

Lincoln University's renewal application to operate as an  
out-of-state institution in Maryland in accordance with  
COMAR 13B.02.01

## OOS RENEWAL

### MARYLAND HIGHER EDUCATION COMMISSION

Application for Renewal Approval for Out-of-State Degree-Granting  
Institutions to Operate in Maryland

**Please Note:** A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland. If an additional, new location is being proposed, an Application for Renewal of Approval must be submitted for that location.

#### PREVIOUSLY APPROVED LOCATION IN MARYLAND.

Please provide the complete mailing address.  
500 Upper Chesapeake Drive, Bel Air, MD

#### PROPOSED START DATE OF CONTINUED OPERATION. September 2015

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

#### NAME AND ADDRESS OF INSTITUTION APPLYING FOR APPROVAL.

Name of Institution:	Lincoln University of the Commonwealth of Pennsylvania
Web Address:	www.lincoln.edu
OPEID Code:	329000
<small>U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.</small>	
Chief Executives Officer:	Valerie Harrison, JD
Mailing Address:	Office of the President, The Lincoln University, 1570 Baltimore Pike, Lincoln University, PA 10352
Telephone:	484-365-7400
Email:	vharrison@lincoln.edu

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

Name: Joyce Taylor RN, MSN, CCRN

Title: Director & Chair of Nursing

Mailing Address: 1570 Baltimore Pike, Ivory Nelson Building, Lincoln University, PA 19352

Telephone: 484-365-7867

Email: jtaylor@lincoln.edu

RECEIVED

JUN 2 2015

OFFICE OF THE PRESIDENT

OOS-Renewal 2012

\*\*\*\*\* CERTIFICATION \*\*\*\*\*

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

6/3/15 Date Signature of Chief Executive Officer

Please Submit All Information To:

Maryland Higher Education Commission
Division of Planning and Academic Affairs
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
410-767-3268
acadprop@mhec.state.md.us

A copy of these regulations can be found at the Maryland Higher Education Commission's web site www.mhec.state.md.us (under Academic Approval Process) along with an on-line application form.

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I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during of after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 13B.02.01.08C(1)

If the location for which you are applying has been annually approved for at least five years, do you wish to seek approval to operate in the State for an extended period of time of up to 5 years? [ ] Yes, we wish to be approved for \_\_\_ years.

II. SUPPORTING DOCUMENTATION

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

[ ] Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1)

Have your catalogs, other institutional publications, or awards changed since they were last submitted? [ ] Yes [X] No If yes, please submit new copies.

[X] Application Fee. (Must accompany all renewals) COMAR 13B.02.01.08B(2)

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

application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

- Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(g) ✓

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

- Registration as an Out-of-State Corporation. (Must accompany all renewals) *N/A public* ✓  
COMAR 13B.02.01.08B(4)(f)

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

- Certificate of Compliance With Fire and Safety Codes (Must accompany all renewals)  
COMAR 13B.02.01.08B(4)(o)

Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

- Board of Trustees Resolution of Financial Solvency (Must accompany all renewals) ✓  
COMAR 13B.02.01.08B(4)(e)

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

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

Are there new advertisements in print format related to your programs in Maryland?

- Yes  No If yes, please provide copies of the new advertisements.

- Enrollment Data as Prescribed by the Secretary. (Must accompany all renewals) ✓  
COMAR 13B.02.01.08B(4)(q)

Please provide the information requested on the Student Enrollment Data Form found at the end of this application.

- Teach-out Plan (Must accompany all renewals) COMAR 13B.02.01.08B(4)(j)(iv) ✓

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

## II. APPLICATION QUESTIONNAIRE

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

### 1. Programs.

#### ➤ CURRENTLY OFFERED PROGRAMS.

**INSTRUCTIONS.** Please enter the requested information on your **CURRENTLY OFFERED PROGRAMS** in the spaces provided below, or create an attachment (labeled "A-1: Current Programs") to this application with the required information.

(a) Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
Nursing Program	BSN	Classroom/Chinical	60	Yes

#### ➤ NEW PROGRAMS

**INSTRUCTIONS.** Is the institution proposing any new programs at this location?  Yes  No  
**If yes,** please enter the requested information in the spaces provided below, or create an attachment (labeled "A-1: New Programs") to this information with your responses to the following for each new program:

(a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B.</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
N/A				

(b) If the information does not appear in the catalog or publication you submitted provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location

see attachment

(c) Please provide a brief description of the student population to be served by the proposed new programs.

see attachment

**2. Educational Need.** Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland Postsecondary Education. COMAR 13B.02.01.06A&C

**INSTRUCTIONS:** Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application and respond to the following questions for each new program:

(a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the programs serve occupational needs, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations.

see attachment

(2) If the programs serve societal needs (include the traditional liberal arts education), provide a Description of how the proposed programs will enhance higher education in Maryland and contribute society

see attachment

(b) If similar programs exist in the State, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

see attachment

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

Yes  No

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

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

**INSTRUCTIONS:** Has any previously reported Administrative Staff information changed since your last approval at this location?  Yes  No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

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

Not applicable

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

Administrative staff will be at Lincoln Main Campus, not in MD

4. Faculty

**INSTRUCTIONS:** Has any previously reported Faculty information changed since your last approval at this location?  Yes  No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-4: Faculty Changes") with any changes to the following questions:

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(m)

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

see attachment

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

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

**INSTRUCTIONS:** Has any previously reported library information changed since your last approval at this location?  Yes  No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Changes") to this application with any changes to the following questions.

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

Not applicable/ only clinical practicum sites are being requested

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

of student rights, privileges, and responsibilities and the school's adherence to its student grievance procedures.

**INSTRUCTIONS:** Has any previously reported Student Services information changed since your last approval at this location?  Yes  No

**If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with any changes to the following questions.**

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

Student services will be carried out and managed at Lincoln University, PA on Main Campus, unless emergency services are needed students and faculty must use local provider.

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

N/A

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

Yes  No How will it make this available to its students at the proposed instructional site? \_\_\_\_\_

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

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

(d) Does the institution have a published student grievance procedure?  Yes  No If this procedure is in the Catalog you submitted with the application, please indicate the page number \_\_\_\_\_. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

7. **Facilities.** (See COMAR 13B.02.01.19).

**INSTRUCTIONS:** Has any previously reported Student Services information changed since your last approval at this location?  Yes  No

**If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.**

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance pertaining to fire and safety?  Yes  No

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

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

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

None

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

N/A

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

Conference and meeting rooms for pre and post conference

**8. Distance Education.** "Distance education" means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. "Distance education" does not include telecommunicated instruction at the student's initiation via an individual personal computer. COMAR 13B.02.01.03(8). An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

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

# Accreditation



**MIDDLE STATES COMMISSION ON HIGHER EDUCATION**  
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501  
[www.msche.org](http://www.msche.org)

## STATEMENT OF ACCREDITATION STATUS

**LINCOLN UNIVERSITY**  
P. O. Box 179  
1570 Baltimore Pike  
Lincoln University, PA 19352-0999  
Phone: (484) 365-8000; Fax: (484) 365-8116  
[www.lincoln.edu](http://www.lincoln.edu)

**Chief Executive Officer:** Dr. Robert R. Jennings, President

### INSTITUTIONAL INFORMATION

**Enrollment (Headcount):** 1809 Undergraduate; 552 Graduate  
**Control:** Public  
**Affiliation:** State  
**Carnegie Classification:** Master's - Medium Programs  
**Degrees Offered:** Bachelor's, Master's;  
**Distance Education Programs:** No  
**Accreditors Approved by U.S. Secretary of Education:** n/a

### Instructional Locations

**Branch Campuses:** None  
**Additional Locations:** Lincoln University Center for Graduate, Philadelphia, PA.  
**Other Instructional Sites:** None

### ACCREDITATION INFORMATION

**Status:** Member since 1922  
**Last Reaffirmed:** June 26, 2008

### Most Recent Commission Action:

March 1, 2012: To note the visit by the Commission's representatives. To accept the monitoring report, to remove the warning because the institution is now in compliance with Standard 14, and to reaffirm accreditation. The Periodic Review Report is now due June 1, 2014.

### **Brief History Since Last Comprehensive Evaluation:**

- June 26, 2008: To reaffirm accreditation and to request a monitoring report due by April 1, 2010 documenting (1) the implementation of an organized, sustained assessment process to evaluate and improve student learning, including assessment of the attainment of learning goals at the course and program level and providing evidence that student learning assessment information is used to improve teaching and learning and (2) evidence of institutional support for assessment activities (Standard 14). The Periodic Review Report is due June 1, 2013.
- June 24, 2010: To document receipt of the monitoring report, noting that the report provided limited institutional responses to requested information and necessitated extraordinary effort by the Commission's representatives and staff performing the review. To direct a small team visit to take place no later than October 1, 2010, to review (1) evidence of appropriate and measurable learning goals at the program level; (2) evidence of the use of appropriate assessments of the attainment of learning goals at the program and course levels; (3) evidence of direct methods of assessment of student learning at the program and course levels; (4) evidence that student learning assessment information is used to improve teaching and learning; and (5) direct evidence of student achievement of program level student learning goals (Standard 14). The Periodic Review Report is due June 1, 2013.
- November 18, 2010: To note the visit by the Commission's representatives. To warn the institution that its accreditation may be in jeopardy because of a lack of evidence that the institution is currently in compliance with Standard 14 (Assessment of Student Learning). To note that the institution remains accredited while on warning. To request a monitoring report, due November 1, 2011, documenting evidence that the institution has achieved and can sustain ongoing compliance with Standard 14. To request that the report include, but not be limited to, (1) evidence of appropriate and assessable student learning goals at the program and course levels; (2) evidence of direct methods of assessment of student learning at the program and course levels; and (3) evidence that student learning assessment data are analyzed and used to improve teaching and learning (Standard 14). To direct a prompt Commission liaison guidance visit to discuss Commission expectations. A small team visit will follow submission of the monitoring report. To note that the due date of the Periodic Review Report will be established when accreditation is reaffirmed.
- June 23, 2011: To note the visit by the Commission's representative. To remind the institution that the Commission has warned the institution that its accreditation may be in jeopardy because of a lack of evidence that the institution is currently in compliance with Standard 14 (Assessment of Student Learning). To note that the institution remains accredited while on warning. To remind the institution of the request for a monitoring report, due November 1, 2011, documenting evidence that the institution has achieved and can sustain ongoing compliance with Standard 14. To request that the report include, but not be limited to, (1) evidence of appropriate and assessable student learning goals at the program and course levels; (2) evidence of direct methods of assessment of student

learning at the program and course levels; and (3) evidence that student learning assessment data are analyzed and used to improve teaching and learning (Standard 14). To note that the due date of the Periodic Review Report will be established when accreditation is reaffirmed.

**Next Self-Study Evaluation: 2018-2019**

**Next Periodic Review Report: 2014**

**Date Printed: March 2, 2012**

## **DEFINITIONS**

**Branch Campus** - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

**Additional Location** - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

**Other Instructional Sites** - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

**Distance Education Programs** - Yes or No indicates whether or not the institution has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance education courses.

## **EXPLANATION OF COMMISSION ACTIONS**

An institution's accreditation continues unless it is explicitly suspended or removed. In addition to reviewing the institution's accreditation status at least every 5 years, actions are taken for substantive changes (such as a new degree or geographic site, or a change of ownership) or when other events occur that require review for continued compliance. Any type of report or visit required by the Commission is reviewed and voted on by the Commission after it is completed.

In increasing order of seriousness, a report by an institution to the Commission may be accepted, acknowledged, or rejected.

### **Levels of Actions:**

Grant or Re-Affirm Accreditation without follow-up

Defer a decision on initial accreditation: The institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address those concerns.

Postpone a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards.

Course descriptions from the College's catalog

## **Maryland: Application for Renewal of Out-of-State Degree Granting Institutions to Operate in Maryland**

Lincoln University, the oldest Historically Black University, was founded in 1854 as Ashmun Institute. The official university name is “Lincoln University,” however, the creation of other institutions of higher learning nationally referring to themselves as “Lincoln” has created the need for the University to distinguish itself. Lincoln University is also referred to as “Lincoln University of Pennsylvania” or “Lincoln University of the Commonwealth or Pennsylvania.” The story of Lincoln University goes back to the early years of the nineteenth century and to its founders, John Miller Dickey, and his wife, Sarah Emlen Cresson, set as one of their original purposes—the training of young missionaries for service in Africa. The Institute was renamed Lincoln University in 1866 after President Abraham Lincoln. Since its inception, Lincoln has attracted an interracial and international enrollment from the surrounding community, region, and around the world. The University first admitted women students in 1952, and formally associated with the Commonwealth of Pennsylvania in 1972 as a state-related, coeducational university. It is located near the town of Oxford in Southern Chester County, Pennsylvania. The university also hosts a Center for Graduate Studies in the City of Philadelphia. Lincoln University provides undergraduate and graduate coursework to approximately 2,500 students (Lincoln, 2012; K. Sanford, personal communication, September 21, 2012).

During the first one hundred years of its existence, Lincoln graduated approximately 20 percent of the Black physicians and more than 10 percent of the Black attorneys in the United States. Its alumni have headed 35 colleges and universities and scores of prominent churches. At least 10 of its alumni have served as United States ambassadors or mission chiefs. Many are federal, state and municipal judges and several have served as mayors or city managers. Some of the alumni from this impressive list include: U.S. Supreme Court Justice, Thurgood Marshall; Harlem Renaissance poet, Langston Hughes; musical legend, Cab Calloway; song artist and activist, Gil Scott-Heron; Tony Award winning actor, Roscoe Lee Browne; and architect of the debate team portrayed in the film, *The Great Debaters*, Melvin B. Tolson; Nnamdi Azikiwe, the first president of Nigeria; Kwame Nkrumah, the first Prime Minister of Ghana; Sibusiso Nkomo, Ph.D., Chairperson of the National Policy Institute of South Africa; and Founder of Crossroads Africa, which served as the model for the Peace Corps, Rev. James Robinson (Lincoln University, 2012; K. Sanford, personal communication, September 21, 2012).

The mission of the University has an international focus; it provides a quality education and prepares its undergraduates and graduate students, on its main campus, the Lincoln Plaza, and through distance learning, to be leaders

of the highest caliber. With a commitment to promoting technological sophistication for its students in all academic programs, Lincoln University takes pride in excellent teaching, scholarly activity, and inspired learning. To foster in students an appreciation for competition and coexistence in the global marketplace, Lincoln University seeks to infuse its curricula with modules of instruction that require its students to recognize an international community of people and to understand moral and ethical issues, human dimensions, and leadership challenges posed by technology (Lincoln University, 2012; K. Sanford, personal communication, September 21, 2012).

Embracing the classic concept of a university, the faculty, students, administration, and trustees of Lincoln University recognize the primacy of the institution's three historic purposes: 1) to teach honestly, and without fear of censure, what humankind has painfully and persistently learned about the environment and people; 2) to preserve this knowledge for the future; and 3) to add to this store of knowledge. Lincoln University remains committed to its historical purpose and to preserving its distinction as an intellectual and cultural resource for this region. Lincoln University decided to participate in an initiative to improve the health and welfare of our society by launching the generic Bachelor of Science in Nursing Program in fall 2013.

Although historically African-American, Lincoln University admits, employs, and welcomes all people. The University is located in rural Pennsylvania. Lincoln University attracts students from around the globe. The university provides quality education and superior opportunities for practical experience and research through internal programming and external partnerships with business, organizations, and universities. The University offers twenty-two undergraduate programs and six Master's degrees. Lincoln current enrollment averages 2200 students annually (Middle States Association Commission on Higher Education (MSACHE), 2012). Graduates of Lincoln University are groomed to lead, serve humanity, mentor, and innovate.

The majority of Lincoln University students and alumni are minorities and members of the local communities (Office of Institutional Research (OIR), 2011; OIR, 2012a). Decades of service to minorities and underserved vulnerable populations has contributed to the development of a strategic plan to make Lincoln University a Center for Health Disparities with goals including the development of research infrastructure and increasing the pool of minorities in the healthcare professions. The department of nursing would support Lincoln University's mission and vision of providing liberal arts and science-based education grounded in evidence to build capacity and meet the needs of our local community, Pennsylvania, the US, and our global society.

Lincoln's long and prestigious history, coupled with its high quality academic programs and world-class faculty, has positioned it to be a top institution for African American graduates, especially in STEM fields. Between 2005 and 2009, 22 Lincoln graduates completed their STEM doctoral degrees, ranking Lincoln 31 out of the top 49 U.S. baccalaureate institutions to graduate African American students completing their Ph.D. (NSF, 2011e). Also, *Black Issues in Higher Education* in 2001 ranked Lincoln second among HBCUs in awarding baccalaureate degrees in the physical sciences to African Americans (Borden, 2001). Furthermore, Lincoln University was among the top fifteen universities that awarded ten or more bachelor's physics degrees to African Americans from 2004 to 2008 (Czujko & Nicholson, 2010). A feasibility study conducted during 2011, and revised in 2012 revealed and confirmed the importance of adding a nursing program to the educational offerings of Lincoln University. And in the fall 2013 semester the generic BSN program was launched has been added to the growing list of educational offerings at The LU. A nursing program at the University will help to remedy issues related to the nursing shortage, the increased health needs in our society, contribute to research and scholarship in the nursing profession, and to increase the numbers of qualified nurses from diverse backgrounds.

## **Nursing Program**

### **Program description, curriculum, course objectives, and course schedule**

Members of the College of Science & Technology have created the nursing curriculum for Lincoln University collaboratively. The curriculum was peer-reviewed by the University's Educational Policies and Curriculum Committees and by selected Nursing Administrators from Pennsylvania Schools of Nursing. This evidence-based curriculum represents the goals of Lincoln University's strategic plan, AACN/CCNE Baccalaureate Essentials, Quality and Safety Education in Nursing (QSEN), the ANA Standards of Practice, the National League of Nursing Excellence Hallmarks, recommendations made in the Institute of Medicine Report: *The Future of Nursing: Leading Change, Advancing Health*, and the goals outlined in the NCLEX-RN Detailed Test Plan of 2010. The sources selected to guide the curriculum are based on the most reliable and current research evidence available. Our educators employ best evidence to instructional design, instruction, and practice. Lincoln University's College of Science & Technology has a strong history of rigorous and productive research activities. The nursing program works collaboratively with the interdisciplinary teams to continue this tradition and to build and strengthen nursing education and practice. Our curriculum is divided into two parts: pre-nursing and nursing. The pre-licensure

curriculum total 64 credits of liberal education courses. The nursing-specific program totals approximately 58 credits with students having the option to take electives. The entire program is designed to total 124 credits for full-time students.

All nursing students participate in a pre-nursing online preparation course. The course is designed to prepare students for entry into nursing through early socialization into the culture of nursing and to encourage role development. Socialization activities have been shown to improve transition into the role of nurse and to increase retention in a variety of nursing programs (Utley-Smith, Philips, & Turner, 2007). In addition, tutoring programs via SmartThinking and practice laboratories assist in meeting student learning needs.

### **Major Constructs, Outcomes, Courses, & Objectives**

Measuring outcomes is the best method to evaluate progress in learning and the success of a program and institution. Lincoln University has established core student learning outcomes (SLO) to guide curriculum. The SLO are:

1. *Communication*: Listen and effectively, communicate ideas through written, spoken and visual means.
2. *Critical thinking*: Think critically via classifying, analyzing, comparing, contrasting, hypothesizing, synthesizing, extrapolating and evaluating ideas.
3. *Information Literacy/Research*: Apply information literacy/research skills to assist their systematic process of critical thought; articulating the problem; gather information from multiple sources and venues; evaluating the accuracy/thoroughness/timeliness of the collected data, and determining when/if the problem has been satisfactorily resolved.
4. *Self and Others*: Compare and contrast self and others and explain their interdependence in terms of historical, social, political, economic, psychological, health, and ethical factors.
5. *Citizenship/Service*: Demonstrate good citizenship and service to one's community. Students also benefit when they engage in free intellectual inquiry seeking truth, understanding and appreciating self as well as a readiness to learn from and about different cultural and/or linguistic perspectives
6. *Quantification*: Apply and evaluate quantitative reasoning through the disciplines of mathematics, computational science, laboratory science, science, selected social sciences and other like-minded approaches that require precision of thought.

7. *Visual/Musical Literacy*: Demonstrate an understanding of visual and/or musical through a formal, contextual or expressive analysis of the arts.
8. *Interpersonal Skills*: Demonstrate positive interpersonal skills by adhering to the principles of freedom, justice, equality, fairness, tolerance, open dialogue, and concern for the common good.

The Department of Nursing has established nursing-focused student learning objectives that align with the University and Program mission and vision to guide the education and educational evaluation. The nursing program student learning objectives (NURSLO) are:

1. **Caring** – Students will demonstrate caring attitudes and behaviors as they carry out the work of professional nursing with the understanding of human development, the goal of preserving dignity, and aspirations of promoting health and wellness for individuals, patients, and themselves.
2. **Knowledge** – Students will apply knowledge synthesized from nursing science to evidence-based nursing care delivery.
3. **Effective thinking** – Our students will use a variety of thinking methods such as, critical thinking, conceptual thinking, implementation thinking, and innovative thinking, to make decisions, solve problems, evaluate information, create new processes, and plan strategies.
4. **Communication** – Students will demonstrate effective communication skills in therapeutic interactions, inter-professional information sharing, and scholarly dissemination.
5. **Technological Aptitude** – Students will competently use technology to access information necessary for identifying trends used in decision making, promoting quality improvement, and preserving safety, to provide patient care, collaborate with inter-professional teams, and to continuously advance the nursing profession.
6. **Lifelong learning** – Students will continue to advance their education to maintain knowledge and nursing skills necessary to provide quality patient care by engaging into systematic inquiry, investigation, and new knowledge generation. .
7. **Cultural Competence** - Students will demonstrate willingness to learn about other cultures and use the information to collaborate with patients to provide nursing care that meets individuals' cultural and religious needs.

8. **Leadership** – Students will apply knowledge of leadership theory and demonstrate leadership behaviors that complement particular situations.
9. **Ethics** – Students will apply ethical standards of nursing in all situations with respect for the law, the profession, patients, and themselves.

**Table:** Alignment: Constructs, Outcomes, and Courses with Program Learning Objectives

<b>Constructs</b>	<b>Outcomes</b>	<b>Courses</b>	<b>Nursing Learning Objectives</b>
Human Development	Students will learn to care for people at all stages of development in a variety of settings.	ATI, ALL Courses	I
Evidence-based practice	Students will understand, evaluate, and use best research evidence in providing patient care.	ATI, ALL Courses	II, V
Research	Students will learn how to search, evaluate, and use research databases, information, software, and methods.	ALL Courses– Specifically, SMARTS, Fundamentals, Nursing Research	II, III, V, VII, VIII
Service/ Cultural competence	Students will provide and understand the importance of caring and service. Students will participate in and develop service learning activities based of the assessed needs of diverse and vulnerable populations.	ATI, Health Promotion & Adaptation; Population Health	I, III, VI,, VII, VIII,
Technology	Students will gain experience in current educational and clinical technologies. Student will gain confidence in using technology in providing nursing care.	ATI, ALL Courses	II, III, IV
Ethics	Students will learn ethical principles. They will identify ethical issues and practice applying ethical decision-making processes in	ATI, ALL Courses – Primarily in Healthcare ethics	I, VIII

	collaborative healthcare teams.		
Health/Illness Continuum	Students will learn about the wellness continuum. They will learn to create patient care goals with the input of the patient based on the patients' views of health and wellness.	ATI, ALL Courses	I, III, VI
Professionalism/Leadership	Students will learn and practice the roles of a professional nurse. They will learn and practice leadership skills in patient, peer, and team environments.	ATI, SMARTS, Fundamentals; Leadership & Management; Adult Health III	II, III, IV, V, VI, VII
Communication/Scholarship	Students will develop written and oral communication skills. They will prepare a compilation portfolio demonstrating their scholarly achievements throughout their nursing program.	ALL Courses	I, II, IV, VI
Safety/Advocacy	Students will use assessment, management, analysis, evaluation, and advocacy skills to maintain a safe environment for patients, colleagues, and self.	ATI, ALL Courses	I, III, IV, VII
Thinking/Reasoning/ Mathematic Skills	Students will use and become proficient in using critical thinking skills and mathematic skills to solve practical med-math calculations.	ATI, SmartThinking, ALL Clinical Courses	II, IV, V

### Horizontal and Vertical Threads

In curriculum design the horizontal and vertical threads outline the essential curricular goals. The vertical threads relate to nursing roles and show how they grow as students' progress through the educational processes. The horizontal threads illustrate threads that should be present in all nursing courses (See Table).

**Table:** Curricular Horizontal and Vertical Threads

<b>HORIZONTAL:</b> Concepts present in all nursing courses – Safety, Human Development, Advocacy, Ethics, Cultural Competence, Technology, Wellness Continuum, Health Promotion, and Evidence-based Practice				
(**Theories – Watson, Benner, and Rodgers)				
<b>VERTICAL:</b>				
<b>Communication</b>	Basic interpersonal interaction with patients	Basic interpersonal interaction with patients, families, healthcare teams	Therapeutic communication/ Basic interpersonal interaction with patients, families, healthcare teams/Collaboration with healthcare team	Therapeutic communication/ Basic interpersonal interaction with patients, families, healthcare teams/Collaboration with healthcare team/ Groups/Social Marketing
<b>Evidence-based practice</b>	Learning Research Terminology/Theories	Research Basics/ Types and Levels/Processes	Review Evaluation	Research Translation/Utilization
<b>Roles</b>	Advocacy/Assessment/Care Provider/Safety	Advocacy/Health Teaching/Health & Disease Management and Coordination/Safety	Advocacy/Health Teaching/Health & Disease Management & Coordination/ Collaboration/Delegation/Safety	Advocacy/Health Teaching/Health & Disease Management & Coordination/ Collaboration/Delegation/Safety
<b>Knowledge</b>	Comprehension/Applying	Analyzing	Synthesizing	Evaluating
<b>Practitioner Focus</b>	Individual	Individual/Family	Individual/Family/Groups	Individual/Family/Groups/Community/Populations/Systems
	Level 1 – Third Yr Semester 1	Level 2 – Third Yr Semester 2	Level 3 – Fourth Yr Semester 3	Level 4 – Fourth Yr Semester 4

**CURRICULUM for the Pre-Nursing Program/University Core Courses**

***\*\*All Pre-nursing courses have been selected to meet Baccalaureate Essential 1 – Liberal Education for Professional Nursing Practice (AACN, 2008)***

<b>Year 1 - Semester 1</b>	<b>Cr</b>	<b>Year 2 – Semester 2</b>	<b>Cr</b>
First Year Experience (FYE 101)	3	English Comp 2 (ENG 102)	3
College Algebra MAT(110)	3	Intro to Art or Intro to Music	3
English Comp 1 (ENG101)	3	Chemistry for Health Science I (CHE 120)	4
Dimensions of Wellness (HPR 101)	2	Intro to Sociology (SOC 101)	3
Intro to Biology/Lab (BIO 105)	4	Elementary Statistics (MAT 114)	3
Elective (Optional)		Elective (Optional)	
	<b>15</b>		<b>16</b>
<b>Year 2 – Semester 1</b>		<b>Year 2 – Semester 2</b>	
General Psychology (PSY 101)	3	Computer Applications/I (CSC 151)	3
Anatomy & Physiology I/Lab (BIO205)	4	Anatomy & Physiology II/Lab (BIO206)	4
Intro to Nutrition (HPR 350)	3	Developmental Psychology (PSY 309)	3
Chemistry for Health Science II(CHE 121)	4	World Literature (ENG 207)	3
African-American Experience (SOS151)	3	Intro to Philosophy or Religion	3
		Elective (Optional)	
	<b>17</b>		<b>16</b>
<b>Pre-nursing Total = 64</b>			

### Nursing Program Curriculum Requirements

SMARTS Course – After Acceptance (0 credits)							
Year 3 - Semester 1	Cr	Didactic	Clinic/ Lab	Year 3 – Semester 2	Cr	Didactic	Clinic
Fundamentals of Nursing /Lab/Clinical (301)	4	3	1	Nursing Research (Hybrid) (402)	3	3	0
Nursing Pathophysiology (303)	3	3	0	Microbiology for Healthcare Professionals/Lab (BIO 250)	4	3	1
Health Assessment & Promotion/Lab (302)	4	2	1	Adult Health I/Clinical (304)	4	3	1
Pharmacology (310)	3	3	0	Mental Health Nursing/Clinical (306)	4	3	1
Nursing Informatics & Tech (308) (7 Week/Hybrid)	3	3	0	Elective (Optional)			
	<b>17</b>				<b>15</b>		
Year 4 – Semester 1				Year 4 – Semester 2			
Maternal/Childbearing Nursing/ Clinical (408)	4	3	1	Population Health Nursing/Clinical (411)	4	3	1
Nursing Care of Children and Families /Clinical (408)	4	3	1	Capstone Senior Seminar/ Clinical (414)	4	2	2
Adult Health Nursing II/ Clinical (404)	4	3	1	Nursing Leadership & Management (412)  (7 Week/Hybrid)	3	2	1
Healthcare Ethics (403)  (7 Week/Hybrid)	3	3	0	Healthcare Delivery Systems (405) (7 Week/Hybrid)	3	3	0

## Nursing Program Course Description

### **NUR 300      Strategic Mapping to Attain Realistic Tools for Success [S. M. A. R. T. S.] (0 credits)**

SMARTS is design to familiarize students to the role of professional and student nurse, medical and research terminology, and tools to increase success in the nursing program. This online self-directed course will promote organizational tools, familiarization with online learning platforms, studying aids, critical thinking skills, and methods to increase socialization to nursing culture. This course will be offered in summer session prior to the beginning of Year 3, Semester 1 (Junior Year).

**Pre-requisites: All Pre-nursing courses**

**Co-Requisites: All 300 level nursing courses**

### **NUR 301      Fundamentals of Nursing (4 credits)**

The Fundamentals of Nursing course provides students with knowledge of theory and foundation concepts related to nursing practice. Students will be introduced to basics of health and wellness, medical terminology, med-math, and the nursing process. Students will have laboratory and clinical experiences to learn basic nursing skills and to socialize them to the culture of nursing.

**Pre-requisites: All Pre-nursing courses**

**Co-Requisites: All 300 level nursing courses**

### **NUR 302      Health Assessment and Promotion (4 credits)**

Health Assessment and Promotions is designed to provide students with the knowledge and skills necessary to collect relevant health assessment data using a multi-dimensional approach. Students are introduced to a variety of devices and procedures used to collect data used in assessing the structure and function of the human body. Psychological, social and cultural aspects of assessment are also introduced to assist students to analyze the influence of the environmental on human body and function. Normal growth and development will also be assessed. This course includes information and learning exercises healthcare teaching.

**Pre-requisites: All Pre-nursing courses**

**Co-Requisites: All 300 level nursing courses**

### **NUR303      Nursing Pathophysiology**

This course focuses on the pathophysiology of common disease conditions affecting human beings across the lifespan. Content builds on basic anatomy and physiology, microbiology, and chemistry content obtained from earlier courses. The pathophysiologic bases of common human health alterations and associated clinical manifestations are discussed.

**Pre-requisites: All Pre-nursing courses**

**Co-Requisites: All 300 level nursing courses**

**NUR 304          Adult Health Nursing I (4 credits)**

This course applies the principles of the nursing process to the care of adult and older adult patients. Principles of primary care and stressors affecting functional status are examined. The application of evidence-based nursing principles is emphasized during laboratory and clinical experiences.

**Pre-requisites: All Pre-nursing courses; NUR 301; NUR 302; NUR 310; (Students must have a C or better in these courses)**

**Co-Requisites: All 300 level nursing courses**

**NUR 306          Mental Health Nursing (4 credits)**

This course provides instructional and clinical learning experiences in the provision of evidence-based healthcare to individuals, families and groups experiencing mental health issues. The role of nurses as communicator, caregiver, and advocator of the client's rights is emphasized. The course introduces students to maladaptive behaviors and the importance of safe and competent nursing skills. A holistic approach that integrates physiological and mental health nursing is emphasized.

**Pre-requisites: All Pre-nursing courses; NUR 301; NUR 302; NUR 310; (Students must have a C or better in these courses)**

**Co-Requisites: All 300 level nursing courses**

**NUR308          Nursing Informatics & Technology/Computer applications II (3 credits)**

This course explores the impact of technology on healthcare, medical record keeping, the influence of HIPAA on record keeping and technological variables in nursing practice. It focuses on the role of the nurse in electronic information handling and considerations for strategic planning. Students are introduced to applications of computers in the area of spreadsheets, database management, presentation, structured programming, and web programming. Desktop software such as Microsoft office as well as a programming language compiler will be utilized in this course.

**Pre-requisites: All Pre-nursing courses**

**NUR406          Maternal/Child bearing Nursing (4 credits)**

This course provides both relevant instructional and clinical learning experiences for nurses in providing care to the childbearing family during ante-partum, intra-partum and postpartum periods in a variety of settings. Health issues relating to growth and development are explored as they relate to women's health prior, during, and post childbirth. The role of the nurse in health promotion and disease prevention for childbearing and childrearing families is emphasized. Attention will be given to social, cultural, and factors that affect women's health.

**Pre-requisites: All Pre-nursing courses; NUR 301; NUR 302; NUR 304; NUR 306; NUR 310; (Students must have a C or better in these courses)**

**Co-Requisites: All 400 level nursing courses**

**NUR310 Pharmacology (3 credits)**

This course explores pharmacodynamics, pharmacokinetics, drug actions and interactions, environmental factors and safety precautions during medication administration. Special considerations are given to the effects of drugs on different age groups and to the nurse's responsibilities in drug therapy.

**Pre-requisites: All Pre-nursing courses**

**Co-Requisites: All 400 level nursing courses**

**NUR402 Nursing Research (3 credits)**

This course introduces nursing students to the fundamentals and principles of the research process and their application in nursing. The importance of reviewing, understanding and evaluating research findings related to the practice of nursing is emphasized.

**Pre-requisites: All Pre-nursing courses & 300 level courses; NUR 310; (Students must have a C or better in these courses)**

**Co-Requisites: All 400 level nursing courses**

**NUR403 Healthcare Ethics (3 credits)**

This course provides students with the foundations for critically analyzing ethical dilemmas in nursing practice. Ethical theories including moral developmental theories will be discussed. The course will help students to clarify values and promote moral reflection in the context of contemporary health-care challenges. Emerging issues as involving emerging technologies and political, legal, socio-economic, and fiscal factors will be examined.

**Pre-requisites: All Pre-nursing courses & 300 level nursing courses for nursing students (Students must have a C or better in these courses)**

**Co-Requisites: All 400 level nursing courses for nursing students**

**NUR404 Adult health Nursing II (4 credits)**

This course builds on previous learning related to holistic patient care. Students will examine selected stressors of acute and chronic illnesses of adult and older adults. Strategies for prevention will be explored. Principles of evidence-based practice will be applied in laboratory and clinical experiences. Leadership skills will continue to be honed in learning experiences.

**Pre-requisites: All Pre-nursing courses and 300 level nursing; NUR 301; NUR 302; NUR 304; NUR 306; NUR 310 (Students must have a C or better in these courses)**

**Co-Requisites: All 400 level nursing courses for nursing students**

**NUR405 Healthcare Delivery Systems (3 credits)**

This course expands the theoretical and experiential foundations of population-based nursing as highlighted in Healthy People 2020. Emphasis is placed on disease prevention especially for vulnerable and underserved populations. Historical, political, economic, ethical, social, psychological, and cultural factors that promote and adversely impact health are examined along with contemporary health issues.

**Pre-requisites: All Pre-nursing courses and 300 level nursing courses for nursing students; (Students must have a C or better in these courses)**

**Co-Requisites: All 400 level nursing courses for nursing students**

**NUR408 Nursing Care of Children and Families (4 credits)**

This course teaches students to develop competencies to manage healthcare of children and adolescents especially those who are experiencing problems during bio-psychosocial adaptation. Roles of the professional nurse, including communication, ethics and cultural competency, in promoting health and adaptation for the child within the context of the family are emphasized in a variety of healthcare settings. Focus will be placed on application of the nursing process to the care of well and ill children.

**Pre-requisites: All Pre-nursing courses and 300 level nursing courses; NUR 301; NUR 302; NUR 304; NUR 306; NUR 310; (Students must have a C or better in these courses)**

**Co-Requisites: All 400 level nursing courses**

**NUR414 Capstone Senior Seminar (4 credits)**

This course builds on the previous learning related to holistic patient care for adults, older adults, and critically ill patients with complex healthcare needs. Students engage in self-directed study to enhance their physical assessment skills. Students demonstrate critical thinking in the development and implementation of comprehensive plans of care. Students integrate principles of advocacy, collaboration, coordination and evidence-based care to meet the complex needs of clients during clinical experiences.

**Pre-requisites: All Pre-nursing courses and 300 level nursing courses; NUR 301; NUR 302; NUR 304; NUR 306; NUR 310; NUR 404; NUR 406; NUR 408; (Students must have a C or better in these courses)**

**Co-Requisites: All 400 level nursing courses**

**NUR411 Population Health Nursing (4 credits)**

This course provides instructional and clinical learning experiences on the principles of community health, public and family health nursing. Students are trained to conduct community and family health assessments using basic epidemiological principles and data collection strategies. Students will also be required to engage in health promotion and maintenance strategies in a variety of community health settings.

**Pre-requisites: All Pre-nursing courses and 300 level nursing courses; NUR 301; NUR 302; NUR 304; NUR 306; NUR 310; NUR 404; NUR 406; NUR 408;**

**Co-Requisites: All 400 level nursing courses**

**NUR412 Nursing Leadership & Management (3 credits)**

This course will introduce students to the analysis of nursing leadership and management from a systems perspective. An organizational structure is developed that shows how the nursing unit fits within the larger structure. Various leadership behaviors are examined and compared to those of a nurse leader in the healthcare setting. The promotion of assertive behavior in the professional role as well as awareness of interdisciplinary standards is emphasized.

**Pre-requisites: All Pre-nursing courses and 300 level nursing courses; NUR 301; NUR 302; NUR 304; NUR 306; NUR 310; NUR 404; NUR 406; NUR 408; (Students must have a C or better in these courses)**

**Co-Requisites: All 400 level nursing courses**

## Recent Approval Letter