

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

OOS RENEWAL

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

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

PREVIOUSLY APPROVED LOCATION IN MARYLAND.

Please provide the complete mailing address.

South University
709 Mall Boulevard
Savannah, GA 31406

PROPOSED START DATE OF CONTINUED OPERATION. 9/1/2015

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

NAME AND ADDRESS OF INSTITUTION APPLYING FOR APPROVAL.

Name of Institution: South University

Web Address: www.southuniversity.edu

OPEID Code: 01303-00

U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

Chief Executives Officer: John T. South, III

Mailing Address: 709 Mall Boulevard, Savannah, GA 31406

Telephone: 888-444-3404

Email: nwhitten@southuniversity.edu

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

Name: Mitchell Gilbert

Title: Assistant Vice President of State Licensing

Mailing Address: 210 Sixth Avenue, 33rd Floor, Pittsburgh, PA 15222

Telephone: 708-828-0655

Email: mgilbert@edmc.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

Please Submit All Information To:

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

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

I. DURATION OF APPROVAL

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

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

II. SUPPORTING DOCUMENTATION

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

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

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

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

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

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

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

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

- Registration as an Out-of-State Corporation. (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(f)

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

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

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

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

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

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

Are there new advertisements in print format related to your programs in Maryland?
 Yes No **If yes, please provide copies of the new advertisements.**

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

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

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

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

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
Please see Appendix A-1: New Programs.				

(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 course schedule for the proposed location can be found in the catalog. Attached please find the objectives of each course in (Attachment A-1 New Programs/Binder 2).

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

South University's aim has long been to provide educational opportunities for the intellectual, social, and professional development of a diverse student population. To achieve this purpose, the institution offers focused and balanced curricula at the associate's, baccalaureate, master's and doctoral levels. A broad-based core curriculum is offered promoting critical thinking, effective verbal and written communication, and skills for life-long learning. Additionally, the University focuses on developing the requisites to pursue and appreciate knowledge.

The student population served is non-traditional college students and adults returning to education that desire flexible class schedules that accommodate work schedules, personal attention to their learning needs, low student/teacher ratio and faculty and staff committed to wanting to help the students. Believing that qualified individuals should have the privilege of formal academic training, South University welcomes those who seek educational challenges. To this end, the University provides a learning environment, both on-campus and online, that helps students identify goals and the means to achieve them.

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

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

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

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

Please see Appendix A-2: Educational Need.

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

Please see Appendix A-2: Educational Need.

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

Please see Appendix A-2: Educational Need.

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

Yes No

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

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

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

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

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

The administrative staff responsibilities for overall administrative operation of educational activities have not changed since the last approval at this location.

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

The administrative staff assigned to carry-out administrative duties have not changed since the last approval at this location.

4. Faculty

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

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

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

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

Please see Appendix 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.

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

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

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

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

Reported library information has not changed since the last approval at this location.

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

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

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

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

Student Services information has not changed since the last approval at this location.

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

Student Services information has not changed since the last approval at this location. Please see Appendix A-6 Student Services regarding the page numbers for question 6 (c)(d).

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students? Yes No How will it make this available to its students at the proposed instructional site? _____
If this statement is in the Catalog you submitted with the application, please indicate the page number: _____
If not in the Catalog you submitted, please provide us with a copy of the statement.

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

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

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

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

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

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

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

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

Reported facilities information has not changed since the last approval at this location.
Question 7(a)(1)(2) above is not applicable as the programs that will be offered to Maryland residents will be online through the South University, Savannah campus that is located in the state of Georgia. South University will not have a physical facility in Maryland.

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

Reported facilities information has not changed since the last approval at this location.

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

Reported facilities information has not changed since the last approval at this location.

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

Course descriptions

A-1 Current Programs				
Program/Course Title	Degree Awarded	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes/No
Master of Science in Nursing	MSN	Distance Ed.		Yes
Adult-Gerontology Primary Care Nurse Practitioner	MSN	Distance Ed.	56 qrt.	Yes
Family Nurse Practitioner	MSN	Distance Ed.	62 qrt.	Yes
Nurse Administrator	MSN	Distance Ed.	52 qrt.	Yes
Nurse Educator	MSN	Distance Ed.	48 qrt.	Yes
RN to Master of Science in Nursing	BSN/MSN	Distance Ed.		Yes
Adult-Gerontology Primary Care Nurse Practitioner	BSN/MSN	Distance Ed.	221 qrt.	Yes
Family Nurse Practitioner	BSN/MSN	Distance Ed.	227 qrt.	Yes
Nurse Administrator	BSN/MSN	Distance Ed.	217 qrt.	Yes
Nurse Educator	BSN/MSN	Distance Ed.	213 qrt.	Yes
Master of Public Health	MPH	Distance Ed.		Yes
Public Health	MPH	Distance Ed.	56	Yes
Doctor of Ministry	D.Min	Distance Ed.		Yes
Ministry	D.Min	Distance Ed.	48 - 96	Yes
Doctor of Nursing Practice	DNP	Distance Ed.		Yes
Nursing Practice	DNP	Distance Ed.	52-66	Yes

*Please note the MSN and RN to MSN concentration in Adult Health Nurse Practitioner has undergone a name change. The new name is Adult-Gerontology Primary Care Nurse Practitioner. No other changes were made to the program or the curriculum.

MASTER OF SCIENCE IN NURSING**

The Master of Science in Nursing degree program (MSN) is designed to develop and enhance the knowledge and skills of registered nurses. It is also designed for those nurses who want to pursue advanced positions in today's challenging healthcare environment. The program, based on the American Association of Colleges of Nursing Master's Essentials, blends nursing theory with advanced practice concepts that prepare students to work within a healthcare organization or educational setting.

All applicants to the Master's program must hold a current and unencumbered license in the state in which they are completing program requirements. Additionally, all applicants must successfully complete a criminal background check and a drug screening. Clinical affiliation agencies may require additional personal testing.

The program consists of six core courses and courses in an area of specialization in education, administration, informatics, and various nurse practitioner programs. Program includes practica and experiences in areas of specialization.

Courses may be waived if the individual's master's transcript indicates that s/he has successfully completed the required course or its equivalent. Waivers and exceptions will be determined on the written request of individual students through a transcript analysis as determined by the Program Director, Chair, or College Dean.

Program Outcomes

Students graduating from the MSN degree program will demonstrate acquisition of competencies and proficiencies related to the following:

- **Theoretical Foundations:** Synthesize theories and concepts from nursing and other disciplines for application in advanced nursing roles.
- **Evidence-Based Practice:** Analyze current scientific research for application of findings to initiate change and to improve practice.
- **Health Promotion, Disease Prevention, and Human Diversity:** Create comprehensive plans of action that address the health promotion and disease prevention needs of individual, family, and community populations.
- **Healthcare Policy, Organization and Finance:** Formulate a plan for ongoing contributions to improvement of healthcare delivery and development of health policy in a cost-effective manner.
- **Ethics:** Apply an ethical decision-making process in professional practice and an analysis of systems of healthcare.
- **Professional Role Development:** Model a professional leadership role that fosters improvement of healthcare and advocates scholarly activities to advance self and profession.
- **Informatics and Technology:** Employ informatics and technology in various aspects of the advanced nursing leadership role.
- **Advanced Nursing Role:** Practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of advanced nursing practice.

**NOTE: Minnesota residents are not eligible to enroll in the online programs for the Doctor of Nursing Practice, Post Graduate Certificates in Nursing, the Master of Science in Nursing or the RN to Master of Science in Nursing.

**MS IN NURSING SPECIALIZATION IN ADULT-GERONTOLOGY
PRIMARY CARE NURSE PRACTITIONER**

formerly titled: Adult Health Nurse Practitioner encompasses graduate-level health sciences theory as well as supervised, in-depth clinical preparation and experience. The focus of the South University College of Nursing program is industry-standard community-based care, with an emphasis on at-risk and vulnerable populations. Adult health nurse practitioners are certified through a national certification examination process (ANCC; AANP) in independent management of adolescent and adult healthcare, including elder care, with special emphasis on health promotion, risk reduction, disease prevention, and primary healthcare management. Nurse practitioners diagnose and treat common health problems by: conducting health histories and providing complete physical examinations; interpreting laboratory results and diagnostic procedures; prescribing and managing medications and other therapies; engaging in health teaching and support with particular reference to prevention of illness and health maintenance; and referring patients to other health professionals where indicated.

South University's College of Nursing Adult Health Nurse Practitioner Program meets the core competencies for Adult Health Nurse Practitioners as outlined by the National Organization for Nurse Practitioner Faculties (NONPF). These competencies include:

1. Providing health promotion, health protection, disease prevention, and treatment.
2. Assessing health status.
3. Diagnosing health status.
4. Creating a plan of care and implementation of treatment
5. Ensuring a professional, collegial, and collaborative approach to care.
6. Serving as a teacher and coach to patients.
7. Committing to advancing the profession.
8. Assisting patients in managing and negotiating the healthcare delivery system.
9. Monitoring and ensuring high quality healthcare practice
10. Demonstrating cultural competence

The plan of study and required courses for the Adult Health Nurse Practitioner Program include the Master's Core requirements (24 credits) with the addition of the following clinical course requirements (32 credits):

**MS IN NURSING SPECIALIZATION IN ADULT-GERONTOLOGY
PRIMARY CARE NURSE PRACTITIONER**

56 CREDI

Core
 NSG5000 Role of the Advanced Practice Nurse:
 Transformational Leadership in Advanced Practice
 NSG5002 Advanced Theoretical Perspectives for Nursing
 NSG5003 Advanced Pathophysiology
 NSG6001 Advanced Nursing Practice I
 NSG6002 Advanced Nursing Practice II
 NSG6101 Nursing Research Methods

24 Crec

Specialization in Adult Health Nurse Practitioner
 NSG6005 Pharmacology
 NSG6020 Advanced Health and Physical Assessment
 NSG6320 Practicum I: Adult Health -- Adults and Gerontology
 NSG6330 Practicum II: Adult Health -- Women's Health
 NSG6340 Practicum III: Adult Health -- Primary Care
 NSG6999 Graduate Project in Nursing

32 Cred

Students are required to complete a minimum of 600 hours in four supervised clinical practicum courses that are designed to provide the opportunity for skill development and practice in the Adult Health Nurse Practitioner role.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or fit experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

The program prepares advanced practice nurses for the current and evolving primary healthcare system. The South University College of Nursing program focuses on advanced health sciences knowledge and skills to prepare advanced clinicians to deliver leading edge, community-based primary healthcare to individuals and families across the lifespan. The program places a strong emphasis on health promotion as well as the development of positive health behaviors for clients at different developmental and age stages. FNP students share course content with fellow students in the Adult Nurse Practitioner (ANP) programs where appropriate. This structure exposes students to a variety of expert specialty faculty and supports development of inter-specialty relationships in client management.

The South University program prepares graduates to provide the full range of primary care services to individuals during the ante- partum period, infancy, childhood and adolescence through the adult lifespan. Competencies include provision of preventive care to children and adults as well as the diagnosis and management of common acute and chronic health problems. In addition to direct patient care, family nurse practitioner students also participate in clinical translational efforts, education, and policy activities relevant to advanced practice nursing and diverse population healthcare issues. National certification is available upon program completion through the national certifying bodies (ANCC; AANP).

The South University College of Nursing Family Nurse Practitioner Program meets the Core Competencies for Family Nurse Practitioners outlined by the National Organization for Nurse Practitioner Faculties (NONPF). Upon graduation and entry into practice, family nurse practitioners are proficient in the following areas:

1. Providing health promotion, health protection, disease prevention, and treatment.
2. Assessing health status.
3. Diagnosing health status.
4. Creating a plan of care and implementation of treatment.
5. Ensuring a professional, collegial, and collaborative approach to care.
6. Serving as a teacher and coach to patients.
7. Committing to advancing the profession.
8. Assisting patients in managing and negotiating the healthcare delivery system.
9. Monitoring and ensuring high quality healthcare practice.
10. Demonstrating cultural competence

The plan of study and required courses for the Family Nurse Practitioner Program include the Master's Core requirements (24 credits) with the addition of the following clinical course requirements (38 credits):

SPECIALIZATION IN FAMILY NURSE PRACTITIONER

Family Nurse Practitioner (FNP) education prepares advanced practice nurses for the current and evolving primary healthcare system. The South University College of Nursing program focuses on advanced health sciences knowledge and skills to prepare advanced clinicians to deliver leading edge, community-based primary healthcare to individuals and families across the lifespan. The program places a strong emphasis on health promotion as well as the development of positive health behaviors for clients at different developmental and age stages. FNP students share course content with fellow students in the Adult Nurse Practitioner (ANP) programs where appropriate. This structure exposes students to a variety of expert specialty faculty and supports development of inter-specialty relationships in client management.

The South University program prepares graduates to provide the full range of primary care services to individuals during the ante-partum period, infancy, childhood and adolescence through the adult lifespan. Competencies include provision of preventive care to children and adults as well as the diagnosis and management of common acute and chronic health problems. In addition to direct patient care, family nurse practitioner students also participate in clinical translational efforts, education, and policy activities relevant to advanced practice nursing and diverse population healthcare issues. National certification is available upon program completion through the national certifying bodies (ANCC; AANP).

MASTER OF SCIENCE IN NURSING		
SPECIALIZATION IN FAMILY NURSE PRACTITIONER		62 CREDITS
Core		24 Credits
NSG5000	Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice	4
NSG5002	Advanced Theoretical Perspectives for Nursing	4
NSG5003	Advanced Pathophysiology	4
NSG6001	Advanced Nursing Practice I	4
NSG6002	Advanced Nursing Practice II	4
NSG6101	Nursing Research Methods	4
Specialization in Family Nurse Practitioner		38 Credits
NSG6005	Pharmacology	4
NSG6020	Advanced Health and Physical Assessment	6
NSG6420	Practicum I: Family Health—Adult and Gerontology	6
NSG6430	Practicum II: Family Health—Women's Health	6
NSG6435	Practicum III: Family Health—Pediatrics	6
NSG6440	Practicum IV: Family Health—Primary Care	6
NSG6999	Graduate Project in Nursing	4

Students are required to complete a minimum of 780 hours in the four supervised clinical practicum courses that are designed to provide the opportunity for skill development and practice in the Family Nurse Practitioner role.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field-experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

SPECIALIZATION IN NURSE ADMINISTRATOR

The 21st century nurse administrator will transform care of patients and communities through ethical nursing leadership that is evidence-based, outcome-oriented and focused on nursing excellence. The Specialization in Nurse Administrator from South University prepares the next generation of nursing leaders through innovative, blended coursework delivered online. The program is targeted to the working professional nurse who seeks to develop the knowledge, skills and abilities to practice within a role of leadership such as a Chief Nursing Officer, Associate Chief Nursing Officer, Director of Nursing or Nurse Manager. The student will complete 240 practicum hours during progression through the program.

Program curriculum for the Specialization in Nurse Administrator concentration includes key attributes from the American Association of Colleges of Nursing (AACN) Essentials of Masters Education for Advanced Practice Nursing (1996), The American Organization of Nurse Executives (AONE) Nurse Executive Competencies (2005), and the American Nurses Association (ANA) Scope of Practice for Nurse Administrators (2009).

Upon completion of the Master of Science in Nursing program with a specialization in Nurse Administrator, students should be able to:

1. Apply concepts and theories of organizational management and nursing administration to the design of complex healthcare delivery systems.
2. Incorporate the use of technology, contemporary practice, ethics, and professional standards into the ongoing delivery of healthcare.
3. Integrate concepts of health policy, regulation, and financing to the organization of healthcare delivery, with a focus on parsimonious and responsible use of resources.
4. Lead efforts in designing innovative patient safety and quality improvement efforts and effective evaluation of nursing outcome measures.
5. Employ evidence-based practice in the care of patients with chronic and/or acute illnesses across the lifespan, or in structuring nursing interventions designed to promote health.
6. Facilitate the professional development and socialization of diverse nurse populations.
7. Function as change agents and leaders in healthcare settings domestically and abroad.
8. Contribute to the development of the science of nursing by engaging in scholarly activities and by promoting the translation of nursing science into patient care outcomes.

MASTER OF SCIENCE IN NURSING	
SPECIALIZATION IN NURSE ADMINISTRATOR	52 CREDITS
Core	24 Credits
NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice	4
NSG5002 Advanced Theoretical Perspectives for Nursing	4
NSG5003 Advanced Pathophysiology*	4
NSG6001 Advanced Nursing Practice I*	4
NSG6002 Advanced Nursing Practice II	4
NSG6101 Nursing Research Methods	4
Specialization in Nurse Administrator	28 Credits
NSG6005 Pharmacology*	4
NSG6601 Managing Complex Healthcare Systems	4
NSG6605 Quality Outcomes and Financial Management in Healthcare Organizations	4
MHC6306 Human Resource Management in Healthcare Organizations	4
NSG6620 Practicum I: Quantitative Skills in Nursing Administration	4
NSG6630 Practicum II: Qualitative Skills in Nursing Administration	4
NSG6999 Graduate Project in Nursing	4

*Students wishing to further develop their advanced practice skills should take NSG5003 Advanced Pathophysiology, NSG6001 Advanced Nursing Practice I, and NSG6005 Pharmacology. Students wishing to further develop their management, administration, and technology skills may take LEA5100 Leadership, Organization Theory and Change, LEA5130 Team Building and Group Dynamics, IST5010 Information Technology Infrastructure, and/

or PMC6601 Foundations of Project Management in place of NSG5003, NSG6001, and/ or NSG6005. In all cases students should work closely with their Academic Advisors or Academic Counselors to select appropriate coursework that meets their career needs and course prerequisites.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

SPECIALIZATION IN NURSE EDUCATOR

Nurse educators combine clinical expertise and a passion for teaching into rich and rewarding careers. These professionals, who work in the classroom and the practice setting, are responsible for preparing and mentoring current and future generations of nurses. Nurse educators play a pivotal role in strengthening the nursing workforce, serving as role models and providing the leadership needed to implement evidence-based practice.

Nurse educators are responsible for designing, implementing, evaluating and revising academic and continuing education programs for nurses. These include formal academic programs that lead to a degree or certificate, or more informal continuing education programs designed to meet individual learning needs. Students will complete 176 practicum hours during progression through the program.

In addition to the MSN degree program goals and outcomes, students completing the Nurse Educator specialization will have demonstrated their acquisition of competencies and proficiencies related to:

1. Instructional Method Design: Create a variety of successful instructional methods to meet the needs of targeted learner populations.
2. Curriculum, Pedagogy, and Evaluation Strategies: Develop plans of study in nursing education based on appropriate curricular principles, pedagogical principles and strategies, and learning assessment strategies.
3. Clinical Expertise: Integrate clinical expertise with appropriate strategies of instruction when engaged in educational experiences.

MASTER OF SCIENCE IN NURSING	
SPECIALIZATION IN NURSE EDUCATOR	48 CREDITS
Core	24 Credits
NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice	4
NSG5002 Advanced Theoretical Perspectives for Nursing	4
NSG5003 Advanced Pathophysiology	4
NSG6001 Advanced Nursing Practice I	4
NSG6002 Advanced Nursing Practice II	4
NSG6101 Nursing Research Methods	4
Specialization in Nurse Educator	24 Credits
NSG6003 Teaching and Learning Strategies in Nursing	4
NSG6102 Evaluation of Educational Outcomes in Nursing	4
NSG6103 Curriculum Design and Evaluation in Nursing Education	4
NSG6201 Practicum in Nursing Education I	4
NSG6202 Practicum in Nursing Education II	4
NSG6999 Graduate Project in Nursing	4

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

RN TO MASTER OF SCIENCE IN NURSING**

The RN to Master of Science in Nursing program allows students with strong academic backgrounds to reduce the number of courses required in the undergraduate component of the program. Students substitute certain graduate courses for undergraduate nursing courses. The program includes integrated practica experience, didactic instruction, and a summative project to assess individual student learning outcomes.

Students who successfully complete all requirements of RN to Master of Science in Nursing program will be awarded both the Bachelor of Science in Nursing degree and the Master of Science in Nursing degree.

RN TO MASTER OF SCIENCE IN NURSING** MAJOR CURRICULUM 213-233 CREDITS

General Education	30 Credits
<i>Undergraduate Nursing (45 transfer + 30 from South University)</i>	
NSG3006 Professional Nursing Practice	2
NSG3012 Principles of Assessment for RNs	4
NSG3016 Caring for a Multicultural Society	2
NSG3028 Caring for the Community	4
NSG4028 Concepts of Teaching & Learning	4
NSG4029 Leadership in a Diverse Society	4
NSG4064 Financial Management for Nurses	4
NSG4070 Legal and Ethical Issues in Nursing	2
Nursing Elective (choose one)	4
NSG4065 Complementary & Alternative Methods	4
NSG4066 Palliative Care	4
NSG4067 Gerontological Nursing	4
Graduate Nursing	48+ Credits
Core	24 Credits
NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice	4
NSG5002 Advanced Theoretical Perspectives for Nursing	4
NSG5003 Advanced Pathophysiology*	4
NSG6001 Advanced Nursing Practice I*	4
NSG6002 Advanced Nursing Practice II	4
NSG6101 Nursing Research Methods	4

SPECIALIZATION IN ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER

formerly titled: Adult Health Nurse Practitioner

	32 Credits
NSG6005 Pharmacology	4
NSG6020 Advanced Health and Physical Assessment	6
NSG6320 Practicum I: Adult Health – Adults and Gerontology	6
NSG6330 Practicum II: Adult Health – Women's Health	6
NSG6340 Practicum III: Adult Health – Primary Care	6
NSG6999 Graduate Project in Nursing	4
Specialization in Family Nurse Practitioner	38 Credits
NSG6005 Pharmacology	4
NSG6020 Advanced Health and Physical Assessment	6
NSG6420 Practicum I: Family Health – Adult and Gerontology	6
NSG6430 Practicum II: Family Health – Women's Health	6
NSG6435 Practicum III: Family Health – Pediatrics	6
NSG6440 Practicum IV: Family Health – Primary Care	6
NSG6999 Graduate Project in Nursing	4
Specialization in Nurse Administrator	28 Credits
NSG6005 Pharmacology*	4
NSG6601 Managing Complex Healthcare Systems	4
NSG6605 Quality Outcomes and Financial Management in Healthcare Organizations	4
MHC6306 Human Resource Management in Healthcare Organizations	4
NSG6620 Practicum I: Quantitative Skills in Nursing Administration	4
NSG6630 Practicum II: Qualitative Skills in Nursing Administration	4
NSG6999 Graduate Project in Nursing	4
Specialization in Nurse Educator	24 Credits
NSG6003 Teaching and Learning Strategies in Nursing	4
NSG6102 Evaluation of Educational Outcomes in Nursing	4
NSG6103 Curriculum Design and Evaluation in Nursing Education	4
NSG6201 Practicum in Nursing Education I	4
NSG6202 Practicum in Nursing Education II	4
NSG6999 Graduate Project in Nursing	4

PUBLIC HEALTH

MASTER OF PUBLIC HEALTH

The Master of Public Health (MPH) program at South University is a 48-credit program designed to educate students about areas of critical importance to local, national, and international public health challenges. The MPH program is organized around a curriculum which consists of core competencies, specialization courses, electives, and a practicum experience or applied research proposal. This program covers a broad range of topics to help develop each student's knowledge, skills, and abilities as leading public health professionals. Specializations in Public Health Practice or Healthcare Management and Policy allow for in-depth exploration within the public health arena.

Program Outcomes

Upon completion completion of the MPH program, student should be able to:

- Articulate and utilize core public health concepts in the areas of biostatistics, epidemiology, social and behavioral sciences, health services administration, and environmental health.
- Identify and assess the public health conditions, including assets and deficiencies, of populations.
- Demonstrate the ability to plan, implement, and evaluate programs and services designed to address public health conditions.

- Understand and employ an "ecological approach" to public health, with emphasis on the linkages and relationships among the multiple determinants of health to assure conditions that protect and promote the health of populations.
- Identify and analyze health disparities and design appropriate and culturally competent prevention and intervention strategies.
- Apply theory and knowledge in field-based settings, as evidenced by a competency level of knowledgeable to proficient across the eight competency domains for public health professionals:
 1. Analytical assessment.
 2. Policy development/program planning.
 3. Communication.
 4. Cultural competency.
 5. Community dimension of practice.
 6. Basic public health sciences.
 7. Financial planning and management.
 8. Leadership and systems thinking.
- Demonstrate skills in public health research and communication.
- Apply critical thinking skills within the context of public health policy, practice, and research.
- In addition to the overall program learning objectives, students completing the Public Health Practice specialization should be able to:
- Apply evidence-based knowledge of health determinants to public health issues.
- Understand the interrelationship among the organization, delivery, and financing of health-related services.
- Communicate public health principles and concepts through various strategies across multiple sectors of the community.
- Enact cultural competence and promote diversity in public health research and practice.
- Evaluate reported studies in terms of rigor, importance, and relevance to professional practice.
- Incorporate effective management approaches into public health settings.
- Contribute to health behavior change in various populations.
- Address environmental health issues in community, agency, and governmental settings.
- Apply critical thinking skills to integrate theories, research, and experiential knowledge into advanced public health practice.

In addition to the overall program learning objectives, students completing the Healthcare Management and Policy specialization should be able to:

- Design and implement a cost-effective health care program or project, including obtaining and coordinating required financial and staff resources.
- Apply best practices of human resource management and supervision in a manner that is ethical, legally compliant, and responsive to the motivational and growth needs of an organization's employees.
- Adopt a strategic management model and strategic perspective to the managerial or professional roles within an organization.
- Demonstrate the utility of tools and techniques of corporate finance applied to health care.
- Conduct an environmental analysis of the public health agency's strengths and weaknesses (internal) and opportunities and threats (external), including identification of the agency's key constituencies and accountabilities.
- Apply policy research tools and methods and analytical reasoning to evaluate the effects of a prevailing or proposed legislative or regulatory initiative.
- Apply economic analysis to assess the effectiveness of public health interventions in improving the health of populations.
- Apply critical thinking skills to analyze and influence the health policymaking process at the federal and state levels of government.

MASTER OF PUBLIC HEALTH DEGREE PROGRAM**48 CREDITS****Core****20 Credits**

PHE5001 Social and Behavioral Aspects of Public Health	4
PHE5005 Introduction to Health Services and Research	4
PHE5010 Environmental and Occupational Health	4
PHE5015 Principles of Epidemiology	4
PHE5020 Biostatistical Methods	4

Specialization**16 Credits***Choose one specialization with four courses from the following list.***Public Health Practice Specialization (choose four)**

PHE6201 Public Health Policy Research	4
PHE6202 Program Planning and Evaluation	4
PHE6203 Public Health Informatics	4
PHE6210 Health Promotion and Disease Prevention	4
PHE6220 Evidence-based Public Health Practice	4

Healthcare Management and Policy Specialization (choose four)

PHE6201 Public Health Policy Research	4
PHE6401 Public Health Administration and Policy	4
PHE6402 Public Health Law and Ethics	4
PHE6404 Grant and Contract Proposal Writing in Public Health	4
PHE6405 Health Economics	4

Elective Courses**8 credits***Students select 2 courses from the following list or any coursework outside of the selected specialization (given course prerequisites are met)*

PHE6110 Epidemiology of Chronic Diseases	4
PHE6240 Survey Research Methods	4
PHE6250 Case Studies in Public Health	4
PHE6303 Infectious Diseases	4
PHE6502 Violence Prevention	4
PHE6503 Equity in Healthcare	4
PHE6504 Public Health Surveillance	4
Practicum or Applied Research Proposal	4

Students may pursue a practicum experience by taking PHE6980 or complete an applied research proposal by taking PHE6996 through PHE6999. Students completing the applied research proposal must select PHE6240 as one of their elective courses. Students should consult with their Academic Advisors as to the appropriate option to select given their professional background and career goals.

PHE6980 Practicum in Public Health	4
PHE6996 Applied Research Proposal in Public Health: Part I	1
PHE6997 Applied Research Proposal in Public Health: Part II	1
PHE6998 Applied Research Proposal in Public Health: Part III	1
PHE6999 Applied Research Proposal in Public Health: Part IV	1

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Accreditation



July 9, 2014

Mr. John T. South III
Chancellor
South University
200 Stephenson Avenue
Suite 201
Savannah, GA 31405

Dear Mr. South:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on June 19, 2014:

The SACSCOC Board of Trustees reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in 2024 unless otherwise notified.

Please submit to your Commission staff member, preferably by email, a one-page executive summary of your institution's Quality Enhancement Plan. The summary is due August 15, 2014, and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date.

We appreciate your continued support of the activities of SACS Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan, Ph.D.
President

BSW:cp

cc: Dr. Marsal P. Stoll

November 15, 2010



Commission on
Collegiate Nursing
Education

Serving the
Public Interest
Through Quality
Accreditation

Dan Coble, PhD, RN
Acting Dean and President Tampa Campus
Office of the President
South University
4401 North Himes Avenue
Tampa, FL 33614-7086

Dear Dr. Coble:

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 October 14-16, 2010, to grant accreditation of the baccalaureate and master's degree programs in nursing at South University for the term of 10 years, extending to December 31, 2020. These accreditation actions are effective as of April 20, 2010, which was 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 spring of 2020.

One Dupont Circle, NW
Suite 530
Washington, DC
20036-1120
202-887-6791
fax 202-887-8476
www.aacn.nche.edu

As you are aware, this action supersedes previous actions taken by the CCNE Board of Commissioners to separately accredit the baccalaureate degree nursing program at the South University-Tampa campus and the baccalaureate and master's degree nursing programs at the South University-West Palm Beach campus. Please note that the baccalaureate and master's degree nursing programs are now accredited under the overall institution's name -- South University -- irrespective of campus location.

At its meeting, the Board determined that the programs met all four accreditation standards. The Board additionally determined that there are no compliance concerns for the baccalaureate program with respect to the key elements. However, the Board determined that there is a compliance concern for the master's program with respect to Key Element III-A.

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 report should focus, in particular, on the following compliance concern for the master's program:

Demonstrate that expected individual student learning outcomes contribute to achievement of the mission, goals, and expected aggregate students outcomes; and that the objectives for the nurse practitioner track reflect advanced practice nursing (Key Element III-A).

The deadline for submitting the progress report to CCNE is December 1, 2015. The Report Review Committee, and then the Board of Commissioners, will review the progress report in the spring of 2016. 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>.

Please note that the aforementioned CIPR will need to address the CCNE 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 South 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, 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 after implementation or occurrence of the change. This specifically includes timely notification to CCNE of the implementation of any new programs or tracks in nursing as well as the establishment of a new campus that has nursing offerings. 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 spring of 2010. The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing programs.

Sincerely,



Jennifer Butlin, EdD
Director

cc: Chancellor John T. South, III
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team

**Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)**
<http://www.sacscoc.org>

**Disclosure Statement Regarding the Status of
SOUTH UNIVERSITY
Savannah, Georgia**
Issued December 18, 2014, by SACS Commission on Colleges

The following publicly available information is provided by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) concerning the accreditation of South University. Information presented below is in accord with the Commission's disclosure policy; staff of the Commission cannot comment further on questions specifically related to South University. The institution has reviewed this statement prior to public posting.

Action by the Board of Trustees of SACS Commission on Colleges took place on December 7, 2014, and the institution's next review is December 2015.

What is the accreditation status of South University? South University is accredited by SACS Commission on Colleges; however, the institution was placed on Warning for 12 months after review of unsolicited information originating from news articles regarding the financial health of its parent corporation, Education Management Corporation. SACSCOC accreditation includes all components of the institution—all programs, branch campuses, off-campus sites, and distance learning programs as reported to the Commission; thus, the Warning status applies to the entire institution.

What does Warning mean? Warning is a public sanction imposed by SACSCOC Board of Trustees following determination of significant non-compliance with the Core Requirements, Comprehensive Standards, or the Federal Requirements of SACSCOC *Principles of Accreditation*; failure to make timely and significant progress toward correcting the deficiencies that led to the finding of non-compliance; or failure to comply with Commission policies and procedures. The maximum total time during one monitoring period that an institution may be on Warning is two years. In December 2015, South University will have been on Warning for 12 months. For additional information about sanctions, see the Commission's policy entitled "Sanctions, Denial of Reaffirmation, and Removal from Membership" that can be accessed at <http://www.sacscoc.org/policies.asp>.

Why was South University placed on Warning? South University was placed on Warning because the SACSCOC Board of Trustees determined that the institution had failed to demonstrate compliance with Core Requirement 2.11.1 (Financial resources and stability), Comprehensive Standard 3.10.1 (Financial stability), and Comprehensive Standard 3.10.3 (Control of finances) of the *Principles of Accreditation*—the accreditation standards of SACSCOC. These standards expect an institution to provide evidence that it (1) has a sound financial base and resources demonstrating financial stability and (2) exercises appropriate control over all its financial resources. (To read the full statement for the standard cited above, access the *Principles of Accreditation* at <http://www.sacscoc.org/principles.asp>.)

What will happen in December 2015? The SACSCOC Board of Trustees will consider the accreditation status of South University following review of a First Monitoring Report and financial statements addressing the standards cited above for non-compliance. The Board will have the following options: (1) remove the institution from Warning without an additional report or with a Fifth-Year Follow-Up Report; (2) continue accreditation and continue the institution on Warning, request an additional report, and, if needed, authorize a Special Committee; (3) continue accreditation and place the institution on Probation, request an additional report, and authorize a Special Committee; and (4) remove the institution from membership with SACS Commission on Colleges for failure to comply with the *Principles of Accreditation*. Commission staff will not speculate on what decision might be made by the Board of Trustees in December 2015.

For additional information regarding the Commission's accreditation process, access the *Principles of Accreditation* (<http://www.sacscoc.org/principles.asp>).

Enrollment and graduation data

Student Enrollment Data Form

Out-of-State Degree Granting Institutions Operating in Maryland

Institution: South University

Location: Savannah, GA

Unduplicated Headcount at this location for the past academic year: September 1, 2013 to August 31, 2014

Person Completing the Student Enrollment Data Form: Mitchell Gilbert Telephone: 708-828-0655 Email: mgilbert@edmc.edu

County/Jurisdiction	Full-Time Undergraduates	Part-Time Undergraduates	Full-Time Graduates	Part-Time Graduates	TOTAL Enrollment
Allegany					
Anne Arundel			1		1
Baltimore County					
Baltimore City					
Calvert					
Caroline					
Carroll					
Cecil					
Charles					
Dorchester					
Frederick					
Garrett					
Harford					
Howard					
Kent					
Montgomery					
Prince George's			2		2
Queen Anne's					
St. Mary's					
Somerset					
Talbot					
Washington					
Wicomico			1		1
Worcester					
Non-Maryland Residents					
TOTALS					4

Student Enrollment Data Form

Out-of-State Degree Granting Institutions Operating in Maryland

Institution: South University

Location: Savannah, GA

Please provide for each program at this location, the Total Student Enrollment and Number of Graduates for the past academic year, September 1, 2013 to August 31, 2014, Duplicate this form as necessary.

Date Completed: 2/24/2015

Individual Course or Program Major and Award	Full-Time Undergraduates		Part-Time Undergraduates		Full-Time Graduates		Part-Time Graduates		TOTAL Enrollment
	Enroll	Grad	Enroll	Grad	Enroll	Grad	Enroll	Grad	
RN to MSN					1	0			1
Nursing – MSN					3	1			3
Undeclared/No Major									
Total									4

New Proposed Programs

A-1 New Programs

Program/Course Title	Degree Awarded	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes/No
Master of Science in Nursing	MSN	Distance Ed.		Yes
Nursing Informatics	MSN	Distance Ed.	52 qrt.	Yes
RN to Master of Science in Nursing	BSN/MSN	Distance Ed.		Yes
Nursing Informatics	BSN/MSN	Distance Ed.	217 qrt.	Yes
Post-Graduate Certificate in Nursing	PGC	Distance Ed.		Yes
Adult-Gerontology Primary Care Nurse Practitioner	PGC	Distance Ed.	32 qrt.	Yes
Family Nurse Practitioner	PGC	Distance Ed.	38 qrt.	Yes
Nurse Administrator	PGC	Distance Ed.	28 qrt.	Yes
Nurse Educator	PGC	Distance Ed.	24 qrt.	Yes
Nursing Informatics	PGC	Distance Ed.	32 qrt.	Yes

MASTER OF SCIENCE IN NURSING**

The Master of Science in Nursing degree program (MSN) is designed to develop and enhance the knowledge and skills of registered nurses. It is also designed for those nurses who want to pursue advanced positions in today's challenging healthcare environment. The program, based on the American Association of Colleges of Nursing Master's Essentials, blends nursing theory with advanced practice concepts that prepare students to work within a healthcare organization or educational setting.

All applicants to the Master's program must hold a current and unencumbered license in the state in which they are completing program requirements. Additionally, all applicants must successfully complete a criminal background check and a drug screening. Clinical affiliation agencies may require additional personal testing.

The program consists of six core courses and courses in an area of specialization in education, administration, informatics, and various nurse practitioner programs. Program includes practica and experiences in areas of specialization.

Courses may be waived if the individual's master's transcript indicates that s/he has successfully completed the required course or its equivalent. Waivers and exceptions will be determined on the written request of individual students through a transcript analysis as determined by the Program Director, Chair, or College Dean.

NURSE PRACTITIONER SPECIALIZATIONS

In addition to the MSN degree program goals and outcomes, students completing the Nurse Practitioner specialization demonstrate acquisition of the following competencies and proficiencies:

1. Integrate specialty standards of advanced practice nursing to deliver culturally competent, quality healthcare services to individuals, families, populations and systems.
2. Exercise effective leadership, critical thinking and communication skills in the development and implementation of advanced nursing practice services in primary care.
3. Integrate professional nursing standards, values and accountability into role and self development as an advanced practice nurse.
4. Utilize information technology and an evidence-based research approach in the development of nursing knowledge and design of healthcare services for clients, populations and systems.
5. Ensure advanced levels of clinical judgment, systems thinking, and accountability in the implementation and evaluation of evidenced based care to diverse individuals and populations.

SPECIALIZATION IN NURSING INFORMATICS

The 21st century nurse informaticist will transform care of patients and communities by optimizing information management and communication. These activities include the design and use of informatics solutions and technology to support all areas of nursing practice, including the direct provision of care, establishing effective administrative systems, designing useful decision support systems, managing and delivering educational experiences, enhancing lifelong learning, and supporting nursing research. The Master of Science in Nursing program with a specialization in Nursing Informatics from South University prepares

the next generation of nursing leaders to develop the knowledge, skills, and abilities to develop and implement information management systems in a variety of settings including home health and hospice agencies, nursing homes, public and community health agencies, physician offices, ambulatory care centers, medical device vendors, large and small software companies, web content providers, disease management companies, and government agencies. Students will complete 240 practicum hours during progression through the program.

Program curriculum for the specialization in Nursing Informatics includes key attributes from the American Association of Colleges of Nursing (AACN) Essentials of Masters Education for Advanced Practice Nursing (2011), the Alliance for Nursing Informatics (2010), and the ANA Scope and Standards of Practice (2008). Students completing this program will be eligible to sit for the AACC certification examination.

Specialization Outcomes

Upon completion of the Master of Science in Nursing program with a specialization in Nursing Informatics, students should be able to:

- Evaluate information requirements for nursing practice.
- Use principles of database management to collect and analyze the comprehensive data, information, and knowledge pertinent to a situation in nursing practice.
- Use principles of project management to develop and implement a plan that prescribes strategies, alternatives, and recommendations to attain expected nursing informatics outcomes.
- Integrate current theories of technology implementation to influence the identified plan, enhance the abilities of other professionals, and effect change in nursing practice.
- Analyze computer and information technologies for their application to nursing practice.
- Collaborate with professionals in other informatics-related disciplines to develop informatics solutions to nursing problems.
- Develop strategies for introducing, modifying, and evaluating information systems for nursing practice.

MASTER OF SCIENCE IN NURSING SPECIALIZATION IN NURSING INFORMATICS		52 CREDITS
Core		24 Credits
NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice		4
NSG5002 Advanced Theoretical Perspectives for Nursing		4
NSG5003 Advanced Pathophysiology*		4
NSG6001 Advanced Nursing Practice I*		4
NSG6002 Advanced Nursing Practice II		4
NSG6101 Nursing Research Methods		4
Specialization in Nursing Informatics		28 Credits
NSG6005 Pharmacology*		4
IST5010 Information Technology Infrastructure		4
NSG6650 Introduction to Nursing Informatics		4
NSG6652 Issues and Trends in Nursing Informatics		4
NSG6670 Practicum I: Database Management in Nursing Informatics		4
NSG6680 Practicum II: Project Management in Nursing Informatics		4
NSG6999 Graduate Project in Nursing		4

*Students wishing to further develop their advanced practice skills should take NSG5003 Advanced Pathophysiology, NSG6001 Advanced Nursing Practice I, and NSG6005 Pharmacology. Students wishing to further develop their information technology skills may take IST5020 Information Systems Fundamentals, IST6000 Principles of Systems Development, IST6101 Web Technologies, and/or PM6601 Foundations of Project Management, in place of NSG5003, NSG6001, and/or NSG6005. In all cases students should work closely with their Academic Advisors or Academic Counselors to select appropriate coursework that meets their career needs and course prerequisites.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

RN TO MASTER OF SCIENCE IN NURSING**

The RN to Master of Science in Nursing program allows students with strong academic backgrounds to reduce the number of courses required in the undergraduate component of the program. Students substitute certain graduate courses for undergraduate nursing courses. The program includes integrated practica experience, didactic instruction, and a summative project to assess individual student learning outcomes.

Students who successfully complete all requirements of RN to Master of Science in Nursing program will be awarded both the Bachelor of Science in Nursing degree and the Master of Science in Nursing degree.

RN TO MASTER OF SCIENCE IN NURSING** MAJOR CURRICULUM 213-233 CREDITS

General Education	90 Credits
Undergraduate Nursing (45 transfer + 30 from South University)	
NSG3006 Professional Nursing Practice	2
NSG3012 Principles of Assessment for RNs	4
NSG3016 Caring for a Multicultural Society	2
NSG3028 Caring for the Community	4
NSG4028 Concepts of Teaching & Learning	4
NSG4029 Leadership in a Diverse Society	4
NSG4064 Financial Management for Nurses	4
NSG4070 Legal and Ethical Issues in Nursing	2
Nursing Elective (choose one)	4
NSG4065 Complementary & Alternative Methods	4
NSG4066 Palliative Care	4
NSG4067 Gerontological Nursing	4
Graduate Nursing	48+ Credits
Core	24 Credits
NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice	4
NSG5002 Advanced Theoretical Perspectives for Nursing	4
NSG5003 Advanced Pathophysiology*	4
NSG6001 Advanced Nursing Practice I*	4
NSG6002 Advanced Nursing Practice II	4
NSG6101 Nursing Research Methods	4
Specialization in Nursing Informatics	28 Credits
NSG6005 Pharmacology*	4
ITS5010 Information Technology Infrastructure	4
NSG6650 Introduction to Nursing Informatics	4
NSG6652 Issues and Trends in Nursing Informatics	4
NSG6670 Practicum I: Database Management in Nursing Informatics	4
NSG6680 Practicum II: Project Management in Nursing Informatics	4
NSG6999 Graduate Project in Nursing	4

*Students wishing to further develop their advanced practice skills should take NSG5003 Advanced Pathophysiology, NSG6001 Advanced Nursing Practice I, and NSG6005 Pharmacology. Students wishing to further develop their management, administration, and technology skills may take LEA5100 Leadership, Organization Theory and Change, LEA5130 Team Building and Group Dynamics, IST5010 Information Technology Infrastructure, and/or PMC6601 Foundations of Project Management in place of NSG5003, NSG6001, and/or NSG6005. In all cases students should work closely with their Academic Advisors or Academic Counselors to select appropriate coursework that meets their career needs and course prerequisites.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

RN TO MASTER OF SCIENCE IN NURSING**

The RN to Master of Science in Nursing program allows students with strong academic backgrounds to reduce the number of courses required in the undergraduate component of the program. Students substitute certain graduate courses for undergraduate nursing courses. The program includes integrated practica experience, didactic instruction, and a summative project to assess individual student learning outcomes.

Students who successfully complete all requirements of RN to Master of Science in Nursing program will be awarded both the Bachelor of Science in Nursing degree and the Master of Science in Nursing degree.

RN TO MASTER OF SCIENCE IN NURSING** MAJOR CURRICULUM 213-233 CREDITS

General Education	80 Credits
Undergraduate Nursing (<i>45 transfer + 30 from South University</i>)	
NSG3006 Professional Nursing Practice	2
NSG3012 Principles of Assessment for RNs	4
NSG3016 Caring for a Multicultural Society	2
NSG3028 Caring for the Community	4
NSG4028 Concepts of Teaching & Learning	4
NSG4029 Leadership in a Diverse Society	4
NSG4064 Financial Management for Nurses	4
NSG4070 Legal and Ethical Issues in Nursing	2
Nursing Elective (<i>choose one</i>)	4
NSG4065 Complementary & Alternative Methods	4
NSG4066 Palliative Care	4
NSG4067 Gerontological Nursing	4
Graduate Nursing	48+ Credits
Core	24 Credits
NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice.	4
NSG5002 Advanced Theoretical Perspectives for Nursing	4
NSG5003 Advanced Pathophysiology*	4
NSG6001 Advanced Nursing Practice I*	4
NSG6002 Advanced Nursing Practice II	4
NSG6101 Nursing Research Methods	4

Specialization in Nursing Informatics	28 Credits
NSG6005 Pharmacology*	4
ITS5010 Information Technology Infrastructure	4
NSG6650 Introduction to Nursing Informatics	4
NSG6652 Issues and Trends in Nursing Informatics	4
NSG6670 Practicum I: Database Management in Nursing Informatics	4
NSG6680 Practicum II: Project Management in Nursing Informatics	4
NSG6999 Graduate Project in Nursing	4

*Students wishing to further develop their advanced practice skills should take NSG5003 Advanced Pathophysiology, NSG6001 Advanced Nursing Practice I, and NSG6005 Pharmacology. Students wishing to further develop their management, administration, and technology skills may take LEA5100 Leadership, Organization Theory and Change, LEA5130 Team Building and Group Dynamics, IST5010 Information Technology Infrastructure, and/or PMC6601 Foundations of Project Management in place of NSG5003, NSG6001, and/or NSG6005. In all cases students should work closely with their Academic Advisors or Academic Counselors to select appropriate coursework that meets their career needs and course prerequisites.

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

**POST GRADUATE CERTIFICATES
IN NURSING****

**ADULT-GERONTOLOGY NURSE PRACTITIONER
POST GRADUATE CERTIFICATE**

Program Description

The Post Graduate Certificate in Adult Health Nurse Practitioner is a 32-credit hour program designed for individuals who hold a master's degree in nursing that has prepared them for practice in another advanced role or in an advanced nursing specialty. The certificate program provides students the knowledge and decision making skills to provide direct advanced practice nursing health care services to adults (ages 18+).

Post-master's students must successfully complete graduate didactic and clinical requirements of the master's specialization and are expected to master the same outcome competencies as master's students pursuing the specialization in Adult Health Nurse Practitioner, including the master's core competencies and the specialization competencies.

Courses may be waived if the individual's master's transcript indicates that s/he has successfully completed the required course or its equivalent. Waivers and exceptions will be determined for individual students through a gap analysis as determined by the Program Director or College Dean.

Program Outcomes

Upon completion of the Post Graduate Certificate in Adult Health Nurse Practitioner, students should be able to:

- Integrate specialty standards of advanced practice nursing to deliver culturally competent, quality health care services to individuals, populations and systems.
- Exercise effective leadership, critical thinking and communication skills in the development and implementation of advanced nursing practice services in Primary Care.
- Integrate professional nursing standards, values and accountability into role and self-development as an advanced practice nurse.
- Utilize information technology and an evidence-based research approach development of nursing knowledge and design of health care services for clients, populations and systems.
- Ensure advanced levels of clinical judgment, systems thinking, and accountability in the implementation and evaluation of evidenced based care to diverse individuals and populations.

ADULT HEALTH NURSE PRACTITIONER POST GRADUATE CERTIFICATE 32 CREDITS

NSG6005 Pharmacology	4
NSG6020 Advanced Health and Physical Assessment	6
NSG6320 Practicum I: Adult Health – Adults & Gerontology	6
NSG6330 Practicum II: Adult Health – Women's Health	6
NSG6340 Practicum III: Adult Health – Primary Care	6
NSG6999 Graduate Project in Nursing	4

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

**FAMILY NURSE PRACTITIONER POST
GRADUATE CERTIFICATE**

This program is offered at the Savannah and Tampa campuses.

Program Description

The Post Graduate Certificate in Family Nurse Practitioner is a 38-credit hour program designed for individuals who hold a master's degree in nursing that has prepared them for practice in another advanced role or in an advanced nursing specialty. The certificate program provides students the knowledge and decision making skills to provide direct advanced practice nursing health care services to individuals across the life span.

Post-master's students must successfully complete graduate didactic and clinical requirements of the master's specialization and are expected to master the same outcome competencies as master's students pursuing the specialization in Family Nurse Practitioner, including the master's core competencies and the specialization competencies.

Courses may be waived if the individual's master's transcript indicates that s/he has successfully completed the required course or its equivalent. Waivers and exceptions will be determined for individual students through a gap analysis as determined by the Program Director or College Dean.

Program Outcomes

Upon completion of the Post Graduate Certificate in Family Nurse Practitioner, students should be able to:

- Integrate specialty standards of advanced practice nursing to deliver culturally competent, quality health care services to individuals, families, populations and systems.
- Exercise effective leadership, critical thinking and communication skills in the development and implementation of advanced nursing practice services in Primary Care.
- Integrate professional nursing standards, values and accountability into role and self-development as an advanced practice nurse.
- Utilize information technology and an evidence-based research approach development of nursing knowledge and design of health care services for clients, populations and systems.
- Ensure advanced levels of clinical judgment, systems thinking, and accountability in the implementation and evaluation of evidenced based care to diverse individuals and populations.

FAMILY NURSE PRACTITIONER POST GRADUATE CERTIFICATE 38 CREDITS

NSG6005 Pharmacology	4
NSG6020 Advanced Health and Physical Assessment	6
NSG6420 Practicum I: Family Health – Adult & Gerontology	6
NSG6430 Practicum II: Family Health – Women's Health	6
NSG6435 Practicum III: Family Health – Pediatrics	6
NSG6440 Practicum IV: Family Health – Primary Care	6
NSG6999 Graduate Project in Nursing	4

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

COLLEGE OF NURSING AND PUBLIC HEALTH

POST GRADUATE CERTIFICATE IN NURSE ADMINISTRATOR

The Post Graduate Certificate in Nurse Administrator is a 28-credit hour program designed for individuals who hold a master's degree in nursing that has prepared them for practice in another advanced role or in an advanced nursing specialty. The certificate program provides students with the knowledge and skills to move into leadership roles such as Chief Nursing Officer, Associate Chief Nursing Officer, Director of Nursing, or Nurse Manager.

Post-master's students must successfully complete graduate didactic and clinical requirements of the master's specialization and are expected to master the same outcome competencies as master's students pursuing the specialization in Nurse Administrator, including the master's core competencies and the specialization competencies. The student will complete 240 practicum hours during progression through the certificate program.

Courses may be waived if the individual's master's transcript indicates that s/he has successfully completed the required course or its equivalent. Waivers and exceptions will be determined for individual students through a gap analysis as determined by the Program Director or College Dean.

Upon completion of the Post Graduate Certificate in Nurse Administrator, students should be able to:

- Apply concepts and theories of organizational management and nursing administration to the design of complex healthcare delivery systems.
- Incorporate the use of technology, contemporary practice, ethics, and professional standards into the ongoing delivery of healthcare.
- Integrate concepts of health policy, regulation, and financing to the organization of healthcare delivery, with a focus on parsimonious and responsible use of resources.
- Lead efforts in designing innovative patient safety and quality improvement efforts and effective evaluation of nursing outcome measures.
- Integrate current theories of technology implementation to influence the identified plan, enhance the abilities of other professionals, and effect change in nursing practice.
- Analyze computer and information technologies for their application to nursing practice.
- Collaborate with professionals in other informatics-related disciplines to develop informatics solutions to nursing problems.
- Develop strategies for introducing, modifying, and evaluating information systems for nursing practice.
- Employ evidence-based practice in the care of patients with chronic and/or acute illnesses across the lifespan, or in structuring nursing interventions designed to promote health.
- Facilitate the professional development and socialization of diverse nurse populations.
- Function as change agents and leaders in healthcare settings domestically and abroad.
- Contribute to the development of the science of nursing by engaging in scholarly activities and by promoting the translation of nursing science into patient care outcomes.

POST GRADUATE CERTIFICATE IN NURSE ADMINISTRATOR 28 CREDITS

NSG6005	Pharmacology	4
NSG6601	Managing Complex Healthcare Systems	4
NSG6605	Quality Outcomes and Financial Management in Healthcare Orgs	4
MHC6306	Human Resource Management in Healthcare Organizations	4
NSG6620	Practicum I: Quantitative Skills in Nursing Administration	4
NSG6630	Practicum II: Qualitative Skills in Nursing Administration	4
NSG6999	Graduate Project in Nursing	4

NURSE EDUCATOR POST GRADUATE CERTIFICATE

This program is offered at the Savannah and Tampa campuses.

Program Description

The Post-graduate Certificate Program in Nursing with a Specialization in Nurse Educator is a 24-credit hour program comprised of courses in teaching and learning strategies, curriculum development, evaluation, and two practicum courses. Under the guidance of an approved preceptor, the practicum courses provide an opportunity for the student to enact the role of the nurse educator in clinical and academic settings. Post-master's students must successfully complete graduate didactic and clinical requirements of the master's specialization and are expected to master the same outcome competencies as master's students pursuing the specialization in Nurse Educator, including the master's core competencies and the specialization competencies.

Courses may be waived if the individual's master's transcript indicates that s/he has successfully completed the required course or its equivalent. Waivers and exceptions will be determined for individual students through a gap analysis as determined by the Program Director or College Dean.

Program Outcomes

Upon completion of the Post-graduate Certificate Program in Nursing with a Specialization in Nurse Educator, students should be able to:

- **Instructional Method Design:** Create a variety of successful instructional methods to meet the needs of targeted learner populations.
- **Curriculum, Pedagogy, and Evaluation Strategies:** Develop plans of study in nursing education based on appropriate curricular principles, pedagogical principles and strategies, and learning assessment strategies.
- **Clinical Expertise:** Apply appropriate clinical expertise when conducting educational experiences.

NURSE EDUCATOR POST GRADUATE CERTIFICATE	24 CREDITS
NSG6003 Teaching and Learning Strategies in Nursing	4
NSG6102 Evaluation of Educational Outcomes in Nursing	4
NSG6103 Curriculum Design & Evaluation in Nursing Education	4
NSG6201 Practicum in Nursing Education I	4
NSG6202 Practicum in Nursing Education II	4
NSG6999 Graduate Project in Nursing	4

Maryland residents are not eligible to enroll into an internship, externship, practicum, or field experience course. Students should work with their academic advisor or counselor to be sure they are making appropriate course choices.

POST GRADUATE CERTIFICATE IN NURSING INFORMATICS

The Post Graduate Certificate in Nursing Informatics is a 32-credit hour program designed for individuals who hold a master's degree in nursing that has prepared them for practice in another advanced role or in an advanced nursing specialty. The certificate program prepares the next generation of nursing leaders to develop the knowledge, skills, and abilities to develop and implement information management systems in a variety of settings including home health and hospice agencies, nursing homes, public and community health agencies, physician offices, ambulatory care centers, medical device vendors, large and small software companies, web content providers, disease management companies, and government agencies.

Post-master's students must successfully complete graduate didactic and clinical requirements of the master's specialization and are expected to master the same outcome competencies as master's students pursuing the specialization in Nursing Informatics, including the master's core competencies and the specialization competencies. The student will complete 240 practicum hours during progression through the certificate program.

Courses may be waived if the individual's master's transcript indicates that s/he has successfully completed the required course or its equivalent. Waivers and exceptions will be determined for individual students through a gap analysis as determined by the Program Director or College Dean.

Upon completion of the Post Graduate Certificate in Nursing Informatics, students should be able to:

- Evaluate information requirements for nursing practice.
- Use principles of database management to collect and analyze the comprehensive data, information, and knowledge pertinent to a situation in nursing practice.
- Use principles of project management to develop and implement a plan that prescribes strategies, alternatives, and recommendations to attain expected nursing informatics outcomes.
- Integrate current theories of technology implementation to influence the identified plan, enhance the abilities of other professionals, and effect change in nursing practice.
- Analyze computer and information technologies for their application to nursing practice.
- Collaborate with professionals in other informatics-related disciplines to develop informatics solutions to nursing problems.
- Develop strategies for introducing, modifying, and evaluating information systems for nursing practice.

POST GRADUATE CERTIFICATE IN NURSING INFORMATICS 32 CREDITS

Select two of the following elective courses:

NSG5000	Role of the Advanced Practice Nurse	4
NSG6005	Pharmacology	4
IST5020	Information Systems Fundamentals	4
IST6000	Principles of Systems Development	4
IST6101	Web Technologies	4
PMC6601	Foundations of Project Management	4
Required:		
ITS5010	Information Technology Infrastructure	4
NSG6650	Introduction to Nursing Informatics	4
NSG6652	Issues and Trends in Nursing Informatics	4
NSG6670	Practicum I: Database Management in Nursing Informatics	4
NSG6680	Practicum II: Project Management in Nursing Informatics	4
NSG6999	Graduate Project in Nursing	4

NURSING

NSG3001 Introduction to the Profession of Nursing

Prerequisites: Admission to the Bachelor of Science in Nursing Program

Co-requisites: NSG3009, NSG3011, NSG3014

This course introduces professional nursing as a discipline based profession, centered in the art of caring and integrating principles of holism in its foundation of service. Topics discussed include evolution and philosophy of nursing, theoretical foundations of practice, legal and ethical issues, healthcare delivery systems, finance and healthcare policy. Students are introduced to critical thinking, the nursing process and documentation. Students learn the unique contribution of nursing to society. The health illness continuum, health promotion, basic human needs, therapeutic communication and nurse client interactions are explored, including the interdisciplinary team approach. *4 quarter hours*

NSG3005 Transition into Professional Nursing for RNs

Prerequisites: Admission to the RN to Bachelor of Science in Nursing Degree Completion Program

This course introduces the student to baccalaureate nursing practice, centered in the art of caring and integrating of holism in its foundation of professional service. Students utilize critical thinking and communication skills as they explore issues related to the evolution and philosophy of nursing, theoretical foundations of practice, legal and ethical issues, healthcare delivery systems, finance and healthcare policy. *4 quarter hours*

NSG3006 Professional Nursing Practice

Prerequisites: Admission into the Bachelor of Science in Nursing program

This course provides an introduction to the theories, concepts, and knowledge necessary in professional nursing practice. Emphases are on professional role development; the value of lifelong learning and the trends, issues, values, and standards for advanced nursing practice. The student explores the application of five integral components of the nursing profession: Caring, Communication, Critical Thinking, Professionalism, and Holism in the professional practice role. *2 quarter hours*

NSG3009 Principles of Assessment

Prerequisites: Admission to the Bachelor of Science in Nursing Program
Co-requisite: NSG3001, NSG3011, and NSG3014

This course introduces the beginning level nursing student to a systems approach to physical assessment. Each physiological system will be studied with inclusion of normal or expected findings as well as abnormal or pathological findings. A lifespan approach and an end of course integration toward a comprehensive holistic assessment of person will be included. Therapeutic communication skills and cultural diversity issues are integrated. *3 quarter hours*

NSG3011 Principles of Assessment Lab

Prerequisites: Admission to the Bachelor of Science in Nursing Program
Co-requisite: NSG3001, NSG3009, and NSG3014

This laboratory course is designed to provide the student with practical application of NSG3009. Students will be expected to integrate all components of assessment to perform comprehensive holistic assessments. Students practice interviewing skills, obtain health histories, and perform physical assessments. Satisfactory performance of all assessment skills is necessary for successful completion of the course. *4 quarter hours*

NSG3012 Principles of Assessment for RNs

Prerequisites: NSG3005 or NSG3006

This course builds on the physical assessment skills of the registered nurse. The course takes a systems approach to physical assessment and includes both normal and abnormal findings. *4 quarter hours*

NSG3014 Critical Reading, Studying and Thinking in Nursing

Prerequisites: Admission to the Bachelor of Science in Nursing Program

Co-requisites: NSG3001, NSG3009, NSG3011

Designed to equip nursing students with the active learning skills needed to excel in the nursing education program, emphasis will be on critical reading, self-management and complex knowledge acquisition as well as development and application of critical thinking to actual material students will be studying. Concrete strategies for preparing for and taking tests will be included. *2 quarter hours*

NSG3016 Caring for a Multicultural Society

Prerequisites: Admission to the RN to Bachelor of Science in Nursing Degree Completion Program and the Bachelor of Science in Nursing Program

This course focuses on ways to assist the nurse to provide holistic care in a multicultural society. Theories related to culture and caring, holism, and spirituality are used as a foundation for understanding our multicultural world. Specific cultural practices, beliefs and issues affecting the health of persons and communities are studied. *2 quarter hours*

NSG3022 Pharmacotherapeutics I

Prerequisites: Admission to the Bachelor of Science in Nursing Program
Co-requisite: NSG3027

This course addresses the basic principles of pharmacology and studies drugs using a pharmacotherapeutics approach. The course focuses on the major pharmacological classifications and utilizes a prototype approach. Current pharmacological principles, therapeutic effect, drug interactions, and side effects are emphasized. Drugs that affect neurological, cardiovascular, fluid and electrolyte, and hematological balance are included. *3 quarter hours*

NSG3023 Fundamentals of Nursing

Prerequisites: NSG3001, NSG3009, NSG3011, NSG3014
Co-requisite: NSG3024, NSG3027

This course focuses on holistic caring for basic human needs. Strategies to promote health and well-being are identified for inclusion into the care of the person. Also included is the care of persons with special needs including clients with immobility problems, skin integrity and wound problems, sensory alterations, the surgical client, elders and those requiring extended care. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. *3 quarter hours*

NSG3024 Fundamentals of Nursing Skills Lab

Prerequisites: None
Co-Requisite: NSG3023 and NSG3027

This laboratory course is designed to provide the student with practical application of NSG3023. Students are expected to prepare for each class session by reading or completing all assigned materials in advance. This class concentrates on psychomotor performance. Students will practice skills until proficient. Practice sessions may involve class partners and laboratory manikins and a variety of supplies and equipment. Students must satisfactorily perform all assigned skills to successfully complete the course. *4 quarter hours*

NSG3027 Fundamentals of Nursing Practice
Prerequisites: NSG3001, NSG3009, NSG3011, NSG3014
Co-requisite: NSG3022, NSG3023, NSG3024

This first clinical course is designed to provide the student with practical application of NSG3023 and NSG3024 and to assist the beginning level student to become grounded in caring for elders and person requiring long-term care. This course is conducted in extended care facilities where student focus on the skills of communication, assessment, and assisting residents with personal hygiene, feeding and mobility. Skills requiring sterile technique such as wound care and catheterization are integrated after these skills have been successfully completed in NSG3023. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable student to integrate theory and practice.
2 quarter hours

NSG3028 Caring for the Community
Prerequisites: NSG3009 and NSG3011, or NSG3012

This course focuses on the role of the nurse in the community and public health. The community and public health focus includes caring for people in the home, school, workplace, health department, as well as various agencies. Content focuses on the environment, epidemiological issues, and vulnerable populations across the lifespan, communicable disease, and health promotion. Perspectives on healthcare and community oriented nursing, influences on healthcare delivery, and conceptual and scientific approach applied to community oriented nursing are also emphasized. The principles of professional nursing care to culturally diverse individuals, families, and groups are integrated throughout the health-illness continuum.
4 quarter hours

NSG3032 Pharmacotherapeutics II
Prerequisites: NSG3022, NSG3023, NSG3024, NSG3027

Co-requisite: NSG3033, NSG3034
 A continuation of NSG3022, this course addresses the basic principles of pharmacology and uses a pharmacotherapeutic focus to study drugs. The course will focus on the major pharmacological classifications and will utilize a prototype approach. Current pharmacological principles, therapeutic effect, drug interactions, and side effects are emphasized. Content includes drugs that are used in the treatment of endocrine, reproductive, respiratory, gastrointestinal, bone and joint, cancer, immunologic, inflammatory and infectious disorders.
3 quarter hours

NSG3033 Caring for Adults I
Prerequisites: NSG3022, NSG3023, NSG3024, NSG3027
Co-requisite: NSG3032, NSG3034, NSG3036

This course serves as the foundational course in caring for adults with health alterations. This unit of study will concentrate on adults experiencing cardiovascular, respiratory, gastrointestinal, endocrine and related oncological disorders. Concepts of pathophysiology, pharmacotherapeutics, and holistic assessment are integrated throughout the course to promote assimilation of learning. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
5 quarter hours

NSG3034 Caring for Adults I – Practice
Prerequisites: NSG3022, NSG3024, NSG3023, NSG3027

Co-requisites: NSG3032, NSG3033
 This clinical practice course is designed to provide the student with application of theoretical content from NSG3033. Students, utilizing therapeutic communication, provide nursing care for adults experiencing health problems. The clinical focus will be related to adults experiencing cardiovascular, pulmonary, gastrointestinal, endocrine, cancer and immunological disorders. Emphasis is placed on the various nursing roles used to implement care and meet the needs of ill adults and their families. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
5 quarter hours

NSG3036 Introduction to Nursing Research
Prerequisites: NSG3022, NSG3023, NSG3024, NSG3027
Co-requisite: NSG3033

Students are introduced to concepts, issues and processes in nursing research and its application to practice. Emphasis is placed on the review, analysis, evaluation, and application of current nursing research. Selected research studies are critiqued.
3 quarter hours

NSG3042 Caring for Women and Neonates
Prerequisites: NSG3032, NSG3033, NSG3034, NSG3036
Co-requisite: NSG3043, NSG3044, NSG3045

This course provides the student with a foundation for caring for women and neonates. Emphasis is on caring for women before, during and after childbirth. Caring for the neonate is also addressed. Traditional and nontraditional treatments and management of women's health issues are explored. Students will critically examine contemporary issues and concerns in gynecological and reproductive healthcare. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
4 quarter hours

NSG3043 Caring for Women and Neonates – Practice
Prerequisites: NSG3032, NSG3033, NSG3034, NSG3036
Co-requisite: NSG3044, NSG3045

This course is designed to provide the student with clinical application of NSG3042. Clinical experiences are provided in acute care settings including maternity services and newborn nursery and neonatal intensive care settings. Selected community experiences will also be included. Students utilize critical thinking skills in application of the nursing process in the care of neonates and women. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
5 quarter hours

NSG3044 Caring for Adults II
Prerequisites: NSG3032, NSG3033, NSG3034, NSG3036
Co-requisites: NSG3042, NSG3043, NSG3045

This course concentrates on caring for adults with sensory and neurological disorders. Concepts of pathophysiology, pharmacotherapeutics, and holistic assessment are integrated throughout the course to promote critical thinking and assimilation of learning. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
2 quarter hours

NSG3045 Caring for Adults II – Practice

Prerequisites: NSG3032, NSG3033, NSG3034, NSG3036

Co-requisites: NSG3042, NSG3043, NSG3044

This clinical practice course is designed to provide the student with application of theoretical content from NSG3044. Utilizing supervised acute, rehabilitative and community based clinical experiences provides nursing care practice for adults and geriatric adults experiencing health problems primarily in the areas of neurology and sensory disorders. Emphasis is placed on utilizing the nursing process to provide holistic care for a culturally diverse population. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. Students develop increased nursing skills, including problem solving and decision making, as they work toward becoming independent.
3 quarter hours

NSG3069 Caring for Diverse and Vulnerable Populations I

Prerequisites: NSG3001, NSG3009, NSG3011, NSG3014

This course focuses on caring for aggregates, particularly vulnerable populations. Concepts related to community and public health nursing are addressed. Among these are environment, epidemiological issues, and communicable disease. The nursing process is applied to groups and students are introduced to community-based care settings through observational experiences. Offered on the Columbia campus only.
4 quarter hours

NSG4028 Concepts of Teaching and Learning

Prerequisites: NSG3005

This course gives the registered nurse the opportunity to enhance his/her patient teaching skills and develop skills for staff education. Principles of learning, teaching strategies, communication and preparation of continuing education programs will be included. Considerations for teaching and learning with a diverse population will be explored.
4 quarter hours

NSG4029 Leadership in a Diverse Society

Prerequisites: NSG3005

This course prepares the registered nurse, not only for a professional leadership role, but will enhance his/her ability to work with professionals of other cultures. This course emphasizes professional leadership while assisting to develop specialized nursing management skills.
4 quarter hours

NSG4045 Health Promotion Across the Life Span

Prerequisites: NSG3005

This course prepares the student to practice holistic health promotion across the life span. Content includes assessment and planning care for individuals, families and aggregates. Special emphasis will be given to diverse and vulnerable populations.
4 quarter hours

NSG4050 Caring for Children

Prerequisites: NSG3042, NSG3043, NSG3044, NSG3045

Co-requisite: NSG4051, NSG4052, NSG4053

This course provides an understanding of the healthcare needs of children from birth to adolescence. Caring for the child and the family are addressed using the framework of holism. Health promotion, acute and chronic health concerns and injury prevention are addressed with integration of child growth and development issues. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
4 quarter hours

NSG4051 Caring for Children – Practice

Prerequisites: NSG3042, NSG3043, NSG3044

Co-requisite: NSG4050, NSG4052, NSG4053

This course is designed to provide the student with the clinical application of NSG4050. Supervised clinical experience takes place with children of various ages both in acute care and community settings. Students will learn to care for children within the framework of holism and caring. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
5 quarter hours

NSG4052 Caring for Adults III

Prerequisites: NSG3042, NSG3043, NSG3044

Co-requisites: NSG4050, NSG4051, NSG4053

This course will concentrate on caring for adults with male reproductive, renal and urological, hematological and musculoskeletal disorders. Concepts of pathophysiology, pharmacotherapeutics, and holistic assessment will be integrated throughout the course to promote assimilation of learning. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical thinking are incorporated throughout this course to enable students to integrate theory and practice.
2 quarter hours

NSG4053 Caring for Adults III – Practice

Prerequisites: NSG3042, NSG3043, NSG3044, NSG3045

Co-requisite: NSG4050, NSG4051, NSG4052

This course is designed to provide the student with clinical application of theoretical content from NSG4052. This practicum offers students opportunities to provide supervised care for a culturally diverse adult population in acute care and home health settings with healthcare problems related to movement and coordination, urinary function and male reproductive disorders. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
3 quarter hours

NSG4055 Illness and Disease Management Across the Life Span

Prerequisites: NSG3005, NSG3028

This course focuses on the experience of illness and chronicity. The student will apply concepts of health maintenance and restoration to individuals, families and aggregates. Strategies to increase the quality of life and minimize complications will be addressed.
4 quarter hours

NSG4060 Caring for Adults IV

Prerequisites: NSG4050, NSG4051, NSG4052, NSG4053

Co-requisites: NSG4061, NSG4062, NSG4063

This course concentrates on caring for critically ill adults. Content includes caring for patients with multiple trauma, shock, dysrhythmias, respiratory failure, Multiple Organ Failure, emergency and critical care. The challenge of holistic caring in high technologic environments is addressed. Concepts of pathophysiology, pharmacotherapeutics, and holistic assessment are integrated throughout the course to promote assimilation of learning. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
2 quarter hours

NSG4061 Caring for Adults IV – Practice

Prerequisites: NSG4050, NSG4051, NSG4052, NSG4053
Co-requisites: NSG4060, NSG4062, NSG4063

This course is designed to provide the student with clinical application of theoretical content from NSG4060. This clinical practice offers students opportunities to provide supervised care for a culturally diverse adult population in critical/emergency acute care and home health hospice settings with healthcare problems related to multiple system failures. Experiences include providing supervised nursing care within the critical care units, emergency room, PACU, and home hospice visits. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
3 quarter hours

NSG4062 Caring for Persons with Psychiatric/Mental Health Problems

Prerequisites: NSG4050, NSG4051, NSG4052, NSG4053
Co-requisites: NSG4060, NSG4061, NSG4063

This course provides the essential theoretical content for the performance of the professional mental health/psychiatric nurse. The conceptual framework of mental health/mental disorders is integrated in caring for culturally diverse individuals, families, and groups throughout the health illness continuum. Students will be introduced to psychiatric disorders, treatment modalities, and contemporary issues that affect persons with mental health/psychiatric problems. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. Emphasis will be placed on therapeutic communication.
4 quarter hours

NSG4063 Caring for Persons with Psychiatric/Mental Health Problems – Practice

Prerequisites: NSG4050, NSG4051, NSG4052, NSG4053
Co-requisites: NSG4060, NSG4061, NSG4062

Designed to provide the student with application of NSG4062, this clinical practice takes place in both inpatient psychiatric facilities and outpatient community settings utilizing the nursing process as well as critical thinking in caring for individuals experiencing specific psychiatric disorders. Group dynamics, treatment modalities, and strategies for prevention of mental illness are practiced. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
5 quarter hours

NSG4064 Financial Management for Nurses

Prerequisites: NSG3005
 This course explores nursing finance and budgeting issues. The course includes an overview of the healthcare system, ethics, leadership and budgeting strategies. The use of information technology is examined.
4 quarter hours

NSG4065 Complementary and Alternative Methods in Nursing

Prerequisites: NSG3005
 This course explores complementary and alternative methods of healing. Principles of psychophysiology of healing are discussed. Alternative therapies such as energy healing, imagery, and music therapy are examined.
4 quarter hours

NSG4066 Palliative Care

Prerequisites: NSG3005
 In this course the student explores concepts and issues in end of life care. Students learn strategies to give optimum end of life care to the individual and the family. Symptom management, legal/ethical consideration, grief and death are covered.
4 quarter hours

NSG4067 Gerontological Nursing

Prerequisites: NSG3005
 This course focuses on the care of the older adult. Pathophysiology of normal aging and common ailments will be discussed. The course examines the older adult in the community, long-term care and acute care.
4 quarter hours

NSG4069 Caring for Diverse and Vulnerable Populations II

Prerequisites: NSG3069
 This clinical course focuses on caring for aggregates, particularly vulnerable populations and applying the concepts related to community and public health nursing, such as environment, epidemiological issues, and communicable disease. The nursing process is applied to groups and communities under the supervision of their clinical instructor with an approved clinical preceptor. A seminar provides discussion of relevant topics linked to actual practice situations. (Offered on the Columbia Campus only).
2 quarter hours

NSG4070 Legal and Ethical Issues in Nursing

For BSN students:
Prerequisites: NSG4060, NSG4061, NSG4062, NSG4063
Co-requisites: NSG4071, NSG4072
For RN-BSN or RN-MSN students:
Prerequisites: NSG3005 or NSG3006
Co-requisites: None

This course analyzes professional ethical and legal issues with the ensuing nursing dilemmas integrating the factors of professional laws/standards, personal ethical stance, social, spiritual, transcultural, economic, institutional and political climate. Legal and ethical practice issues will be reviewed. Emphasis is given to the resolution of ethical dilemmas through ethical reasoning and ethical and legal obligations in professional patient relationships.
2 quarter hours

NSG4071 Transition into Professional Nursing

Prerequisites: NSG4060, NSG4061, NSG4062, NSG4063
Co-requisites: NSG4070, NSG4072
 This course is designed to assist the student in making the transition into professional practice. Students select, research, analyze and evaluate current issues affecting the nursing profession. The course explores selected topics involving socioeconomics of the healthcare environment, organizational structure and culture, healthcare delivery systems and the impact of political issues on the profession of nursing. Professional roles and responsibilities in leadership, management, consumer advocacy and a commitment to lifelong learning and professional growth are reinforced. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
6 quarter hours

NSG4072 Transition into Professional Nursing Preceptorship

Prerequisites: NSG4060, NSG4061, NSG4062, NSG4063

Co-requisites: NSG4070, NSG4071

This course is designed to provide the student, under the direction of the clinical faculty, with a concentrated select clinical nursing practice experience in a preceptorship arrangement with a designated Registered Nurse Preceptor. Students receive 150 hours (a minimum of 11 12 hour shifts or 16 8-hour shifts) in the clinical setting. Students gradually assume increased levels of clinical responsibilities in the transition toward entry into practice. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.
5 quarter hours

NSG4075 Holistic Professional Nursing
Prerequisites: Taken in the last quarter of the nursing program

This course allows the student to develop and initiate a plan of care for aggregates in the community. The plan will include concepts discussed throughout the curriculum. The student will practice roles of provider of care, designer/manager/ coordinator of care and member of a profession.
6 quarter hours

NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
Prerequisites: None

This course examines the role of the advanced practice nurse in the clinical, primary care, education, administration, health policy, and research arenas. The historical role of the nurse, change theory, and leadership models are emphasized. Self-reflection, self-mastery, professional integrity, empowerment, and ethical decision-making will be discussed to help the student transition from clinical nurse to the role of advanced practice nurse. A minimum grade of B is required to pass this course.
4 quarter hours

NSG5002 Advanced Theoretical Perspectives for Nursing
Prerequisites: Admission to the Master of Science in Nursing Program

This course explores theories related to nursing, healthcare and learning. Students will have the opportunity to analyze and critique various theories. Students will demonstrate how theory is applied to research. A minimum grade of B is required to pass this course.
4 quarter hours

NSG5003 Advanced Pathophysiology

Prerequisites: None

This course will examine common pathological conditions of the human. Pharmacologic, medical, and nursing interventions will be included. A minimum grade of B is required to pass this course.
4 quarter hours

NSG6001 Advanced Nursing Practice I

Prerequisites: NSG5002, NSG5003

In this course, the learner will synthesize content from physiology, pharmacology and nursing treatment modalities in order to develop expertise in nursing and collaborative practice. This course will focus on common health problems across the life span. A minimum grade of B is required to pass this course.
4 quarter hours

NSG6002 Advanced Nursing Practice II

Prerequisites: NSG6001

In this course, the learner will synthesize content from pathophysiology, pharmacology, genetics and genomics, and nursing treatment modalities in order to develop advanced practice skills in health promotion and disease prevention using national guidelines. A minimum grade of B is required to pass this course.
4 quarter hours

NSG6003 Teaching and Learning Strategies in Nursing

Prerequisites: NSG6001

This course provides content to assess and motivate learners. Classroom, clinical, simulation and other technology methods will be addressed. The emphasis is on developing the creativity of the nurse educator. A minimum grade of B is required to pass this course.
4 quarter hours

NSG6005 Pharmacology

Prerequisites: NSG6002

In this course the student reviews and comprehends the principles of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of drugs commonly used in the management of acute and chronic illnesses of the adult. Emphasis is on the therapeutic decision-making in drug selection and monitoring therapeutic responses for culturally diverse patients. Patient education, legal, ethical and economic issues are reviewed. A minimum grade of B is required to pass this course.
4 quarter hours

NSG6008 Clinical Psychopharmacology for Advanced Practice

Prerequisites: NSG6005

This course addresses the tenets of clinical psychopharmacology for advanced practitioners with focus on major drug classifications, physiological principles of treatment, and clinical application which includes decision making processes in prescribing, patient education, drug monitoring, and drug interactions.
4 quarter hours

NSG6020 Advanced Health and Physical Assessment

Prerequisites: NSG6002

This course is designed to apply holistic health concepts by performing culturally sensitive comprehensive history taking, physical and psychological assessment of client's signs and symptoms, pathophysiologic changes, and psychosocial variations of the client including the individual, family, and community. The purpose of this comprehensive assessment is for the student to develop a thorough understanding of the client's health status in order to determine appropriate and effective healthcare strategies that include health promotion and illness prevention across the life span. Taking into consideration client's diverse needs, a major focus is on symptom/health problem assessment, client teaching using a culturally appropriate approach and the selection and interpretation of screening and diagnostic tests in order to formulate and effectively communicate differential diagnoses. A minimum grade of B is required to pass this course.
6 quarter hours

NSG6101 Nursing Research Methods

Prerequisites: NSG5000, NSG5002, NSG5003

This course prepares the student to critique research studies, identify researchable problems within the clinical setting, and design research projects to generate and apply new knowledge. Both quantitative and qualitative research designs will be addressed. A minimum grade of B is required to pass this course.
4 quarter hours

NSG6102 Evaluation of Educational Outcomes in Nursing

Prerequisites: NSG5000, NSG5002, NSG5003

This course covers content relevant to testing and evaluating learners in classrooms, skills labs, and clinical practice settings. Content includes test construction and design; performance based assessment, assessment of critical thinking and standardized testing. A minimum grade of B is required to pass this course.
4 quarter hours

NSG6103 Curriculum Design and Evaluation in Nursing Education

Prerequisites: NSG5002, NSG5003

This course prepares the learner to design, examine, revise, and evaluate nursing curriculum. Connecting nursing curricula content to philosophy, outcomes, and outcomes will be analyzed. A minimum grade of B is required to pass this course.
4 quarter hours

NSG6201 Practicum in Nursing Education I

Prerequisites: NSG6003, NSG6102, and NSG6103

In this course, the learner enacts the role of the nurse educator. The focus of this course is health across the life span. Content will include both didactic and clinical teaching experiences. This course involves obtaining a local mentor and practicing the role of the nurse educator. The learner will synthesize caring and holism into teaching experiences. The majority of course time will be spent in an educational setting mutually agreed upon by the instructor and the student. Online time will be used to analyze and evaluate this experience. A minimum grade of B is required to pass this course.

4 quarter hours

NSG6202 Practicum in Nursing Education II

Prerequisite: NSG6201

Co-requisite: NSG6999

This course gives the learner the opportunity to choose an area of nursing education. The learner will obtain a local mentor and enact the role of the chosen nurse educator. The learner will synthesize the conceptual framework pillars of caring, communication, critical thinking, professionalism, and holism into clinical teaching experience. This course will run concurrent with NSG6999. A minimum grade of B is required to pass this course.

4 quarter hours

NSG6320 Practicum I: Adult Health – Adults and Gerontology

Prerequisites: NSG6005 and NSG6020

In this course the student analyzes and provides in depth care of alterations in adult health in acute care, correctional institutions, hospice and/or women's health settings. Students may acquire experience in two areas with faculty approval. Patient management will focus on evidence based practice and the nursing process of acutely ill adults. This is an advanced nursing practice experience for continuing beginning level adult ARNP students. Mentoring, coaching and precepting are provided by approved currently licensed physicians or ARNPs. A minimum grade of B is required to pass this course.

6 quarter hours

NSG6330 Practicum II Adult Health: Women's Health

Prerequisites: NSG6005, NSG6020

In this course the Nurse Practitioner student will learn how to manage the primary healthcare of women from menarche to senescence. Focus is on health promotion, disease prevention, and the clinical management and referral of common, recurring health problems of women. The student will identify normal physiologic alterations associated with reproductive health which are addressed with emphasis on health promotion behaviors. This is an advanced nursing practice experience for continuing beginning level adult ARNP students. Mentoring, coaching and precepting are provided by approved and currently licensed physicians or ARNPs. A minimum grade of B is required to pass this course. The student must also complete 180 precepted hours to complete this course.

6 quarter hours

NSG6340 Practicum III: Adult Health – Primary Care

Prerequisites: NSG6330

This course culminates the student's role as the Adult Health Advanced Practice Nurse through didactic and clinical experiences. The student continues to work with his/her approved local mentor and refines his/her practice of the Adult Health Advanced Practice Nurse role. Emphasis is placed on specialized clinical experiences to build the student's knowledge base. Clinical experiences may include practice with specialty practices. The student's level of function becomes more independent in practice. Classroom time is used to analyze and evaluate these experiences. A minimum grade of B is required to pass this course.

6 quarter hours

NSG6420 Practicum I: Family Health – Adult and Gerontology

Prerequisites: NSG6005, NSG6020

In this course the student enacts the role of the FNP Advanced Practice Nurse through didactic and clinical experiences. The student obtains and collaborates with an approved local preceptor and performs the role of a Family Nurse Practitioner in a clinical setting. The student creates a caring and holistic environment in their clinical experiences. During a weekly seminar, the students and faculty analyze and evaluate these experiences. A minimum grade of B is required to pass this course.

6 quarter hours

NSG6430 Practicum II: Family Health– Women's Health

Prerequisites: NSG6420

This course continues the student's role as the FNP Advanced Practice Nurse through didactic and clinical experiences. Students continue to work with their mentor to advance their FNP Advanced Practice Nurse role with more complex health disorders and disease states. The student may begin to use additional approved practice sites to augment their clinical experience. Using a seminar approach, students and faculty will analyze and evaluate these experiences based upon human diversity and social issues. A minimum grade of B is required to pass this course.

6 quarter hours

NSG6435 Practicum III: Family Health – Pediatrics

Prerequisites: NSG6005, NSG6020, NSG6420, NSG6430

The focus of this course is on advanced nursing and healthcare management of children and adolescents in primary care. Course content includes developmental, physiological, pathological, and psychosocial changes relative to health maintenance, acute and chronic illnesses, and developmental transitions within the family context.

6 quarter hours

NSG6440 Practicum IV: Family Health - Primary Care

Prerequisites: NSG6430

This course culminates the student's role as the FNP Advanced Practice nurse through didactic and clinical experiences. Students continue to work their approved local mentor and refine their practice of the FNP Advanced Practice Nurse professional role. Emphasis is placed on diverse clinical experiences that build upon the student's knowledge base. Clinical experiences may include practice with specialty practices in addition to the focus on primary care. The student's level of function becomes more independent in practice. Using a seminar approach, students and faculty will analyze and evaluate these experiences based upon human diversity and social issues. A minimum grade of B is required to pass this course.

6 quarter hours

NSG6601 Managing Complex Healthcare Systems

Prerequisites: Completion of core courses

This course examines the role of the nurse executive within complex healthcare environments, focusing on the conceptual frameworks of systems theory, complexity science, appreciative inquiry and organizational learning theory, as well as nursing administration models of organizational management.

4 quarter hours

NSG6605 Quality Outcomes and Financial Management in Healthcare Organizations

Prerequisites: Completion of core courses

This course provides an overview of quality, safety and performance improvement, including an analysis of care processes through evidence based practice, research and translation of innovation. In addition, this course provides an overview of healthcare financing and financial management for the nurse executive. Topics may include financial accounting, cost accounting, budgeting, capital expenditures, and reimbursement systems.

4 quarter hours

NSG6620 Practicum I: Quantitative Skills in Nursing Administration

Prerequisites: NSG6601 and NSG6605

This course is the first course in a two-course series which synthesizes content from the specialty administrative courses into a culminating "clinical" nursing administrative experience. In both courses the learner enacts the role of the nurse administrator. Content will include didactic and clinical administrative experiences. The course involves obtaining a local mentor and practicing the administrative role under guided mentorship. The majority of didactic coursework includes practical experience with budgets, developing and honing leadership style and expertise, initiating collaborative practice and teambuilding, as well as working with change and motivational theories. The learner will incorporate the five pillars of the conceptual framework into administrative experiences. The majority of clinical time will be spent in an administrative organizational setting. The practicum course will consist of 120 hours in the clinical setting. Online time will be used to analyze and evaluate this experience. A minimum grade of B is required to pass this course.

4 quarter hours

NSG6630 Practicum II: Qualitative Skills in Nursing Administration

Prerequisites: NSG6620

This course is the second in the set of two culminating administrative curricular experiences. It expands on previous didactic and clinical coursework, through didactic work in management areas such as quality management, patient care outcomes, and measurement of healthcare outcomes. Emphasis is placed on long-term and strategic planning, incorporating personnel management tactics such as performance.

4 quarter hours

NSG6650 Introduction to Nursing Informatics

Prerequisites: Completion of core courses and IST5010

This course explores the role of the nurse informaticist using the ANA Scope and Standards of Practice for Nursing Informatics. Informatics theories, including Rogers Theory of Diffusion of Innovation, the Technology Acceptance Model, and Locusin's Technology Competence as Caring in Nursing will be examined.

4 quarter hours

NSG6652 Issues and Trends in Nursing Informatics

Prerequisites: NSG6650

This course examines issues and trends in nursing informatics from sources such as professional and governmental regulations, academic and professional literature, and case studies. Topics may include the Health Information Portability and Accountability Act, meaningful use, and Health Level 7, with an emphasis on how these issues affect nursing informaticists in their current and future roles.

4 quarter hours

NSG6670 Practicum I: Database Management in Nursing Informatics

Prerequisites: NSG6652

This course is the first course in a two-course series which synthesizes content from the specialty informatics courses into a culminating "clinical" nursing informatics experience. In both courses the learner enacts the role of nursing informatics professional. Content will include didactic and clinical informatics experiences. The course involves obtaining a local mentor and practicing the informatics role under guided mentorship. The didactic portion of this course will involve setting up and maintaining a database to address current challenges in nursing informatics. Data will be collected, stored, and analyzed using database software. The majority of clinical time will be spent in an informatics organizational setting mutually agreed upon by the instructor, the mentor, and the student. The practicum course will consist of 120 hours in the clinical setting. Online time will be used to analyze and evaluate this experience. A minimum grade of B is required to pass this course.

4 quarter hours

NSG6680 Practicum II: Project Management in Nursing Informatics

Prerequisites: NSG6670

This course is the second course in a two-course series which synthesizes content from the specialty informatics courses into a culminating "clinical" nursing informatics experience. In both courses the learner enacts the role of nursing informatics professional. Content will include didactic and clinical informatics experiences. The course involves obtaining a local mentor and practicing the informatics role under guided mentorship. The didactic portion of this course will involve managing a nursing informatics project through the life cycle using project management software. The majority of clinical time will be spent in an informatics organizational setting mutually agreed upon by the instructor, the mentor, and the student. The practicum course will consist of 120 hours in the clinical setting. Online time will be used to analyze and evaluate this experience. A minimum grade of B is required to pass this course.

4 quarter hours

NSG6999 Graduate Project in Nursing

Prerequisites: NSG6101 and successful completion of at least one graduate practicum in Nursing Taken in the last quarter of the Master of Science in Nursing Program and the RN to Master of Science in Nursing Program.

The capstone project is a synthesis and application of advanced nursing knowledge, scholarship, and research in the area of specialization. The student's inquiry is focused in the area of the specialty concentration. The student develops a scholarly project that will either demonstrate an application of evidence to practice for a substantive change, or generate a proposal for new nursing knowledge. Emphasis is placed on application of evidence-based research methodology, scholarly writing, and critical thinking. These scholarly projects are presented in both written and oral form. A minimum grade of B is required to pass this course.

4 quarter hours

NSG7000 Organization and Systems Leadership for Nursing Practitioners

Prerequisites: Admission to the Doctor of Nursing Practice (DNP) program

Sixty-five percent of sustainable change in organizations and disciplines originates from external forces, which is consistent with the nursing profession. This course is intentionally general because nurses, even nurse executives, tend to believe that their leadership and management issues are unique. This course is intended to debunk isolationist thinking in favor of bringing nursing leadership into the mainstream of contemporary organizational dialogue. Further, the course invites nurses to engage in a different conversation by giving students a common vernacular, thinking structures, and experiences that they can leverage to successfully communicate with non-nurse leaders and managers in their organizations and systems. The course emphasizes leadership development for complex organizations and systems through a process of self-inquiry. The developmental needs of the student are identified. Unique leadership characteristics are examined and enhanced under the lens of transformational change. Course content focuses on synthesis of theoretical leadership concepts with personal and professional values. Students will incorporate the five pillars of the conceptual framework into administrative experiences. Topics are rooted in teaching solutions to real problems facing contemporary business leaders. The content emphasizes leadership development, core business skills, ethical comportment, and social responsibility. The outcome of the course is a deeper knowledge of leadership, greater confidence, and a keen awareness of the values that guide executive decisions. A minimum final grade of B or better is required to successfully complete this course.

4 quarter hours

NSG7005 Clinical Prevention and Population Health

Prerequisites: Admission to the Doctor of Nursing Practice (DNP) program

This course provides students with conceptual frameworks for advanced public health nursing practice, as well as exploring the contributions of population science to the health of the public. Analysis of population-focused nursing research and public health nursing management strategies is explicitly incorporated. Nursing models, theories, and evidence for critiquing and designing population-focused interventions form the basis for this course. Students apply principles, theory, and research about epidemiology/public health/public health nursing interventions in resolution of population-focused health issues. Collaborating with community-based partners to achieve public health objectives is expected. A minimum final grade of B or better is required to successfully complete this course.
4 quarter hours

NSG7010 Healthcare Policy

Prerequisites: Admission to the Doctor of Nursing Practice (DNP) program

This course advances students' abilities to analyze the politics, institutions, norms, and key stakeholders involved in agenda-setting, legitimating, and decision-making of health policy in the United States. Students learn to utilize analytical frameworks to explain how the policymaking process works, relates to the substance of policy, and applies to contemporary healthcare and nursing issues. Specific methods and strategies which healthcare providers use to influence health policy are explored with respect to grassroots organizing, advocacy, building coalitions among stakeholders, lobbying, working with media, developing and sustaining relationships with legislators and providing expert professional testimony as part of the policy-making process. The focus of dialogue includes ethical principles, as well as legal and regulatory issues that impact the health of the public. The preferences of individuals (politics), economic, psychological, social and technological determinants will be examined. The course also examines the impact of policy on the healthcare workforce, especially on nursing deployment and utilization. A minimum final grade of B or better is required to successfully complete this course.
4 quarter hours

NSG7015 Financial Management and Resource Utilization

Co- or Prerequisite: NSG7010

This course focuses on complex variables that influence financial management and resource utilization in nursing and healthcare. The conceptual basis and methods of financial analysis and decision making pertinent to healthcare delivery systems are analyzed. Healthcare economics, marketing principles, human resource management, and the influence of health policy and Healthy People 2010 objectives that impact current healthcare environments are explored. A minimum final grade of B or better is required to successfully complete this course.
4 quarter hours

NSG7020 Evidence, Effectiveness, and Clinical Quality

Prerequisites: Admission to the Doctor of Nursing Practice (DNP) program

This course provides the metrics for assessment, use, and evaluation of scientific data into evidence-based nursing practice. The steps in translating evidence into practice are explored. Knowledge assessment, clinical effectiveness, and tools for applying evidence to practice are emphasized. The goal of this course is to provide students with the knowledge and skills necessary to assume a leadership role in transforming care in complex organizations and environments. Strategies for creating a culture of evidence-based practice are embedded in course requirements. Barriers to evidence-based practice are identified. A minimum final grade of B or better is required to successfully complete this course.
4 quarter hours

NSG7200 Advanced Nursing

Field Experience I

NSG7205 Advanced Nursing

Field Experience II

NSG7210 Advanced Nursing

Field Experience III

Prerequisite NSG7200: Admission to the Doctor of Nursing Practice Program

Prerequisite NSG7205: NSG7200

Prerequisite NSG7210: NSG7205

Theory, evidence, and the systematic translation of nursing science into practice provide the basis for Doctor of Nursing Practice (DNP) practica experiences across the program of study. Students investigate clinical problems and refine their clinical translational capabilities within the context of the broader health care system. Clinical learning is directed toward systematic application of knowledge and scientific discovery in resolving new or persistent problems affecting the safety and quality of patient care. The course focuses on mentored clinical application of evidence-based knowledge and skills, independent investigation and evaluation of outcomes, support knowledge acquisition, as well as integration of the DNP role into the complex circumstances of contemporary nursing practice. Leadership, consultation, advocacy, fiscal accountability, and interdisciplinary collaboration serve as core competencies to effect organizational change. A minimum final grade of B or better is required to successfully complete each of these courses. *Each course will be selected for 4 or 6 credit hours based upon the total number of clinical hours required by the student for degree completion. DNP program clinical hour requirements are calculated from total masters preparation clinical hours and accreditation requirements for total Bachelor of Science in Nursing clinical hours.*

NSG7220 Evidence Based

Transition Practicum

PREREQUISITES: Admission to the Doctor of Nursing Practice (DNP) Program.

This clinical course explores the nature of evidence in practice as it relates to the discipline of nursing. This course will emphasize critical appraisal of nursing research as evidence, knowledge development activities in practice and activities aimed at improving the reliability of healthcare practice and outcomes in the clinical setting. *Variable credits hours 1 to 6 credits depending on student post-baccalaureate clinical experience.*

NSG8100 Capstone in Applied Practice I

NSG8105 Capstone in Applied

Practice II

NSG8110 Capstone in Applied

Practice III

NSG8115 Capstone in Applied

Practice IV

Prerequisite NSG8100: NSG7020

Prerequisite NSG8105: NSG8100

Prerequisite NSG8110: NSG8105

Prerequisite NSG8115: NSG8110

This integrated scholarly effort is presented in a series of four sequential one-credit offerings that provide the Doctor of Nursing Practice (DNP) student with substantive opportunities to engage in exploration of a critical clinical question. This comprehensive exploration is conducted as a mentored experience and includes identification, development, implementation, evaluation and dissemination of an independent scholarly project. This scholarly project focuses on problems of practice within a defined organization or within specific populations. Each course builds on the existing knowledge and practice expertise of the DNP student within the broader context of translating science into clinical practice or solving for intractable clinical problems in which outcomes management, including quality and safety, are essential. The range of projects varies according to the interest of the individual DNP student. In this course, the DNP student identifies a population or problem of interest. Students are expected to write a definitive problem statement, identify the scope and epidemiology of the problem, and write a comprehensive literature review. To complete the objectives of this course successfully, the DNP student is expected to practice a minimum of 100 hours in a clinical area related to their topic of interest and provide documentation from clinical sources regarding the scope of the problem. Each student will be required to submit individual objectives at the beginning of the semester for each of the four courses. The objectives will be signed by the student and the mentor. The student will be evaluated according to the requirements of the course within the context of the agreed-upon objectives. A minimum final grade of B or better is required to successfully complete each of these courses.

1 quarter hour per course

MHC6306 Human Resource Management in Healthcare Organizations
Prerequisites for Master Business Administration, Healthcare Administration students – Completion of all Foundation Courses
Prerequisites for Accelerated Master of Business Administration, Healthcare Administration Students - MBA5009
Prerequisites for MSN Students: None
Presentation of human resource management principles as applied in healthcare organizations. Examines the unique aspects of managing healthcare professionals including recruitment and retention; staff privileges; legal issues; job design and analysis; compensation; and labor relations.
4 quarter hours

COURSE DESCRIPTIONS

PROJECT MANAGEMENT

PMC6601 Foundations of Project Management
Prerequisites: Completion of core courses or by permission of Program Director
Prerequisites for MSN students: None
This course introduces the student to the challenges associated with projects in the business arena. The course introduces the terms and conceptual framework for Project Management as detailed in the ANSI Standard Guide to the Project Management Body of Knowledge (PMBOK Guide®). The course focuses on the processes of project integration management including initiating projects, project planning, executing project plans, controlling and monitoring project work, and closing the project. The course reviews the nine knowledge areas in the PMBOK Guide as foundation for subsequent courses in the specialization. Students also analyze how project management relates to other management disciplines such as leadership, ethics, strategic management, operations management, and human resources management. The student is introduced to project management software that will be used throughout the specialization.
4 quarter hours

IST6000 Principles of Systems Development
Prerequisites: IST5010 and IST5020
System development and design and software engineering methodologies, with emphasis on object-oriented analysis, design and implementation of information systems, distributed information systems, information systems life cycle models, and platforms with discussions of requirements definition and management, modeling quality assurance and development environments.
4 quarter hours

IST5020 Information Systems Fundamentals
Prerequisites: None
Real-world projects dealing with issues related to development, management and maintenance of medium-size and large-scaled information systems with emphasis on business information systems for a distributed environment. The identification of vulnerabilities and risks inherent in the operation of information systems are also explored.
4 quarter hours

IST6101 Web Technologies
Prerequisites: IST5010 and IST5020
Design and implementation of distributed information systems involving the technologies developed for the World Wide Web. Client/server architectures, graphical user interfaces, concurrent and distributed programming, distributed information systems server architectures, database connectivity and standard enterprise development packages.
4 quarter hours

IST5010 Information Technology Infrastructure
Prerequisites: None
Concepts, systems development and effective use of up-to-date tools and application software, focusing on IT infrastructure, systematic approach to management, processes involved in managing IT infrastructures, best practices to IT service support and service delivery, the place of IT infrastructure and IT service in an organization, IT management frameworks, and concepts of the work processes used to manage an IT infrastructure.
4 quarter hours

Educational Need

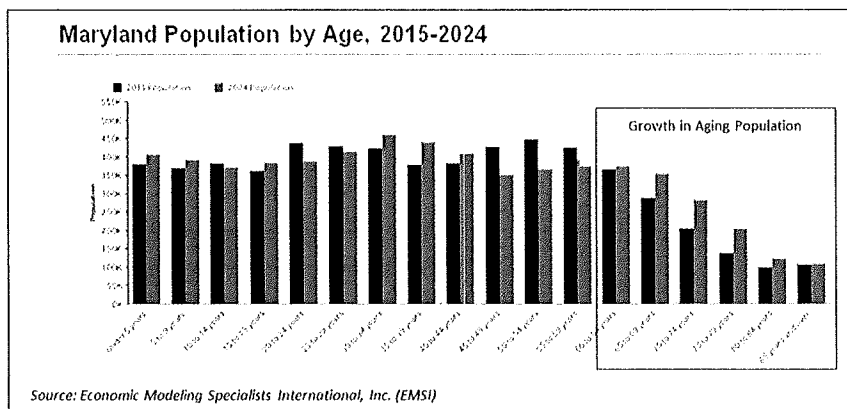
1 | Market Research supporting Maryland Application Requirements for Educational Need Nursing Programs

Objective:

Provide current data and analysis to demonstrate that South University's proposed programs for nursing degrees meet critical and compelling regional or statewide educational need. Research includes market demand, job market, societal needs, and an outline of differences and similarities between the proposed programs and similar existing programs in Maryland. The programs are: Post-graduate certificates in Adult-Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, Nurse Administrator, and Nurse Educator. Nursing Informatics programs are also included at the post-graduate certificate master's degree levels.

Regional and Statewide Demand

Maryland's projected demographics point to higher future demand for nurses. According to the Council for Collegiate Education for Nursing, the drivers of future demand include population growth, aging of the population and increased incidence of chronic diseases.ⁱ Maryland's population has grown 4.4% in the past five years and is projected to increase 3% by 2024, while the 65-and-older population is projected to increase by 28.35% over the same period.ⁱⁱ According to Maryland's Center for Chronic Disease Prevention and Control, chronic diseases account for 75% of health care costs and are among the leading causes of death in the state.ⁱⁱⁱ



South University's post-graduate certificate program in Adult-Gerontology Primary Care will prepare nurses to provide direct advanced practice nursing health care services for this aging population.

South University's nursing programs will directly support the occupational and educational needs of one of Maryland's top industries. The Health Care industry is the second largest source of employment in Maryland. There were 423,689 Health Care jobs in 2014, up from 421,374 in 2013.^{iv}

The Maryland Higher Education Commission and the Health Services Cost Review Commission have been working on expanding the capacity to educate nurses in Maryland since the 1980s, through programs known as Nurse Support Program (NSP) I and II. In 2012, NSP II was modified to include increased doctoral education support for greater development of new and existing nursing faculty. The state provided \$77 million in support grants to Maryland educational institutions between 2007 and 2013 for development of nursing faculty. South University's Nurse Educator post-graduate certificate program will help Maryland alleviate its shortage of qualified nursing faculty, which has been

2 | **Market Research supporting Maryland Application Requirements for Educational Need** *Nursing Programs*

determined by the Maryland Higher Education Commission as an obstacle to growth for nursing programs that are intended to relieve projected nursing shortages in the state.

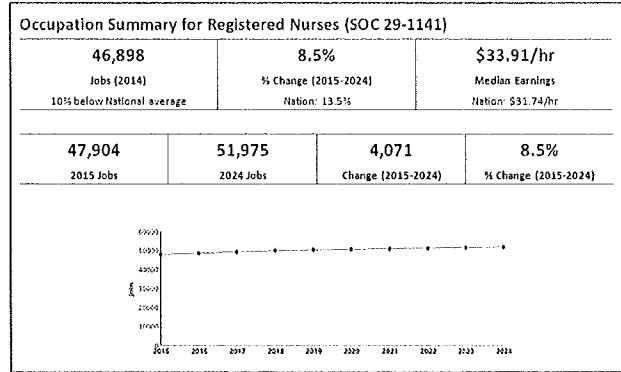
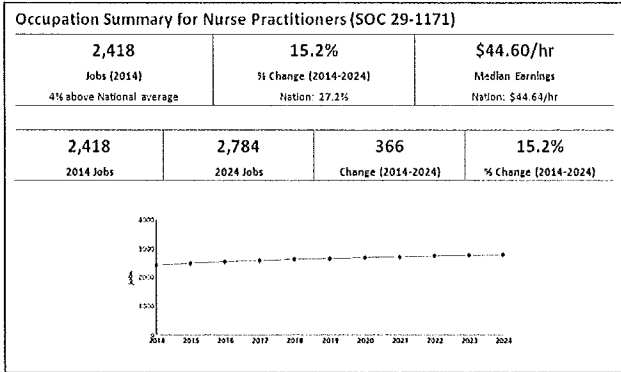
The Maryland Health Services Cost Review Commission supports the Institute of Medicine recommendations to increase the educational attainment levels of registered nurses in the state.^v These goals include 80% of the RN population having BSNs, and doubling the number of doctorates by 2020.

Despite progress realized through the NSP programs, Maryland is one of 16 states projected to have a nursing shortfall by 2025.^{vi} A shortfall of 12,100 is expected, relative to the projected demand in 2025. Other trends that will increase the demand for nurses include nurse retirements, changes in patient care due to the state's Medicare waiver, additional patient populations resulting from the federal Affordable Care Act, hospital shifts to magnet status, and transition to a care coordination model.^{vii} The effect of the January 2014 Medicare waiver is that the state's hospitals now operate on a value of services model, instead of a volume model, and this means a greater emphasis on preventive care and coordination of services. ACA implementation resulted in insurance coverage for an additional 67,000 Maryland previously uninsured residents, 90,000 newly eligible primary adult care citizens, and newly eligible Medicaid recipients. The ACA will "increase demand for nurses as it strives to build a health care system that meets the national 'Triple Aim' for healthcare – better health, better care, and lower cost."⁵

Market Demand and Occupational Need

A 2008 joint study by the Robert Wood Foundation and the Institute of Medicine, *The Future of Nursing: Leading Change, Advancing Health*, made specific recommendations on how to transform the nursing profession to meet the challenges of a changing health care landscape. Profound changes in the nursing profession, the largest segment of the US health care system, will be required to fulfill the vision of the Affordable Care Act (ACA). Nurses are increasingly expected to provide primary preventive care, collaborate across the spectrum of health professionals, and effectively analyze complex health data and information. These new competencies are straining the existing nursing education system which is already struggling to address the shortage of nurses. Recommendations from the joint study are building blocks to improve health care quality, expand innovative models of care, and improve accessibility and value of health care through nursing. This study was the source of the recommendations to increase the population of RNs holding BSN degrees to 80%, and to double the number of nurses with a doctorate by 2020, in order to increase the number of researchers and faculty in nursing.^{viii} South University post-graduate certificate and master's programs will prepare more nurses to meet these needs.

3 | **Market Research supporting Maryland Application Requirements for Educational Need**
Nursing Programs



Projected labor market data^{ix} for Registered Nurses and Nurse Practitioners indicates growth in both occupations in the state, with an estimated 8.5% more RN jobs and 15.2% more nurse practitioner jobs by 2024. Although these two occupational categories do not account for all nursing jobs, these projected workforce numbers highlight the need for additional nurses, especially when considered in light of The Future of Nursing report’s projected demand for 72,000 nurses versus projected supply of 59,900.^x

Societal Need

The most important societal need met by well-educated nurses is to improve the health and well-being of the populace. Studies on the impact of the nursing profession and patient care have identified correlations between larger or better-educating nursing staffs and patient well-being. A Health Services Research study found a relationship between higher education levels among a hospital’s nurses and lower patient mortality rates.^{xi} Other studies have similarly confirmed that higher numbers of nurses, and higher nursing education levels, correlate with better patient outcomes.^{xii}

Maryland has 55 Medically Underserved Areas/Populations, designated by the US Department of Health and Human Services as facing barriers to health care access.^{xiii} Over half of the state’s residents live in 48 Health Professional Shortage Areas, and the US Health Resources and Services Administration estimates that 160 additional primary care providers are needed to provide sufficient care in these areas.^{xiv} More advanced practice nurses, along with physician assistants and primary care physicians, are needed to reduce these shortages. South University’s post-graduate certificates in Family Nurse Practitioner and Adult-Gerontology Primary Care Nurse Practitioner will enable more nurses to provide the primary care services needed in these underserved areas and across the state.

4 | **Market Research supporting Maryland Application Requirements for Educational Need**
Nursing Programs

Comparison of South University Programs with Current Maryland Programs

A review of Maryland nursing programs found that no single institution currently offers equivalents to all of the South University programs discussed here. No schools offer an RN-to-MSN program with a focus on Nursing Informatics, and no schools offer a post-graduate certificate in Nurse Administrator, suggesting that the South University programs would fill a current gap in these two areas.

Overview of Relevant Program Offerings in Maryland							
Institution	MSN	RN-to-MSN	Post-Graduate Certificate				
	Informatics	Informatics	Informatics	Adult-Gerontology Primary Care	Nurse Educator	Nurse Administrator	Family Primary Care
South University	yes	yes	yes	yes	yes	yes	yes
Current Programs in Maryland							
Coppin State University	no	no	no	no	no	no	yes
Johns Hopkins University	no	no	no	yes	yes	no	yes
University of Maryland-Baltimore	yes	no	yes	no	yes	no	no
University of Phoenix-Maryland Campus	yes	no	no	no	no	no	no

Maryland Masters Programs in Nursing Informatics

Nursing Informatics is part of the field of health informatics, the growth of which is evidenced by a 2014 recommendation by 18 professional and educational organizations to the US Bureau of Labor Statistics, asking that the bureau establish a new Standard Occupational Classification for Health Informatics Practitioner.^{xv} The American Association of Colleges of Nursing includes Informatics and Healthcare Technologies as one of its nine Essentials for master’s-level education in nursing.^{xvi}

The Healthcare Information and Management Systems Society (HIMSS) surveyed the national nurse informatics community in 2004, 2007, 2011 and 2014 in order to profile current status and emerging trends in this profession. Growth is evidenced even in the number of survey respondents, totaling 1,047 in 2014 compared with 660 in 2007.^{xvii} The survey also shows practitioners are attaining higher levels of education, suggesting ongoing demand for graduate programs. In 2014, 41% of respondents had master’s degrees, compared with 31% in 2004. Average salary for respondents with post graduate degrees was \$107,215 in 2014, compared with \$90,801 for those without a post graduate degree. In a separate survey of 298 health organizations’ IT executives, HIMSS found the percentage of organizations with a Chief Nursing Information Officer had doubled since the 2013 survey, to 15%.^{xviii}

Two master’s-level programs in Nursing Informatics are currently available in Maryland. The University of Maryland-Baltimore offers a Master’s of Science degree with a specialization in Nursing Informatics. Just over half of the program’s credits (53%) are focused on informatics: Technology Solutions for Generating Knowledge in HealthCare, Systems Analysis and Design, Information Technology Project Management, Healthcare Database Systems, Nursing Informatics Concepts and Practice in Systems Adoption, Human-Technology Interaction in Healthcare, and a Practicum in Nursing Informatics.

5 | **Market Research supporting Maryland Application Requirements for Educational Need**
Nursing Programs

The University of Phoenix-Baltimore program is a joint Master’s of Science in Nursing and Master’s of Health Administration with a concentration in Health Care Informatics. Thus it has a greater focus on administrative and leadership functions compared with informatics. Only 17% of the available program credits are focused on informatics: Health Information Systems, Organizational Systems and Informatics, Concepts of Health Care Informatics, Systems Life Cycle, and Data Management and Design.

At South University, 69% of the program’s credits are focused on informatics, with a major emphasis on practical application: Information Technology Infrastructure, Introduction to Nursing Informatics, Issues and Trends in Nursing Informatics, Database Management in Nursing Informatics Practicum, Project Management in Nursing Informatics Practicum, and a Graduate Project in Nursing Informatics.

Maryland MSN Programs in Nursing Informatics		
Institution	Percent Informatics	Degree (Concentration)
Current Programs in Maryland		
University of Maryland-Baltimore	53%	MS (Nursing Informatics)
University of Phoenix-Maryland Campus	17%	Joint MSN/MPH (Health Care Informatics)
South University		
South University	69%	MSN (Nursing Informatics)

Maryland RN-to-MSN Nursing Programs: Specialization in Nursing Informatics

As referenced above, Maryland seeks to have 80% of nurses with BSNs and to double the number of nursing doctorates by 2020. Progress toward these goals is furthered by RN-to-MSN programs which enable licensed nurses to attain both a bachelor’s and master’s degree. These programs not only help fulfill the 80% BSN goal, but also position practitioners to pursue doctoral studies. As noted above, practitioners in nursing informatics are increasing in demand. South University’s RN-to-MSN program with a concentration in Nursing Informatics will educate practitioners in this field. None of the current RN-to-MSN programs in Maryland offer a specialization in nursing informatics.

Three universities currently offer RN-to-MSN programs in Maryland. These programs offer the following areas of concentration: Clinical Nurse Educator or Health Care Leadership (Salisbury University); Health Services Leadership/Management (University of Maryland-Baltimore); Leadership/Management, Education, or Population-Based Care Coordination (Stevenson University). South University’s RN-to-MSN program offers five areas of concentration: Adult Health Nurse Practitioner, Family Nurse Practitioner, Nurse Administrator, Nurse Educator, and Nursing Informatics. All of the South University concentrations are designed to provide practitioners in areas of growing demand.

The South University concentration in Adult Health Nurse Practitioner will also be unique among RN-to-MSN concentrations in Maryland, and will prepare practitioners to meet health care needs of the state’s growing population of citizens aged 65 and older. As noted above, this group is projected to increase 28.35% by 2024.

6 | **Market Research supporting Maryland Application Requirements for Educational Need**
Nursing Programs

Maryland RN-to-MSN Programs		
Institution	Semester Credits	Concentrations
Current Programs in Maryland		
Salisbury University	143 to 159	Clinical Nurse Educator, Health Care Leadership
University of Maryland-Baltimore	121	Health Services Leadership/Management
Stevenson University	120	Leadership/Management, Education, Population-Based Care Coordination
South University		
South University	142 to 155	Adult Health Nurse Practitioner, Family Nurse Practitioner, Nurse Administrator, Nurse Educator, Nursing Informatics

Maryland Post Graduate Certificate Nursing Programs

Continuing education is important to ensure that Maryland’s nursing workforce can adapt to changes in the healthcare landscape. Post-graduate certificate programs for MSN degree holders enable nurses to advance their expertise in specific areas of practice. South University post-graduate certificates in Adult-Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, Nurse Administrator, Nurse Educator, and Nursing Informatics will prepare nurses to meet the state’s goals in these areas of growth.

Adult-Gerontological Primary Care Nurse Practitioner

Johns Hopkins University is the only Maryland school that currently offers a post-graduate certificate for Adult-Gerontological Primary Care Nurse Practitioner. Courses are focused on health assessment, diagnosis, and illness management as well as advanced practice in primary care for adult and geriatric patients.

South University’s program is focused on community-based care with an emphasis on at-risk and vulnerable populations. The program includes studies in pharmacology, advanced health and physical assessment, and three practicum courses in adult health with focus on adult/geriatric, women, and primary care. A graduate nursing project is also part of the curriculum.

Family Nurse Practitioner

Two Maryland schools offer a post-graduate certificate for Family Nurse Practitioner. Coppin State University and Johns Hopkins University programs include courses on health assessment and promotion, and pharmacology for advanced nursing practice, with the core of the program involving coursework and practicum work in primary health care for adults/geriatrics, women, children, and the family.

South University’s program similarly provides coursework in pharmacology as well as advanced health and physical assessment. Four practicum courses in family health are focused on primary care, adult/gerontology, women’s health, and pediatrics, and a graduate nursing project provides additional practical experience.

Nurse Educator

Two Maryland schools offer post-graduate certificate programs for Nurse Educator. Johns Hopkins University’s program (online) requires completion of four 3-credit courses which may vary according to the student’s preferences. One of the courses may be a teaching practicum. The University of Maryland-Baltimore certificate program is taught through the school’s Institute for Educators in Nursing and

7 | **Market Research supporting Maryland Application Requirements for Educational Need**
Nursing Programs

Health Professions. Four 3-credit courses include theoretical foundations, instructional strategies, one elective, and a practicum.

South University's program includes two practicum courses and one graduate project in nursing. Other coursework covers teaching and learning strategies in nursing, evaluation of educational outcomes in nursing, and curriculum design and evaluation in nursing education.

Nurse Administrator

Maryland has no current post-graduate certificate programs for Nurse Administrator.

South University's program is designed for working professional nurses who need to develop the knowledge, skills, and abilities for leadership roles such as Chief Nursing Officer or Director of Nursing. Nurse administrators provide evidence-based, outcome-oriented leadership focused on nursing excellence.

Nursing Informatics

One Nursing Informatics post-graduate certificate program is currently offered by the University of Maryland-Baltimore. Six courses cover IT project management, systems analysis and design, technology solutions for generating knowledge in health care, health care database systems, nursing informatics concepts and practice, and a practicum in health informatics.

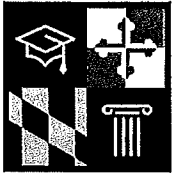
South University's includes two courses relevant across advanced practice nursing (pharmacology and the role of the advanced practice nurse), and ten courses focused on informatics: Information systems fundamentals, principles of system development, web technologies, foundations of project management, information technology infrastructure, nursing informatics, issues and trends in nursing informatics, practicum courses in database management and project management in nursing informatics, and a graduate project in nursing.

Maryland Post-Graduate Certificate Programs:		
Adult-Gerontological Primary Care NP, Family Primary Care NP, Nurse Educator, Nurse Administrator, Nursing Informatics		
Institution	Semester Credits	Program Name
Current Programs in Maryland		
Coppin State University	31	Family Nurse Practitioner
Johns Hopkins University	16	Adult-Gerontological Primary Care Nurse Practitioner
	37	Family Primary Care Nurse Practitioner
University of Maryland-Baltimore	24	Nurse Educator
	12	Teaching in Nursing and Health Professions
	19	Nursing Informatics
South University		
South University	21	Adult-Gerontological Primary Care Nurse Practitioner
	25	Family Nurse Practitioner
	16	Nurse Educator
	19	Nurse Administrator
	21	Nursing Informatics

References

- ⁱ A Federal Update on Title VIII Nursing Workforce Development Programs, Southern Regional Education Board, Council on Collegiate Education for Nursing, November 2012
- ⁱⁱ Economic Modeling Specialists International, Inc. (EMSI)
- ⁱⁱⁱ Center for Chronic Disease Prevention and Control, Maryland Department of Health and Mental Hygiene, accessed March 16, 2015
- ^{iv} Economic Modeling Specialists International, Inc. (EMSI)
- ^v Final Recommendation on the NSPII Program, January 14, 2015, 515th Meeting of the Maryland Health Services Cost Review Commission.
- ^{vi} Future of the Nursing Workforce: National and State-level Projections, 2012-2025. Health Resources and Services Administration, US Department of Health and Human Services, December 12, 2014.
- ^{vii} Final Recommendation on the NSPII Program, January 14, 2015, 515th Meeting of the Maryland Health Services Cost Review Commission.
- ^{viii} The Future of Nursing: Leading Change, Advancing Health, October 5, 2010. Institute of Medicine of the National Academies.
- ^{ix} Economic Modeling Specialists International, Inc. (EMSI)
- ^x Future of the Nursing Workforce: National and State-level Projections, 2012-2025. Health Resources and Services Administration, US Department of Health and Human Services, December 12, 2014.
- ^{xi} Hospital Nurse Practice Environments and Outcomes for Surgical Oncology Patients, Friese, Christopher R. et al., Health Services Research, V.43, N.4, August 2008.
- ^{xii} Impact of the Nursing Shortage on Patient Care – Recent Reports, American Association of Colleges of Nursing, accessed March 19, 2015.
- ^{xiii} Medically Underserved Areas/Populations (MUA/P), State Summary of Designated MUA/P, Health Resources and Services Administration, US Department of Health and Human Services, accessed March 19, 2015.
- ^{xiv} State Snapshot (Maryland), American Association of Colleges of Nursing, accessed March 19, 2015.
- ^{xv} Request/Recommendation for New Health Informatics Practitioner Standard Occupational Classification (SOC), July 21, 2014, FACA Health IT Policy Committee, Certification and Adoption Workgroup, Workforce Sub-group.
- ^{xvi} The Essentials of Master's Education in Nursing, American Association of Colleges of Nursing, March 21, 2011.
- ^{xvii} 2014 Nursing Informatics Workforce Survey, Healthcare Information and Management Systems Society, accessed March 19, 2015.
- ^{xviii} HIMSS Leadership Survey, Healthcare Information and Management Systems Society, accessed March 19, 2015.

Recent Approval Letter



MHEC

Creating a state of achievement

Martin O'Malley
Governor

Anthony G. Brown
Lt. Governor

Anwer Hasan
Chairperson

Catherine M. Shultz
Acting Secretary

November 3, 2014

John T. South, III
President
South University
709 Mall Boulevard
Savannah, GA 31406

Dear President South:

The Maryland Higher Education Commission has received an application from South University to offer online programs that include experiential learning components as a required part of the curriculum. I am pleased to inform you that South University is authorized to offer the programs as listed below until August 31, 2015. Please note that there are conditions placed on these program approvals.

Approved programs:

- I. Master of Science in Nursing
- II. RN to Master of Science in Nursing
- III. Doctor of Nursing Practice
- IV. Master of Public Health
- V. Doctor of Ministry

All the programs listed above are approved with the following conditions:

- (i) South University shall work directly with students enrolled to secure practica opportunities, where those practica will take place in Maryland.
- (ii) Upon renewal of its certificate of approval to operate in Maryland, South University shall submit a list of its practica sites by program, as well as the number of students placed at those sites during the preceding year. The Commission may review placement sites, as well as monitor the number of students placed at those sites, in order to make future determinations regarding the use of those sites.

Programs not approved:

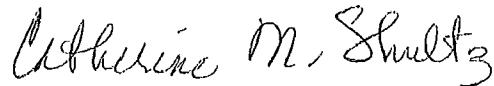
- I. A.S. in Paralegal Studies
- II. B.S. in Legal Studies

An electronic renewal form and the regulations for out-of-state institutions are available on the Commission's website under "Academic Approval Process" at www.mhec.state.md.us. In order to operate at the approved locations after the stated expiration date, the renewal application

should be completed and submitted to this office no later than five months before the institution proposes to commence operation for the academic year 2015-2016. If applicable, the use of VA benefits for these programs should be coordinated through Ms. Trish Gordon-McCown, Veterans Affairs Coordinator. She can be reached at 410-767-3098.

Please keep us informed of any changes contemplated in your offerings in Maryland. We look forward to continuing the cooperative relationship developed between your institution and the Maryland Higher Education Commission.

Sincerely,



Catherine M. Shultz, J.D.
Acting Secretary of Higher Education

CMS:SAB:nl

C: Mitchell Gilbert, Assistant Vice President of State Licensing, Education Management Corporation