

Standard Healthcare Services College of Nursing's initial
application to operate as an out-of-state institution in
Maryland in accordance with COMAR 13B.02.01

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

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

PROPOSED LOCATION IN MARYLAND.

Please provide the full mailing address. If a specific facility is yet to be identified, please provide as a minimum, the county or city in which you plan to operate. We plan on having our nursing students have some clinical practicum exposure at Prince George's Community Hospital at 3001 Hospital Drive, Cheverly, Maryland 20785

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

PROPOSED START DATE. March 31, 2017

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

INSITUATION APPLYING FOR APPROVAL.

Name of Institution: Standard Healthcare Services College of Nursing	
Web Address: www.standardcollege.edu	
OPEID Code: 04221000 <small>U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.</small>	
Chief Executives Officer: Isibor Joy Nosegbe, RN, MSN-Ed, CNE	
Mailing Address: 20942 Duryea Terrace, Ashburn, VA 20147	
Telephone: 703 675 7720	Email: ijnosegbe@standardcollege.edu

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

Name: Isibor "Joy" Nosegbe	
Title: Chief Executive Officer	
Mailing Address: 20942 Duryea Terrace, Ashburn, VA 20147	
Telephone: 703 675 7720	Email:

ijnosegbe@standardcollege.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).

12/13/2016
Date

Signature of Chief Executive Officer

Please Submit All Information To:

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

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

I. SUPPORTING DOCUMENTATION.

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

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

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

☒ Application Fee. COMAR 13B.02.01.07D(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.

☒ Accreditation. COMAR 13B.02.01.07D(3)(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 COMAR 13B.02.01.07D(3)(f)

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

N/A ☐ Certificate of Compliance COMAR 13B.02.01.07D(3)(o)

Please provide a certificate for each location for which you are seeking approval, indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety. If this is not presently available, it may be submitted no later than 30 days prior to the start of classes.

☒ Board of Trustees Resolution of Financial Solvency COMAR 13B.02.01.07D(3)(e)

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)

Please provide copies of any advertisements in print format related to the proposed programs.

✓ ☒ Teach-out Plan COMAR 13B.02.01.07D(3)(j)(iv)

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

II. APPLICATION QUESTIONNAIRE

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

1. Programs.

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

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

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: BUS 101 Intro to Business Administration</i>		<i>Distance Ed.</i>	<i>3 sem</i>	<i>Yes</i>
✓ LPN to RN Transition Program	AAS	Classroom	70	Yes

(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.

1. Description of curriculum- Page 23 of catalog
2. Course descriptions and objectives- See enclosed syllabi as Exhibit #7
3. Course Schedule - plan to start March 31, 2017- specific schedule to be determined

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

The student population at Standard College is comprised of self-directed and motivated adult learners who come from a variety of backgrounds. Blacks/African Americans make up 76% of the student population, whereas Asians account for 13%. The remaining 11% is distributed between the Hispanics/Latinos who account for 7% and Whites/Caucasians who represent 4%. Geographically, 50% of the students come from Virginia and 43% from Maryland. The District of Columbia, Georgia, North Carolina, Pennsylvania and Texas account for the remaining 7%. In terms of gender distribution, 80% of the students classify themselves as female whereas males account for 20% of the student population. The students range in age from 19 years to 59 years, with a mean age of 36 years.

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

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

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

(1) If the proposed programs serve occupational needs, present data on market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations. COMAR 13B.02.01.06E

About 43% of the students at Standard College either live or work in Maryland, making Standard College a significant contributor to workforce and educational development in Maryland's health care system. This contribution assumes critical significance when it is put side by side with formal assessments about the well documented nursing shortage not only in Maryland, but in the United States as a whole. According to the American Association of Colleges of Nursing: 'The United States is projected to have a nursing shortage that is expected to intensify as baby boomers age and the need for health care grows. Compounding the problem is the fact that nursing colleges and universities across the country are struggling to expand enrollment levels to meet the rising demand for nursing care.' (<http://www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage>). In fact, according to the employment projections by the United States Bureau of Labor (2012), the number of employed nurses is projected to jump from 2.74 million in 2010 to 3.45 million in 2020, representing a 26% increase. If one factors in the number of nurses who will need to be replaced, the Bureau projects a combined total need of 1.2 million nurses by 2020, representing a 35% increase over the same time period! (<http://www.bls.gov/news.release/ecopro.t06.htm>). Applying fairly sophisticated statistical techniques to comprehensive health care data covering the United States, Juraschek, Xiaoming, Vinoth, & Vernon (2012) provide compelling evidence for the need to produce more registered nurses (RNs) to alleviate the nursing shortage that is expected to worsen before it abates. Utilizing supply and demand models and univariate regression analyses, Juraschek et al forecast an RN shortage of nearly 13,000 for the state of Maryland in 2030. After applying a grading methodology to compare state shortage of RNs between 2009 and projected supply/demand curves for 2030 in all the 50 states of the United States, the authors concluded that Maryland will deteriorate from the grade C assigned in 2009 to a projected grade D in 2030. Might a partial solution to at least alleviate this looming problem lie in Maryland's partnering with out-of-state nursing institutions to step up the education and production of RNs? We believe that allowing nursing students from Standard College who live in the Maryland to complete the required clinical practicum in Maryland will be convenient for the students and will help alleviate the projected nursing shortage in the State of Maryland once they graduate.

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

Standard College's professional education program will enhance higher education in Maryland by contributing to closing the 'skills gap' that Maryland's Department of Labor Licensing Regulation (2013) has declared exists in Maryland. When Marylanders enroll in the educational offerings at Standard College, they acquire middle level knowledge and skills that expand the segment of the educated elites in Maryland. This contribution becomes more vital when considers the fact that inspite of the over fifty colleges and universities, and 175 private institutions in Maryland (Maryland Higher Education Commission, 2013), there are still not enough 'Marylanders with required skills to fill available positions'(Maryland Department of Labor Licensing & Regulation, 2013). In fact, the National Skills Coalition (2013) estimates that by 2018, 43% of Maryland's jobs will require middle skills, jobs that require post-high school education but less than a four year

university education, exactly what Standard College prepares its students for.

Standard College is a post-secondary institution that provides state-of-the art education to its carefully selected qualified applicants whose goal is to become licensed nurses at either the practical or registered nurse level. By educating students to become licensed nurses, the nursing programs at Standard College are positively impacting the nursing profession's indispensable contributions to the welfare of individuals, families, groups and communities in society. The member contributions have ranged in scope and breadth from providing care to wounded and maim soldiers from the Gulf war to performing complex tasks such as managing central lines of clients on critical care units in Maryland and elsewhere. By inculcating the knowledge, skills and values of nursing that are evidenced based and grounded in sound scientific and artistic frameworks, the graduates from Standard College can be expected to contribute to societal wellbeing through enacting nursing actions that promote health, reduce risk, restore health and advocate better wellbeing among individuals, families, groups and communities. Currently, graduates from Standard College are employed in various settings such as acute care hospitals, longterm care facilities, health departments and school systems. Additionally, the graduates from Standard College, as members of the nursing profession, factor in the advocacy movement for the controversial yet essential health care reform that many experts believe will improve the health care system in the United States. As Harvey Finberg (2012), President of the Institute of Medicine declares, 'nurses are a linchpin for health reform and will be vital to implementing system changes in the delivery of care'

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

Almost all the nursing programs located in Maryland are either four-year State facilities or two-year community colleges. There are very few similarities between Standard College and the traditional four-year university nursing programs. The major similarities are that both specialize in nursing and prepare the students for licensure, albeit at different levels, as nurses after taking and passing the Board exams. The main difference between the two types of nursing programs is that even though graduates from the LPN-RN (associate degree) programs have demonstrated that they can work effectively in leadership and management roles in both acute and long-term health care facilities, there is a preference for baccalaureate prepared nurses for these nursing responsibilities. By providing LPN-RN nursing education, Standard College therefore only lays the foundation for nursing management and leadership in the graduates, which knowledge they will expand upon after graduation from the program and enrollment in RN-BSN transition programs. So there is no duplication in terms of degrees awarded or the academic contents of both programs. Rather, the LPN-RN program at Standard College enables the graduates to acquire the knowledge, skills and attitudes needed for them to articulate into or matriculate for the BSN programs at the traditional four-year universities.

According to the Maryland Board of Nursing, there are fifteen approved LPN-RN nursing education programs in the state of Maryland, all of which are parts of the large Community Colleges system. Two of them are totally online, unlike Standard College. The remaining thirteen are onsite and have education offerings that culminate in the award of an Associate Degree in Nursing, as Standard College does. On program completion, the graduates from either Standard College or the community colleges are eligible to sit for the NCLEX-RN exam. Once they take and pass the exam, they can practice as RNs.

Notwithstanding these similarities, there are considerable differences between the nursing programs at Standard College and the community colleges. Typically, there is a high competition for limited spaces in the nursing programs at the community colleges. Additionally, most of the nursing programs in the community colleges admit students only once a year. The high competition for limited spaces and the single admission cycle at the community colleges ensure that once a student is unable to be enrolled during an admission cycle, they must wait for another year. Further, students consistently inform us that the structure of the nursing programs at the community colleges makes it very difficult for them to work full time and attend school. The students manage these constraints by taking all their general education courses at the community colleges, and if they are not immediately accepted in the nursing programs, readily apply

to our LPN-RN transition program at Standard College. Standard College has several unique characteristics which are different from the nursing programs at the community colleges. The program is designed for working families, and flexible enough to accommodate all the constraints they confront in community colleges as working families seeking additional education. The students take classes only three days a week. Additionally, Standard college admits twice a year, compared to most community colleges. So if a student is not accepted during their first application, they can reapply within six months; they do not have to wait for a year, as is the case with the community college system. Further, the program is intense enough to be completed in one year (compared to two years in the community colleges). Finally, the smaller class sizes at Standard College allow the faculty to quickly identify struggling students and provide them the support and resources they need to overcome their challenges and succeed.

It is evident, therefore, from the preceding points that the LPN-RN transition program at Standard College is not a duplication of the educational nursing programs at the community colleges in Maryland. Rather, Standard College is making nursing education more accessible to its enrolled students, over 40% of whom live and work in Maryland. By providing the students the opportunities to enroll in, complete and graduate from the LPN-RN transition program, Standard College supports its students to achieve their short term professional nursing goals which their home states appear unable to provide at the time the students consider most ideal. Students who live and work in Maryland, and who want to advance their careers in nursing, apply to Standard College when they are either denied admission or unable to attend in Maryland. After graduating from Standard College, the graduate students assume enhanced nursing positions and roles in Maryland, thereby contributing to the overall health care delivery of the state.

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

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

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

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

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

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

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

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

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

The college provides an administrative staff on the main campus that is responsible for the overall administrative operations of educational services to include admission counseling, advisement, financial services, testing orientation, maintenance of records, and compliance with regulatory standards. Admission counseling is provided to each student upon admission to the program. While enrolled in the program students may schedule or be referred by the faculty to the dean of student support services for academic advisement. Students are given orientation upon admission to testing protocols and resources. Students are made aware of Financial Aid Services and other resources for tuition assistance when applying to the program.

The faculty, administration and staff of Standard College are committed to providing easy access for students. The administration and faculty make every effort to maintain open communication with students so that students may actively participate in their education. Faculty is available before and after class for consultation. Email can be sent directly to the dean of student service or director of education.

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

Ms. Isibor Joy Nosegbe, RN, MSN-Ed, CNE, CLNC - Chief Executive Officer

Is the Chief Executive Officer of Standard Healthcare Services College of Nursing is ultimately responsible for the planning and execution of all the school's policies. The Chief Executive Officer is responsible for the operational management of the institution's academic affairs, student services, and business and administrative services. The Chief Executive Officer maintains administrative staff in sufficient number and quality to assure adequate functioning of the institution so that its mission and philosophy are upheld.

Dr. Sakpa S. Amara- PhD, MSN, APHN-BC, CNE, RN, - Drector of Education

Director of Nursing Education- is responsible for the overall administrative operations of educational services and compliance with regulatory standards for the Board of Nursing, State Counsel of Higher Education, and the Accrediting Bureau of Health Education School. The Director of Nursing Education participates in the overall development of policies and procedures pertaining to the planning and implementation of activities that will enable the nursing program to meet all state accreditation requirements for nursing education programs. The Director is responsible for supervising nursing faculty, coordinating faculty activities that promote and achieve the educational outcomes, academic standards, and accreditation of the Nursing Department

Candida Savice, MBA- Director of Admissions

Is responsible for marketing and dissemination of admission information to prospective students.

Ms. Sekyiwa Williams, RN, MSN- Program Director is responsible for admission and student placement in the program

Ms. Sondra Brown, RN, MSN, FNP- Dean of Student Services- is responsible for student advisement and support

Ms. Lisly Anco, BSc- is responsible for business office and registrar function

Ms. Erin Schlegal, RN, MSN- is responsible for student orientation to resources and testing protocols.

Ms. Nganya Nanyaro- is responsible for maintenance of student records and administrative assistance

4. Faculty.

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

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

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

1. Erin Schlegal, RN, MSN- Full Time

Degree: Masters in Nursing Education

Specialization: Medical Surgical Nursing

Course to teach: NUR 302C Clinical Practicum II - Acute /Complex Care

2. Hannah George, RN, MSN, MBA -Adjunct Faculty

Degrees: Masters in Nursing Education and Masters in Business Administration

Speciliazation: Maternal Newborn Nursing

Course to teach: NUR 303C-Clinical Practicum: Maternal Newborn/Pediatric Nursing

3. Sakpa S. Amara- PhD, MSN, APHN-BC, CNE, RN - Full Time

Degrees: PhD and Masters in Nursing

Speciliation: Education, Public/Community Health Nursing, Mental Health Nursing

Course to teach: NURS 203C-Clinical Practicum: Psychiatric Mental Health Nursing

Chuks E. Nwaulu, RN, MSN- Adjunct Faculty

Degrees: Masters in Nursing Education

Speciliation: Mental Health Nursing

Course to teach: NURS 203C-Clinical Practicum: Psychiatric Mental Health Nursing

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

(c) **Full-time faculty member** is defined as an employee: "(a) whose primary professional responsibility is instruction, research, scholarship, or service; (b) who performs those functions normally expected of a full-time faculty member at an institution of higher education, including curriculum development, student

advising, and institutional service; (c) who is employed on an annual or renewable contract of at least 9 months long that stipulates an annual salary; and (d) who is not employed full-time by another employer.”
COMAR 13B.02.01.03(10)

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

☒ Yes ☐ No

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

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

N/A

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

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

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

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

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

N/A

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

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

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

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

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

Standard Healthcare Services, College of Nursing subscribes to ProQuest Nursing & Allied Health Source online library. ProQuest Nursing & Allied Health Source online library provides students and faculty with reliable and current healthcare information covering nursing, allied health, alternative and complementary medicine, and much more. ProQuest Nursing & Allied Health Source provides abstracting and indexing for more than 1,070 titles, with over 890 titles in full-text, plus more than 12,300 full text dissertations representing the most rigorous scholarship in nursing and related fields. There are over 70 wide-ranging topics including: Nursing, Nutrition, Oncology, Pediatric Care, Pharmacology, Public Health, and Radiology. The online library can be accessed by students and faculty at any time remotely and/or on campus in the learning resource center.

Journals and related publications

ProQuest Nursing & Allied Health Source Database allows students and faculty to access current leading nursing and related publications such as the Association of Operating Room Nurses (AORN) Journal, Journal of Nursing Scholarship, Oncology Nursing Forum, Journal of Gerontological Nursing, Journal of Psychosocial Nursing & Mental Health Services, Journal of Speech, Language, and Hearing Research, Journal of Athletic Training, Journal of Rehabilitation, Journal of Allied Health, Applied Radiology, and Clinical Laboratory Science. Students also have access to hard copies of American Journal of Maternal/Child Nursing, NLN Nursing Education Perspectives and American Nursing Journal.

E-book Content

ProQuest online library allows students and faculty to have access to chapters from online reference books in nursing. Providers include John Wiley & Sons, Inc., McGraw Hill, Springer Publishing Company, and HCPro, Inc. and include titles such as DeGowin's Diagnostic Examination, Manual of Laboratory & Diagnostic Tests, Minor Surgical Procedures for Nurses and Allied Healthcare Professionals, an Evidence-Based Competency series, as well as a Critical Thinking Series.

Evidence-based nursing content from The Joanna Briggs Institute

Students and faculty have exclusive access to highly valuable evidence-based nursing information from The Joanna Briggs Institute (JBI). These resources include Systematic Reviews, Evidence Summaries, and Best Practice Information Sheets. The JBI's evidence-based approach opens a new world of education resources, with critical appraisal and meta-analysis that is highly respected and unquestioned in the nursing field.

Orientation:

Students and faculty are made aware of the resources during orientation. Training is provided to both students and faculty on the usage and how to access the resources.

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

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

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

N/A

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

N/A

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

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

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

Student Services
Advisement:

Standard College prides itself on being a proactive and supportive educational institution designed to assist the students to meet their needs. Along those lines, the college has employed highly qualified personnel to provide student support in accordance with their schedules. Ms. Sondra Brown, RN, MSN, FNP oversees student support services. Ms. Brown has over 40 years of experience as a registered nurse and has working variety of areas to include community health, pediatric, and adult health nursing. She is culturally diverse and holds a certification in trans-cultural nursing. She has been in nursing education for over 15 years.

The office of student services is committed to supporting each student in developing and implementing an individualized plan for academic success and career development. The Office of Student Services provides guidance, support, and resources to our students.

Orientation

An in-depth orientation is held before the start of the program. Attendance is mandatory and contains important information necessary to assist the student in organizing his/her schedule to ensure successful program progression. During orientation, the students are verbally apprised of the college's policies and procedures that are documented in the Student Handbook and are given the opportunity to clarify any questions contained in the Student Handbook, along with any other questions that the students may have. Students are made aware of available resources, location of resources, and hours of operation. Students are introduced to faculty and administrative staff and are given a tour of the facility.

Personal Referral Information:

During the course of the student's tenure at the college, personal situations can arise that can potentially impact the student's performance or ability to successfully complete his/her academic program. In order to help ensure the student's successful completion of his/her program, the dean of student services, as part of the advisement process, can provide the student with information about what agencies are available to assist the student to remediate issues that are impacting his/her life. The college does not expressly recommend or endorse any particular agency or resources for the student, but does provide the contact information that the student can use to evaluate various resources; in order to help get his/her particular needs met.

Financial Aid Services:

Students are given written information on Financial Aid Programs the college participates in. Students are made aware of available scholarships in the community and on campus. The college's financial aid officer is available to assist students complete FAFSA. Students are given links to the Federal Student Aid (FSA) website for detailed information about Financial Aid.

Employment Assistance:

Although the college assists with job placement, the College does not guarantee job placement to graduates upon program completion. Prior to graduation students are required to complete a lesson on Career Development- Leadership and Management. In this lesson students learn management skills, resume writing, interviewing techniques, and job-seeking skills.

The college keeps a current posting of information about available job opportunities and gathers data from graduates who have secured employment after graduation. Very often after graduation, students are recruited and hired by many of the healthcare agencies in which they had their clinical practicum.

(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 Records are kept in locked fire-proof file cabinets in the administrative Office where they are readily accessible to authorized personnel. The college maintains students' records for a minimum period of five years. Student transcripts are kept indefinitely. All electronic records are backed up on an off-site secured server.

Standard College will disclose information from a student's education records only with the written consent of the student, EXCEPT To authorized representatives of the U.S. Department of Education, the Office of Inspector General, or state and local education authorities.

(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? 46
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 48. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

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

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

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

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

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

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

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

Standard College is seeking approval to conduct clinical practicum for students at Prince George's Community Hospital. Student will utilize the facility's resources such as computers, audio-visual equipment and other medical devices during clinical practicum.

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

Prince George's Community Hospital will be responsible for maintenance and repair of equipment and other patient care devices

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

Part-time faculty will share office space with the staff at the clinical facilities, who typically provide supportive role in this area, based on experience from other facilities in other locations.

Administrators have private offices with computers and other equipment necessary to perform their tasks. Faculty have an office space with individual desks and equipment to complete their individual tasks.

There is a large conference room used for staff and other meetings. There is also private meeting room for faculty and administrators to meet with student.

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

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

Accreditation



ACCREDITING BUREAU OF HEALTH EDUCATION SCHOOLS
7777 Leesburg Pike, Suite 314 N. · Falls Church, Virginia 22043
Tel. 703/917.9503 · Fax 703/917.4109 · E-Mail: info@abhес.org

Transmitted by electronic mail only: jjnosegbe@standardcollege.edu

February 8, 2016

ID#: I-327

Ms. Isibor Joy Nosegbe
Executive Director
Standard Healthcare Services, College of Nursing
7704 Leesburg Pike
Falls Church, VA 22046

Dear Ms. Nosegbe:

The Commission, at its January 2016 meeting, reviewed your institution's application for a continued grant of accreditation, including the Application, Self-Evaluation Report, the on-site Visitation Report, the institution's response to the on-site Visit Report, the institution's financial report, and the on-site Visitation Report for the institution's recent Change of Location. Based on review and discussion, the Commission acted to **affirm the approval** of the change of location, effective August 15, 2015, and to grant the institution continued accreditation through **February 28, 2021**.

The following programs are included in this grant of accreditation:

Program	Total Clock Hours	Length in Weeks	Academic Credit Hours	Method of Delivery	Credential Awarded
			<input type="checkbox"/> quarter <input checked="" type="checkbox"/> semester		
Practical Nursing	1350	54D/68W	n/a	Residential	Diploma
LPN to RN Transition	1416	75D	70	Residential	Associate of Applied Science

You are reminded to notify the ABHES office of any changes in program content, including total hours, courses, or credit hours in the current programs, or change in delivery method (e.g., traditional to distance or vice versa) prior to implementation.

A certificate of accreditation is attached to this communication. Please contact the ABHES office if you would like an electronic copy of ABHES logos. When publicizing your accredited status, you must use one of the statements as described in the *Accreditation Manual*.

Accreditation by ABHES signifies that the institution has met the eligibility criteria and evaluation standards of ABHES as evidenced during its most recent on-site review and continues to comply with the policies and procedures for maintenance of accreditation as established by ABHES.

As a reminder, continuous compliance is a requirement to maintain accreditation. Chapter III.C. of the *Accreditation Manual* states in part, that the Commission can withdraw accreditation at any time if it determines that an institution is not complying with its policies or standards.

Ms. Isibor Joy Nosegbe

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February 8, 2016

While ABHES is recognized by the U.S. Secretary of Education, various credentialing bodies, and postsecondary institutions throughout the country, accreditation does not guarantee Title IV or other financial aid eligibility, credentialing opportunities for graduates, or the ability to transfer credits to other institutions. It is the responsibility of institutions accredited by ABHES and individuals seeking to train at an ABHES-accredited institution to explore all necessary aspects associated with their objectives.

As applicable, the institution is encouraged to correspond directly with the U.S. Department of Education and to maintain continuous awareness and understanding of the rules and regulations governing eligibility and continued participation in federal financial aid programs.

The U.S. Department of Education and the appropriate state-licensing agency have been notified of this action.

Please note the **ABHES-identification number** above and use that number on all correspondence sent to ABHES. If you have any questions concerning this correspondence, please contact the ABHES office at (703) 917-9503.

Congratulations on achieving continued accreditation by ABHES!

Sincerely,

A handwritten signature in black ink that reads "Florence Tate". The signature is written in a cursive style with a large, stylized initial "F".

Florence Tate
Executive Director

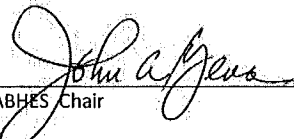
Attachment: Certificate of Accreditation

CERTIFICATE OF ACCREDITATION


THIS CERTIFICATE IS AWARDED TO
STANDARD HEALTHCARE SERVICES, COLLEGE
OF NURSING
FALLS CHURCH, VIRGINIA

ABHES Institutional School

This certifies that the institution named above was evaluated, based upon the accreditation standards of the Accrediting Bureau of Health Education Schools (ABHES) as reviewed by evaluators specializing in the health education fields offered, and found to comply.


ABHES Chair

February 8, 2016
Date


ABHES Executive Director

February 8, 2016
Date

February 28, 2021
GRANT EXPIRATION



Course descriptions from the College's catalog

LPN TO RN TRANSITION PROGRAM

Master Curriculum Plan

Course Number	Course	Theory Credits	Lab Credits/Contact HRS	Clinical Credits/Contact HRS	Total Credits
PREREQUISITES COURSES-TRANSFERRED IN TO THE PROGRAM					
NAS	HEALTH SCIENCES MICROBIOLOGY/ANATOMY& PHYSIOLOGY I &2	8			8
ENG 111	COLLEGE ENGLISH COMPOSITION				3
MTH	COLLEGE MATH				3
PSY 101	GENERAL PSYCHOLOGY				3
	PUBLIC SPEAKING/INTERPERSONAL/COMMUNICATION				3
TOTAL TRANSFERRED CREDITS					20
CLINICAL HOUR AWARDED FOR CLINICAL EXPERIENCE - PN PROGRAM				150	
STANDARD COLLEGE VALIDATION COURSE					
FUNDAMENTALS SKILLS AND CONCEPTS VALIDATION COURSE					3
SEMESTER I					
NUR 102	TRANSITIONS IN NURSING	4	1/30		5
HLT 103	PHARMACOLOGY FOR NURSES	3.5			3.5
NUR 202	ADULT HEALTH/MEDICAL SURGICAL NURSING I	5.5	1/30		6.25
NUR 202C	CLINICAL PRACTICUM: CHRONICITY			1.25/56	1.25
TOTAL SEMESTER CREDITS / LAB HOURS/CLINICAL CONTACT HOURS			60	56 hours	16
SEMESTER II					
NUR 302	ADULT HEALTH/MEDICAL SURGICAL NURSING II	5	1.5/45		6.0
NUR 302C	CLINICAL PRACTICUM: ACUTE/COMPLEX CARE/COMMUNITY			4/180	4
NUR 203	PSYCHIATRIC/MENTAL HEALTH NURSING	4			4
NUR 203C	CLINICAL PRACTICUM: MENTAL HEALTH NURSING	1		1/45	1
TOTAL SEMESTER CREDITS / LAB HOURS/CLINICAL CONTACT HOURS			45	225 hours	15
SEMESTER III					
NUR 400	COMMUNITY-BASED NURSING	3			3
NUR 303	MATERNAL-NEWBORN-PEDIATRIC	4.25	0.75/23		5.25
NUR 303C	CLINICAL PRACTICUM: MATERNAL-NEWBORN-PEDIATRIC			1.75/80	1.75
NUR 402	INTRODUCTION TO NURSING MANAGEMENT AND LEADERSHIP	3			3
NUR 403	INTEGRATED CONCEPTS	3			3
TOTAL SEMESTER CREDITS / LAB HOURS/CLINICAL CONTACT HOURS				80 hours	16
TOTAL CLINICAL CONTACT HOURS				500-511	
TOTAL TRANSFER CREDITS					20
FUNDAMENTAL SKILLS AND CONCEPTS VALIDATION COURSE					3
TOTAL PROGRAM CREDITS					70

Classroom and skills lab instruction shall take place at the campus of Standard College at 1073 West Broad Street, Suite 201, Falls Church, VA 22046

Course Descriptions

LPN To RN TRANSITION PROGRAM

Course Descriptions:

NUR 102 TRANSITIONS IN NURSING PRACTICE

5 credits

Prerequisites: Eng. Comp, Intro Psych, Math, A&P I and II, Micro, NUR 101

This course will provide an avenue of instruction for Licensed Practical Nurses who wish to obtain an Associate Degree in Nursing. The course will build on previous knowledge from an approved practical nursing program. The LPNs entering the course will have basic competencies and this course will build on these competencies. The course will include theory on role transition in the current health care system, related professional ethical and legal issues, understanding and application of critical thinking skills, the application of the nursing process in the adult clinical setting, basic intravenous therapy, and the methods of techniques of effective interdisciplinary communication and therapeutic patient communication. The nursing process is used throughout to enhance the student's knowledge of assessment and the accompanying skills that reflect professional practice. Nursing care plans with teaching plans are developed to enhance critical thinking. The course will provide the foundational understanding of the role of the RN in the provider of care, member of the discipline and manager of care as the student transitions into the courses of the Associate Degree Nursing program.

HLT 103 PHARMACOLOGY FOR NURSES

3.5 credits

Prerequisites: Eng. Comp, Intro Psych, Math, A&P I and II, Micro, NUR 101, NUR 102

This course is study of the interaction of chemicals within living organisms that produce biological effects. Emphasis is on the general principles of drug actions, interactions and adverse effects that form the basis for understanding the actions of specific drugs in relation to body systems. Principles of math specifically related to dosage calculation and practice exercises are incorporated.

NUR 202 ADULT HEALTH/MEDICAL-SURGICAL NURSING I – CLASS

6.5 credits

Prerequisites: Eng. Comp, Intro Psych, Math, A&P I and II, Micro, NUR 101, NUR 102,

This course builds on the conceptual foundations learned in the LPN Skills competency, LPN to RN transition, and health assessment courses. Pathophysiologic processes of selected body systems are discussed focusing on evidence based nursing interventions in a variety of care setting. Pharmacological and nutritional therapies are integrated throughout this course. Emphasis is placed on providing and documenting care for individuals undergoing diagnostic tests, surgery, fluid and electrolyte imbalance, and common alterations in

cardiovascular, hematologic/lymphatic/immune system, respiratory, urinary, gastrointestinal, integumentary systems including and co-existing conditions, such as substance abuse and cancer in selected adult health/medical-surgical patients and early-stage cancer patients. Application of the nursing process in interdisciplinary practice to prevent, promote, maintain and restore health throughout the lifespan is emphasized.

NUR 202C CLINICAL PRACTICUM I: LONG-TERM CARE

1 credit

Prerequisites: Eng. Comp, Intro Psych, Math, A&P I and II, Micro, NUR 101, NUR 102, NUR 202, HLT 103

The clinical practicum focuses on the application of the nursing process in providing nursing care. Students will demonstrate appropriate assessment skills, analyze data, formulate nursing diagnoses, and develop a plan of care. The student will use evidence-based nursing interventions with the goal of meeting the diverse health needs of vulnerable adult patients from young adulthood to older adults in long-term care setting to regain optimum level of function. Nutrition, communication skills, legal, ethical and cultural concepts, as well as, pharmacology and medication administration are integrated throughout this course.

NUR 302 ADULT HEALTH/MEDICAL-SURGICAL NURSING II - CLASS

6.5 credits

Prerequisites: Eng. Comp, Intro Psych, Math, A&P I and II, Micro, NUR 101, NUR 102, HLT 103, NUR 202, NUR 202C

This Course incorporates nursing care and patient education skills presented in Adult Health/Medical-Surgical Nursing I along with providing and documenting nursing care for individuals with more complex healthcare needs. Pathophysiologic processes of selected body systems are discussed focusing on evidence based nursing interventions in a variety of care setting. Pharmacological and nutritional therapies are integrated throughout this course. Emphasis is placed on providing and documenting care for individuals with alterations in musculoskeletal, neurologic, regulatory/endocrine, and reproductive systems and related conditions, such as cancer. The student demonstrates increased proficiency in the continued implementation of the nursing process. An introduction to nursing in critical care areas, such as coronary care, medical and surgical intensive care, emergency room and disaster nursing are also explored.

NUR 302C CLINICAL PRACTICUM II: ACUTE/COMPLEX CARE/COMMUNITY

3.5 credits

Prerequisites: Eng. Comp, Intro Psych, Math, A&P I and II, Micro, NUR 101, NUR 102, HLT 103, NUR 202, NUR 202C

The student will be able to successfully demonstrate the ability to utilize psychomotor and nursing care skills to treat more complex and advanced adult health and medical-surgical conditions and assist patients to regain optimum level of function with family support.

The clinical experience, utilizing professional nurse mentors, emphasizes complex decision making through collaborative practice in high acuity and critical care settings. The student must demonstrate increasing autonomy and assume an assignment that more closely approximates a realistic workload for the novice nurse by developing skills in delegation, prioritization and management of care as an integral part of the inter-professional team.

NUR 203 PSYCHIATRIC MENTAL HEALTH NURSING - CLASS

4 credits

Prerequisites: Eng. Comp, Intro Psych, Math, A&P I and II, Micro, NUR 101, NUR 102, NUR 202, NUR 302, HLT 103.

This course is designed to provide a detailed review of psychosocial adaptation and coping skills and appropriate nursing interventions used when caring for patients with acute and chronic alterations in their mental health.

Topics covered include Maslow's hierarchy and Erickson's developmental tasks and their relationship to mental health and mental illness, advanced therapeutic communication skills, normal and abnormal behaviors, and mental health treatment modalities. Through these theoretical foundations of human needs and the ANA Standards of Practice and the nursing process, the student learns nursing concepts to assist selected patients and their families in achieving optimal functioning.

NUR 203C CLINICAL PRACTICUM III: MENTAL HEALTH NURSING

1 credit

Prerequisites: Eng. Comp, Intro Psych, Math, A&P I and II, Micro, NUR 101, NUR 102, NUR 202, NUR 203, HLT 103, NUR 302

This course offers the clinical practicum to apply related nursing theory to the application of mental health nursing skills, by using the ANA Standards of Practice, the nursing process, nursing diagnoses and evidenced-based practice to assess, critically analyze, and identify outcomes to assist selected patients and their families with mental healthcare needs. The students will utilize therapeutic communication skills related to mental health nursing care and will assist patients to regain optimum level of function and to involve the patient's family in the process to return to optimum functioning.

Students will evaluate the selected patient's response to therapeutic and pharmacologic treatment and will document responses and outcomes. Upon completion of this course, the student will be able to interact with the mental health patients using evidenced-based practice in the nursing process.

NUR 303 MATERNAL-NEWBORN-PEDIATRIC

5.25 credits

Prerequisites: Eng. Comp, Intro Psych, Math, A&P I and II, Micro, NUR 101, NUR 102, HLT 103, NUR 202, NUR 203, NUR 302

This course provides the nursing care skills essential in the nursing care of the childbearing family. The focus is on normal and abnormal pregnancy with the physiologic and psychological changes experienced, care of the normal and abnormal newborn and normal and abnormal growth and development and selected diseases that can occur during childhood. The ANA Standards of Practice, the nursing process, in conjunction with nursing diagnoses, and evidenced-based care is used in identifying and meeting the needs of the childbearing family to facilitate optimal functioning. The impact of psychosocial and cultural values and practices of the childbearing family are explored. Legal and ethical issues are addressed. Principles of nutrition, pharmacology, communication, growth and development and cultural concepts are integrated throughout this course. Selected maternal-child nursing skills are taught and evaluated in supervised Skills Learning Laboratory setting.

NUR 303C CLINICAL PRACTICUM IV: MATERNAL - PEDIATRIC NURSING -

1.5 credits

Prerequisites: Eng. Comp, Intro Psych, Math, A&P I and II, Micro, NUR 101, NUR 102, HLT 103, NUR 202, NUR 203, NUR 302, NUR 303

This course offers the clinical practicum to apply related nursing theory to the application of maternal-child-pediatric-adolescent nursing skills, by using the nursing process, nursing diagnoses and evidenced-based practice to assess, critically analyze, and identify outcomes to assist patients and their families in these populations with selected healthcare needs. Emphasis is placed on providing nursing assessment, psychosocial support and nursing care for mothers, fathers, siblings, children and adolescents up to age 18.

The students will utilize selected nursing skills related to maternal-child-pediatric-adolescent nursing care and will assist patients to regain optimum level of function by involving the patient's family in the process to maintain optimum functioning.

Students will evaluate the patient's response to therapeutic and pharmacologic treatment and will document responses and outcomes. Upon completion of this course, the student will be able to interact with selected maternal-newborn-child-adolescent patients using evidenced-based practice in the nursing process. Clinical assignments are selected and made

to correlate with theory being presented in the NUR 303 classroom content.

NUR 400 COMMUNITY-BASED NURSING

3.25 credits

Prerequisites: Eng. Comp, Intro Psych, Math, A&P I and II, Micro, NUR 101, NUR 102, HLT 103, NUR 202, NUR 203, NUR 302,

This course presents theories and concepts related to nursing and public health sciences within the framework of critical thinking and the ANA Standards of Practice and the nursing process. Emphasis is on the patient and family in areas of health promotion, risk reduction, and disease management across the lifespan in home and community settings. This course incorporates the community as a broad focus in order to understand the individuals, family, and community as the recipients of health care delivery in a multicultural society. Students have the opportunity to utilize concept-mapping to provide evidence-based nursing care for specific populations in selected community-based structured and unstructured settings with a preceptor.

NUR 402 INTRODUCTION TO NURSING MANAGEMENT AND LEADERSHIP

3 credits

Prerequisites: Eng. Comp, Intro Psych, Math, A&P I and II, Micro, NUR 101, NUR 102, HLT 103, NUR 202, NUR 203, NUR 302, NUR 303, NUR 400

This course presents exploration of more complex leadership principles in the role of the RN as a manager of healthcare teams, organizations, financial resources, information technology, human resources, and oneself as a member of the healthcare profession. Concepts presented include application of knowledge, judgment, critical-thinking skills and professional values within a legal and ethical framework. This course focuses on the students' development of clinical judgment; leadership skills; knowledge of the rules and principles for delegation of nursing tasks; and involvement of patients in decision making and a plan of care. Participation in quality improvement processes to measure patient outcomes and identify hazards and errors.

NUR 403 INTEGRATED CONCEPTS

3 credits

Prerequisites: Eng. Comp, Intro Psych, Math, A&P I and II, Micro, NUR 101, NUR 102, HLT 103, NUR 202, NUR 203, NUR 302, NUR 303, NUR 400, NUR 402, NUR 202C, NUR 203C, Speech/Communication

This course is a comprehensive review of theoretical and clinical skills applied to critical thinking principles that will be necessary to successfully complete the NCLEX-RN exam. Students will have the opportunity to integrate, analyze and synthesize the content and skills taught in the LPN to RN curriculum and to apply concept-mapping and clinical knowledge to the nursing process. Standardized exams are integrated throughout this course and are a percentage of your final grade for the course.