative model of practice. Prerequisite: Nursing 822

NURSING831 - Advanced Practice Nursing: Endocrinology Specialty I (Diabetes)
NURSING831 - Advanced Practice Nursing: Endocrinology Specialty I (Diabetes)

**Subject**  
NURSING

**Catalog Number**  
831

**Title**  
Advanced Practice Nursing: Endocrinology Specialty I (Diabetes)

**Description**
Focus on the pathophysiology and management of patients with diabetes and selected metabolic disorders. Content on prevention, diagnosis and clinical treatment for diabetes throughout the adult lifespan, along with surveillance and identification of complications related to diabetes. Prerequisite: Nursing 595 and 596

NURSING833 - Advanced Practice Nursing: Endocrinology Specialty II

**Subject**  
NURSING

**Catalog Number**  
833

**Title**  
Advanced Practice Nursing: Endocrinology Specialty II

**Description**
This course is designed to provide the advanced practice nursing student the specialized knowledge needed to diagnose and manage common endocrine disorders. Concepts include epidemiology, pathophysiology, evaluation and management of adults and adolescents in outpatient settings. Topics will emphasize cost effective and patient-centered care. Prerequisite: Nursing 620

NURSING835 - Advanced Practice Nursing: Endocrinology Synthesis

**Subject**  
NURSING

**Catalog Number**  
835

**Title**  
Advanced Practice Nursing: Endocrinology Synthesis

**Description**
This course provides the student with supervised experience in managing patients with diabetes and endocrine disorders in a variety of clinical settings. Students will use the knowledge and critical thinking skills learned in previous Endocrinology courses for effective patient evaluation and management. Students will navigate complex chronic disease management, emphasizing patient-centered and cost-effective care. Prerequisite: Nursing 620 and (Nursing 621 or 622) and Nursing 831

NURSING840 - Epidemiology and Pathogenesis of HIV/AIDS

**Subject**  
NURSING

**Catalog Number**  
840

**Title**  
Epidemiology and Pathogenesis of HIV/AIDS

**Description**
This course will examine the epidemiology and pathogenesis of HIV infection. Current knowledge of the natural history, biology, virology, epidemiology and clinical aspects of HIV/AIDS will be examined, and HIV treatment, vaccine, and prevention trials will be reviewed. Epidemiologic studies will be critically reviewed to provide a synthesis of the current understanding of the pathogenesis of this infectious disease in various populations.

NURSING841 - Pharmacologic Aspects of HIV/AIDS
### NURSING841 - Pharmacologic Aspects of HIV/AIDS

**Description**
This course will examine the pharmacologic aspects of HIV/AIDS prevention, care and treatment. Current evidence based treatment guidelines will be reviewed. Drug-drug interactions and prescribing in the context co-morbid conditions will be examined. Common diagnostic tests associated with initiating and maintaining antiretroviral therapy will be clinically applied. Prerequisite: Nursing 591 or Nursing 589 and Nursing 596.

### NURSING842 - Psychosocial, Political, Legal and Ethical Aspects of HIV/AIDS

**Description**
This course will examine the complex psychosocial, political, legal and ethical aspects associated with HIV/AIDS prevention, care, and treatment. Topics to be covered include coping and behavioral responses to HIV/AIDS, HIV-related stigma and the effects of social determinants of health on those diagnosed with HIV/AIDS and those triply diagnosed with HIV, mental health issues, and substance use disorders. In collaboration with the Duke AIDS Legal Project, students will examine issues related to wills, powers of attorney, advance directives, guardianship pleadings, ADAP/Medicare/Medicaid denials, disability applications, confidentiality, discrimination, the criminalization of HIV, and the ethical and legal obligations of PLWHA in connection with disclosure and control measures.

### NURSING843 - Clinical Care and Treatment Issues in HIV/AIDS

**Description**
This course will allow the participants to examine common health problems experienced by persons living with HIV/AIDS from adolescence through senescence in the primary care setting. Topics will include management of antiretroviral therapy and its complications; the prevention, care and treatment of opportunistic infections and co-morbidities among persons living with HIV/AIDS (such as hypertension, lipid disorders, metabolic and bone disorders); harm reduction, health maintenance and disease prevention in HIV-infected individuals; management of individuals co-infected with HIV and hepatitis B or C; and inter-professional collaboration in the care and treatment of HIV/AIDS. Prerequisites: Nursing 840, 841, and 842. Corequisite: Nursing 844

### NURSING844 - HIV Clinical

**Description**
In this course students will participate in a 168-hour supervised clinical practicum within an HIV treatment center with an HIV care provider to demonstrate skills learned in Clinical Care and Treatment Issues in HIV/AIDS. The students will also participate in a three-day visit to campus for an inter-professional team-based learning intensive. Prerequisite/Corequisite: Nursing 843

### NURSING846 - Advanced Practice Nursing: HIV Specialty I
Duke University

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<th>Subject</th>
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<tr>
<td>NURSING</td>
<td>846</td>
<td>Advanced Practice Nursing: HIV Specialty I</td>
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<tr>
<td>Description</td>
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<td>This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage HIV/AIDS in the adolescent, adult and older patient in the primary care and HIV specialty settings. This course focuses on the epidemiology and pathogenesis of HIV infection, the pharmacologic aspects of HIV/AIDS, and the complex psychosocial, political, legal and ethical aspects associated with HIV/AIDS prevention, care, and treatment. Prerequisite: Nursing 595 and 596 or with instructor permission.</td>
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<tr>
<td>NURSING</td>
<td>848</td>
<td>Advanced Practice Nursing in HIV Synthesis</td>
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<tr>
<td>Description</td>
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<td>This course is designed to provide the advanced practice nursing student with supervised clinical experience to learn how to manage common health problems experienced by persons living with HIV from adolescence through senescence in the primary care setting. In this course students will participate in a 168-hour supervised clinical practicum within an HIV treatment center with an HIV care provider. Prerequisite: Nursing 846 and 847.</td>
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<tr>
<td>NURSING</td>
<td>849</td>
<td>Advanced Practice Nursing: HIV Specialty II</td>
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<tr>
<td>Description</td>
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<td>This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage HIV in the adolescent, adult and older patient in the primary care and HIV specialty settings. This course focuses on common health problems experienced by persons living with HIV from adolescence through senescence. This course will include an on-campus learning intensive (for students enrolled in the HIV Specialty). Prerequisite: Nursing 595, 596, and 620 (or with instructor permission). Prerequisite or corequisite: Nursing 622.</td>
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<tr>
<td>NURSING</td>
<td>851</td>
<td>Foundations and Physical Aspects of Palliative Care across the Lifespan</td>
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<td>Description</td>
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<td>The course promotes assisting patients and families with life-limiting illnesses across the lifespan to maintain the best possible quality of life through reviewing the physical aspects of palliative care (symptom) management and developing care goals for the patient nearing the end of life. The structure, process, principles and philosophy of palliative care provide the course framework. Interdisciplinary collaboration is emphasized in the delivery of care. Prerequisite: Nursing 596 or permission of instructor.</td>
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<tr>
<td>NURSING</td>
<td>853</td>
<td>Psychosocial Aspects of Palliative Care across the Lifespan</td>
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144 / 160
Duke University

NURSING853 - Psychosocial Aspects of Palliative Care across the Lifespan

Description
This course will foster the requisite knowledge, skills, and abilities to safely and effectively navigate the overlapping domains of palliative care across the lifespan and continuum of care. Palliative care will be explored through psychological, neuropsychiatric, social, spiritual, religious, existential, cultural, ethical, legal, and interprofessional lens. Prerequisite: Nursing 596 or permission of instructor.

NURSING855 - Advanced Practice Nursing in Palliative Care across the Lifespan Synthesis

Description
This culminating course focuses on the synthesis of theory and clinical management skills to care for patients across the lifespan requiring palliative care in a variety of settings. The course will also assist students to implement the palliative care nurse practitioner role in a collaborative model of practice. Prerequisite: Nursing 852 or instructor permission.

NURSING860 - The Essentials of Care Coordination for Populations and Individuals

Description
This course focuses on the exploration of care coordination processes for individual patients as well as populations. This will include a survey of best and evidence-based practice from a multidisciplinary care perspective. The impact of multiple determinants of health for populations and individuals and the interventions to address their needs will be examined. Open to students enrolled in the Duke University School of Nursing or by permission of instructor.

NURSING861 - Applications of Care Coordination of Populations and Individuals

Description
This course will address multilevel care coordination process with seamless integration of population and individual perspectives. The examination of the needs of specifically medically and socially vulnerable populations and the individuals within them will be the focus. Practical applications of the population care coordinator process within varied settings will be employed. Prerequisite: Nursing 860.

NURSING865 - Synthesis of Specialty Practice: Population Care Coordination
NURSING901 - Philosophy of Science and Theory Development

**Description**
Focus is on the purposes of science, scientific process, and knowledge development as debated in current literature. Debates arising from philosophy and the history of science and nursing inform discussion about the nature of science and nursing’s past, present and future directions in theory and knowledge development. Students will develop skills in concept and theory analysis related to trajectories of chronic illness and care systems. The student will apply knowledge gained to placing their area of scientific focus into a conceptual framework. Department consent required.

NURSING902 - Quantitative Research Designs

**Description**
This course introduces students to a range of nonexperimental and experiment designs used in health care research. Topics include identifying researchable problems, formulating research questions/aims/hypothesis, conceptual and operational definitions of variables, sampling designs, ethical issues in human subjects research, data collection techniques, and critique of analytical methods. Students will apply knowledge by participating in class discussions, critiquing published research, and exploring possible designs for their research focus.

NURSING903 - The General Linear Models

**Description**
Focus is on conceptual and methodological issues involved in the analysis of survey and clinical data using general linear models. Topics include analysis of variance, analysis of covariance, bivariate regression, and multiple regression analyses. Emphasis is on the application of these statistical methods in the design and analysis of nursing and health care research. The student will apply concepts by analyzing archived public domain data using techniques and procedures in SAS.

NURSING905 - Longitudinal Methods
Duke University

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<tr>
<td>NURSING</td>
<td>905</td>
<td>Longitudinal Methods</td>
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**Description**

Focus is on longitudinal research methods, including conceptualization, design, data management, and analysis. Assumptions and limitations of longitudinal statistics, particularly the general linear mixed model, generalized estimating equations, and survival modeling; relationship between design and analyses; and strategies to maintain scientific integrity are covered. Topics include estimating and interpreting coefficients in mixed models, assessing model fit, and significance testing using SAS procedures. Assignments will provide the student with hands on data analytic experience (with relevant SAS procedures). Prerequisite: Nursing 903. Department consent required.

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**NURSING906 - Qualitative Research Methodology**

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<tr>
<td>NURSING</td>
<td>906</td>
<td>Qualitative Research Methodology</td>
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**Description**

Focus is on theoretical and methodological aspects of interpretive research design. Discusses interpretive approaches from a variety of disciplines and philosophical traditions, with emphasis on the application of research designs and data collection and analysis techniques to nursing studies. The relevance of these approaches to advancement of knowledge and practice in nursing and healthcare is explored. Department consent required.

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**NURSING907 - Overview of Chronic Illness & Care Systems**

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<tr>
<td>NURSING</td>
<td>907</td>
<td>Overview of Chronic Illness &amp; Care Systems</td>
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**Description**

This doctoral seminar will provide an overview of science and research on the trajectories of chronic illness and care systems and their intersection. Fall topics will include an overview of the trajectories model, patterns of human responses to chronic illness, approaches to understanding trajectories and development, the care systems and their intersection through which individuals and groups interact to change illness trajectories. Department consent required.

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**NURSING908 - Context of Chronic Illness & Care Systems**

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<tr>
<td>NURSING</td>
<td>908</td>
<td>Context of Chronic Illness &amp; Care Systems</td>
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**Description**

This course focuses on the environmental and organizational context of chronic illness. Faculty and students will explore competing theoretical perspectives and consider how each would guide an empirical study in a specific research area. The semester also addresses scholarly skill development including research synthesis authorship, academic integrity, grant writing, and human subjects, issues with vulnerable populations. Department consent required.

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**NURSING909 - Intervention Research Methods in Health Care**
Description
Focus is on an in-depth coverage of research designs that address causal relationships as well as critical elements in the design and implementation of intervention studies. Example of topics covered include development of research questions, hypotheses, sampling methods, research designs (quasi-experimental and experimental), reliability and validity (construct, internal and external validity), and intervention fidelity in research around trajectories of chronic illness and care systems. Department consent required.

NURSING910 - Doctoral Seminar in Nursing Science Dissertation
Subject
NURSING
Catalog Number
910
Title
Doctoral Seminar in Nursing Science Dissertation

Description
In this doctoral seminar, the student will develop and write the dissertation proposal. Topics for discussion will include theoretical, substantive, and methodological issues in planning your current research and development of your research career. Department consent required.

NURSING911 - Introductory Statistics
Subject
NURSING
Catalog Number
911
Title
Introductory Statistics

Description
This course explores fundamental knowledge of statistical principles and commonly used univariate and bivariate analyses in health and behavioral sciences. Topics include levels of measurement, descriptive statistics, sampling distribution, parameter estimation, hypothesis testing, t-tests, one-way ANOVA, non-parametric tests, correlation, simple regression, and power and effect size. This course also provides students the opportunity to learn basic data management skills. Assignments provide students with hands-on data analytic experience with relevant statistical software. Instructor consent required.

NURSING912 - Quantitative Observational Research Techniques
Subject
NURSING
Catalog Number
912
Title
Quantitative Observational Research Techniques

Description
This course explores quantitative techniques for behavioral observation research. Strategies for developing coding systems, determining reliability and validity, and analyzing data are included. Instructor consent required.

NURSING913 - Advanced Qualitative Data Analysis
NURSING913 - Advanced Qualitative Data Analysis

Description
This is an advanced graduate-level course focused on the theory, techniques, and issues of qualitative data analysis and interpretation. The course is designed for graduate students who are taking qualitative/interpretative approaches to their research. It covers qualitative forms of data and/or qualitative (non-numeric, interpretive) forms of analysis. This course is ideal for students in the late data gathering and analysis phase of their research, although students at the proposal writing and pre-data collection stage will also benefit. The course aims to give students knowledge and experience in applied qualitative analysis practices, but also to enhance their ability to articulate and address the core theoretical and methodological issues of qualitative inquiry.

NURSING914 - Mixed Methods Research

Description
Understand the modes of qualitative and quantitative inquiry and the subsequent techniques for collecting, analyzing and interpreting data. Develop necessary skills and knowledge to identify and use different types of research designs and methods. Interpret published empirical studies using mixed methods designs. Produce written work that integrates qualitative and quantitative methods.

NURSING915 - Measurement Theory and Practice

Description
Instrumentation in chronic illness and care system research involves measurement of biological, psychological and/or sociological phenomena. An overview of the theories, principles and techniques that yield reliable and valid measurement of those phenomena. Opportunities will be provided to evaluate the psychometric properties of measures with an emphasis on those designed to measure change over time. Students will have opportunities to evaluate and critique existing measures and/or develop a new measure. Course is designed to aid the student in writing the measurement section of research proposals and reports.

NURSING916 - Statistical Modeling and Data Analysis

Description
This is a seminar course with flexible topics to meet students' needs for their data-based research. The topics will be selected, through a needs assessment of students' common interests, from a list of advanced modeling and analytical techniques that are widely used in the health and behavioral sciences, but may vary from semester to semester. Starting with forming research questions, students in this seminar class work under instructor's guidance and supervision, apply specific modeling and analytical techniques to the research questions, carry out the analysis on existing real-world empirical data, and summarize the research findings. Instructor consent required.

NURSING917 - Achieving Health Behavior Change: Individual and Societal Perspectives
NURSING918 - Leadership in Science: The Role of the Nurse Scientist

Description
In this doctoral seminar PhD students examine their future role as a steward of the discipline and leader in the field. They will explore several evidence-based leadership frameworks to assess their own strengths and areas in which they think they should develop additional skills. Students will be encouraged to think beyond their PhD program and how they will utilize leadership strategies to become powerful contributors and influencers in the field. Open only to PhD students in first year of their full-time program.

NURSING919 - Using Large Secondary Datasets in Health Related Studies: Research Design, Data Mgmt. and Analyses

Description
This course provides students with expertise in locating, evaluating, obtaining and utilizing large secondary datasets, including electronic health data, useful for health care related studies. Confidentiality requirements, ethical issues and development of data use agreements to facilitate access while protecting privacy are reviewed. The student gains experience in hands on use of a variety of data sets to answer specific questions, to inform population health problem definition and to design research studies that incorporate strengths of chosen datasets while minimizing data limitations. Students gain beginning expertise in using a LINUX server with SAS original programming. Completion of a graduate statistics course and completion of a graduate research course. Others with strong quantitative backgrounds by permission of instructor. Laptop with access to School of Nursing network is required. Students will be required to meet with School of Nursing IT personnel to obtain assistance in accessing network through laptop prior to first day of course.

NURSING920 - Doctoral Mentored Teaching Practicum

Description
This practice will focus in 4 areas: Enhance the professional development of PhD students to socialize and prepare them for faculty roles in schools of nursing. Provide a mechanism for self-evaluation, discussions with mentors about strengths/weaknesses related to teaching and learning in nursing education. Develop and improve teaching skills in preparing for faculty roles. Cultivate relationships between faculty and students who share pedagogical interests.
NURSING921 - Integrated Research Practicum

Subject: NURSING  
Catalog Number: 921  
Title: Integrated Research Practicum  
Description: Students engage in a research practicum with an experienced researcher. The purpose of the practicum is to develop research skills through participation in the activities of the mentor's program of research. Activities may include grant development, research team meetings, protocol implementation, data analysis and dissemination. Consent required.

NURSING922 - Special Readings in School of Nursing

Subject: NURSING  
Catalog Number: 922  
Title: Special Readings in School of Nursing  
Description: Individual reading in advanced study and research areas of School of Nursing. Approval of director of graduate studies required.

NURSING923 - Health Information Technology for Population Health Research

Subject: NURSING  
Catalog Number: 923  
Title: Health Information Technology for Population Health Research  
Description: This PhD elective course will provide an introduction to health information technology (HIT) for population health research at the local, national, and international levels. This course will examine contemporary HIT that has been adapted to population health research. This course will have a particular emphasis on quantitative and qualitative empirical methods using HIT. This course will also provide computer-based learning experiences of using contemporary software tools to handle data with various algorithms of machine learning. Another important feature of this course will be an intensive analysis of ethical and methodological issues in conducting population health research using HIT. Completion of 1st Year PhD Program or permission of the instructor.

NURSING924 - Theories and Research in Population Health

Subject: NURSING  
Catalog Number: 924  
Title: Theories and Research in Population Health  
Description: This course will appraise the theoretical bases and research methods used in population health research across the lifespan and its application to nursing science. The adequacy of existing knowledge in specific areas of population health will be investigated, and assumptions that underlie the knowledge will be made explicit. An evaluation of effects of knowledge on nursing practice and health policy will be performed. This course draws upon an interdisciplinary body of scientific literature to evaluate theoretical perspectives and evidence on the distribution, causes, and consequences of health issues for diverse populations, as well as inequities between and within specific populations. Completion of 1st Year PhD Program or permission of the instructor.

NURSING925 - Advanced Physiology
Duke University

NURSING925 - Advanced Physiology
Subject                        Catalog Number  Title
NURSING                        925              Advanced Physiology
Description A study of the anatomic structures and related physiochemical mechanisms governing cellular, respiratory, cardiovascular, neurological, hematological, and renal systems. The course focuses on developing an advanced knowledge base to understand normal human physiological phenomena. Instructor consent required.

NURSING926 - Pharmacology for Nurse Anesthetists
Subject                        Catalog Number  Title
NURSING                        926              Pharmacology for Nurse Anesthetists
Description The first course in a sequence of two designed to provide the student with an in-depth knowledge of pharmacology and its applications to the clinical practice of anesthesia across the lifespan. The course is designed to provide the student with a thorough understanding of the basic science of pharmacology including pharmacodynamics, pharmacokinetics, pharmacotherapeutics, pharmacogenetics, pharmacy and toxicology.

NURSING927 - Chemistry and Physics Related to Anesthesia
Subject                        Catalog Number  Title
NURSING                        927              Chemistry and Physics Related to Anesthesia
Description Investigates the principles of chemistry and physics as applied to anesthesia care, operation of equipment, and operating room safety. Biomedical instrumentation pertinent to anesthesia patient care is described.

NURSING928 - Basic Principles of Anesthesia
Subject                        Catalog Number  Title
NURSING                        928              Basic Principles of Anesthesia
Description Focuses on basic principles of preoperative patient assessment, operating room preparation, interpretation of preoperative data, diagnostic reasoning and preoperative documentation. The anesthesia machine, anesthesia equipment, airway management, positioning and basic concepts of anesthetic administration are also presented.

NURSING929 - Anesthesia Pharmacology
Subject                        Catalog Number  Title
NURSING                        929              Anesthesia Pharmacology
Description The second course in a sequence of two designed to provide the student with an in-depth knowledge of pharmacology and its applications to the clinical practice of anesthesia across the lifespan. The course is designed to provide the student with a thorough understanding of the basic science of pharmacology including pharmacodynamics, pharmacokinetics, pharmacotherapeutics, pharmacogenetics, pharmacy and toxicology.

NURSING930 - Professional Aspects of Nurse Anesthesia Practice
NURSING930 - Professional Aspects of Nurse Anesthesia Practice

Description
Analysis of nurse anesthesia professional associations and councils, legal aspects governing nurse anesthesia practice, hospital and governmental regulator agencies, nurse anesthesia scope of practice, the impaired practitioner, and ethical and professional considerations relating to the nurse anesthesia profession. Instructor consent required.

NURSING931 - Advanced Principles of Anesthesia I

Description
Expands concepts introduced in Nursing 928 - Basic Principles of Anesthesia toward increasingly complex application. Designed to address the anesthetic implications of the pediatric, geriatric, and obstetrical populations. Anesthetic implications for specialty surgeries and specific pathophysiologic conditions, as well as the administration and management of selected regional anesthetic techniques (spinal, epidural) are also introduced. Prerequisite: Nursing 928. Instructor consent required.

NURSING932 - Advanced Pathophysiology for Nurse Anesthetists I

Description
Describes the underlying pathophysiology of selected conditions affecting the cardiovascular, respiratory, musculoskeletal and renal systems. Implications and effects that various diseases states have on anesthesia selection and perioperative management are highlighted. Instructor consent required.

NURSING933 - Diagnostic Reasoning & Physical Assessment for Nurse Anesthetists

Description
This course is designed to introduce, develop, and refine the physical assessment skills of the nurse anesthesia practitioner as well as enhance their understanding, interpretation, and application of laboratory measurements and advanced diagnostic procedures in the perioperative setting. The comprehensive health assessment will focus across the lifespan.

NURSING934 - Advanced Principles of Anesthesia II

Description
Anesthetic implications for specialty surgeries (cardiovascular, thoracic, neurosurgical) and specific pathophysiologic conditions, as well as the administration and management of selected (peripheral nerve) regional anesthetic techniques are completed. Prerequisite: Nursing 931. Instructor consent required.
### NURSING935 - Advanced Pathophysiology for Nurse Anesthetists II

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<tr>
<td>NURSING</td>
<td>935</td>
<td>Advanced Pathophysiology for Nurse Anesthetists II</td>
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**Description**

This course is designed to help students understand the underlying pathophysiology of selected conditions affecting the hematologic, gastrointestinal, musculoskeletal, hepatic, renal, endocrine, immune, and coagulation systems. Implications and effects that various disease states have on anesthesia selection and perioperative management are highlighted. Instructor consent required.

### NURSING936 - Nurse Anesthesia Specialty Techniques and Procedures

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<td>NURSING</td>
<td>936</td>
<td>Nurse Anesthesia Specialty Techniques and Procedures</td>
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</tbody>
</table>

**Description**

This course provides students with learning opportunities essential for development of the cognitive and psychomotor skills required for various nurse anesthesia specialty procedures and techniques. Specialty procedures and techniques in this course include those required for entry-level nurse anesthesia practice competency.

### NURSING942 - Clinical Anesthesia Practicum (semester 2)

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<td>NURSING</td>
<td>942</td>
<td>Clinical Anesthesia Practicum (semester 2)</td>
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**Description**

Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements.

### NURSING943 - Clinical Anesthesia Practicum (semester 3)

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<tr>
<td>NURSING</td>
<td>943</td>
<td>Clinical Anesthesia Practicum (semester 3)</td>
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</table>

**Description**

Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements.

### NURSING944 - Clinical Anesthesia Practicum (semester 4)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING</td>
<td>944</td>
<td>Clinical Anesthesia Practicum (semester 4)</td>
</tr>
</tbody>
</table>

**Description**

Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements.
NURSING945 - Clinical Anesthesia Practicum (semester 5)

Subject: NURSING
Catalog Number: 945
Title: Clinical Anesthesia Practicum (semester 5)

Description:
Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements.

NURSING946 - Clinical Anesthesia Practicum (semester 6)

Subject: NURSING
Catalog Number: 946
Title: Clinical Anesthesia Practicum (semester 6)

Description:
Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements.

NURSING947 - Clinical Anesthesia Practicum (semester 7)

Subject: NURSING
Catalog Number: 947
Title: Clinical Anesthesia Practicum (semester 7)

Description:
Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements.

NURSING948 - Clinical Anesthesia Practicum (semester 1)

Subject: NURSING
Catalog Number: 948
Title: Clinical Anesthesia Practicum (semester 1)

Description:
Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements.

NURSING949 - Clinical Anesthesia Practicum (semester 9)

Subject: NURSING
Catalog Number: 949
Title: Clinical Anesthesia Practicum (semester 9)

Description:
Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements.

NURSING959 - Appraising and Synthesizing for Evidence-Based Practice
### NURSING959 - Appraising and Synthesizing for Evidence-Based Practice

**Subject** | **Catalog Number** | **Title**  
--- | --- | ---  
NURSING | 959 | Appraising and Synthesizing for Evidence-Based Practice  

**Description**  
Course enables student to determine “best” practices by examining type and level of evidence; evaluating quality of literature and applicability to practice; benchmarking; and exploring/evaluating applicable resources and databases. Students propose clinical questions; search for evidence; appraise qualitative and quantitative research, including systematic reviews and meta-analyses; organize and synthesize results; and determine relevancy for translation into practice. Students focus on evaluating evidence related to their clinical problem and possible innovations that will develop into their DNP project. Students focus on writing and fundamentals of effective scholarly communication. Prerequisite: Graduate-level research methods and applied statistics courses.

### NURSING961 - Implementing and Evaluating for Evidence-Based Practice

**Subject** | **Catalog Number** | **Title**  
--- | --- | ---  
NURSING | 961 | Implementing and Evaluating for Evidence-Based Practice  

**Description**  
Builds on Nursing 960/Nursing 959 using innovation science and quality improvement research to examine the applicability of evidence-based practice (EBP) or practice guidelines in organizational settings, translating evidence into a practice protocol, implementing the protocol, and evaluating effectiveness of the EBP in improving outcomes. Quality improvement models/processes as methods of using EBP to improve outcomes of a group, population or community are addressed. Evaluation strategies include program evaluation designs and metrics, comparative research designs, use of appropriate statistical analysis, fidelity of the intervention, outcome measurement, and sustainability. Prerequisite: (Nursing 960 and 970) or Nursing 959.

### NURSING962 - Transforming the Nation's Health

**Subject** | **Catalog Number** | **Title**  
--- | --- | ---  
NURSING | 962 | Transforming the Nation's Health  

**Description**  
Introduces students to systems thinking and principles for improving health at individual, population, national, and global levels. The transformative role of information infrastructure and electronic health records are studied in the context of improving both population outcomes and decision support for clinical practice. Transformational leadership for political and policy activism and consumer advocacy are emphasized. Emerging regional, national, and global health issues and trends are explored.

### NURSING963 - Data and Informatics for Health Care Decisions and Policy

**Subject** | **Catalog Number** | **Title**  
--- | --- | ---  
NURSING | 963 | Data and Informatics for Health Care Decisions and Policy  

**Description**  
This course covers the use of data and informatics methods for informing decision-making at all health system levels and influencing health policy. Students will learn to identify and assess the quality of different data sources and the appropriateness of various analytic methods to generate knowledge that can improve patient safety and quality of care. Multi-professional teamwork and informatics solutions are emphasized in the context of a quality improvement culture.

### NURSING964 - Effective Leadership
NURSING964 - Effective Leadership

Description:
Students synthesize theoretical leadership concepts with personal and professional values and gain an appreciation for the changing sociocultural context in which clinical leadership is practiced. Issues of power, creativity, innovation, ethics, and gender are addressed. Self reflection is used to develop interpersonal skills that enhance leadership.

NURSING966 - Quantitative Analysis for Evaluating Health Care Practices

Description:
Enables students to evaluate and interpret findings from quantitative studies. Emphasis is on research design and statistical methods used to generate and assess evidence for nursing practice. The course is designed for students in the Doctor of Nursing Practice (DNP) program. Students outside of the DNP program should obtain the permission of the instructor to register for the course.

NURSING968 - Comparative International Health Systems

Description:
Explains the interconnectedness of health systems in terms of the classic Milton-Roemer model. Students will become "experts" about a health system of their choice outside the United States. We will examine a range of health systems with respect to their own published data, as well as data collected, and analyses conducted, by international organizations. Students will analyze and compare four models (Beveridge, Bismarck, National Health Insurance and Out-of-Pocket) in terms of quality, access and cost of care. Emerging health care system structures and the pressures experienced by each will be analyzed in terms of current epidemiological transitions.

NURSING969 - Disparities in Health and Health Care in the United States

Description:
This course is a graduate level introduction to health and healthcare disparities that draws upon an interdisciplinary body of scientific literature to evaluate perspectives and evidence on the distribution, fundamental causes, and consequences of inequities in the United States. This class will focus on multiple levels of influence including individual, provider-patient interactions, health care systems, and systemic and structural causes. Disparities will be discussed relative to race/ethnicity, sexual orientation, gender, disabilities, other identities, and their intersectionality. The influence of power, privilege, and access to resources will also be examined. Master's degree in Nursing, Public Health, or related field. Permission of instructor required for students enrolled in any master's program.

NURSING971 - Healthcare Quality Improvement Methods
NURSING974 - DNP Scholarly Project Global Immersion

Description
This is a component of the multiple semester N975 DNP Scholarly Project course, for students conducting their DNP project in a global site outside of the United States. Students integrate knowledge of the country specific health care system and culture into how this affects health care delivery and quality of care, via travel to the country specific site. Students gain knowledge, skills and experience in planning, implementing and evaluating an evidence based project which addresses a practice issue affecting selected populations, organizations, health care systems or health care policy. Seminar hours with the advisory committee are integral to the course.
Prerequisite: Nursing 960 and Nursing 970. Corequisite: Nursing 961. Instructor consent required.

NURSING975 - DNP Scholarly Project

Description
In this multi-semester course, students gain knowledge, skills, and experience in planning, implementing and evaluating an evidence-based project which addresses a practice issue affecting selected populations, organizations, health care systems, or health care policy. The project can take a variety of forms, such as practice change projects, quality and safety improvement projects, clinical program evaluations, and evaluation of practice models. Seminar hours with the advisory committee are integral to the course. A minimum of 4 credits is required for successful completion of the project. Credits may be earned over multiple semesters. Documentation of a minimum of 400 hours of project work is required. Prerequisite: Nursing 959. Instructor consent required.

NURSING976 - Advanced Decision-Making in Health Care Settings

Description
Building on foundational principles of strategic, organization, and financial management, this course extends the student's understanding of the multiples sources of data used for executive decision-making in health care. Skills related to weighing options for organizational strategy related to quality care and innovative models of care delivery are acquired through exercises in decision-making and resulting consequences.

NURSING977 - Planning and Evaluating Care for Populations
### NURSING977 - Planning and Evaluating Care for Populations

**Subject**
NURSING  

**Catalog Number**
977  

**Title**
Planning and Evaluating Care for Populations  

**Description**
This course focuses on strategic use of population health data in planning systems of health care. Students develop an advanced understanding of population health as applied to proposing, planning, and evaluating care to improve population health outcomes. This course includes strategies on leading and evaluating population health initiatives within health care systems and in the community. Admission to the DNP-Executive Leadership Specialty or permission of instructor.

### NURSING978 - Advanced Topics in Health Care Leadership

**Subject**
NURSING  

**Catalog Number**
978  

**Title**
Advanced Topics in Health Care Leadership  

**Description**
Building on foundational principles of leadership, this course prepares students for the complex issues faced by contemporary corporate nurse executive leaders. Concepts covered include complex health systems, human and social capital management in executive presence and personal development, future workforce planning, and leading high performing teams. Students will learn principles of executive leadership and problem solving adaptable to health care settings in various stages of change.

### NURSING985 - Data Science and Informatics for Quality Improvement

**Subject**
NURSING  

**Catalog Number**
985  

**Title**
Data Science and Informatics for Quality Improvement  

**Description**
This course addresses how information systems and data structures can be leveraged to address health care questions, with emphasis on nurse-generated data and nursing-sensitive indicators. Students will select data and quality metrics to identify practice gaps and evaluate interventions to improve patient safety and quality of care. Students will query, prepare data, and use analytics techniques. Data science methods and informatics tools will be explored in the context of a quality improvement culture, with emphasis on critical thinking, data governance, sustainability, and scalability. Instructor consent required.

### NURSING986 - Team-Based Quality Improvement Science Initiative

**Subject**
NURSING  

**Catalog Number**
986  

**Title**
Team-Based Quality Improvement Science Initiative  

**Description**
This multi-semester course is designed to provide the student with experiential learning activities to develop the knowledge, skills and attributes needed to develop, lead and evaluate quality and care redesign initiatives. The emphasis is on aspects of quality improvement that include capacity and cost analysis, collaborative partnerships, and plans for sustainability. Three credits are required for successful completion of this course, and may be earned over three consecutive semesters (1 credit each semester). Instructor consent required.

### NURSING998 - General Elective
Duke University

<table>
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<tbody>
<tr>
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<td>998</td>
<td>General Elective</td>
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</table>

**Description**

This course is to be used for matriculation planning purposes only in lieu of a general elective requirement.

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**NURSING999 - Clinical Elective**

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<td>999</td>
<td>Clinical Elective</td>
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</table>

**Description**

This course is to be used for matriculation planning purposes only in lieu of a clinical elective requirement.

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**REG704 - Nursing School Study Away**

<table>
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<tbody>
<tr>
<td>REG</td>
<td>704</td>
<td>Nursing School Study Away</td>
</tr>
</tbody>
</table>

**Description**

Nursing School Study Away