

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

001 (0.5.2012)

OOS INITIAL

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

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

**PROPOSED LOCATION IN MARYLAND.**

Please provide the full mailing address. If a specific facility is yet to be identified, please provide as a minimum, the county or city in which you plan to operate.  
 Sacred Heart University, Incorporated  
 5151 Park Avenue  
 Fairfield, CT 06825

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

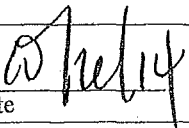
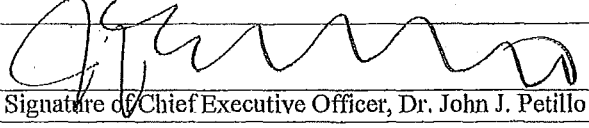
**PROPOSED START DATE.** Proposed start date is contingent upon approval.  
 Applications should be submitted at least 5 months prior to the proposed start date.

<b>INSTITUTION APPLYING FOR APPROVAL:</b>	
Name of Institution:	Sacred Heart University, Incorporated
Web Address:	<a href="http://www.sacredheart.edu/">http://www.sacredheart.edu/</a>
OPEID Code:	00140300
	<small>U.S. Department of Education, Office of Postsecondary Education, ID Code - Title IV eligibility.</small>
Chief Executives Officer:	Dr. John J. Petillo
Mailing Address:	5151 Park Avenue Fairfield, CT 06825
Telephone:	203-371-7900
Email:	petilloj@sacredheart.edu

<b>Institutional Liaison:</b> Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:	
Name:	Mary Lou DeRosa
Title:	Vice Provost
Mailing Address:	5151 Park Avenue Fairfield, CT 06825
Telephone:	203-371-7830
E-mail:	derosam@sacredheart.edu

\*\*\*\*\* 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).

Date  Signature of Chief Executive Officer, Dr. John J. Petillo 

Please Submit All Information To:

Maryland Higher Education Commission  
Division of Planning and Academic Affairs  
6 N. Liberty St., 10<sup>th</sup> Floor  
Baltimore, Maryland 21201  
acadprop@mhec.state.md.us  
(410) 767-3268

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

\*\*\*\*\*

**I. SUPPORTING DOCUMENTATION.**

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

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

Include one printed copy of the institution's home campus catalog or other publication (graduate and undergraduate as applicable) that contains information on: academic progress standards, curricular content of the proposed programs, student services information, credit for prior learning as well as credit for practica, clinical experience, internships, and cooperative work experiences. Please also provide copies of the awards to be granted. \* See Exhibit A Attached\*

Application Fee. COMAR 13B.02.01.07D(2) \* See Exhibit B Attached\*

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

Accreditation. COMAR 13B.02.01.07D(3)(g) \* See Exhibit C Attached\*

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification

of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

- Registration as an Out-of-State Corporation. COMAR 13B.02.01.07D(3)(f)  
To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: [www.dat.state.md.us](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. \* See Exhibit D Attached\*
- Certificate of Compliance COMAR 13B.02.01.07D(3)(o) \* See Exhibit E Attached\*  
Please provide a certificate for each location for which you are seeking approval, indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety. If this is not presently available, it may be submitted no later than 30 days prior to the start of classes.
- Board of Trustees Resolution of Financial Solvency COMAR 13B.02.01.07D(3)(e) \* See Exhibit F Attached\*  
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) \* See Exhibit G Attached\*  
Please provide copies of any advertisements in print format related to the proposed programs.
- Teach-out Plan COMAR 13B.02.01.07D(3)(j)(iv) \* See Exhibit H Attached\*  
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

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

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

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: BUS 101 Intro to Business Administration</i>		<i>Distance Ed.</i>	<i>3 sem</i>	<i>Yes</i>
See A1: Programs Attachment				

(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.

A description of the curriculum and objectives of each course are available in the Sacred Heart University Catalog provided. A course schedule for the proposed location is not applicable as Sacred Heart University educates in an online environment, not a physical classroom.

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

See A1: Programs 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 offerings 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 State Plan for 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 with your responses to the following questions for each 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 proposed programs serve occupational needs, present data on 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. COMAR 13B.02.01.06E

See A2: Education Need

(2) If the proposed programs serve societal needs (including the traditional liberal arts education), provide a description of how the proposed programs will enhance higher education in Maryland and contribute to society in general.

See A2: Education Need

(b) If similar programs already exist in the State of Maryland, 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 A2: Education Need

(c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?  Yes  No COMAR 02.01.07D(3)(q)

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

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

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

(e) Will these programs/classes be offered in affiliation with a Maryland Regional Higher Education Center?  Yes  No

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

**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 educational activities offered. COMAR 13B.02.01.15

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

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

See A-3: Administrative Staff

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

See A-3: Administrative Staff

4. Faculty.

**INSTRUCTIONS:** Please enter the requested information in the spaces provided below, or create an attachment to this application (labeled "A-4: Faculty") with your responses to the following questions. If complete and precise information is unavailable at this time, please provide projected staffing information including the faculty member's status as full or part-time.

(a) List all faculty that are to teach in the first year (or cycle) of the proposed programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.07D(3)(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 A-4 :Faculty

(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.

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

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

Yes  No

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

- (1) Demonstrate that the unique role, scope, and mission of the institution require a waiver in order for the institution to operate.

(2) After making this demonstration the institution shall then provide the following:

(i.) Designate by name the faculty members whose primary responsibility is instruction, scholarship, research or service who will perform the duties normally required of full-time faculty.

(ii.) Document that these designated faculty members substantially participate in the development or implementation of one or more of the following activities at the institution requesting the waiver: (A) Academic programs, (B) Professional Programs, (C) Research Programs, (D) Service Programs, (E) Admission or Admission policies, (F) Academic Advising, (G) Faculty Appointments, or (H) institutional governance.

(iii.) Document that the full time faculty, as a group, participate in all of the activities listed in (2)(ii.) above.

(iv.) Document that the designated faculty shall perform the requirements of full-time faculty under Section C of the regulations -- i.e., at least one-third of the classes offered shall be taught by full-time faculty of the parent institution.

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

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

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

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

Resources Available to Online/Distance Students

Library Resources:

The Sacred Heart University Library strives to support our online students with the same service and support as our traditional students receive. All students can access the electronic resources available with their university username and password. The library provides access to over 70 online databases and 121,500 ebooks. Of those, 12 databases and several thousand ebooks are specific to nursing and various health science topics. CINAHL Complete with Full Text and Medline with Full Text are available through the EBSCO platform. Online students and faculty also have access to health and medical focused databases such as BMJ Clinical Evidence and Best Practice, Proquest's Nursing and Allied Health Source, CINAHL Plus, Cochrane Database of Systematic Reviews, Database of Abstracts of Reviews of Effects (DARE),



ISTOR's Biology Collection, Ovid Medical Full-Text, NeuroScience (Science Direct), PsychINFO, PsychARTICLES, Social Work Abstracts, Science Reference Center and Science Direct from Elsevier, and multidisciplinary database Academic Search Premier, which indexes over 8,500 journal titles including many titles related to the health and life sciences, health administration, psychology and environmental sciences.

**Service:**

The library's professional staff consists of 8 full-time librarians with a Director of Library Service. Part-time reference librarians supplement the full-time staff resulting in a total of 76.5 hours per week a reference librarian is available to support the needs of distance education students and faculty. Students have the option to contact the library by phone, email, or text. In addition a fulltime health sciences librarian, Jeffrey Orrico, MLS, AHIP is available to support online students and instructors by offering individual phone consultations and instructional webinars to support group and class instruction. Online videos, tutorials and guides are also available from the library's homepage allowing new students to become familiarized with the resources available.

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

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

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

N/A

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

N/A

**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 credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance procedures.

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

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

See A-6: Student Services

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

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

(a) Has a specific facility been identified?  Yes  No

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

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

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

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

N/A

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

N/A

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

N/A

**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



Founded in 1886

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

JEAN A. WYLD, Chair (2015)  
Springfield College  
PATRICIA MAGUIRE MESERVEY, Vice Chair (2014)  
Salem State University

DAVID F. FINNEY (2014)  
Champlain College

DAVID S. GRAVES (2014)  
Laureate Education Inc.

R. BRUCE HITCHNER (2014)  
Tufts University

MARY ELLEN JURSKI (2014)  
Mitchell College

DAVID L. LEVINSON (2014)  
Norwalk Community College

BRUCE L. MALLORY (2014)  
University of New Hampshire

CHRISTOPHER J. SULLIVAN (2014)  
Concord, NH

DAVID P. ANGEL (2016)  
Clark University

G. TIMOTHY BOWMAN (2015)  
Harvard University

DAVID E. A. GARSON (2016)  
Hartford, CT

THOMAS L. G. DWYER (2015)  
Johnson & Wales University

JOHN F. GABRANSKI (2016)  
Hoydenville, MA

WILLIAM F. KENNEDY (2015)  
Boston, MA

KAREN L. MUNCASTER (2015)  
Boston Architectural College

CHRISTINE ORTIZ (2015)  
Massachusetts Institute of Technology

JON S. OXMAN (2015)  
Auburn, ME

JACQUELINE D. PETERSON (2016)  
College of the Holy Cross

ROBERT L. PURA (2016)  
Greenfield Community College

REV. BRIAN J. SHANLEY, O.P. (2016)  
Providence College

TIMOTHY J. DONOVAN (2016)  
Vermont State Colleges

JEFFREY R. GODLEY (2016)  
Groton, CT

LILY S. HSU (2016)  
MCPHS University

JAY V. KAHN (2016)  
Keene State College

WILFREDO NIEVES (2016)  
Capital Community College

LINDA S. WELLS (2016)  
Boston University

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Vice President of the Commission  
TALA KHUDAIRI  
tkhudairi@neasc.org

December 9, 2013

TO WHOM IT MAY CONCERN:

This is to certify that Sacred Heart University is accredited by the New England Association of Schools and Colleges and has been continuously since 1969. At its meeting held on November 21, 2013, the Commission continued the University in accreditation and established the date of the next comprehensive as Spring 2023.

Questions about the accreditation status of Sacred Heart University should be directed to the offices of the Commission on Institutions of Higher Education.

Patricia M. O'Brien SND  
Senior Vice President of the Commission

POB/jm

May 24, 2010

Anne M. Barker, EdD, RN  
Chair  
Department of Nursing  
Sacred Heart University  
5151 Park Avenue  
Fairfield, CT 06825-1000



Commission on  
Collegiate Nursing  
Education

Serving the  
Public Interest  
Through Quality  
Accreditation

Dear Dr. Barker:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on April 22-24, 2010, to grant accreditation of the baccalaureate degree program in nursing and master's degree program in nursing at Sacred Heart University for the term of 10 years, extending to June 30, 2020. These accreditation actions are effective as of October 19, 2009, which is the first day of the programs' recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the fall of 2019.

At its meeting, the Board determined that the programs met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

As is required for all accredited programs, the Board requested that the programs submit a Continuous Improvement Progress Report (CIPR) at the mid-point of the accreditation term. The CIPR should address the nursing programs' continued compliance with all accreditation standards. The deadline for submitting the progress report to CCNE is June 1, 2015. The Report Review Committee, and then the Board of Commissioners, will review the progress report in the fall of 2015. For more information about CIPRs, please refer to the CCNE *Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs*, available at <http://www.aacn.nche.edu/Accreditation/pdf/Procedures.pdf>.

Beginning January 1, 2010, all programs are required to comply with the CCNE *Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs*, amended April 2009. The aforementioned CIPR will need to address the standards that are in effect at the time of submission. In the reminder letter sent approximately 5 months prior to the CIPR due date, CCNE will inform the program of the specific standards to be used and will provide guidance for the preparation of the report.

A copy of the accreditation report that was sent to you earlier, along with your response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to Sacred Heart University. We hope that both the results of your self-study process and the accreditation report will be useful to the continued growth and development of the nursing programs. Certificates of accreditation are enclosed.

As a reminder, programs are expected to continue to comply with the CCNE standards and procedures throughout the period of accreditation. This includes advising CCNE in the event of any substantive change in your nursing programs or of any major organizational changes that may affect the programs' administration,

One Dupont Circle, NW  
Suite 530  
Washington, DC  
20036-1120  
202-887-6791  
fax 202-887-8476  
[www.aacn.nche.edu](http://www.aacn.nche.edu)

scope, or quality. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE *Procedures*.

We appreciate the many courtesies and the helpfulness extended to the CCNE evaluation team in the fall of 2009. The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing programs.

Sincerely,

A handwritten signature in cursive script, appearing to read "Carol Ledbetter".

Carol Ledbetter, PhD, FNP, BC, FAAN  
Chair, Board of Commissioners

cc: President Anthony J. Cerna  
CCNE Board of Commissioners  
CCNE Accreditation Review Committee  
CCNE Evaluation Team

Program information

and

Course descriptions



**A-1: Programs:**

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus?
Nursing	Masters	Online	39 Sem.	Yes
RN-BSN	Bachelors	Online	123 Sem.	Yes

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

The office of online admissions and the university college recruits for the RN-BSN, RN to MSN and MSN programs and works with the applicants to complete the admissions process with specific admissions criterion. Once the application is completed, the applicant is reviewed by the Director of RN-BSN and MSN Nursing programs and an admission decision is made. The university uses a paperless system called Web now to house the applicants' information. The School of Nursing has an admissions committee that meets regularly to review total number of applicants, applicants that do not meet admission criteria and to review student advisement assignments. As part of the orientation to the distance learning nursing program the students are exposed to the following information in the first module of the orientation to ensure they have the background, knowledge, and technical skills needed to undertake a distance education program

- Define how you will interact with your peers and faculty in your online course.
- List the common misconceptions of online learning.
- State how to order your textbooks and access the library.
- Identify technology requirements and hardware requirements for your computer.



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# Clinical Nurse Leader Specialization



HOME >> ONLINE DEGREES >> MASTER OF SCIENCE IN NURSING (MSN) >> MSN CLINICAL NURSE LEADER >> CLINICAL NURSE LEADER SPECIALIZATION



## Clinical Nurse Leader Specialization

### Integrate and Collaborate to Offer Quality Care

The Clinical Nurse Leader (CNL) position is a role that was developed by the American Association of Colleges of Nursing (AACN) in recognition of present and future changes in patient care. Clinical Nurse Leaders are advanced generalist clinicians who have the skills and knowledge to integrate patient evaluation, risk assessment, and communication with other health care team members to offer the best possible care across all types of health care settings.

The CNL specialization course work and 348 hours of role immersion prepares students to sit for the American Association of Colleges of Nursing CNL Certificate Exam. Students who are not planning on moving into the CNL role may be interested in this specialization to upgrade their skills and knowledge, take on educational roles, or move into other advanced nursing positions with a focus on patients.

**MSN Clinical Nurse Leader**

MSN Clinical Nurse Leader

Clinical Nurse Leader Careers

Core Courses		Credit Hours
NU 501	Health Care Policy & Ethics for Contemporary Nursing Practice	3
NU 530	Theory and Professional Roles for Contemporary Nursing Practice	3
NU 601	Principles of Health Care Research for Contemporary Nursing Practice	3
NU 602	Evidence-based Practice for Quality Care	3
Clinical Nurse Leader (CNL) Specialization Courses		Credit Hours
NU 550	Family and Community Context for Health Care	3
NU 553	Advanced Pathophysiology	3
NU 554	Application of Comprehensive Health Assessment Methods	3
NU 575	Health Care Information Systems	3
NU 611	Care Management and Resources Across the Continuum	3
NU 612	Disease Management and Outcomes Assessment	3
NU 680	CNL Role Immersion Practicum	3
NU 681	CNL Capstone	3

Prerequisite Courses will be added to your curriculum plan if not completed previously

**NU 325 Health Assessment for RNs -- Prerequisite for all MSN specialization tracks**  
Utilizing the conceptual framework of the nursing program, this course focuses on comprehensive health assessment. Adequate data collection and careful analysis for diagnostic and planning purposes is stressed. The student will use the diagnostic reasoning process to formulate nursing diagnoses based on the North American Nursing Diagnosis Association (NANDA) nomenclature. The nursing laboratory experience is available for students but not required. Videotaping assessment skills is a required course tool. Prerequisite: Acceptance to the RN-BSN or RN-MSN Nursing Major

SHARI

8+1

**View Course Objectives**

**MA 131 Statistics for Decision Making – Prerequisite for NU 601 and all MSN tracks** This course is geared towards liberal arts, science and health science majors. It introduces descriptive statistics, probability distributions: both discrete and normal confidence intervals, hypothesis testing and correlation. Real world applications are offered and computer statistical software may be used. Prerequisite: One college-level Mathematics course or placement by Mathematics Department

**Core Courses**

**NU 501 Health Care Policy & Ethics for Contemporary Nursing Practice** This core course focuses on history, policy, and ethics in nursing and health care. It examines health care policy, including global health considerations, health care financing, quality and safety in health care, and the ethics of health care. Current practices in nursing and health care are viewed from the past and present as a way to contemplate the future. The course builds on a framework of critical thinking, as students explore aspects of the history of nursing and medicine, analysis of current policy development, and implications of the past for present and future actions in nursing and health care.

**View Course Objectives**

**NU 530 Theory and Professional Roles for Contemporary Nursing Practice** This course is one of the graduate core classes that provides the foundation for advanced practice nursing. The role of the advanced practice nurse as a member of the profession will be emphasized. Students will be introduced to theories from nursing, natural, social, biological and organizational sciences to frame their future practice. Further, students consider issues of cultural diversity and competence to assure the delivery of culturally competent care and minimization of health disparities.

**View Course Objectives**

**NU 601 Principles of Health Care Research for Contemporary Nursing Practice** This course studies the field of research and its relationship to problems related to nursing and health care. Each step of the research process is explored in-depth to develop the skills to apply research to practice. Students apply critical analysis to relevant research literature to determine its usefulness and application. Statistical methods and concepts are reviewed and integrated throughout the course to promote an understanding of those concepts within the context of health care research. Emphasis is on understanding the research process through proposal development. Prerequisite: MA 131

**View Course Objectives**

**NU 602 Evidence-Based Practice for Quality Care** This course builds on the content of Principles of Health Care Research for Contemporary Nursing Practice (NU 601) and begins with principles inherent to a sound data collection and analysis, including both philosophical and pragmatic differences between qualitative and quantitative research. Content areas of substance include evidence-based practice, nursing theory in research, statistical analysis from the perspective of application and critique, research utilization, and issues in nursing and health care research from a national perspective. Students critique research articles according to criteria and develop a project related to evidence-based practice.

**View Course Objectives**

**Clinical Nurse Leader (CNL) Specialization Courses**

**NU 550 Family and Community Context for Health Care** This course, the first within the Family, Primary Care, and Community sequence, addresses selected family, primary care, and community theories within the context of advanced practice nursing and clinical leadership roles. The family system is viewed as both unique and dynamic, existing interdependently with the community and the environment and requiring advanced nursing expertise and caring at various times across the life cycle. Particular emphasis is placed on family and community assessment strategies, the impact of culture upon the family and community systems, and the impact of various primary care-oriented health problems on family roles and functions. In addition, relevant concepts and principles of epidemiology are applied to the current and emerging health status of families and communities. Faculty collaborate with students as they apply advanced clinical knowledge to the family system in a community setting. Students function interdependently with other health team members in the care of families and evaluate a plan of care using standards for advanced clinical practice.

**View Course Objectives**

**NU 553 Advanced Pathophysiology** This course further prepares each student to assess in-depth the pathophysiology of common disease states. Clinical pathology content addresses alterations in major body systems that are commonly found in the primary care settings, as well as common testing used in the diagnostic process. This course assists the student in the role of advanced practice nurse with the preparation to assess clients across the lifespan.

**View Course Objectives**

**NU 554 Application of Comprehensive Health Assessment Methods** This course prepares the learner to assess in depth the biopsychosocial health status of clients across the life span by obtaining a complete and accurate health history and by performing a systematic physical examination. Acquired data will be used to formulate a comprehensive problem list for the client and refine documentation skills. Content will be designed to provide correlation of assessment strategies with an understanding of the mechanisms of illness and health problems of the main body systems. Health and wellness in the context of disability will be addressed. This course assists in the socialization of the learner into the role of the clinical nurse leader or nurse educator in the current health care delivery system. The laboratory component enables the learner to develop comprehensive assessment skills. Prerequisite: NU 325

[View Course Objectives](#)

**NU 575 Health Care Information Systems** An introduction to health information systems as tools for decision making and communication in health care. This course builds on prior knowledge of systems theory and utilizes change theory and information processing theory to analyze, manage and evaluate health care information. Emphasis is also on the ability to utilize information systems in the delivery of patient care and the exploration of the variety of tools available to assist in the analysis of quality care.

[View Course Objectives](#)

**NU 611 Care Management and Resources Across the Continuum** Reviews the basic approaches to care or case management and utilization in their evolution, driving factors, and contemporary roles within a variety of health care settings. The role of practice guidelines and key relationships among nursing roles and interprofessional team members is considered along with the contributions of technology and financial considerations.

[View Course Objectives](#)

**NU 612 Disease Management and Outcomes Assessment** Introduces the concept of disease management as an evolution of case management and explores the benefits of a comprehensive case and disease management program in selected settings. Health priorities, models of chronic illness and important concepts related to health status (including quality of life and functional status) are discussed. Research on the outcomes of case and disease management is covered along with strategies for identifying and measuring outcomes of care.

[View Course Objectives](#)

**NU 680 CNL Role Immersion Practicum** This is the first course in the nursing sequence for the clinical nurse leader role practicum providing the opportunity for in-depth analysis of the CNL role within various health care settings and specialties through a guided role immersion practicum experience. Integration of prior coursework related to advanced assessment and pathophysiology, pharmacology, information systems, ethics, research, evidence-based practice and health care systems occurs through clinical role practice, case studies, and student presentations. A team of preceptors provide guidance and support as CNL students identify and enact the role components of the CNL role while analyzing the organizational context for this new role.

[View Course Objectives](#)

**NU 681 CNL Capstone** This capstone course is the final in the nursing sequence for the clinical nurse leader role practicum providing the opportunity for in-depth analysis of the CNL role within various health care settings and specialties through a guided role immersion practicum experience. Integration of prior coursework related to advanced assessment and pathophysiology, pharmacology, information systems, ethics, research, evidence-based practice and health care systems occurs through clinical role practice, case studies, and student presentations. A team of preceptors provide guidance and support as CNL students identify and enact the role components of the CNL role while analyzing the organizational context for this new role.

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\*Find out more about the curriculum of Sacred Heart's Master of Science in Nursing. Call us today at 877-781-7181 or request more information online.

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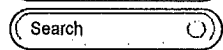
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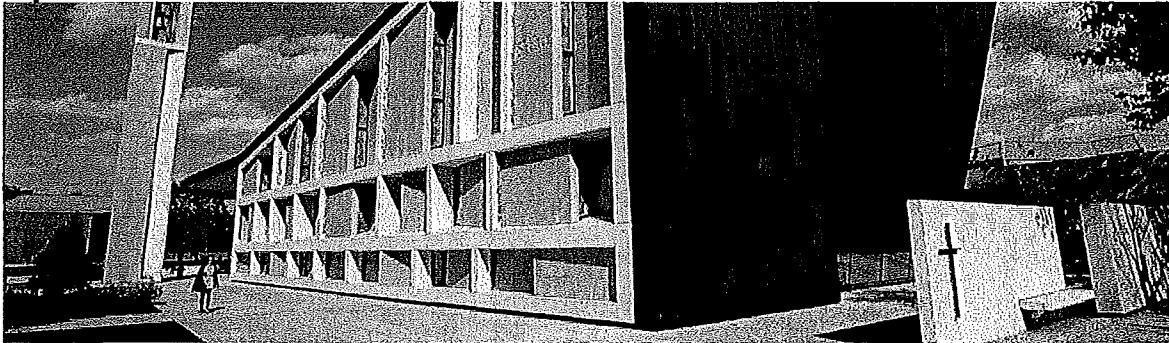




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# Nursing Management & Executive Leadership Specialization



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## Nursing Management & Executive Leadership Specialization

### Lead with Administrative Expertise

Sacred Heart's Nursing Management & Executive Leadership specialization is targeted toward those students who wish to move into positions of administrative responsibility in health care organizations. The role of leadership in organizing and delivering high quality health care is more important today than ever before. Students will learn the role competencies essential for today's nursing leader.

The curriculum which includes 120 clinical practicum hours with an identified preceptor in the community focuses on the integration of information management, healthcare delivery systems, financial resources, research and ethics, human resource management, the quality improvement process, strategic planning, workforce development, and transformational leadership. Motivating others, creating a positive environment, building trust, and positive and influential communication are just a few select skills that will be covered in the specialty courses.

### MSN Nursing Management & Executive Leadership

#### MSN Nursing Management & Executive Leadership

#### MSN Nursing Management & Executive Leadership Careers

Core Courses		Credit Hours
NU 501	Health Care Policy & Ethics for Contemporary Nursing Practice	3
NU 530	Theory and Professional Roles for Contemporary Nursing Practice	3
NU 601	Principles of Health Care Research for Contemporary Nursing Practice	3
NU 602	Evidence-based Practice for Quality Care	3

Nursing Management & Executive Leadership Specialization Courses		Credit Hours
NU 617	Health Care Delivery Systems	3
NU 511	Role Development for Nursing Management and Executive Leadership (NMEL)	3
NU 576	Management of Financial Resources	3
NU 575	Health Care Information Systems	3
NU 521	Creating a Professional Work Environment	3
NU 665	Quality and Safety in Practice	3
NU 672	Nursing Management and Executive Leadership (NMEL) Practicum	3
NU 673	Nursing Management and Executive Leadership (NMEL) Capstone	3

\*Nursing Management & Executive Leadership (NMEL) has replaced the former administrative track of Patient Care Services Administration (PCSA). The name change and curricular updates and modifications have been made to reflect current leadership

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trends to enhance the program. For current students finishing up the PCSA track, click here for a reference of the curriculum.

Prerequisite Courses will be added to your curriculum plan if not completed previously

**NU 325 Health Assessment for RNs – Prerequisite for all MSN specialization tracks**  
Utilizing the conceptual framework of the nursing program, this course focuses on comprehensive health assessment. Adequate data collection and careful analysis for diagnostic and planning purposes is stressed. The student will use the diagnostic reasoning process to formulate nursing diagnoses based on the North American Nursing Diagnosis Association (NANDA) nomenclature. The nursing laboratory experience is available for students but not required. Videotaping assessment skills is a required course tool. Prerequisite: Acceptance to the RN-BSN or RN-MSN Nursing Major

[View Course Objectives](#)

**MA 131 Statistics for Decision Making – Prerequisite for NU 601 and all MSN tracks** This course is geared towards liberal arts, science and health science majors. It introduces descriptive statistics, probability distributions: both discrete and normal confidence intervals, hypothesis testing and correlation. Real world applications are offered and computer statistical software may be used. Prerequisite: One college-level Mathematics course or placement by Mathematics Department

### Core Courses

**NU 601 Health Care Policy & Ethics for Contemporary Nursing Practice** This core course focuses on history, policy, and ethics in nursing and health care. It examines health care policy, including global health considerations, health care financing, quality and safety in health care, and the ethics of health care. Current practices in nursing and health care are viewed from the past and present as a way to contemplate the future. The course builds on a framework of critical thinking, as students explore aspects of the history of nursing and medicine, analysis of current policy development, and implications of the past for present and future actions in nursing and health care.

[View Course Objectives](#)

**NU 530 Theory and Professional Roles for Contemporary Nursing Practice** This course is one of the graduate core classes that provides the foundation for advanced practice nursing. The role of the advanced practice nurse as a member of the profession will be emphasized. Students will be introduced to theories from nursing, natural, social, biological and organizational sciences to frame their future practice. Further, students consider issues of cultural diversity and competence to assure the delivery of culturally competent care and minimization of health disparities.

[View Course Objectives](#)

**NU 601 Principles of Health Care Research for Contemporary Nursing Practice** This course studies the field of research and its relationship to problems related to nursing and health care. Each step of the research process is explored in-depth to develop the skills to apply research to practice. Students apply critical analysis to relevant research literature to determine its usefulness and application. Statistical methods and concepts are reviewed and integrated throughout the course to promote an understanding of those concepts within the context of health care research. Emphasis is on understanding the research process through proposal development. Prerequisite: MA 131

[View Course Objectives](#)

**NU 602 Evidence-Based Practice for Quality Care** This course builds on the content of Principles of Health Care Research for Contemporary Nursing Practice (NU 601) and begins with principles inherent to a sound data collection and analysis, including both philosophical and pragmatic differences between qualitative and quantitative research. Content areas of substance include evidence-based practice, nursing theory in research, statistical analysis from the perspective of application and critique, research utilization, and issues in nursing and health care research from a national perspective. Students critique research articles according to criteria and develop a project related to evidence-based practice.

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### Nursing Management & Executive Leadership Specialization Courses

**NU 617 Health Care Delivery System** This course focuses on the current health care delivery system and the impact on patient care. An evaluation of the health care delivery system will incorporate the impact of social issues, economics, politics, culture, education and technology on the health care system. Past, future and contemporary trends in health care delivery will be incorporated into the analysis of organizational Micro and Macro systems.

[View Course Objectives](#)

**NU 611 Role Development for Nursing Management and Executive Leadership** This course introduces the student to contemporary theories of leadership, change, complexity

science and organizational structure and design. The underlying framework of the course is transformational leadership and complexity science. Concepts such as the clinical microsystems, nursing care innovations, strategic planning, and change, are covered. Students will be introduced to the concept of evidence based management and encouraged to support their ideas with evidence. Students will complete an assessment of their leadership strengths and weaknesses and develop a professional leadership plan which will guide their progress throughout the rest of the program.

**View Course Objectives**

**NU 575 Health Care Information Systems** An introduction to health information systems as tools for decision making and communication in health care. This course builds on prior knowledge of systems theory and utilizes change theory and information processing theory to analyze, manage and evaluate health care information. Emphasis is also on the ability to utilize information systems in the delivery of patient care and the exploration of the variety of tools available to assist in the analysis of quality care.

**View Course Objectives**

**NU 576 Management of Financial Resources** An overview of the budgeting process in the health care setting. This course explores the building blocks that are utilized to develop sound financial projections. The course also reviews and explores the health care system and the multiple payers and their impact on the financial picture of health care organizations. Emphasis is on the ability to utilize information systems in the development and ongoing analysis of financial data.

**View Course Objectives**

**NU 521 Creating a Professional Work Environment** In this course the student will appreciate the rationale for and strategies for creating a positive work environment for nursing and the interprofessional team. Topics will include organizational culture, structural empowerment, shared governance, and the adoption of Magnet Hospital tenets (no matter the setting) among others. Human resource management principles such as selection, development, performance appraisal and nurse satisfaction will be considered within the framework of creating an environment of professional practice. Further how a positive work environment supports quality and safety will be discussed based on evidence. Fostering high performance from individuals and well as the team will be stressed.

**View Course Objectives**

**NU 665 Quality and Safety In Practice** During this course the students will proceed in a step by step progression through the continuous quality improvement (CQI) process. This approach prepares the student with the necessary skills to complete a CQI capstone project in the practicum courses. The student will review the historical background and theory of quality improvement and apply it to the current health care environment. After a review of the national and regulatory issues of patient safety, the student will identify one issue to use in the course to apply CQI methods.

**View Course Objectives**

**NU 672 Nursing Management and Executive Leadership Practicum (60 hours clinical)** This is the next to the last course in the nursing sequence for the Nursing Management and Executive Leadership track. Nursing 672 will focus at the larger organization's macro-system level. Students will apply and analyze the theories, competencies and concepts of previous courses in a designated role practicum experience using a preceptor. Further, students will examine the application of theories / evidence from scholarly readings and their application to practice through a (private) weekly journal entry to the professor that will be appropriately referenced. They will also share their reflections with other course participants through a weekly discussion using appreciative inquiry to describe a significant learning on the strengths of their clinical site focused on the course objectives. The core role competencies for the nurse manager and executive leader frame the course activities including managing client needs and expectations, marketing, managing financial resources, assessing quality and safety, visioning and strategic planning, designing care management systems, and developing operational plans for accountability and ethical practice. Leadership strategies for accomplishing this work are explored. Current issues and trends in health care, nursing management and executive leadership are covered in course readings and integrated into the course assessments/project. In this course, the student will perform an organizational assessment and evaluation (macro-system level) in two parts and complete Part I of the capstone project.

**View Course Objectives**

**NU 673 Nursing Management and Executive Leadership Capston (60 hours clinical)** This is the last course in the nursing sequence for the Nursing Management and Executive Leadership track. Nursing 673 will focus on the larger organization's macro-system level. Students will apply and analyze the theories, competencies and concepts of previous courses in a designated role practicum experience using a preceptor. Further, students will examine the application of theories/evidence from scholarly readings and their application to practice through a (private) weekly journal entry to the professor that will be appropriately referenced. Students will also be sharing their reflections with other course participants through a weekly discussion

using appreciative inquiry to describe a significant learning on the strengths of their clinical site focused on the course objectives. The core role competencies for the nurse manager and executive leader frame the course activities and include assessing the following areas: human resource management, workforce development, succession planning, culture of safety, The Joint Commission (TJC) national patient safety goals, public reporting and accountability, automation in healthcare and redesign of workflow, meaningful use, accountability care organizations, healthcare reform, care across the continuum, and raising the bar – learning from excellence. Current issues and trends in health care, nursing management and executive leadership and are covered in course readings and integrated into the course assessments/project. In this course, students will complete their capstone project and the organizational assessment and evaluation (macro-system level).

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# Nursing Education Specialization



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## MSN Nursing Education

MSN Nursing Education

Nursing Education Careers

## Nursing Education Specialization

### Train to Care -- Learn to Teach

As the healthcare workforce continues to grow, demand is high for qualified instructors to teach and train the next generation of nurses. Sacred Heart's Nursing Education specialization will complement your clinical training with the latest theories and strategies in teaching and learning. With this specialization, graduates can explore career opportunities in nursing schools or instructor positions at hospitals or other healthcare organizations.

From a basic understanding of the issues surrounding nursing education to the latest advances in curriculum design and evaluation, a Master of Science in Nursing with a Nursing Education specialization will prepare you for a rapidly growing and critically important role in our nation's healthcare system.

The Nursing Education track of the SHU Online MSN fulfills the education requirement for the certification as a Nurse Educator certified through the National League for Nursing (NLN). Graduates of the SHU Online MSN program who have completed all Nursing Education courses and 120 hours of clinical are eligible to seek NLN Nurse Educator certification provided they have a minimum of two years of experience as a nurse educator.

If you have questions regarding the requirements for certification, please contact NLN directly.

Learn more about how you can teach and guide other nurses with Sacred Heart's online MSN with a Nursing Education specialization; call us at 877-791-7181 or request more information.

Core Courses		Credit Hours
NU 501	Health Care Policy & Ethics for Contemporary Nursing Practice	3
NU 530	Theory and Professional Roles for Contemporary Nursing Practice	3
NU 601	Principles of Health Care Research for Contemporary Nursing Practice	3
NU 602	Evidence-based Practice for Quality Care	3
Nursing Education Specialization Courses		Credit Hours
NU 553	Advanced Pathophysiology	3
NU 554	Application of Comprehensive Health Assessment Methods	3
NU 555	Pharmacology for the Nurse Educator	3
NU 588	Theoretical Basis of Teaching and Learning in Nursing Education	3
NU 589	Curriculum Development and Evaluation in Nursing Education	3
NU 611	Care Management and Resources Across the Continuum	3
NU 612	Disease Management and Outcomes Assessment	3
NU 690	Nursing Education Role Practicum	3
NU 691	Nursing Education Role Capstone	3

Prerequisite Courses will be added to your curriculum plan if not completed previously

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**NU 325 Health Assessment for RNs – Prerequisite for all MSN specialization tracks**  
Utilizing the conceptual framework of the nursing program, this course focuses on comprehensive health assessment. Adequate data collection and careful analysis for diagnostic and planning purposes is stressed. The student will use the diagnostic reasoning process to formulate nursing diagnoses based on the North American Nursing Diagnosis Association (NANDA) nomenclature. The nursing laboratory experience is available for students but not required. Videotaping assessment skills is a required course tool. Prerequisite: Acceptance to the RN-BSN or RN-MSN Nursing Major

View Course Objectives

**MA 131 Statistics for Decision Making – Prerequisite for NU 601 and all MSN tracks** This course is geared towards liberal arts, science and health science majors. It introduces descriptive statistics, probability distributions: both discrete and normal confidence intervals, hypothesis testing and correlation. Real world applications are offered and computer statistical software may be used. Prerequisite: One college-level Mathematics course or placement by Mathematics Department

### Core Courses

**NU 601 Health Care Policy & Ethics for Contemporary Nursing Practice** This core course focuses on history, policy, and ethics in nursing and health care. It examines health care policy, including global health considerations, health care financing, quality and safety in health care, and the ethics of health care. Current practices in nursing and health care are viewed from the past and present as a way to contemplate the future. The course builds on a framework of critical thinking, as students explore aspects of the history of nursing and medicine, analysis of current policy development, and implications of the past for present and future actions in nursing and health care.

View Course Objectives

**NU 630 Theory and Professional Roles for Contemporary Nursing Practice** This course is one of the graduate core classes that provides the foundation for advanced practice nursing. The role of the advanced practice nurse as a member of the profession will be emphasized. Students will be introduced to theories from nursing, natural, social, biological and organizational sciences to frame their future practice. Further, students consider issues of cultural diversity and competence to assure the delivery of culturally competent care and minimization of health disparities.

View Course Objectives

**NU 601 Principles of Health Care Research for Contemporary Nursing Practice** This course studies the field of research and its relationship to problems related to nursing and health care. Each step of the research process is explored in-depth to develop the skills to apply research to practice. Students apply critical analysis to relevant research literature to determine its usefulness and application. Statistical methods and concepts are reviewed and integrated throughout the course to promote an understanding of those concepts within the context of health care research. Emphasis is on understanding the research process through proposal development. Prerequisite: MA 131

View Course Objectives

**NU 602 Evidence-Based Practice for Quality Care** This course builds on the content of Principles of Health Care Research for Contemporary Nursing Practice (NU 601) and begins with principles inherent to a sound data collection and analysis, including both philosophical and pragmatic differences between qualitative and quantitative research. Content areas of substance include evidence-based practice, nursing theory in research, statistical analysis from the perspective of application and critique, research utilization, and issues in nursing and health care research from a national perspective. Students critique research articles according to criteria and develop a project related to evidence-based practice.

View Course Objectives

### Nursing Education Specialization Courses

**NU 653 Advanced Pathophysiology** This course further prepares each student to assess in-depth the pathophysiology of common disease states. Clinical pathology content addresses alterations in major body systems that are commonly found in the primary care settings, as well as common testing used in the diagnostic process. This course assists the student in the role of advanced practice nurse with the preparation to assess clients across the lifespan.

View Course Objectives

**NU 654 Application of Comprehensive Health Assessment Methods** This course prepares the learner to assess in depth the biopsychosocial health status of clients across the life span by obtaining a complete and accurate health history and by performing a systematic physical examination. Acquired data will be used to formulate a comprehensive problem list for the client and refine documentation skills. Content will be designed to provide correlation of assessment strategies with an understanding of the mechanisms of illness and health problems of the main body systems. Health and wellness in the context of disability will be addressed. This course assists in the socialization of the learner into the role of the clinical nurse leader or nurse

educator in the current health care delivery system. The laboratory component enables the learner to develop comprehensive assessment skills. Prerequisite: NU 325

**View Course Objectives**

**NU 555 Pharmacology for the Nurse Educator** This course will focus on the pharmacotherapeutic principles of drugs most commonly used across health care settings. Basic pharmacological concepts, including pharmacokinetics, pharmacodynamics and pharmacotherapeutics, as well as the principal classifications of drugs in clinical use today are discussed in relation to physiologic and psychological concepts. The role of the nurse educator in teaching students safe and effective medication administration is emphasized. A variety of interactive and experiential activities will be utilized to enable the student to apply pharmacological theory to clinical situations and patient education.

**View Course Objectives**

**NU 588 Theoretical Basis of Teaching and Learning in Nursing Education** This course covers research-based educational theory and evidence based teaching/learning strategies. The theories will be examined for their application in a variety of settings, level of education, and for the adult learner. It will introduce the impact of diversity and emphasis is placed on who the learner is and how he/she learns. External issues and trends impacting on nursing education will be explored including ethical/legal considerations in course curriculum design and implementation; virtual environments for teaching/learning and external issues and trends impacting on nursing education will be explored.

**View Course Objectives**

**NU 589 Curriculum Development and Evaluation in Nursing Education** This course prepares the student to design and implement curriculum based on evidence-based teaching/learning theory. Focus is on the process of curriculum development for an individual course including course objectives, content, learning activities, delivery of the content and student evaluation. The role of the faculty in program evaluation of the curriculum is explored.

**View Course Objectives**

**NU 611 Care Management and Resources Across the Continuum** Reviews the basic approaches to care or case management and utilization in their evolution, driving factors, and contemporary roles within a variety of health care settings. The role of practice guidelines and key relationships among nursing roles and interprofessional team members is considered along with the contributions of technology and financial considerations.

**View Course Objectives**

**NU 612 Disease Management and Outcomes Assessment** Introduces the concept of disease management as an evolution of case management and explores the benefits of a comprehensive case and disease management program in selected settings. Health priorities, models of chronic illness and important concepts related to health status (including quality of life and functional status) are discussed. Research on the outcomes of case and disease management is covered along with strategies for identifying and measuring outcomes of care.

**View Course Objectives**

**NU 690 Nursing Education Role Practicum** This is the first course in the nursing sequence for the role immersion experience in nursing education. Students apply and analyze the theories, competencies, and concepts of the two previous courses in a designated role practicum experience using a preceptor. Through this experience the student will develop an evidence based teaching project. Further, the student applies theory to practice in seminar discussion and readings. Current issues and trends in health care and nursing are integrated within each topical area.

**View Course Objectives**

**NU 691 Nursing Education Role Capstone** This is the final course in the nursing sequence for the role immersion experience in nursing education. Students apply and analyze the theories, competencies, and concepts of the previous nurse educator courses in a designated role practicum experience using a preceptor. Through this experience the student will develop an evidence based teaching proposal. Further, the student applies theory to practice in seminar discussion and readings. Current issues and trends in health care and nursing are integrated within each topical area.

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### RN to BSN Courses Online

The Bachelor of Science in Nursing degree combines nursing topics with studies in the Human Journey. These core curriculum courses explore the human experience through literature, philosophy, religion, sociology and more. The goal is not just to educate you as a nurse — it's to prepare you to become a healer.

#### RN to Bachelor of Science in Nursing (BSN)

Course Descriptions

Career Outlook

Faculty

FAQs

Student Testimonials

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Academic Calendar

Prerequisite Courses		Credit Hours
	Social and Behavioral Science	3
BI 126	Anatomy & Physiology I	3
BI 127	Anatomy & Physiology I Lab	1
BI 128	Anatomy & Physiology II	3
BI 129	Anatomy & Physiology II Lab	1
MA 131	Statistics for Decision Making*	3
<b>TOTAL CREDITS REQUIRED</b>		<b>14</b>

Foundational Core – University and Nursing Requirements		Credit Hours
FS 103	Freshman Seminar (Academic Writing)	3
FLO125	The Art of Thinking	3
	Natural Science - Chemistry, Biology, or Physics	3
ENG 260	Literature of Illness and Healing	3
HI 100	History	3
PH 221	Historical Survey of Philosophy	3
TRS 265	Intro to World Religions	3
	Art/Media Studies	3
	Social Science	3
MA 101	Modern College Mathematics I	3
<b>TOTAL CREDITS REQUIRED</b>		<b>30</b>

Catholic Intellectual Tradition Seminars		Credit Hours
CIT 201	Catholic Intellectual Tradition Seminar	3

CIT 202 Catholic Intellectual Tradition Seminar	3
<b>TOTAL CREDITS REQUIRED</b>	<b>6</b>

Thematic Liberal Arts Core		Credit Hours
Humanities		3
Social Science		3
Natural Science		4
<b>TOTAL CREDITS REQUIRED</b>		<b>10</b>

Elective		Credit Hours
Elective		3
<b>TOTAL CREDITS REQUIRED</b>		<b>3</b>
<b>TOTAL LIBERAL ARTS AND SCIENCES CREDITS REQUIRED</b>		<b>63</b>

Nursing Major Requirements		Credit Hours
NU 290 Validation of Prior Learning		30
NU 305 Transition to Professional Practice		3
NU 315 The Human Journey in Nursing		3
NU 325 Health Assessment for RNs		3
NU 335 Information Technology for Nursing Practice		3
NU 345 Evidence Based Practice		3
NU 355 Leadership in Contemporary Nursing Practice		3
NU 376 Care Management: Individuals and Families		4
NU 387 Populations and Global Health		5
<b>TOTAL NURSING CREDITS REQUIRED</b>		<b>67</b>
<b>TOTAL PROGRAM CREDITS REQUIRED</b>		<b>120</b>

\* Transfer credit for these courses may be applied on review of a student's transcripts and is at the discretion of the Sacred Heart University College of Nursing. Prerequisite courses are not offered at SHU.

Undergraduate coursework outside the major incorporates an innovative Core Curriculum. The Core Curriculum consists of the Foundational Core, where courses hone skills needed to function successfully in a global society.

**Prerequisite Courses**

**MA 131 Statistics for Decision Making OR SO 242 Statistics for Social Research**  
 Coursework covers descriptive statistics, probability distributions, confidence intervals, correlation and hypothesis testing. Students will study the applications of computer software to statistics.

**Foundational Core – University and Nursing Requirements (30 Credits)**

**FLO 125 The Art of Thinking** The purpose of "The Art of Thinking" course is to improve students' critical thinking skills by addressing them directly and specifically as skills. While most classes require critical thinking, this course addresses the actual inferences and patterns of thought that make careful critical thought possible.

**HI 100 Western Civilization II** The goal of the course is to provide students with an introduction to the historical development of Western Europe during the last 500 years and with an appreciation for how this development has taken place in the context of world history. It will not be a world history course as such, but through the study of European colonialism, world wars and capitalist economic expansion, students will gain an understanding of the global nature of the history of the West. The emphasis will be on political, economic, and social changes.

**AR 101 Art in the Western World** Explores ideas and arts of cultures that initiate and develop into the Western tradition. Includes an analysis of the basic characteristics of the art and architecture of these eras in the context of general cultural trends.

**MA 101 Modern College Mathematics** Intended for the liberal arts major, the goal of this course is to give students an understanding of the wide variety of ideas in contemporary mathematics. Topics may include set theory, finite mathematical systems, number theory, symbolic logic, graph theory, voting theory, and the art of problem solving.

**ENG 260 - Literary Expressions of Illness and Healing** This course takes an interdisciplinary approach to the study of the human journey through illness and healing; its primary focus is on the personal stories told by patients and dedicated healers, but it also looks at the context in which these stories emerge. Illness is not a wholly subjective experience, inasmuch as there is an institution of medicine that functions to control disease. Along the way, we consider readings that address how issues of gender, race, ethnicity, religion, class and sexual orientation can affect the experience of being wounded or ill.

## View Course Objectives

**PH 221 Historical Development of Philosophy** Students will gain an understanding of the broad narrative of Western philosophy by studying texts from significant philosophers in several historical periods.

**TRS 265 Introduction to World Religions** A descriptive and comparative study of the beliefs, practices, and sacred texts of several world religions.

**TRS 340 Bioethics** This course examines ethical issues in everyday nursing, such as truth-telling, decision-making, medical error, as well as larger systemic issues, such as professional codes of conduct and comprehensive health care reform. Students examine their own ethical views in the context of topics presented with the aid of our texts and case studies. Philosophical and theological foundations of ethics, particularly the Catholic intellectual tradition, are described and applied to evaluated tasks.

**PS 295 Health Psychology** Focuses on the relationship between attitudes and personality factors and health. Emphasis is on stress management and behavioral change methods for health improvement and maintenance.

**GS 270 Global Health Systems** This course allows students to examine social, economic, and political determinants of health care systems and the evolution of various systems around the world over the last few decades. Students will compare theories of health policy and priorities, models of government intervention in providing health care and insurance, financing, planning, education and training. Students will review the major determinants of health status; international development and social change around the world and reflect on how it applies and is practiced in the U.S. health care system and society. The roles of different types of international health organizations will be defined and examined, including financing institutions, implementing institutions, research entities, technical support entities, coordinating bodies, and private and non-governmental voluntary organizations.

**Catholic Intellectual Tradition Seminars (6 Credits)**

The two Seminars are:

**CIT I 201:** An interdisciplinary study of the early Catholic thinkers, writers, and artists who provide an understanding of the roots of this Tradition and who begin its ongoing conversation about fundamental questions of human existence.

**CIT II 202:** An interdisciplinary study of modern Catholic thinkers, writers, and artists who continue the development of this ongoing conversation about God, humanity, society, and nature.

**Nursing Major Requirements (57 credits)**

**NU 290 Validation of Prior Learning** Validation of Prior Learning Students may be awarded 30-36 Nursing credits through the State of Connecticut Nursing Articulation Plan. Students who graduate from schools in other states can be awarded 30 credits through endorsement of these courses. Students will be advised of their status by the Nursing faculty with credits shown as NU 290.

**NU 305 Transition to Professional Practice** This course is for RNs and is designed as a transition to the nursing major and as a forum to facilitate comparison between the scope of practice of the registered nurse and the baccalaureate prepared nurse. Role behaviors of the baccalaureate practitioner will be analyzed and applied within a framework of the health care environment and the ethical, legal and social issues that influence nursing practice. Critical thinking skills are developed as an essential component of professional practice. Prerequisite: Acceptance to the RN-BSN Nursing Major

## View Course Objectives

**NU 315 The Human Journey in Nursing** This course is for RNs. The Human Journey in Nursing utilizes the four questions posed in the University Common Core to address Nursing's role in building a just society. Concepts such as human vulnerability, resiliency, spirituality and cultural diversity will provide the platform from which discussions about the professions and the professional nurse's role in shaping past, current and future health care will be based. Reflection on service learning experiences will personalize and professionalize the meaning and responsibility for addressing health inequities within the workplace and the perpetuation of health disparities in society. Prerequisites: Acceptance to the RN-BSN Nursing Major and Completion of University Common Core 101 and 102 courses. This course is not a substitute for the Common Core Courses.

## View Course Objectives

**NU 325 Health Assessment for RNs** Utilizing the conceptual framework of the nursing program, this course focuses on comprehensive health assessment. Adequate data collection and careful analysis for diagnostic and planning purposes is stressed. The student will use the diagnostic reasoning process to formulate nursing diagnoses based on the North American Nursing Diagnosis Association (NANDA) nomenclature. The nursing laboratory experience is available for students but not required. Videotaping assessment skills is a required course tool. Prerequisite: Acceptance to the RN-BSN or RN-MSN Nursing Major

[View Course Objectives](#)

**NU 336 Information Technology for Nursing Practice** This course is for RNs and provides an introduction to information and technology needed for the practice of nursing today. It will focus on providing material to enable nurses to be computer literate by exploring the use of emerging information sources and communication technology and their impact on health care. Emphasis will be placed on trends and issues in clinical technology. It will also examine key issues such as security and the use of data bases. Prerequisite: Acceptance to the RN to BSN Nursing Major

[View Course Objectives](#)

**NU 345 Evidence Based Practice** This course is for RNs and prepares nursing students to critically evaluate evidence developed through methodologies such as research and research protocols for its application to the practice of professional nursing. The course reviews levels of evidence and provides a foundational overview of quantitative and qualitative research methodologies. Ethical issues and policy agendas that influence research are considered throughout the course. Prerequisites: Acceptance to the RN-BSN Nursing Major, MA 131

[View Course Objectives](#)

**NU 355 Leadership In the Contemporary Nursing Practice** This course is for RNs and will focus on the professional nurse's role in applying theory and principles of leadership and management in organizations across the health care continuum. Focus will be placed on strategies necessary to function effectively in a changing health care system by exploring interrelated process of thinking systematically, developing reflective judgment, and exercising leadership. Strategies for managing the quality and cost of health care, as well as research utilization, are emphasized to promote effective practice. Prerequisite: Acceptance to the RN-BSN Nursing Major

[View Course Objectives](#)

**NU 376 Care Management: Individuals and Family (24 Clinical Hours)** This course is for the registered nurse student and is focused on the elements of care management of individuals and families across the health care continuum. This course will expand upon the concepts of care transitions from hospital to the community setting with an emphasis on the challenges related to transitioning such as financial management, resource utilization, and overall care coordination. Care management for individuals and families requires an understanding of family systems and the interaction of individuals with their family during healthy actual or potential health issues. A family assessment will be utilized to allow the registered nurse student the opportunity to develop a plan that will promote a safe and productive transition to the community. Students will engage in analytic discussions to further develop their understanding of family systems, systems of care, clinical practice and community nursing roles. Personal reflection on one's own practice in contemporary nursing will be included in order to allow the student to think holistically, ethically and morally as they grapple with real-world challenges and contemporary care management issues in our healthcare environment. Pre-Requisites: Acceptance to the nursing major, NU305, NU315, NU325, NU335, NU345, NU355

[View Course Objectives](#)

**NU 387 Populations and Global Health (3 credits Theory, 2 credits Field Experience, 48 Clinical Hours)** This course is for RNs and focuses on global communities as consumers of health services. The different perspectives, sensitivities and application of knowledge unique to nursing of populations, communities, and societies are identified. Effectiveness of nursing practice is explored in relation to the problems, priorities, attitudes, culture and resources of aggregates, groups, the community, and global health needs. Prerequisites: Acceptance to the RN to BSN Nursing Major, NU 305, 315, 325, 335, 345, and 355 or acceptance to the RN-MSN Nursing Major, NU 325, 401, 430, 431, 433 and 376

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Questions? Call us at 877-791-7181 to speak to an admissions team member, who can assist you throughout the process.

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has a more limited view; this is to preserve the confidentiality of the student. Again, all records are password protected on electronic platforms.

### Testing Orientation

All testing is done on-line. The student accesses the Assignment Manager site, opens the test, and follows the directions as stated which include time limit, testing requirements, and submission of completed exam. For example, the following message appears:

*Click the link above to access the exam.*

You will have 1 hour and 45 minutes to complete exam 1. There are 50 multiple choice questions; choose the best answer - each question only has one answer.

You will have only one attempt to take the exam. Only begin the exam when you are ready to complete the entire exam.

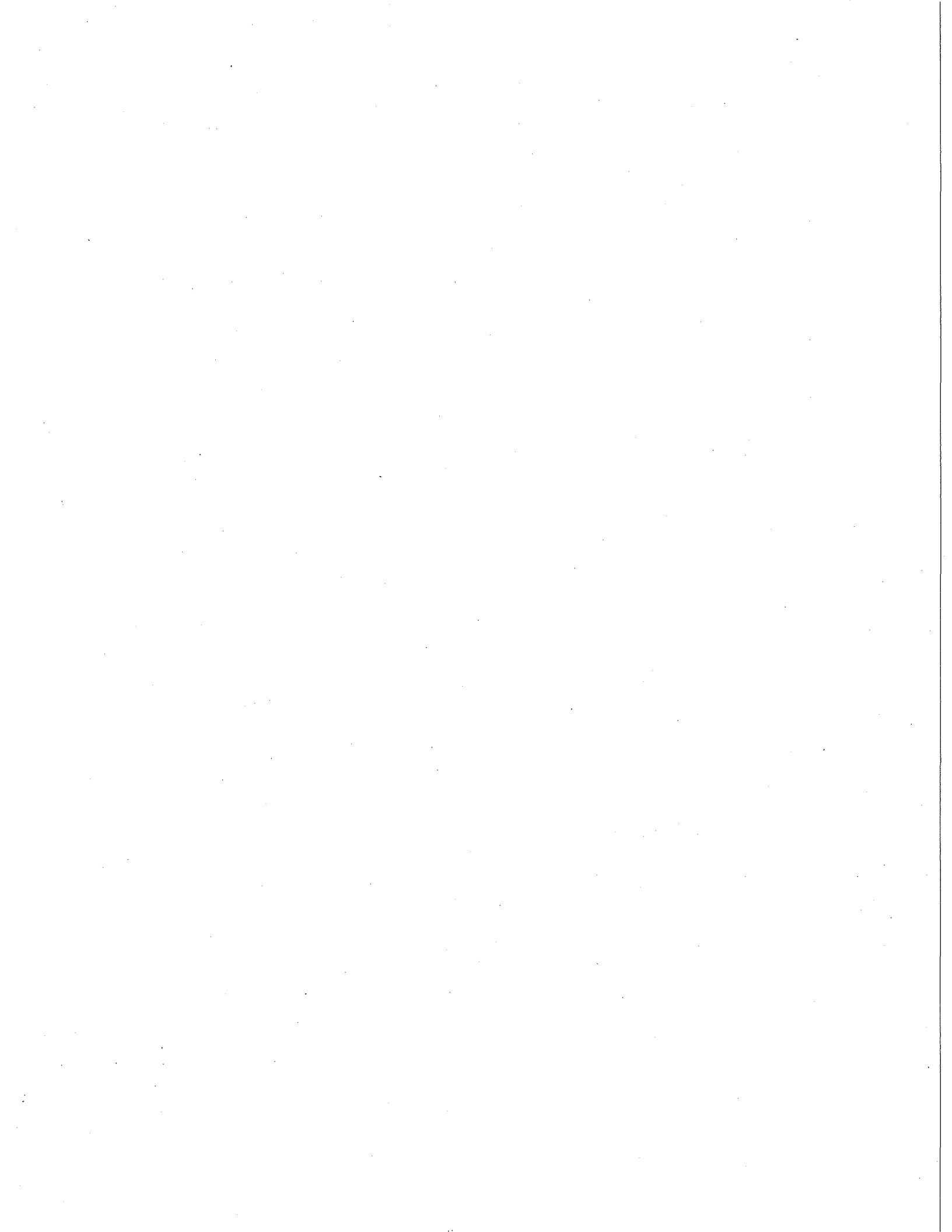
The following [Exam 1 Tip Sheet](#) is provided to assist you with your preparation. This is a general, but not all inclusive, list of things you should review for exam 1.

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

(See attached for CV of Strong, Testut, Gatti-Petito and resume of Potenza)



## Educational Need



## **A-2: Educational Need:**

(a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet?

(1) If the programs serve occupational needs, present data on 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.

### **A-2(1)**

Since 2010 the Sacred Heart University School of Nursing (SON) has offered fully on-line distance learning education in the RN-BSN, RN-BSN-MSN and MSN programs of study. The SON recognized that the need for Bachelor and graduate degree nurses was so imperative that the traditional time frame (14 week semesters) was no longer the most efficacious in preparing students. The lengths of each educational session have been decreased to eight (8) weeks in duration. The RN-BSN-MSN shortens the length of time required to acquire both the BSN and the MSN as several undergraduate nursing courses are eliminated in favor of similar graduate courses.

Access to undergraduate completion programs (RN-BSN ), combined undergraduate to master's (RN-BSN-MSN) and Master's level (Clinical Nurse Leader, Patient Care Services and Nursing Education) is accomplished through rolling admission, applicants can apply for studies beginning in one of six sessions. Graduation from all programs also occurs on a rolling basis.

These programs and length of sessions are different than those currently offered by the colleges and universities located in Maryland. On-line degrees are offered by several education institutions in the state of Maryland (e.g. Bowie State, John Hopkins, and University of Maryland), these institutions admit in fall and spring, summer and fall, or a combination of these, but do not have rolling admissions. These institutions offer tracks of study in Healthcare Leadership and Nursing Education but do not have one for Clinical Nurse Leader. Other institutions have RN-BSN and Master courses but these are on-ground and are for the traditional 14 week semesters.

The challenge facing nursing education is to have a well-educated workforce that can provide the most efficacious competent, skilled care. The Institute of Medicine's (IOM) landmark publication *The Future of Nursing: Leading Change, Advancing Health* (2010) noted that improved outcomes and better care were provided by a nursing workforce minimally prepared at the baccalaureate level, and enhanced by a workforce that had earned advanced degrees. Stated explicitly in this report was the recommendation that 80% of the nursing workforce should hold an earned BSN by 2020.

As reported in the *US Nursing Workforce: Trends in Supply and Education* Maryland had a nursing workforce of 55,944. As of 2010 there were 1,423 individuals prepared at the Associated Degree Level taking the NCLEX exam for the first time as compared to 937 prepared at the BSN level taking the NCLEX. Even if these numbers of graduates remain constant the Maryland Hospital Association predicts that by 2016 the state will experience a shortfall of approximately, 12,300 RNs.

While ADN graduates and licensed nurses outnumber their compatriots in BSN graduates, licensed BSN practitioners, comprise 44.6% of all practitioners. This percent is far distant from the recommended percent of 80%. The overall number for MSN and doctoral prepared practitioners has grown by 67.4% but these advanced practitioners still only comprise a small amount of registered nurses

The courses and tracks of study offered by Sacred Heart University School of Nursing add to the landscape of educational offerings in the state of Maryland. The Undergraduate; RN-BSN and the RN-BSN-MSN provide the minimal education identified by the Institute of Medicine's (IOM) landmark publication *The Future of Nursing: Leading Change, Advancing Health* (2010). The Undergraduate programs offered by the SHU SON will provide another source for registered nurses to obtain their BSNs. In a similar fashion the MSN courses will also provide another source for registered nurses to obtain their advanced practice degrees.

- (2) If the proposed programs serve societal needs provide a description of how the proposed programs will enhance higher education in Maryland and contribute to society in general.

(A2-(2)

Situated in the College of Health Profession the programs of study from the SHU SON are consistent with the stated mission and core values of its parent institution; all educational programs of study (undergraduate and graduate) Catholic intellectual traditions are readily identifiable. The primary objective of SHU is to

'prepare students to live in and make their contributions to the human community by the development of people knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to social and civic obligations, and able to respond to an ever-changing world.

It does this by calling forth the intellectual potential of its students, nurturing each one's spiritual and moral growth, and deepening in them a sense of social responsibility. The University is committed to combining education for life with preparation for professional excellence. (Mission Statement Sacred Heart University)

As seen in these value and mission statements the educational preparation conveyed in the undergraduate and graduate programs will enhance the catholic thought, service orientation, and caring that is addressed by only one school in Maryland, the College of Notre Dame. Graduates from all

nursing programs will be well ensconced in the values and beliefs of catholic thought and will be prepared to incorporate these into their nursing practices.

(b) If similar programs already exist in the State of Maryland, 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?

These programs and length of sessions are different than those currently offered by the colleges and universities located in Maryland. On-line degrees are offered by several education institutions in the state of Maryland (e.g. Bowie State, John Hopkins, and University of Maryland), these institutions admit in fall and spring, summer and fall, or a combination of these, but do not have rolling admissions. These institutions offer tracks of study in Healthcare Leadership and Nursing Education but do not have one for Clinical Nurse Leader. Other institutions have RN-BSN and Master courses but these are on-ground and are for the traditional 14 week semesters.

