

NURSING DEGREES

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Mission Statement

The **Nursing Program** is committed to educating a culturally and academically diverse student population to become competent, compassionate, and holistic nursing professionals who uphold Christian values in their service to individuals, families, and communities.

Vision Statement

The **Nursing Program** has been uniquely designed for students to learn the necessary knowledge and advanced skills to provide excellent, compassionate, and competent nursing care. Ninety hours of clinical experience in a public health setting is arranged to prepare candidates to apply for the California Public Health Certificate. Additional clinicals will include patient care in the areas of medical-surgical nursing, pediatric nursing, maternal-child nursing, psychiatric/mental health nursing, and geriatric nursing.

Department of Nursing Philosophy

Nursing is both an art and a science. As such, it embraces the development of the individual through both liberal studies and scientific preparation. The goal of nursing is to view each individual as a bio-psychosocial, cultural, and spiritual being with individual needs that are of utmost concern to the profession. The goal of this program is also to educate nurses to develop a view of nursing as a self-actualizing process that is essential in ministering to those seeking care. Nursing must be supportive and considerate of each individual seeking care. Nurses must exhibit unconditional regard for each patient.

Nursing is a profession that encompasses professional and personal values, core knowledge, and competencies in developing the role of care provider. It is also a service to humanity. Essential to this discipline is the development of attributes that encourage the holistic development of self in order to become socially responsive to the healthcare needs of a culturally diverse world.

The philosophy, objectives, and goals of the nursing Department are congruent with: a) the Nurse Practice Act of California, b) Dr. Jean Watson's philosophy of caring in nursing, c) the mission and goals of Concordia University Irvine, and d) the American Association of Colleges of Nurse (AACN) Essentials of baccalaureate and master's education in nursing, e) Quality and Safety Education for Nursing Competencies (QSEN) and the National League nursing competencies for the advanced nurse educator or selected specialty certifications for the advanced nurse leader.

At Concordia University Irvine, the nursing department functions within the philosophy of the University and has based its curriculum on the philosophy of Dr. Jean Watson's premise that nursing is both a philosophical and scientific approach to caring for all those who seek health care, disease prevention, and management, health promotion and education. Watson's views are founded on scientific knowledge from various disciplines that allow nursing care to encompass both "curative" and "carative" dimensions in assisting clients to reach or maintain health or "die a peaceful death." (Watson, 1985, p. 7)

The nurse develops the skills to incorporate the nursing process, perform simple to complex nursing care skills, teach clients and families about

self-care, disease management and prevention, and health promotion, learn and implement the ability to appropriately delegate and supervise members of a health care team. In addition, nurses will develop the ability to evaluate patients' responses to nursing and medical care, and revise a plan of care in concert with the patient while advocating for best treatment and nursing care options with members of the health care team in a variety of settings. The advanced nurse educator or leader will integrate curriculum content in relation to academic and clinical learning outcomes specific to his/her degree requirements.

Nursing and its relationship to people of all cultural and ethnic backgrounds is rooted in a liberal arts education and life experiences that assist in integrating biophysical knowledge with information about human needs and behaviors in order to care for those who seek health care for illnesses, health restoration, and promotion. Dr. Jean Watson's belief also encompasses the promotion of each nurse's self-awareness and self-care. With this approach, the students have the opportunity to evaluate their own cultural beliefs and those of patients, their own learning needs and styles in building competencies at a beginner's level in a variety of practice settings. The MSN program will build on the foundation of the baccalaureate nursing curriculum as to prepare professional nurse leaders in academic and clinical advanced nursing education. It is also the belief that the education at Concordia University Irvine will prepare both undergraduates and graduates to communicate and collaborate with all members of the interprofessional team in order to optimize patient health through evidence-based best practice outcomes.

The purpose of the CUI nursing program is to educate nurses in a self-actualizing process that is essential in ministering to those who are seeking healthcare. Nursing must be supportive, considerate, and exhibit unconditional regard for each diverse population of patients in the context of the nursing metaparadigm as defined by the individual, health, environment, and nursing. The nursing faculty at Concordia University Irvine believes that Jean Watson's Philosophy of the Science of Caring in Nursing flows from, and is a response to, God's love of all people, as seen in His sacrifice of His Son, Jesus Christ, for the salvation of all humankind.

Unifying Theme

Jean Watson's Philosophy of the Science of Caring in Nursing has been threaded through the undergraduate and graduate curriculum. Watson's 10 Carative Factors encompass the qualities that are essential in establishing therapeutic communication and relationships between the client/patient and the nurse. These original Carative Factors are incorporated into specific courses. The common themes in Watson's model are:

1. Humanistic /altruistic value system
2. Faith and hope
3. Sensitivity and empathy
4. Helping-trusting relationships
5. Promotion and acceptance of both positive and negative feelings in Communication
6. Scientific problem-solving
7. Interpersonal teaching/learning
8. Mental, physical, socio-cultural, spiritual, supportive, protective, corrective, and safety
9. Gratification of human needs
10. Allowances for existential-phenomenological forces that may affect the caring experience (1985, p.9-10).

Watson original Carative Factors evolved into Caritas Processes, which include:

1. Practicing loving-kindness and equanimity for self and other
2. Being authentically present; enabling/sustaining/honoring deep belief system and subjective world of self/other
3. Cultivating one's own spiritual practices; deepening self-awareness, going beyond "ego-self"
4. Developing and sustaining a helping-trusting, authentic caring relationship
5. Being present to, and supportive of, the expression of positive and negative feelings as a connection with deeper spirit of self and the one being cared for
6. Creative use of self and all ways of knowing/being/doing as part of the caring process (engaging in artistry of caring-healing practices)
7. Engaging in genuine teaching-learning experiences within context of a caring relationship – attend to whole person and subjective meaning; attempt to stay within other's frame of reference (evolve toward "coaching" role vs. conventional imparting of information)
8. Creating healing environment at all levels (physical, nonphysical, subtle environment of energy and consciousness whereby wholeness, beauty, comfort, dignity, and peace are potentiated (Being/Becoming the environment)
9. Reverentially and respectfully assisting with basic needs; holding an intentional, caring consciousness of touching and working with the embodied spirit of another, honoring unity of Being; allowing for spirit-filled connection
10. Opening and attending to spiritual, mysterious, unknown existential dimensions of life-death-suffering; "*allowing, for a miracle*" (2008, p. 31).

In addition to Watson's Model, other specific strands are woven throughout the undergraduate and graduate programs.

For undergraduate program strands they are:

1. Nursing process/therapeutic care competence
2. Professional role development/teaching/learning
3. Communication
4. Research process
5. Cultural awareness and competence
6. Watson's Carative Factors/Caritas Processes
7. Development of Values
8. QSEN Competencies

For graduate program strands they are:

1. Advance practice nurse competencies
2. Professional role facilitation
3. Interprofessional communication/collaboration
4. Evidence-based practice outcomes
5. Cultural and age related competencies
6. Integration of professional caring concepts
7. Human Values
8. QSEN Competencies

The advanced practice nurse curriculum plan builds on baccalaureate nursing education. The CUI MSN program will provide the foundation for preparation and provision to the individual, family, community, and the

health care environment. The advanced practice nurse educator or nurse leader will apply his/her skills in a variety of educational and clinical sites. Role development, identification of researchable health care issues and utilization of research by the learner and colleagues are facilitated in a blended on-line format. With the emphasis of life-long learning in nursing education, the graduate of the CUI MSN program will provide the foundation for doctoral study and foster ongoing responsibility for continuing education in nursing.

Alternative means for advancing nursing education in the blended and on line format may appeal to students who are seeking an alternative delivery system. This delivery system is appropriate for graduate students who are self-motivated, independent learners, and thrive in the self-directed setting.

The blended format is designed to promote interaction between the professor and the students and student to student in a threaded discussion format. The courses are facilitated in a two eight-week semester timeframe in which a full time student will take two eight week courses. There are two four hours face-to-face classes during the first and eighth weeks on Saturday. The third, fifth, and seventh weeks are synchronous online class sessions where by the students enter into a classroom setting using a web-camera format and participate in class discussions with the assigned faculty and peers. There are three asynchronous sessions during weeks two, four, and six in which the students completes the identified assignments and participate in discussion threads. The on line format is designed to promote interaction between the professor and the students and student to students in an effective teaching learning process.

It is expected that the students will complete online lectures (written, video, or audio) assignments, seek advisement and feedback from the assigned course faculty, seeks academic advisement from assigned advisor, and work independently to meet the course and program learning outcomes.

The thesis or project capstone experience is the culminating activity of the advanced practice nurse educator and leader. The content for the thesis or project is threaded throughout the curriculum plan for the MSN program and represents the consolidation, synthesis, and analysis of the academic or clinical scholarship in graduate nursing education evidence based outcomes.

There are three avenues of study available to the nursing student:

- Accelerated BSN (ABSN)
- LVN to RN 30-unit option certificate
- Master of Science in Nursing (MSN)

Accreditation Standards

Concordia University Irvine and its Accelerated Bachelor of Science in Nursing (ABSN) program is accredited by the Western Association of Schools and Colleges Senior College and Accrediting Commission (WSCUC).

Western Association of Schools and Colleges (WSCUC)
985 Atlantic Avenue Suite 100
Alameda, CA 94501
(510) 748-9797

Students and other interested parties may review accreditation documents by going to the commission's website at <http://www.wascsenior.org/>.

Concordia University Irvine's accelerated Bachelor of Science in nursing (ABSN) and the Master of Science in nursing (MSN) are accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/accreditation/>) (CCNE). Officially recognized by the U.S. Secretary of Education, the CCNE is an autonomous accrediting agency whose mission includes the assessment and identification of nursing programs that engage in effective educational practices.

Professional Association Guidelines

American Association of Colleges of Nursing (AACN) Essentials (Baccalaureate)

1. Liberal Education for Baccalaureate Generalist Nursing Practice: a solid base in liberal education provides the cornerstone for the practice and education of nurses (AACN Essential 1).
2. Basic Organizational and Systems Leadership for Quality Care and Patient Safety: Knowledge and skills in leadership, quality improvements, and patient safety are necessary to provide high-quality healthcare (AACN Essential 2).
3. Scholarship for Evidence Based Practice: Professional nursing practice is grounded in the translation of current evidence into one's practice (AACN Essential 3).
4. Information Management and Application of Patient Care Technology: Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care (AACN Essential 4).
5. Health Care Policy, Finance, and Regulatory Environments: Healthcare policies, including financial regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice (AACN Essential 5).
6. Inter-professional Communication and Collaboration for Improving Patient Health Outcomes: Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care (AACN Essential 6).
7. Clinical Prevention and Population Health: Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice (AACN Essential 7).
8. Professionalism and Professional Values: Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing (AACN Essential 8).
9. Baccalaureate Generalist Nursing Practice: The baccalaureate graduate nurse is prepared to practice with patients including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients (AACN Essential 9).

American Association of Colleges of Nursing (AACN) Essentials (Master's)

1. Background for Practice from Sciences and Humanities: Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings (AACN Essential 1).
2. Organizational and Systems Leadership: Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective (AACN Essential 2).
3. Quality Improvement and Safety: Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization (AACN Essential 3).
4. Translating and Integrating Scholarship into Practice: Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results (AACN Essential 4).
5. Informatics and Healthcare Technologies: Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care (AACN Essential 5).
6. Health Policy and Advocacy: Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care (AACN Essential 6).
7. Interprofessional Collaboration for Improving Patient and Population Health Outcomes: Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care (AACN Essential 7).
8. Clinical Prevention and Population Health for Improving Health: Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations (AACN Essential 8).
9. Master's-Level Nursing Practice: Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components (AACN Essential 9).

Nursing Program Learning Outcomes

Accelerated Bachelor of Science in Nursing (ABSN)

Nursing is both an art and a science. As such, it embraces the development of the individual through both liberal studies and scientific preparation with a goal of educating students to develop a view of nursing as a self-actualizing process that is essential in ministering to those seeking care. Students will be prepared to:

1. Analyze bioethical dilemmas that present themselves in the practice setting and be able to arrive at personal and professional decisions to advocate for the patients. Become familiar with the principles of justice, autonomy, and beneficence.
2. Develop and refine professional skills and strategies to support acquisition of further proficiency in nursing practice.
3. Take on additional roles, such as public health nurse, parish nurse, leader, manager, nurse navigator, nurse informaticist, and clinical assistant instructor.
4. Provide healthcare education appropriate to learners from varying backgrounds in a variety of settings.
5. Develop a strong scientific knowledge base to include an understanding of the research process and its application to nursing practice in a variety of settings.
6. Apply Watson's Clinical Caritas Processes in all nursing care settings to enhance the health care encounters of all patients/clients.
7. Provide culturally sensitive nursing care to an increasingly diverse population(s).
8. Discuss and analyze contemporary professional nursing issues that impact the patients, the profession, and communities.
9. Be accountable in nursing practice, resource management, and quality improvement by demonstrating leadership, critical thinking, clinical reasoning, organizing, delegating, implementing, and evaluating the delivery of nursing care in a variety of settings.
10. Demonstrate an awareness of health care prevention and wellness care for individuals and communities.

Master of Science in Nursing (MSN)

1. Demonstrate accountability for advanced practice nursing decisions based on professional, evidence-based standards, genetics, public health policy, and ethics for improvement of advanced nursing care across diverse settings. (AACN Essential 1)
2. Utilize leadership, critical thinking, and reasoning skills to determine population-based health care delivery outcomes in organizational and health care systems in organization and system management. (AACN Essential 2)
3. Implement quality and safety improvement measures within patient care, inter-professional teams, and organizational levels using appropriate performance measures. (AACN Essential 3)
4. Translate theoretical and/or clinical-directed research into evidence-based health care advanced nursing practice at the individual, family, and community levels. (AACN Essential 4)
5. Integrate health care technology and informatics processes to achieve high quality patient health care outcomes across all clinical settings. (AACN Essential 5)
6. Demonstrate character and ethical leadership in a faith-based environment by participating in policy development and patient advocacy. (AACN Essential 6)
7. Integrate an understanding of inter-professional collaboration, communication, disease management, and leadership to achieve population-based health care outcomes. (AACN Essential 7)
8. Apply and coordinate culturally sensitive nursing care to population based health care environments to plan, implement, manage, and evaluate evidence-based practice. (AACN Essential 8)
9. Demonstrate clinical competence in advance practice settings incorporating patient centered care, inter-professional collaboration, healthcare management, and teaching/learning in an evidence-based practice environment. (AACN Essential 9)

Accelerated Bachelor of Science in Nursing (ABSN)

Curriculum Plan

Semester One		12
NTHL 101	Foundations of Christian Theology	3
NTHL 202	History and Literature of the New Testament	3
	or THL 201	History and Literature of the Old Testament
NUSA 201	Foundations of Nursing	3
NUSA 401	Health Assessment	3
Semester Two		14
NUSA 203	Adult Medical/Surgical Nursing Theory	3
NUSA 205	Pathophysiology	2
NUSA 207	Pharmacotherapeutics	2
NUSA 292	Adult Medical/Surgical Nursing Clinical	4
NUSA 294	Nursing Skills Lab	2
NUSA 296	Pharmacology Lab	1
Semester Three		18
NUSA 301	Advanced Medical/Surgical Nursing Theory	3
NUSA 303	Maternal/Child Nursing Theory	3
NUSA 305	Psychiatric/Mental Health Nursing Theory	2
NUSA 307	Pediatric Nursing Theory	2
NUSA 392	Advanced Medical/Surgical Nursing Clinical	2
NUSA 394	Maternal/Child Nursing Clinical	2
NUSA 396	Psychiatric/Mental Health Nursing Clinical	2
NUSA 398	Pediatric Nursing Clinical	2
Semester Four		15
NUSA 400	Advanced Senior Preceptorship Clinical	3
NUSA 403	Community Health Nursing Theory	2
NUSA 405	Research In Nursing	2
NUSA 409	Advanced Senior Preceptorship Seminar	1
NUSA 413	Leadership/Management Theory	2
NUSA 494	Community Health Nursing Clinical	2
NPHI 467	Bioethics and Healthcare Professions	3
Total Units		59

Master of Science in Nursing (MSN)

The purpose of the **Master of Science in Nursing (MSN)** is to develop advanced practice nurse educators to teach undergraduate nursing students in both theory and clinical teaching experiences in the psychiatric mental health, medical-surgical, pediatrics and maternal newborn content areas. Additionally, MSN nurses could lead and manage these specialty units in acute care health systems and the community at large and globally as advanced practice nurse leaders. According to the California Future Action Plan "one of the largest barriers to expanding

educational capacity is a lack of qualified nursing faculty . . . The task force recognizes the need for additional incentives, in the form of loan forgiveness, stipends, and recruitment packages offered to attract and retain additional nursing faculty” (Future Action Plan, p.11). With the increased need for nursing faculty in the U.S., this program’s purpose fits well with a Master of Science in nursing program for Concordia University Irvine with an emphasis on health care, nursing education or leadership and the healing environment.

Master of Science in Nursing Degree Requirements

The Master of Science in Nursing (MSN) program at Concordia University Irvine is currently not accepting new students. The Department of Nursing is developing new nursing education opportunities to continue to meet the needs of a changing healthcare environment and create nurses of the future.

MSN 501	Health Care Context and Organizational Systems Leadership	3
MSN 511	Nursing Theory	3
MSN 513	Nursing Research	3
MSN 515	Applied Statistics for Nursing	3
MSN 531	Advanced Health and Physical Assessment	3
MSN 533	Advanced Pathophysiology	3
MSN 535	Advanced Pharmacology	3
MSN 537	Advanced Nursing Practice for the Nurse Educator	3
MSN 551	Religion in the World/America *	3
MSN 552	Ethics in Nursing *	3
Choose 1 concentration area:		8
Nursing Education Concentration Courses		
MSN 561	Instructional Design in Nursing Education I (Theory)	4
MSN 562	Instructional Design in Nursing Education II (Practice)	4
Nursing Leadership Concentration Courses		
MSN 571	Nursing Leadership and Healthcare Management I	4
MSN 572	Nursing Leadership and Healthcare Management II	4
Thesis/Project		
MSN 595	Thesis/Project I	3
MSN 596	Thesis/Project II	3
Total Units		44

* **Note:** Must be taken at Concordia University Irvine

Application and Admission Information

ABS N General Admission Guidelines

Admission of nursing students to the ABSN program is based upon consideration of the completed application form, official college transcripts, letters of recommendation, a personal statement, and a personal plan to complete all prerequisites before nursing classes begin. Students filling out an application are not guaranteed admission into the nursing program as student numbers in the clinical practicum may be limited due to clinical availability.

All applications should be completed with supporting documents and sent to the nursing admission office. Evaluation of qualifications will

determine eligibility. A minimum cumulative GPA of 3.0 is necessary for admission consideration. All transfer courses fulfilling the prerequisites are required to have a grade of C or higher (2.0). All science prerequisites must have been completed within the last five years (*prior to the start date of intended ABSN admission*). If not, the science prerequisite must be repeated. Human Nutrition must be completed within 7 years.

ABS N General Admission Criteria

1. Applicants to the ABSN program must have graduated from a regionally accredited college or university baccalaureate program. A bachelor degree earned from outside the U.S. must be evaluated by a NACES (<https://www.naces.org/>)-approved evaluation agency verifying the equivalent of a regionally accredited U.S. bachelor's degree.
2. Prerequisite courses must be completed with a grade of C (2.0) or higher; a maximum of two in-progress courses are allowed by the application deadline.
 - a. Science prerequisites must have a four-unit value or higher and have been completed within the last five years (prior to the start date of intended ABSN admission) and must include lab portions.
 - b. Human Nutrition must have been completed within the last seven years.
3. Transfer credit will be awarded for approved general studies courses.
4. Applicants must have earned a minimum of 3.0 cumulative GPA. Cumulative GPA refers to the combination of bachelor degree and classes taken after degree completion. Upon acceptance to the program, applicants must complete the following:

Nursing Core Classes	50
Bioethics	3
Theology/Philosophy	6
Additional Prerequisites and General Education courses	65
Total Units	124

5. The ABSN program is designed to be completed in four academic semesters (15 months). However, students must complete the entire program within two years from the time of program admission.
6. If an international student has an undergraduate degree from an English speaking university, a Test of English as a Foreign Language (TOEFL) is not required. A TOEFL or IELTS score is required if the international student has an undergraduate degree from a non-English speaking university. The required scores are:

TOEFL - 100 or higher

IELTS - 7.5 or higher

7. Interviews are by invitation only.

ABS N Admission Requirements

1. Online (for new applicants), paper (for applicants reapplying), international application.
2. A non-refundable domestic or international application fee (see Tuition and Fees (<http://catalog.cui.edu/undergraduate/tuition/>)).
3. Two letters of recommendation.
4. Statement of intent / personal essay (all essay questions must be answered and the statement should be **at least** 2 pages [maximum of 4 pages], typewritten, and double-spaced).
5. Signed background check waiver form.

6. Completed prerequisite plan form.
7. All official college transcripts addressed to the Office of Admission, Attn: ABSN Program.

ABSN Entrance Requirements

Once the applicant has been admitted to the ABSN program and prior to the onset of classes, each student must provide:

1. A current Basic Cardiac Life Support (BCLS) health care provider / professional Cardiopulmonary Resuscitation (CPR) card from the American Heart Association.
2. Proof of individual, current malpractice insurance, e.g., California Nursing Association (CNA) or the Nursing Service Organization (NSO).
3. Current immunization status and complete health requirements (see health policy for nursing students).
4. A current California driver's license to travel to clinical sites and required automobile insurance.
5. A bachelor's degree earned from outside the U.S. must be evaluated by a NACES (<https://www.naces.org/>)-approved evaluation agency verifying the equivalent of a regionally accredited U.S. bachelor's degree.
6. Background check and drug screening completed.
7. Health care insurance.

Master of Science in Nursing (MSN)

The Master of Science in Nursing (MSN) program at Concordia University Irvine is currently not accepting new students. The Department of Nursing is developing new nursing education opportunities to continue to meet the needs of a changing healthcare environment and create nurses of the future.

MSN Application Requirements

Admission of nursing students is based upon consideration of the completed online application form. All applications should be completed online with supporting documents and sent to gradadmissions@cui.edu.

Evaluation of qualifications will determine eligibility. In addition to the CUI admission requirements, applicants to the blended online Master of Science in Nursing program with an emphasis on the nursing educator's role must:

1. Submit a MSN program application checklist.
2. Submit a graduate application for admission.
3. Payment of a nonrefundable application fee (see Tuition and Fees (<http://catalog.cui.edu/undergraduate/tuition/>)).
4. Provide evidence of graduation from an accredited Bachelor of Science in Nursing (BSN) degree program with a minimum GPA of 3.0 on a 4.0 scale.
5. Submit official transcript(s) reflecting completion of nursing research, statistics, health assessment, and pathophysiology with a grade of C or better.
6. Submit a copy of current unrestricted registered nursing license from state of residence.
7. Submit a letter of intent with a written 2-page essay of personal, professional, and educational goals for becoming a nurse educator and/or nurse leader.
8. Submit a resume showing recent registered nursing experience.
9. Provide a minimum of 2 professional letters of recommendation.

MSN Entrance Requirements

Once an applicant has been admitted to the MSN program and before classes begin, they must:

1. Complete a MSN Prerequisite Support Courses and Transfer Intent worksheet.
2. Provide proof of bachelor-level courses that include nursing research, statistics, health assessment, and pathophysiology (with a minimum GPS of 3.0 or better on a 4.0 scale) that are equivalent to those offered at Concordia University Irvine's undergraduate nursing program.
3. Meet with the nursing program director and/or MSN program assistant director and the admission counselor to discuss program and research opportunities.

MSN Transfer Units

Transfer units will be accepted from institutions that are regionally accredited for advanced statistics, advanced health and physical assessment, advanced pathophysiology, and advanced pharmacology. Additionally, these 3 advanced "P" courses must be taken from a CCNE accredited nursing program.

MSN Theology Courses

MSN 551 Religions in the World/America and MSN 552 Advanced Healthcare Ethics must be taken at CUI.

One semester prior to starting clinical coursework, students must provide the following:

1. A current Basic Cardiac Life Support (BCLS) health care provider and Professional Cardiopulmonary Resuscitation (CPR) card from the American Heart Association.
2. Proof of individual, current malpractice insurance (\$1,000,000/\$3,000,000).
3. Copy of current state of California nursing license.
4. Proof of computer competency in Microsoft Word, spreadsheets, PowerPoint, electronic searches, and internet resources.
5. Proof of background check.
6. Current immunization status and completion of all health care requirements (see health policy for nursing students).