

Chamberlain 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.

Chamberlain University, 3005 Highland Parkway, Downers Grove, IL 60515

PROPOSED START DATE OF CONTINUED OPERATION. September 1, 2019

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

NAME AND ADDRESS OF INSITUATION APPLYING FOR APPROVAL.

Name of Institution: Chamberlain University

Web Address: www.chamberlain.edu

OPEID Code: 000638500

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

Chief Executives Officer: Lisa Wardell, President & Chief Executive Officer

Mailing Address: 500 W. Monroe Street, Suite 28, Chicago, IL 60661

Telephone: 630-725-1929

Email: Lisa.Wardell@adtalem.com

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

Name: David Nichols

Title: Senior Director, Educational Authorization

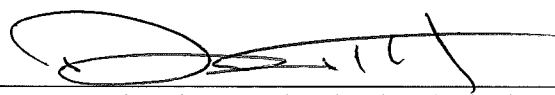
Mailing Address: 3005 Highland Parkway, Downers Grove, IL 60515

Telephone: 630-515-5482

Email: david.nichols@adtalem.com

***** 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).

<u>3/13/19</u> Date	 Senior Director, Educational Authorization
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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 5 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.

II. APPLICATION QUESTIONNAIRE

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

1. Programs.

➤ CURRENTLY OFFERED PROGRAMS.

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

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

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
Bachelor of Science in Nursing	BSN	Arlington, VA	122 sem	Yes
		classroom &		
		MD clinical sites		

➤ NEW PROGRAMS

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

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

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

- (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

N/A

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

N/A

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.

N/A

- (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

N/A

- (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?

N/A

- (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. COMAR13B.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?

Please refer to Tab 10: A-3: Administrative Staff Changes

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

Please refer to Tab 10: A-3 Administrative Staff Changes

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) **Please refer to Tab A-4**

- (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 refer to Tab 11: A-4: Faculty Changes

(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?

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 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?

N/A

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

N/A

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

☒ Yes ☐ No

How will it make this available to its students at the proposed instructional site?

If this statement is in the Catalog you submitted with the application, please indicate the page number. **Please refer to Catalog Pages 122 -125 and Student Handbook Pages: 34-51**

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 in the Catalog you submitted with the application, please indicate the page number. **Please refer to Catalog Pages 123 - 125 and Student Handbook Pages 41 - 42.**

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 **N/A**

(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.

N/A

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

N/A

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

N/A

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

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

Accreditation



HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

December 17, 2015

Dr. Susan Groenwald
President
Chamberlain College of Nursing
3005 Highland Parkway
Downers Grove, IL 60515

Dear President Groenwald:

This letter serves as formal notification and official record of action taken concerning Chamberlain College of Nursing by the Institutional Actions Council of the Higher Learning Commission at its meeting on December 14, 2015. The date of this action constitutes the effective date of the institution's new status with HLC.

Action with Interim Monitoring. IAC continued the accreditation of Chamberlain College of Nursing with the next Reaffirmation of Accreditation in 2025-26. In conjunction with this action, IAC required the following interim monitoring.

Interim Report. An Interim Report due 8/1/16: Formal response to the College's ACEN sanction.

Embedded Report. Report on graduate employment measured via alumni and graduate exit surveys embedded in the next Year 4 Comprehensive Review.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at <http://www.hlcommission.org/isr-request>.

Information on notifying the public of this action is available at <http://www.hlcommission.org/HLC-Institutions/institutional-reporting-of-actions.html>.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Jeffrey Rosen. Your cooperation in this matter is appreciated.

Sincerely,

Barbara Gellman-Danley
President

CC: ALO



COMMISSION ON
COLLEGIATE NURSING
EDUCATION

ONE DUPONT CIRCLE NW
SUITE 530
WASHINGTON DC 20036-1120

202-887-6791

WWW.AACN.NCHE.EDU/
CCNE-ACCREDITATION

November 6, 2014

William Richard Cowling, III, PhD, RN, APRN-BC, AHN-BC, FAAN
Vice President of Academic Affairs
Chamberlain College of Nursing
3005 Highland Parkway, 5th Floor
Downers Grove, IL 60515

Dear Dr. Cowling, III:

The Commission on Collegiate Nursing Education's (CCNE) Board of Commissioners acted at its meeting on October 7-10, 2014, to grant accreditation to the baccalaureate degree program in nursing at Chamberlain College of Nursing for 10 years, extending to December 31, 2024. The accreditation action is effective as of February 10, 2014, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the spring of 2024.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there is a compliance concern with respect to Key Element IV-F.

Therefore, a Compliance Report must be submitted to demonstrate the program's compliance with the following key element:

Demonstrate that faculty outcomes, individually and in the aggregate, demonstrate program effectiveness. (Key Element IV-F) Actual faculty outcomes are to be presented in the aggregate for the faculty as a group, analyzed, and compared to expected outcomes.

The deadline for submitting the Compliance Report to CCNE is December 1, 2015. Please email the Compliance Report, along with appendices, if any, as a PDF attachment to Crystal Pool, CCNE Associate Director, at cpool@aacn.nche.edu.

In addition, as is required for all accredited programs, a Continuous Improvement Progress Report (CIPR) must be submitted at the mid-point of the accreditation term. The CIPR must demonstrate the program's continued compliance with all accreditation standards and key elements. The deadline for submitting the CIPR to CCNE is December 1, 2019.

Please note that the aforementioned reports need to address the CCNE standards that are in effect at the time of submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator approximately five months prior to the CIPR submission deadline. In that letter, CCNE will inform the program of the specific standards to be used and will provide guidance for the preparation of the report.

The Report Review Committee, and then the Board of Commissioners, will review the reports. For more information about reports and the report review process, please refer to the CCNE procedures.

A copy of the accreditation team 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 Chamberlain College of Nursing. We hope that both the results of the self-study process and the team report will be useful to the continued

growth and development of the nursing program. A certificate of accreditation is enclosed.

In accordance with CCNE policy, if a program elects to make a public disclosure of a program's accreditation status with CCNE, the program or institution must disclose that status accurately. The program or institution disclosing the information must identify the nursing program and its affiliation with CCNE. This statement must include *either* the accrediting agency's full name, address, and telephone number *or* the accrediting agency's full name and address of the website home page, which identifies CCNE's address and telephone number. CCNE has approved the use of *either* of the following statements for disclosure of the accreditation status to the public:

The (baccalaureate degree in nursing/master's degree in nursing /Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

The (baccalaureate degree in nursing/master's degree in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

Please ensure that the institution's website and other materials are updated to reflect this language, as appropriate. For more information on CCNE's disclosure policy, as well as information on use of the CCNE accreditation seal, please visit <http://www.aacn.nche.edu/ccne-accreditation/seal-policy/baccalaureate-graduate>.

As a reminder, programs are expected to continue to comply with the current CCNE standards and procedures throughout the period of accreditation. These documents are available at <http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate>. This includes advising CCNE in the event of a substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE procedures.

We appreciate the many courtesies and the helpfulness extended to the CCNE evaluation team in the spring of 2014. The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing program.

Sincerely,



Jennifer Butlin, EdD
Executive Director

cc: President Susan L. Groenwald
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team

CERTIFICATE OF ACCREDITATION

In accordance with its accreditation standards and procedures
COMMISSION ON COLLEGIATE NURSING EDUCATION
has accredited

Baccalaureate Degree Program in Nursing Chamberlain College of Nursing

*The Commission on Collegiate Nursing Education is listed by the U.S. Secretary of Education
as a nationally recognized accrediting agency.*



Jeff Butch
EXECUTIVE DIRECTOR

February 10, 2014

EFFECTIVE DATE OF ACCREDITATION

ONE DUPONT CIRCLE NW
SUITE 530
WASHINGTON DC 20036

THIS CERTIFICATE IS VALID FOR THE DURATION OF THE PERIOD OF ACCREDITATION

Course descriptions from the College's catalog

COLLEGE *of* NURSING

Undergraduate Pre- & Post-Licensure Nursing Courses

CLINICAL & NON-CLINICAL NURSING

NR-101: Transitions in Nursing

1 Credit (Theory 1) – 16/0/0/1

A success seminar designed to introduce the student to the culture of Chamberlain, active adult learning principles and professional presentation through development of effective verbal communication skills and relationship building through the concepts of emotional intelligence, personal inventory and self-management. Students also develop scholarship, written communication and punctuation and grammar skills through a blended-learning format. Course includes adult learning principles and concepts related to active learning.

■ Prerequisite: None

NR-103: Transition to the Nursing Profession

2 Credits (Theory 2) – 32/0/0/2

A success seminar designed to introduce the student to the culture of Chamberlain, active adult learning principles and professional presentation through development of effective verbal communication skills and relationship building through the concepts of emotional intelligence, personal inventory and self-management. Students also develop scholarship, written communication, punctuation and grammar skills through a blended-learning format. Course also includes adult learning principles and concepts related to active learning.

■ Prerequisites: None

NR-110: Pathways to Professional Nursing for Military

2 Credits (Theory 2) – 32/0/0/2

This course, designed for the Military to BSN student, explores the philosophy and roles of the professional nurse in the context of contemporary nursing practice. A variety of learning experiences provide the student with an introduction to professional nursing practice and the skills needed for successful completion of the Military to BSN degree option.

■ Prerequisite: Admission to the Military to BSN degree option (BIOS-251; BIOS-252; BIOS-255; BIOS-256; BIOS-242; CHEM-120; MATH-114, PSYC-110)

■ Corequisite: ENGL-117

NR-222: Health & Wellness[†]

3 Credits (Theory 3) – 48/0/0/3

This course introduces students to health promotion and preventive care activities throughout the life span. These activities are explored through biological, psychological, spiritual, environmental and sexual domains. A variety of theories emphasizing health and well-being are explored throughout the course. Healthy People 2020 objectives are examined. Health promotion assumptions basic to nursing practice are emphasized.

■ Prerequisite: BIOS-252, MATH-114, PSYC-110

■ Corequisite: BIOS-255, NR-101 or NR-103

NR-224: Fundamentals – Skills

3 Credits (Theory 2, Lab 1) – 32/32/0/3

Students are introduced to the fundamental skills of professional nursing. An introductory unit of physics provides the basis for understanding concepts such as body mechanics, positioning and mobility. The laboratory component provides practice of selected fundamental nursing skills, as well as psychomotor skills necessary for care of individuals requiring assistance with mobility, hygiene and comfort. Included are basic principles of drug administration, teaching-learning and vital-sign assessment. Students have the opportunity to develop the beginning skills of a professional nurse through experiential learning.

■ Prerequisite: BIOS-242, BIOS-251, BIOS-252, BIOS-255, BIOS-256, CHEM-120, MATH-114, NR-101 or NR-103, NR-222

NR-226: Fundamentals – Patient Care[†]

3 Credits (Theory 2, Clinical 1) – 32/0/48/3

Content focuses on health promotion and the rehabilitative aspects of patient care. Students provide direct patient care in the acquisition of skills and concepts of professional nursing. The nursing process is utilized as the student implements basic aspects of nursing practice. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, ENGL-147, MATH-114, NR-224, NR-281 or NR-283, NR-302, PSYC-290, SPCH-277 or COMM-285

NR-228: Nutrition, Health & Wellness[†]

2 Credits (Theory 2) – 32/0/0/2

This course provides an overview of the basic nutrients required by the body for optimal health and wellness. The role that nutrition plays in various phases of the human life cycle and the psychological and sociological implications of food are discussed. Students use scientific thinking to question nutritional information presented in the various media and dispel any common nutrition myths. Students learn how the scientific method of inquiry is used in nutritional science and the health fields. In addition, the application of nutritional concepts to care for patients are studied. Lastly, conditions that are amenable to modification and possible cure by diet therapy and other nursing and medical interventions are explored.

■ Prerequisite: MATH-114

[†] Students pursuing the BSN Concentration in Serving Hispanic Communities will be assigned to the care of Hispanic community members for 25% of their total experiential learning activities in the program of study. For non-clinical courses, course assignments will target Hispanic cultural needs.

NR-281: Pathophysiology

2 Credits (Theory 2) – 32/0/0/2

The first of two courses which explores select pathophysiologic processes of disease, clinical manifestations, complications and variations in wellness. Environmental and lifestyle influences are examined.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114

NR-282: Pathophysiology II

1 Credit (Theory 1) – 16/0/0/1

The second of two courses which explore select pathophysiologic processes of disease, clinical manifestations, complications and variations in wellness. Environmental and lifestyle influences are examined.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114, NR-281

NR-283: Pathophysiology

3 Credits (Theory 3) – 48/0/0/3

Select pathophysiologic processes of disease, clinical manifestations, complications and variations in wellness will be explored. Environmental and lifestyle influences are examined as well as other risks and influences on pathophysiological processes.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114

NR-291: Pharmacology I

2 Credits (Theory 2) – 32/0/0/2

This course introduces a comprehensive approach to the clinical aspects of drug therapy which are emphasized through the use of the nursing process, including medication calculation, lifespan implications and basic principles of pharmacology. The focus is on the classifications of commonly prescribed medications as well as selected complementary/alternative drugs. Within each classification, a few representative drugs are selected for study in terms of their mechanism of action and therapeutic use. This study includes specific information regarding methods of administration as well as the side and adverse effects of these medications.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114, NR-281, NR-282

NR-292: Pharmacology II

1 Credit (Theory 1) – 16/0/0/1

This course continues the introduction to a comprehensive approach to the clinical aspects of drug therapy which are emphasized through the use of the nursing process, including medication calculation, lifespan implications and basic principles of pharmacology. The focus is on the classifications of commonly prescribed medications as well as selected complementary/alternative drugs. Within each classification, a few representative drugs are selected for study in terms of their mechanism of action and therapeutic use. This study includes specific information regarding methods of administration as well as the side and adverse effects of these medications.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114, NR-291

NR-293: Pharmacology for Nursing Practice

3 Credits (Theory 3) – 48/0/0/3

This course introduces a comprehensive approach to the clinical aspects of drug therapy, which are emphasized through the use of the nursing process, life span implications and basic principles of pharmacology. The course content includes several classifications of commonly prescribed medications, as well as selected complementary and alternative drugs. Within each classification, representative or prototype drugs are selected for study in terms of their mechanisms of action and therapeutic uses. Students apply knowledge of pharmacological concepts in the context of safe and effective nursing practice, which include methods of administration, safe dosage, side and adverse effects of medications, nursing implications and medication teaching.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114, NR-282 or NR-283

NR-295: Pathophysiology/Pharmacology for Military

4 Credits (Theory 4) – 64/0/0/4

This course, designed for the Military to BSN student, focuses on the biologic alterations that lead to or result from disease processes, the clinical manifestations and the pharmacologic and complementary alternative therapies used in treatment. The course builds on knowledge of anatomy and physiology with emphasis on deviation that threaten homeostasis.

■ Prerequisite: Admission to the Military to BSN degree option (BIOS-251; BIOS-252; BIOS-255; BIOS-256; BIOS-242; CHEM-120; ENG-147; MATH-114); NR-110

NR-299: Foundations of Clinical Practice for Military

5 Credits (Theory 3, Clinical 2) – 48/0/96/5

This course, designed for the military-to-BSN student, bridges previously gained healthcare knowledge, skills and abilities of the Veteran student to the current role of the professional nurse. Course includes didactic, laboratory and clinical experiences focused on nursing process, health assessment, theories related to health promotion and disease prevention, health considerations in the older adult, professional role and standards of practice.

■ Prerequisite: Admission to the Military to BSN degree option (BIOS-251; BIOS-252; BIOS-255; BIOS-256; BIOS-242; CHEM-120; ENG-147; MATH-114); PSYC-290; NR-110; NR-295

NR-300 A-C: Directed Independent Study

1-3 Credits (Theory 1-3) – (A) 16/0/0/1, (B) 32/0/0/2, (C) 48/0/0/3

This course connects academic learning with service to the community. The focus is on addressing real-world problems, related to a designated subject of professional interest in the community. Students actively participate in planning and executing this learning experience. Caring for others, health promotion and prevention, professional development and self-reflection are emphasized. Students select an agency from the approved list of agencies or identify an agency for faculty approval, prior to beginning the course.

■ Prerequisite: NR-302; NR-304; NR-224; NR-226; NR-324; NR-325

NR-302: Health Assessment I

2 Credits (Theory 1.5, Lab 0.5) – 24/16/0/2

This course, part one of a two-part course, introduces the student to principles and techniques of nursing assessment, focusing on patient history taking, interview and communication techniques and techniques of inspection, palpation, percussion and auscultation. The role of the nurse in obtaining comprehensive health assessments, including attributes of physical, psychosocial, developmental, cultural and spiritual functioning is discussed. Application of assessment findings to clinical decision making is addressed. The laboratory component is designed to promote cognitive and psychomotor skills necessary to assess the integumentary, head and neck, lymphatics, respiratory and cardiovascular systems. Practice of assessment techniques occurs through experiential learning.

■ Prerequisite: BIOS-242, BIOS-251, BIOS-252, BIOS-255, BIOS-256, CHEM-120, MATH-114, NR-101 or NR-103, NR-222

NR-304: Health Assessment II

2 Credits (Theory 1.5, Lab 0.5) – 24/16/0/2

This course, part two of a two-part course, examines the principles and techniques of nursing assessment, focusing on utilization of assessment findings in clinical decision making. Participants learn to identify teaching and learning needs from a comprehensive assessment and health history. Professional responsibilities in conducting a comprehensive assessment and documenting assessment findings are addressed. The laboratory component is designed to continue promotion of the cognitive and psychomotor skills necessary to assess the peripheral vascular, abdominal/gastrointestinal, musculoskeletal, neurological and male and female genitourinary systems (including breast). Practice of comprehensive assessment techniques occurs through experiential learning.

■ Prerequisite: BIOS-242, BIOS-251, BIOS-252, BIOS-255, BIOS-256, CHEM-120, MATH-114, NR-101 or NR-103, NR-222, NR-281 or NR-283, NR-302

NR-305: Health Assessment for the Practicing RN

4 Credits (Theory 4) – 64/0/0/4

This course, for RN to BSN option students, builds upon students' existing knowledge of nursing assessment. Students explore current and innovative techniques for assessing an individual's physical, psychosocial, cultural and spiritual needs. The use of assessment findings for clinical decision making and the creation of individualized patient teaching plans is discussed throughout the course.

■ Prerequisite: NR-351

NR-320: Mental-Health Nursing

5 Credits (Theory 3, Clinical 2) – 48/0/96/5

Emphasis is on the dynamics of an individual's ability to function in society. The course focuses on content relative to anxiety, self concept, thought disorders, mood alterations, addictive behaviors, organic brain dysfunction, abuse and violence issues. It also incorporates health promotion and wellness issues such as stress management and personal growth. Therapeutic communication techniques, individual and group therapy practices and community mental health resources are also incorporated. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-292, NR-325, PSYC-290

NR-321: Maternal-Child Nursing

5 Credits (Theory 3, Lab 0.5, Clinical 1.5) – 48/16/72/5

This course focuses on family-centered approaches to maternal/newborn care and incorporates health promotion and wellness issues. The childbearing cycle, including normal experience, high-risk factors, complications and alterations are studied. Additional women's health issues are included. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-292, NR-325, PSYC-290

NR-322: Pediatric Nursing

5 Credits (Theory 3, Lab 0.5, Clinical 1.5) – 48/16/72/5

Family-centered care of children is the focus of this course, exploring issues of normal child care as well as health alterations of children from infancy through adolescence. Students participate as members of the multidisciplinary health team to provide health promotion, illness prevention, health restoration and maintenance and rehabilitative care to children and families. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-292 or NR-293, NR-325, PSYC-290

NR-324: Adult Health I[†]

5 Credits (Theory 3, Clinical 2) – 48/0/96/5

The focus of this course is on the needs of adult patients and their families in relation to health promotion and management of conditions that require acute and chronic care. The nursing process is used in the discussion of health alterations affecting selected life processes. Students continue their professional skill development as members of the health team. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114, NR-226, NR-282 or NR-283, NR-304

NOTE: NR-304 may be taken as a corequisite for students who pass the LPN Proficiency.

■ Prerequisite(s) Military to BSN degree option: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114, NR-295, NR-299

■ Corequisite: NR-291 or NR-293 and PSYC-290

NR-325: Adult Health II[†]

5 Credits (Theory 3, Clinical 2) – 48/0/96/5

This course focuses on alterations in life processes, including the effect on the patient's family. The nursing process is used to make clinical decisions and foster health restoration and maintenance. Emphasis on discharge planning is included. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-291 or NR-293, NR-324, PSYC-290

■ Prerequisite(s) Military to BSN degree option: NR-295, NR-324, PSYC-290

■ Corequisite: NR-292 (129 curriculum only)

NR-326: Mental-Health Nursing[†]

4 Credits (Theory 3, Clinical 1) – 48/0/48/4

Emphasis is on the dynamics of an individual's ability to function in society. The course focuses on content relative to anxiety, self concept, thought disorders, mood alterations, addictive behaviors, organic brain dysfunction, abuse and violence issues. It also incorporates health promotion and wellness issues such as stress management and personal growth. Therapeutic communication techniques, individual and group therapy practices and community mental-health resources are also incorporated. A variety of population and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-292 or NR-293, NR-325, PSYC-290

■ Prerequisite(s) Military to BSN degree option:
NR-295, NR-325, PSYC-290

■ Prerequisite(s) LVN 30 Unit Option: NR-329

NR-327: Maternal-Child Nursing[†]

4 Credits (Theory 3, Clinical 1) – 48/0/48/4

This course focuses on family-centered approaches to maternal/newborn care and incorporates health promotion and wellness issues. The childbearing cycle, including normal experience, high-risk factors, complications and alterations are studied. Additional women's health issues are included. A variety of population and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-292 or NR-293, NR-325, PSYC-290

■ Prerequisite(s) Military to BSN degree option:
NR-295, NR-325, PSYC-290**NR-328: Pediatric Nursing[†]**

4 Credits (Theory 3, Clinical 1) – 48/0/48/4

Family-Centered care of children is the focus of this course, exploring issues of normal child care as well as health alterations of children from infancy through adolescence. Students participate as members of the multidisciplinary health team to provide health promotion, illness prevention, health restoration and maintenance and rehabilitative care to children and families. A variety of population and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-292 or NR-293, NR-325, PSYC-290

■ Prerequisite(s) Military to BSN degree option:
NR-295, NR-325, PSYC-290**NR-329: Adult Health I**

6 Credits (Theory 3, Clinical 3) – 48/0/144/6

The focus of this course is on the needs of adult patients and their families in relation to health promotion and management of conditions that require acute and chronic care. The nursing process is used in the discussion of health alterations affecting selected life processes. Students continue their professional skill development as members of the health team. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: BIOS-251, BIOS-252, BIOS-255, BIOS-256, MATH-114, NR-226 or NR-227, NR-283, NR-293, NR-304, PHIL-347

NOTE: NR-304 may be taken as a corequisite for students who pass the LPN Proficiency.

■ Corequisite: None/NR-304

■ Prerequisite(s) LVN 30 Unit Option: None

NOTE: California residents only.

NR-330: Adult Health II

6 Credits (Theory 3, Clinical 3) – 48/0/144/6

This course focuses on alterations in life processes, including the effect on the patient's family. The nursing process is used to make clinical decisions and foster health restoration and maintenance. Emphasis on discharge planning is included. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-293, NR-329, PSYC-290

NOTE: California residents only.

NR-340: Critical-Care Nursing

5 Credits (Theory 3, Clinical 2) – 48/0/96/5

Adult patients with unstable emergent critical illnesses are the focus of this course. Students integrate nursing and technological and scientific knowledge with clinical judgment to potentiate optimal health with a diverse patient population. Students utilize comprehensive assessment techniques, advanced nursing skills and multiple nursing modalities to maximize optimal health. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-282, NR-292, NR-325, PSYC-290

NR-341: Complex Adult Health[†]

4 Credits (Theory 3, Clinical 1) – 48/0/48/4

Adult patients with unstable emergent critical illnesses are the focus of this course. Students integrate nursing, technological and scientific knowledge with clinical judgment to potentiate optimal health with a diverse patient population. Students utilize comprehensive assessment techniques, advanced nursing skills and multiple nursing modalities to maximize optimal health. A variety of population and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-282 or NR-283, NR-292 or NR-293, NR-325, PSYC-290

■ Prerequisite(s) Military to BSN degree option: NR-295, NR-325, PSYC-290

■ Prerequisite(s) LVN 30 Unit Option: NR-326, NR-329

NR-342: Complex Adult Health*

5 Credits (Theory 3, Clinical 2) – 48/0/96/4

Adult patients with unstable emergent critical illnesses are the focus of this course. Students integrate nursing, technological and scientific knowledge with clinical judgment to potentiate optimal health with a diverse patient population. Students utilize comprehensive assessment techniques, advanced nursing skills and multiple nursing modalities to maximize optimal health. A variety of population and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-282 or NR-283, NR-292 or NR-293, NR-325, PSYC-290

■ Prerequisite(s) Military to BSN degree option: NR-295, NR-325, PSYC-290

■ Prerequisite(s) LVN 30 Unit Option: NR-326, NR-329

* Students pursuing the BSN Concentration in Serving Hispanic Communities will be assigned to the care of Hispanic community members for 25% of their total experiential learning activities in the program of study. For non-clinical courses, course assignments will target Hispanic cultural needs.

NR-351: Transitions in Professional Nursing

3 Credits (Theory 3) – 48/0/0/3

This course, designed for the RN student entering the online RN to BSN program option, introduces the student to the knowledge, skills, attitudes, theory and roles of the professional nurse across the educational continuum in the context of contemporary and future professional nursing practice. This course provides the student with opportunities to demonstrate skills for success as an online RN to BSN student using a variety of learning opportunities, including success resources provided to Chamberlain students.

■ Prerequisite: Admission into the RN to BSN option.

NR-360: Information Systems in Healthcare

3 Credits (Theory 3) – 48/0/0/3

The use of electronic databases for clinical practice is the focus of this course. Skills for asking clinical questions and finding the best evidence to answer the questions are developed.

■ Prerequisite: None

NR-361: RN Information Systems in Healthcare

3 Credits (Theory 3) – 48/0/0/3

The focus of this course is the understanding of health information systems to ethically manage data, information, knowledge and technology to communicate effectively; provide safe and effective patient care; and utilize appropriate databases to search for evidence-based on research to enhance the quality of patient care and inform practice decisions. Development of competencies in using patient care technologies and information management systems is emphasized.

■ Prerequisite: NR-351

NR-392: Quality Improvement in Nursing

2 Credits (Theory 2) – 32/0/0/2

This course focuses on the knowledge, skills and attitudes needed to provide quality care to patients, families, communities and populations as a member of the collaborative interprofessional team. This course will focus on evidence-based processes and strategies consistent with a culture of safety and accountability to improve nursing care quality.

■ Prerequisite: NR-351

NR-393: Nursing History

3 Credits (Theory 3) – 48/0/0/3

This course will explore nursing history from the early years to the current century. Students will explore historical events and persons while considering the impact on today's professional nursing practice.

■ Prerequisite: NR-351

NR-394: Transcultural Nursing

3 Credits (Theory 3) – 48/0/0/3

This course will present theories, concepts, beliefs and standards related to transcultural nursing. The influence of culture on individuals across the lifespan, groups and organizations will be examined. The concepts of global nursing on healthcare delivery systems will be explored. Students will perform a transcultural nursing assessment on a selected individual from a culture that is different from the nurse's.

■ Prerequisite: NR-351

NR-395: Ethics, Integrity & Professional Nursing Trends

1 Credits (Theory 1) – 16/0/0/1

This course asks students to identify and disseminate evidence on current trends in professional nursing related to integrity, bullying and incivility, professional behavior across academic and clinical settings, ethical dilemmas in today's healthcare environment, legal aspects of the professional nurse role, responsible communication related to social media and HIPAA and a reflection on the future of policies related to professional behaviors and nurse practice acts.

■ Prerequisite: Admission into the RN to BSN Option

NR-435: RN Community Health Nursing

5 Credits (Theory 3, Clinical 2) – 48/0/96/5

Theory and concepts of community/public/global health utilizing levels of prevention are presented. The role of the Community Health Nurse (CHN) in determining predictive factors that influence health will be explored. This course will investigate the needs of aggregates in the community setting including promoting health and preventing illness, planning for disasters, addressing environmental health problems and managing information and communication technology. Planning, organization and delivery of services for populations at-risk are tied to Healthy People 2020 goals with an introduction to political and sociocultural aspects of community, demographic and epidemiological methods. Communication, collaboration and teamwork strategies will be explored along with application of evidence-based practice. This course is designed to expand the scope of nursing practice for senior RN to BSN students. Clinical experiences are scheduled with approved nurse preceptors in community settings for students to assist them in applying community-health principles and implementing relevant concepts in non-acute care settings.

■ Prerequisite: NR-305, NR-351, NR-439, NR-447

(RN-BSN to MSN students: NR-305, NR-351, NR-361, NR-439)

NOTE: This course includes at least 96 hours of public health clinical experience and fulfills the state requirement for community health nursing for Tennessee residents enrolled prior to July 2018, students residing in Washington and students residing in California or Minnesota seeking to obtain a certificate in public health nursing from the CA or MN Board of Nursing.

NR-436: RN Community Health Nursing
(Theory 3, Clinical 1) – 48/0/48/4

Theory and concepts of community/public/global health utilizing levels of prevention are presented. The role of the Community Health Nurse (CHN) in determining predictive factors that influence health will be explored. This course will investigate the needs of aggregates in the community setting, including promoting health and preventing illness, planning for disasters, addressing environmental health problems and managing information and communication technology. Planning, organization and delivery of services for populations at-risk are tied to Healthy People 2020 goals with an introduction to political and sociocultural aspects of community, demographic and epidemiological methods. Communication, collaboration and teamwork strategies will be explored along with application of evidence-based practice. This course includes mentored clinical experiences in community settings that apply community-health principles and implementing relevant concepts in non-acute care settings.

■ Prerequisite: NR-305, NR-351, NR-439, NR-447
(RN-BSN to MSN students: NR-305, NR-351, NR-447, NR-439)

NOTE: This course fulfills the Tennessee state requirement for community health nursing.

NR-439: RN Evidence-Based Practice
3 Credits (Theory 3) – 48/0/0/3

The research process and its contributions to the professional nursing practice are explored. The skills related to asking research questions and searching for best evidence are reviewed. The skills related to reading published research findings with understanding and using best evidence as the basis for professional nursing practice are developed.

■ Prerequisite: MATH-399 or MATH-221 or MATH-225, NR-351

NR-441: Community Health Nursing – International*
4 Credits (Theory 2, Clinical 2) – 32/0/96/4

Theory and concepts of community/public/global health utilizing levels of prevention are presented in this course. The public/community health nurse's role as a partner with the community to shape conditions supportive of health is emphasized through application of the nursing process, beginning with the assessment of the community's health, wellness needs and available resources. Planning, organization and delivery of service for populations at-risk are tied to Healthy People 2020 goals with an introduction to political and sociocultural aspects of community, demographic and epidemiological methods. Clinical experiences for students assist them in applying community-health principles and implementing relevant concepts through immersion in a variety of healthcare settings in an international location. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: NR-325 or RN license and permission from the professor of International and Multicultural Studies

NR-442: Community Health Nursing*
4 Credits (Theory 2, Clinical 2) – 32/0/96/4

Theory and concepts of community/public/global health utilizing levels of prevention are presented in this course. The public/community health nurse's role as a partner with the community to shape conditions supportive of health is emphasized through application of the nursing process, beginning with the assessment of the community's health, wellness needs and available resources. Planning, organization and delivery of service for populations at-risk are tied to Healthy People 2020 goals with an introduction to political and sociocultural aspects of community, demographic and epidemiological methods. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: All 300 level nursing courses, except NR-341

■ Corequisite: SOCS-350 (129 curriculum only)

* Students pursuing the BSN Concentration in Serving Hispanic Communities will be assigned to the care of Hispanic community members for 25% of their total experiential learning activities in the program of study. For non-clinical courses, course assignments will target Hispanic cultural needs.

NR-443: RN Community Health Nursing
4 Credits (Theory 4) – 64/0/0/4

Theory and concepts of community, public and global health utilizing levels of prevention are presented. The role of the Community Health Nurse (CHN) in determining predictive factors that influence health will be explored. This course will investigate the needs of aggregates in the community setting, including promoting health and preventing illness, planning for disasters, addressing environmental health problems and managing information and communication technology. Planning, organization and delivery of services for populations at-risk are tied to Healthy People 2020 goals with an introduction to political and sociocultural aspects of community, demographic and epidemiological methods. Communication, collaboration and teamwork strategies will be explored along with application of evidence-based practice.

■ Prerequisite: NR-351

NR-444: Community Health Nursing
5 Credits (Theory 2, Clinical 3) – 32/0/144/5

Theory and concepts of community/public/global health utilizing levels of prevention are presented. The public/community health nurse's role as a partner with the community to shape conditions supportive of health is emphasized through application of the nursing process, beginning with the assessment of the community's health, wellness needs and available resources. Planning, organization and delivery of services for populations at-risk are tied to Healthy People 2020 goals, with an introduction to political and sociocultural aspects of community, demographic and epidemiological methods. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: All 300 level courses, except NR-341 or NR-342

NOTE: California residents only.

NR-446: Collaborative Healthcare†

4 Credits (Theory 2, Clinical 2) – 32/0/96/4

This course is designed to expand the scope of the nursing practice for senior nursing students. Course and clinical activities provided to traditional students focus on leadership and management aspects of the professional nurse. The emphasis is on the role of the nurse in providing nursing care within the healthcare setting. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: All 300 level nursing courses

■ Prerequisite(s) LVN 30 Unit Option: NR-326, NR-329, NR-341 or NR-342

NR-447: RN Collaborative Healthcare

4 Credits (Theory 4) – 64/0/0/4

This course, for RN to BSN option students, is designed to expand the scope of nursing practice. The course and the selected collaborative learning activities provided to RN to BSN option students, focuses on leadership and management aspects of the professional nurse. The emphasis is on the role of the nurse in providing nursing care within the healthcare setting. Students spend 10 or more contact hours engaged in indirect practice focused learning activities with a self-identified mentor.

■ Prerequisite: NR-351

NR-449: Evidence-Based Practice

3 Credits (Theory 3) – 48/0/0/3

The research process and its contributions to the professional nursing practice are explored. The skills related to reading published research findings with understanding and using best evidence as the basis for professional nursing practice are developed.

■ Prerequisite: MATH-221 or MATH-399

NR-451: RN Capstone Course

3 Credits (Theory 3) – 48/0/0/3

Specifically for RN to BSN option students, this is a synthesis course and requires senior students to demonstrate mastery of skills learned in general education as well as nursing courses. Special emphasis is placed on the implementation of change in response to identification of needs/problems in selected healthcare settings. The major assignment is an evidence-based project that grows out of the student's interest in specific patient populations, professional nursing roles and/or healthcare settings.

■ Prerequisite: NR-351, NR-439

■ Corequisite: NR-305, NR-361, NR-447, NR-443, NR-435 or NR-436

NR-452: Capstone Course†

3 Credits (Theory 2, Clinical 1) – 32/0/48/3

This synthesis course requires seniors to demonstrate mastery of knowledge learned in general education as well as nursing courses. The course facilitates the student's transition into professional nursing through an exploration of trends and issues in professional nursing and participation in experiential-based nursing experiences. This culminating clinical practicum focuses on refining skills in the delivery and management of nursing care within the context of legal, ethical and evidence-based practice. A comprehensive nursing program review is embedded in this course to support mastery of essential nursing content for beginning practice as a registered nurse. A variety of populations and settings are used in the experiential learning component of this course.

■ Prerequisite: Successful completion of all other nursing courses.

■ Prerequisite(s) BSN Concentration in Serving Hispanic Communities: Spanish language post-proficiency assessment

NR-499: Pharmacology, Physical Assessment and Pathophysiology Nurse Practitioner Preparatory Course

2 Credits (2 Theory) – 32/0/0/2

This course provides a foundational synthesis of pathophysiology, pharmacology and physical assessment principles for aspiring nurse practitioner students. Select pathophysiologic processes of disease will be explored, including physical assessment components and pharmacological treatment.

■ Prerequisite: BSN or NR-351 and NR-305 for RN to BSN option students

GENERAL EDUCATION**ELECTIVE****BUSN-115: Introduction to Business & Technology**

3 Credits (Theory 3) – 48/0/0/3

This course introduces business and the environment in which businesses operate. Students examine the role of major functional areas of business and interrelationships among them. Organizational theories and techniques are examined and economic, cultural, political and technological factors affecting business organizations are evaluated.

■ Prerequisite: None

† Students pursuing the BSN Concentration in Serving Hispanic Communities will be assigned to the care of Hispanic community members for 25% of their total experiential learning activities in the program of study. For non-clinical courses, course assignments will target Hispanic cultural needs.

COMP-150: Computer & Technology Applications in Health Professions
3 Credits (Theory 3) – 48/0/0/3

This course introduces basic concepts and principles underlying personal and business productivity tools and technologies widely used in health settings, such as operating systems, word processors, spreadsheets and mobile devices. Students also learn basic computer terminology and concepts. Hands-on exercises provide students with experience in the use of the different technologies and current productivity tools. The minimum requirement to pass this course is 80 percent and grades of "C" and "D" are not assigned.

■ Prerequisites: None

ENGLISH/COMMUNICATIONS

ENGL-062: Introduction to Reading & Writing
4 Credits (Theory 4) – 64/0/0/4

This transitional studies course is designed to enhance students' reading and writing skills so they can effectively complete other courses in their program of study. Coursework focuses on process-based activities designed to develop pre-reading, reading and responding skills, as well as pre-writing, writing and revising skills that promote critical thinking. An integrated approach links reading with writing and addresses basic grammar integral to the writing process. The minimum requirement to pass this course is 80 percent and grades of "C" and "D" are not assigned. The final grade earned in this course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation. Eligibility to enroll in the course is based on placement results.

■ Prerequisite: Eligibility to enroll in the course is based on placement results

ENGL-117: English Composition
3 Credits (Theory 3) – 48/0/0/3

This course develops writing skills through analysis of essays, articles and other written works that are used as models for writing practice and development. Writing assignments stress process approaches, development, organization, revision and audience awareness. Students use word processing and web-based tools to develop written work. Eligibility to enroll in this course is limited to students enrolled in Chamberlain.

■ Prerequisite: Eligibility to enroll in the course is based on placement results or successful completion of ENGL-062

ENGL-147: Advanced English Composition
3 Credits (Theory 3) – 48/0/0/3

This course builds on the conventions and techniques of composition through critical reading requirements and longer, more sophisticated reports, including a library research paper. Assignments require revising and editing for an intended audience. Students are also taught search methods for accessing a variety of print and electronic resources. Eligibility to enroll in this course is limited to students enrolled in Chamberlain.

■ Prerequisite: ENGL-117

SPCH-277: Interpersonal Communication
3 Credits (Theory 3) – 48/0/0/3

This course explores ways in which people interact verbally and non-verbally and teaches basic principles of interpersonal communication including perception, self-concept, persuasive communication, nonverbal communication, semantics, roles and norms and communication barriers. Activities include participating in groups, pairs and interactive communication situations.

■ Prerequisites: ENGL-117

COMM-285: Cross-Cultural Communication
3 Credits (Theory 3) – 48/0/0/3

This course introduces basic aspects of cross-cultural communication within and outside of the workplace. It explores various complexities involved in cross-cultural communication, addressing the characteristics of effective communication and factors such as cultural diversity, cultural studies and cultural identities. Written and oral message design and delivery are also addressed.

■ Prerequisite: ENGL-117

HUMANITIES

ETHC-445: Principles of Ethics
3 Credits (Theory 3) – 48/0/0/3

Through readings, discussions and case studies of contemporary issues, this course helps students acquire the ethical tools to determine appropriate courses of action. Ethical principles are applied to choices and decisions that arise in professional and personal life and that reflect membership in a democratic society.

■ Prerequisite: ENGL-147

HIST-405: United States History
3 Credits (Theory 3) – 48/0/0/3

This course examines American history from the formation of the 13 original colonies to the present. Coursework addresses the struggle to define American citizenship and government, development of the nation and a national economy and racial exclusion in American society. Also examined are the country's transformation to a world power, reconstruction, resurgence, recession and reform, principles of justice and the American experience. Students who receive credit for this course may not also receive credit for HIST-225.

■ Prerequisite: ENGL-147

HIST-410: Contemporary History
3 Credits (Theory 3) – 48/0/0/3

This course examines major 20th century political, social, economic and technological developments in a global context. It also establishes a context for historical events and suggests relationships among them. The impact of technological innovation on contemporary society, politics, military power and economic conditions is explored.

■ Prerequisite: ENGL-147

HIST-420: Contemporary Hispanic American History
3 Credits (Theory 3) – 48/0/0/3

This course examines the general trends and the complex interrelationships of Hispanic American political, social and economic developments of the 20th century, as related to current events in the 21st century. Particular emphasis is placed on exploring the evolution of Hispanic American cultural, social and political identity within mainstream American society.

■ Prerequisite: ENGL-147

HUMN-303: Introduction to the Humanities
3 Credits (Theory 3) – 48/0/0/3

Organized as a seminar in cultural history, this course develops responses to representative works of literature, history, philosophy, music and a wide range of visual and performing arts. Students analyze and evaluate creative works in areas such as painting, poetry, drama, dance, film and architecture. They discover the personal significance of these forms and connections among works, genres, styles and movements. Discussions, essays, oral presentations and visits to cultural venues prepare students for more advanced inquiry in subsequent courses.

■ Prerequisite: ENGL-147

HUMN-307: Latin American Humanities
3 Credits (Theory 3) – 48/0/0/3

This course provides an introduction to Latin American humanities, including the visual and performing arts, literature, history and philosophy. Students analyze and evaluate works of art, and examine connections among these works and their cultural, historical and philosophical contexts.

■ Prerequisite: ENGL-147

PHIL-347: Critical Reasoning
3 Credits (Theory 3) – 48/0/0/3

This writing-intensive course introduces practical and theoretical contexts of logical argument as well as critical reading and reasoning. Students apply information analysis and problem-solving skills to define, convey and defend positions that influence decision-making. Students prepare a range of documents that reflect and/or incorporate principles of sound logic and reasoning.

■ Prerequisite: ENGL-147

PHIL-447: Logic & Critical Thinking
3 Credits (Theory 3) – 45/0/0/3

This course helps students develop skills in argumentative, deductive and inductive reasoning and precise use of language based on effective analysis. Problem-solving exercises, papers and group exercises are used to explore course material.

■ Prerequisite: ENGL-147

RELI-448: Comparative Religions
3 Credits (Theory 3) – 48/0/0/3

Through study of the world's major and minor religions, along with indigenous religions and cults, this course helps students understand the varieties and commonalities of the human religious experience, with emphasis on both individual and group phenomena. Students compare the core elements of religion through analysis of religious belief in practice and the ways elements are depicted in philosophy, theology and social sciences. Students also learn to formulate their own views on the role of religion in human affairs.

■ Prerequisite: ENGL-147

MATHEMATICS

MATH-062: Beginning Algebra
4 Credits (Theory 4) – 64/0/0/4

This transitional studies course introduces critical elements of algebra for linear equations and inequalities. Coursework progresses from order of operations and combining like terms through addition and multiplication rules for solving linear equations. Students then apply these rules to inequalities. Graphing in two variables is introduced, as are exponents, polynomials and polynomial operations. The minimum requirement to pass this course is 80 percent; grades of "C" and "D" are not assigned. The final grade earned in this course is not used in GPA calculations and credit hours earned are not applicable to credit hours required for graduation. Eligibility to enroll in the course is based on placement results.

■ Prerequisite: Eligibility to enroll in the course is based on placement results

MATH-114: Algebra for College Students
4 Credits (Theory 4) – 64/0/0/4

This course focuses on topics such as basic treatment of algebraic expressions, solving linear equations and inequalities, graphing linear equations and inequalities, polynomial operations, positive and negative integral exponents, factoring, systems of linear equations, radical and rational expressions, quadratic equations and various application problems. The minimum requirement to pass this course is a "B"; grades of "C" and "D" are not assigned.

■ Prerequisite: Eligibility to enroll in the course is based on placement results or successful completion of MATH-062

MATH-221: Statistics for Decision Making
4 Credits (Theory 4) – 64/0/0/4

This course provides tools used for statistical analysis and decision making in business. The course includes both descriptive statistics and inferential concepts used to draw conclusions about a population. Research techniques, such as sampling and experiment design, are included for both single and multiple sample groups.

■ Prerequisite: MATH-114

MATH-225: Statistical Reasoning for the Health Sciences
3 Credits (Theory 3) – 48/0/0/3

This course focuses on statistical reasoning used to evaluate data with an emphasis on the healthcare field. Descriptive statistics are used to understand sample data and inferential concepts are incorporated by using data to draw conclusions about populations. Statistical literacy designed to help facilitate understanding and analyzing information in today's technological world is emphasized.

■ Prerequisite: Eligibility to enroll in the course is based on placement results or successful completion of MATH-062

MATH-399: Applied Managerial Statistics
3 Credits (Theory 3) – 48/0/0/3

This course stresses the practical use of statistics in the collecting, organizing, analyzing, interpreting and presenting of data. Both descriptive and inferential techniques are covered.

■ Prerequisite: MATH-114

POLITICAL SCIENCE

POLI-330: Political Science
3 Credits (Theory 3) – 48/0/0/3

This course explores comparative political systems, determinants of foreign policy and the dynamics of political change. Studies of recent political history, current world affairs and the structure of political institutions are included.

■ Prerequisite: None

POLI-332: Political Science
3 Credits (Theory 3) – 48/0/0/3

This course explores political systems in a comparative way, with emphasis on governmental forms, constitutions, determinants of foreign policy and methods of political change. Studies of recent political history, current world affairs and the structure of political institutions are included. This course fulfills the state requirement for study of the State of Nevada and U.S. constitutions.

■ Prerequisite: None

NOTE: The state of Nevada requires students to meet its requirement for study of the Nevada and U.S. constitutions. The Political Science (POLI-332) course fulfills this requirement.

SCIENCE

BIOS-242: Fundamentals of Microbiology with Lab
4 Credits (Theory 3, Lab 1) – 48/32/0/4

This course covers basic concepts of microbiology, with emphasis on medically important microorganisms and infectious diseases. The topics studied also include microscopy, microbial growth and genetics, antimicrobial agents, epidemiology and immune system responses to pathogens. Lab exercises emphasize aseptic techniques, isolation and culture of microorganisms, microscopy and staining techniques.

■ Prerequisite: CHEM-120

BIOS-251: Anatomy & Physiology I with Lab
2 Credits (Theory 1.5, Lab 0.5) – 24/16/0/2

This course is the first in a four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include basic anatomical and directional terminology, muscle tissues, fundamental concepts and principles of cell biology, histology and the integumentary and skeletal systems. The course starts with an introduction to the human body, defining anatomical terms and describing the physiological organization of the body from cells to systems. An overview of the biochemical basis of life and cell structure and function will be studied next. Students then learn how cells combine to form tissues which, in turn, combine to form organs and organ systems. Having laid the foundation for understanding the anatomical organization of the body, the course describes each body system in turn, explaining in general terms what the system does and how it interacts with other systems. The integumentary and skeleton systems will complete the course.

Understanding anatomical and physiological concepts as they apply in the healthcare delivery setting as opposed to the scientific investigational realm is stressed. Emphasis is placed on physiological parameters and biopotentials (how they are generated and how they are assessed and measured), thus providing the student with a frame of reference that will enable them to understand medical equipment design and function. The application of this knowledge to specific clinical and medical diagnostic equipment used is emphasized.

Laboratory exercises will complement the course material to combine, integrate and relate the basic facts and concepts acquired in the lectures. These activities are designed to promote critical thinking and application skills. Wherever possible, emphasis should be placed on the use of life experiences, plausible clinical situations and common diagnostic problems, thus drawing upon the students' analytical and organizational powers.

■ Prerequisite: None

BIOS-252: Anatomy & Physiology II with Lab
2 Credits (Theory 1.5, Lab 0.5) – 24/16/0/2

This course is the second in a four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include fundamental concepts and principles of the muscular and nervous systems, special senses and the endocrine system.

■ Prerequisite: BIOS-251

■ Corequisite: MATH-114

BIOS-255: Anatomy & Physiology III with Lab
2 Credits (Theory 1.5, Lab 0.5) – 24/16/0/2

This course is the third in a four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include the cardiovascular, immune and respiratory systems. The course describes the human body systems, explaining in general terms what the system does and how it interacts with other systems. These systems include the heart, blood and lymphatic and respiratory systems.

Understanding anatomical and physiological concepts as they apply in the healthcare delivery setting as opposed to the scientific investigational realm is stressed. Emphasis is placed on physiological parameters and meanings as opposed to simply anatomical descriptions.

Laboratory exercises will complement the course material to combine, integrate and relate the basic facts and concepts acquired in the lectures. These activities are designed to promote critical thinking and application skills. Wherever possible, we will emphasize the use of life experiences, plausible clinical situations and common diagnostic problems, thus drawing upon the students' analytical and organizational powers.

■ Prerequisite: BIOS-252, MATH-114

BIOS-256: Anatomy & Physiology IV with Lab
2 Credits (Theory 1.5, Lab 0.5) – 24/16/0/2

This course completes the four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include the digestive system, metabolism and nutrition, the urinary system, fluid, electrolyte and acid-based homeostasis, the reproductive system and development and inheritance.

The course starts with an introduction to the digestive system, defining anatomical terms and describing the physiological organization from cells to the systems. We will progress to examining the process of metabolism and nutrition. The other two body systems covered in this course will be the urinary and reproductive systems with an emphasis on fluid, electrolyte and acid-base homeostasis. Human development and inheritance will round off the course. Understanding anatomical and physiological concepts as they apply in the healthcare delivery setting as opposed to the scientific investigational realm is stressed. Emphasis is placed on physiological parameters and biopotentials, how they are generated and how they are assessed and measured, thus providing the student with a frame of reference that will enable them to understand medical equipment design and function. The application of this knowledge to specific clinical and medical diagnostic equipment used is emphasized.

Laboratory exercises will complement the course material to combine, integrate and relate the basic facts and concepts acquired in the lectures. These activities are designed to promote critical thinking and application skills. Wherever possible, emphasis will be placed on the use of life experiences, plausible clinical situations and common diagnostic problems, thus drawing upon your analytical and organizational powers.

■ Prerequisite: BIOS-255, MATH-114

**CHEM-120: Introduction to General,
Organic & Biological Chemistry with Lab**
4 Credits (Theory 3, Lab 1) – 48/32/0/4

This is a survey course that covers the lower division chemistry disciplines of general and organic chemistry and introduces the upper division discipline of biochemistry. The general chemistry section of the course seeks to build an understanding of basic chemical processes and states of matter by starting with the definition of matter and progressing through the atom, molecules, intermolecular interactions, chemical equations and accounting. The organic chemistry section presents the major categories of organic compounds, including saturated and unsaturated hydrocarbons and oxygen- and nitrogen-containing compounds. In the biochemistry portion, students are exposed to the four major biological macromolecules with some coverage of enzymes and the central dogma of biology. Lab exercises relate to topics discussed.

■ Corequisite: MATH-114

SOCIAL SCIENCE

ECON-312: Principles of Economics
3 Credits (Theory 3) – 48/0/0/3

This course introduces basic concepts and issues in microeconomics, macroeconomics and international trade. Microeconomic concepts such as supply and demand and the theory of the firm serve as foundations for analyzing macroeconomic issues. Macroeconomic topics include Gross Domestic Product (GDP) and fiscal and monetary policy as well as international topics such as trade and exchange rates. The course emphasizes analyzing and applying economic variables of real-world issues.

■ Prerequisite: ENGL-117, MATH-114

PSYC-110: Psychology
3 Credits (Theory 3) – 48/0/0/3

This course provides a foundation for understanding, predicting and directing behavior. Organized within a framework encompassing foundations, general topics and applications, the course provides an understanding of how psychological principles and concepts relate to professional and personal life. Topics include learning, attitude formation, personality, social influence, dynamics of communication, conflict resolution, motivation, leadership and group roles and processes.

■ Prerequisite: None

PSYC-290: Lifespan Development
3 Credits (Theory 3) – 48/0/0/3

In the context of a general introduction to psychology and the social sciences, this course explores human development across the life span. Topics include physical, cognitive, psychological, social and moral development of infants, children, adolescents and adults. Coursework also addresses developmental theories, motivation, personality development, culture and general psychological theories and principles.

■ Prerequisite: PSYC-110 or SOCS-185

PSYC-305: Motivation & Leadership

3 Credits (Theory 3) – 48/0/0/3

This course focuses on human motivation and leadership skills required to effectively manage groups and individuals. Topics include basic motivation principles, leadership styles, workplace stress and conflict and the dynamics of group development.

■ Prerequisite: PSYC-110 or SOCS-185

PSYC-315: Social Psychology

3 Credits (Theory 3) – 48/0/0/3

Students in this course explore ways in which individuals think influence, are influenced by and otherwise relate to people. Individual behavior in the context of social groups and forces is emphasized. Coursework provides a basis for scientifically addressing key issues of this field.

■ Prerequisite: PSYC-110 or SOCS-185

SOCS-185: Culture & Society

3 Credits (Theory 3) – 48/0/0/3

This course explores the role of culture in social organizations. Social institutions and the issues of race and gender within social structures are analyzed in the context of multicultural societies and increasing global interaction. Basic sociological principles and research findings are used to support analysis of cultural and social issues.

■ Prerequisite: None

SOCS-195: Hispanic American Culture and Society

3 Credits (Theory 3) – 48/0/0/3

This course introduces students to cultural diversity, histories and experiences of Latinos and Latinas in the United States. Social institutions and the issues of race, gender and family within social structures are analyzed within the context of Mexican, Puerto Rican, Cuban and other Central and South American communities in the United States. Basic sociological principles and research findings are used to explore specific questions regarding these diverse Latino cultural groups.

■ Prerequisite: Spanish language pre-proficiency assessment

SOCS-350: Cultural Diversity in the Professions

3 Credits (Theory 3) – 48/0/0/3

Students explore cross-cultural issues and diversity to create a positive foundation for understanding and working effectively with others. Cultural issues, including values, beliefs and practices that affect individuals, groups and communities are discussed. Case studies and other applications are examined particularly as they relate to the workplace and professional practice. Experiential learning designed to increase understanding and appreciation of differing cultures is also included.

■ Prerequisite: PSYC-110 or PSYC-290 or SOCS-185

COLLEGE of NURSING**Master of Science in Nursing
Degree & Certificate Courses****NR-500: Foundational Concepts & Applications**

3 Credits (Theory 3) – 48/0/0/3

This nursing course introduces the graduate student to the conceptual foundations and skills essential for the master's-prepared nurse. A framework for professional nursing practice, the scholarly communication of ideas, the use of critical inquiry and information dissemination and the professional development of the master's-prepared nurse will be explored.

■ Prerequisite: None

NR-500NP: Foundational Concepts

& Advanced Practice Roles

3 Credits (Theory 3) – 48/0/0/3

This nursing course introduces the graduate student to the conceptual foundations and skills essential for the advanced practice nurse. A framework for professional nursing practice, scholarly communication of ideas, use of critical inquiry and information dissemination, various roles of the advanced practice nurse and the professional development of the advanced practice nurse will be explored.

■ Prerequisite: None

NR-501: Theoretical Basis for Advanced Nursing Practice

3 Credits (Theory 3) – 48/0/0/3

In this course, the student will examine multiple theories from nursing and relevant fields. The student critiques the components of the theories and explores the value and contributions of the theories to nursing, advanced nursing and evidence-based practice.

■ Prerequisite: NR-500

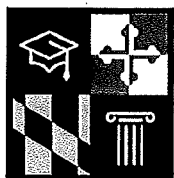
NR-501NP: Theoretical Basis for Advanced Nursing Practice

3 Credits (Theory 3) – 48/0/0/3

In this course, the student examines multiple theories from nursing and relevant fields. The student critiques the components of the theories and explores the value and contributions of the theories to nursing, advanced nursing and evidence-based practice.

■ Prerequisite: NR-500NP or NR-500

Recent Approval Letter



MHEC

Creating a state of achievement

Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph. D.
Secretary

October 24, 2018

Ms. Lisa Wardell, Esq.
President and Chief Executive Officer
Adtalem Global Education
3005 Highland Pkwy
Downers Grove, IL 60515

Dear President Wardell:

The Maryland Higher Education Commission has received a renewal application from Chamberlain University to continue to operate in Maryland, offering one (1) previously approved program which includes experiential learning components as a required part of the curriculum.

I am pleased to inform you that Chamberlain University is authorized to offer the program listed below until August 31, 2019.

Approved program:

Bachelor of Science in Nursing

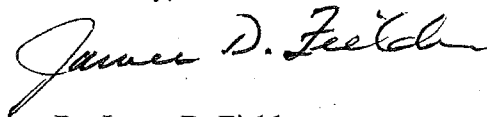
Please note that effective January 1, 2016, the State of Maryland became a full participant in the State Authorization Reciprocity Agreement (SARA). Additionally, effective January 1, 2016, Maryland's new definition of operate in Maryland (COMAR 13B.02.01.03B(12)(c)) allows an out of state institution to place no more than 10 students in a single program physically present at a single site in the State in a supervised internship, practicum, or field experience as a required part of a degree or certificate program. If more than 10 students from a single program are placed at a single site in the State in a supervised internship, practicum, or field placement, then the institution must submit an application for renewal. Should you have any questions regarding Chamberlain's renewal authorization, please contact Ms. Jacqueline Cade at 410-767-3303.

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.maryland.gov. 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 2019-2020. If applicable, the use of VA benefits for these programs should be coordinated through Ms. Trish Gordon-McCown, Associate Director of Veterans Affairs. 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,



Dr. James D. Fielder
Secretary

JDF:KKS:jmc

C: Dr. Karen Cox, President, Chamberlain University
Ms. Melissa Robbins, Senior Director, Accreditation, Licensing & International Services,
Adtalem Global Education
Ms. Andrea LaRocco, Licensing Analyst, Chamberlain University
File: 18094 – OOS Chamberlain University Renewal

18094 – Chamberlain University
OOS Renewal Application
Jacqueline M. Cade
October 11, 2018

COMAR 13B.02.03.06 Criteria for Program Review.

A program proposal shall address the following areas:

A. Centrality to mission and planning priorities, relationship to the program emphasis as outlined in the mission statements, and an institutional priority for program development;

A. A program proposal submitted by an institution that is central to the institution's mission statement is eligible for approval or recommendation for implementation.

B. A proposed program shall be:

- (1) Central to the institution's mission;
- (2) Related to the program emphasis as outlined in the mission statement; and
- (3) An institutional priority for program development consistent with the institution's strategic planning process.

Chamberlain University has submitted a renewal application to continue to offer one of its five previously approved programs. Chamberlain is accredited by the Higher Learning Commission of the North Central Association and holds specialized accreditation from the Commission on Collegiate Nursing Education. Chamberlain is a private-for-profit institution based out of Illinois registered as a foreign corporation in Maryland, and is in good standing.

B. Critical and compelling regional or Statewide need as identified in the State Plan;

A. A proposed program shall meet a critical and compelling regional or Statewide need as identified in the State Plan.

B. A program proposal shall clearly demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general. Four kinds of needs may be identified:

- (1) The need for the advancement and evolution of knowledge;
- (2) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;
- (3) Occupational and professional needs relative to upgrading vocational/ technical skills or meeting job market requirements; and
- (4) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

C. The Commission recognizes and supports the tradition of liberal arts education and the need for programs that offer individual and societal benefits independent of manpower or market demand considerations. These programs provide immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and an understanding of the fundamentals of civilization.

For out of state renewal applications, this section is required only for new academic programs. Chamberlain has not proposed any new academic programs with this application; therefore, this section is not applicable (COMAR 13B.02.01.08B(4(k))).

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and service area;

D. Market Demand Data.

(1) This section does not apply to programs in the liberal arts and sciences.

(2) An institution proposing a new program shall present data projecting market demand and the availability of openings in the job market to be served by the new program. The types of information submitted vary, depending on the program, but may include manpower and employment projections prepared by the Maryland Department of Labor, Licensing, and Regulation, Bureau of Labor Statistics, Census Data, and the Maryland Department of Commerce as well as professional and trade associations.

(3) An institution shall conduct market surveys that clearly provide quantifiable and reliable data from prospective employers on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

(4) In assessing demand for a new program, an institution shall also present data showing the current and projected supply of prospective graduates.

E. Identification of Programs Having Market Demand.

(1) The Commission shall identify, on a regular basis, programs that are in market demand in Maryland.

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(2) For each program identified, the Commission shall also provide an indication of minority participation rates, identifying those programs where minorities are underrepresented.

(3) Institutions maintaining a role and mission appropriate and consistent with those fields declared as shortage areas are encouraged to develop specific programs.

(4) Proposals submitted in response to a declared shortage area do not need to include additional documentation on market demand and supply data.

F. As an additional indicator of need, an institution shall clearly detail how program success will be defined and measured, particularly if the definition includes measures in addition to the conferral of a degree or certificate.

For out of state renewal applications, this section is required only for new academic programs. Chamberlain has not proposed any new academic programs with this application; therefore, this section is not applicable (COMAR 13B.02.01.08B(4(j))).

D. Reasonableness of program duplication, if any;

A. The elimination of unreasonable program duplication is a high priority. Ordinarily, proposed programs in undergraduate core programs consisting of basic liberal arts and sciences disciplines are not considered unnecessarily duplicative. Unreasonable duplication is a more specific concern in vocational/technical, occupational, graduate, and professional programs which meet special manpower needs. The issue of how a proposed program meets an institution's local and State area needs shall be addressed.

B. Evidence demonstrating that a proposed program is not duplicative of similar offerings in the State shall be submitted by the institution. At a minimum, this evidence shall be substantiated on the basis that the proposed program to be offered is not unreasonably duplicative of existing programs in a specific geographically proximate location in the State.

C. Determination of Duplication.

(1) In determining whether a program is unreasonably duplicative, the Secretary shall consider:

- (a) The degree to be awarded;
- (b) The area of specialization;
- (c) The purpose or objectives of the program to be offered;
- (d) The specific academic content of the program;
- (e) Evidence of equivalent competencies of the proposed program in comparison to existing programs; and
- (f) An analysis of the market demand for the program.

(2) The analysis shall include an examination of factors, including:

- (a) Role and mission;
- (b) Accessibility;
- (c) Alternative means of educational delivery including distance education;
- (d) Analysis of enrollment characteristics;
- (e) Residency requirements;
- (f) Admission requirements; and
- (g) Educational justification for the dual operation of programs broadly similar to unique or high-demand programs at HBIIs.

COMAR 13B.02.01.08, the regulations governing OOS renewal analysis, does not require this section. However, the following 13 institutions offer the Bachelor of Science in Nursing (B.S.N.): Bowie State University, Coppin State University, Frostburg State University, Salisbury University, Towson University, Univ. of MD, Baltimore, Univ. of MD University College, Morgan State University, Hood College, Johns Hopkins University, Notre Dame of Maryland University, Stevenson University, and Washington Adventist University. These institutions produced 1,664 nurses in 2016, down from the 1,815 nurses produced in 2016, and significantly fewer than the 3,335 registered nurses needed to meet the projected annual demand through 2026. It is important to note, however, that the State is narrowing the gap between demand and supply for registered nurses, as the anticipated demand is down from the 3,418 registered nurses needed to meet labor market demands as projected based on 2016 data. Based on the anticipated need of qualified nurses in Maryland, the program is not unreasonably duplicative.

According to the July 2017 report, "Supply and Demand Projections of the Nursing Workforce: 2014-2030," published by the U.S. Department of Health and Human Services Bureau of Health Workforce

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National Center for Health Workforce Analysis, it is anticipated that Maryland will continue to narrow the gap between demand and supply for registered nurses, eventually attaining an over-supply of registered nurses by 2030, as indicated below. The report noted that “the supply model assumes that current graduation rates and workforce participation pattern will remain unchanged in the future (2030).”¹

Region and State	2014	2030			
	Supply/ Demand ^a	Supply	Demand	Difference ^b	Adequacy ^c
Minnesota	56,200	71,800	68,700	3,100	4.5%
Missouri	59,600	89,900	73,200	16,700	22.8%
Nebraska	20,300	24,700	21,200	3,500	16.5%
North Dakota	7,600	9,900	9,200	700	7.6%
Ohio	122,800	181,900	132,800	49,100	37.0%
South Dakota	10,300	11,700	13,600	(1,900)	(14.0%)
Wisconsin	58,100	78,200	72,000	6,200	8.6%
South					
Alabama	68,000	85,100	79,800	5,300	6.6%
Arkansas	28,400	42,100	32,300	9,800	30.3%
Delaware	9,600	14,000	12,800	1,200	9.4%
Distr. of Columbia ^a	1,800	8,800	2,300	6,500	282.6%
Florida	170,600	293,700	240,000	53,700	22.4%
Georgia	77,200	98,800	101,000	(2,200)	(2.2%)
Kentucky	44,900	64,200	53,700	10,500	19.6%
Louisiana	40,600	52,000	49,700	2,300	4.6%
Maryland	58,700	86,000	73,900	12,100	16.4%
Mississippi	29,100	42,500	35,300	7,200	20.4%
North Carolina	90,000	135,100	118,600	16,500	13.9%
Oklahoma	32,500	46,100	40,600	5,500	13.5%
South Carolina	36,900	52,100	62,500	(10,400)	(16.6%)
Tennessee	61,000	90,600	82,200	8,400	10.2%
Texas	180,500	253,400	269,300	(15,900)	(5.9%)
Virginia	67,900	109,200	86,500	22,700	26.2%
West Virginia	18,800	25,200	20,800	4,400	21.2%

Retrieved from *Supply and Demand Projections of the Nursing Workforce: 2014-2030*, pg. 10.

E. Relevance to the implementation or maintenance of high-demand programs at HBIs;

In accordance with COMAR 13B.02.03.09, program duplication analysis is to be conducted for newly proposed programs. Chamberlain University is seeking renewal of one of its previously approved programs, rendering this section not applicable. A brief analysis of the current data indicated that

¹ Supply and Demand Projections of the Nursing Workforce: 2014-2030,” published by the U.S. Department of Health and Human Services Bureau of Health Workforce National Center for Health Workforce Analysis. Retrieved from https://bhw.hrsa.gov/sites/default/files/bhw/nchwa/projections/NCHWA_HRSA_Nursing_Report.pdf

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HBIs produced about 7.5% of the state's BSN graduates in 2017, with Copping graduating 67 RNs, Bowie graduating 50, and Morgan graduating only 7.

F. Relevance to the support of the uniqueness and institutional identities and missions of HBIs;

COMAR 13B.02.01.08, the regulations governing OOS renewal analysis, does not require this section.

G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter;

- A. The presence of a structured and coherent program of study with clearly delineated program objectives and intended student learning outcomes shall be evident.
- B. Required courses in the program may not be excessive and shall be consistent with customary expectations for the type of certificate or degree proposed.
- C. The general education courses shall be distributed in a manner consistent with COMAR 13B.02.02.16.B and F.

The BSN nursing curriculum prepares the graduate for the practice of professional nursing. This is accomplished through an integration of theoretical knowledge, psychomotor skill acquisition and development of clinical judgment/reasoning. The curriculum integrates professional, ethical and legal standards with decision-making, problem-solving and leadership development. The curriculum is designed to promote lifelong learning among the graduates. For many students, the first year of the program focuses on liberal arts and sciences; however, given individual transferred coursework, program plans vary. The majority of nursing coursework occurs in the second and third years. The BSN degree program consists of a minimum of 129 credit hours: 60 credit hours in liberal arts and sciences and 69 credit hours in the nursing major.

H. Adequacy of articulation;

- A. Community colleges and public 4-year institutions of higher education may have parallel programs that have comparable objectives. For example, a transfer program in psychology in a community college is considered a parallel program to a bachelor's program in psychology at a public 4-year institution of higher education.
- B. If a parallel program exists at a community college and a public 4-year institution, the public 4-year institution's program proposal shall provide evidence that:
 - (1) The recommended transfer program (RTP) is developed and will be disseminated in cooperation with the community college; and
 - (2) The RTPs are available to students through ARTSYS or in written form.
- C. A recommended transfer program (RTP) shall consist of a program that includes both general education and courses in the undergraduate major, taken at a community college, that are:
 - (1) Applicable to a bachelor's degree at a public 4-year institution; and
 - (2) Ordinarily the first 2 years of the bachelor's degree.
- D. In order to foster articulation with K—12, community colleges shall also identify parallel curricula to secondary schools.

COMAR 13B.02.01.08, the regulations governing OOS renewal analysis, does not require this section.

I. Adequacy of faculty resources consistent with Regulation .11 of this chapter;

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- A. Faculty resources shall be consistent with COMAR 13B.02.02.17 and shall be adequate and appropriate for a proposed program, taking into consideration the institution's mission and the character of the program to be developed.
- B. The minimum educational attainment of the faculty shall be the appropriate degree commensurate with the degree level of the proposed program.
- C. The doctorate is the appropriate terminal degree for bachelor's and graduate programs, however, the Master of Fine Arts (M.F.A.) or another professional degree may be adequate and appropriate for the proposed program.
- D. If specialized accreditation or State licensure is an expectation, the number of terminal degree holders shall meet the minimum requirements of the appropriate accrediting association or licensing agency.
- E. Programs shall involve credentialed full-time faculty in teaching, program development, and student academic support.
- F. Adjunct and part-time faculty are an important and necessary component of some programs. Except in circumstances to be determined by the Secretary, at least 50 percent of the total semester credit hours within the proposed program shall be taught by full-time faculty.
- G. Adjunct and part-time faculty shall:
 - (1) Possess the same or equivalent qualifications as the full-time faculty of the institution; and
 - (2) Be approved by the academic unit through which the credit is offered.

Proposal Satisfactorily Meets this Area.

J. Adequacy of library resources consistent with Regulation .12 of this chapter;

- A. Library resources shall be consistent with COMAR 13B.02.02.18 and appropriate to support the proposed program, whether it is to be offered on-site or at an off-campus location.
- B. Appropriate library resources may be achieved through one or more of the following:
 - (1) On-site collections;
 - (2) Interlibrary loans; or
 - (3) Computerized access to holdings in other in-State or out-of-State libraries.
- C. When formal, cooperative arrangements with other institutions are required to ensure students' access to library holdings, these shall be discussed and accompanied by letters of agreement.

Proposal satisfactorily meets the requirements for renewal of authorization to operate in Maryland as an out-of-state institution (COMAR 13B.02.01).

K. Adequacy of physical facilities, infrastructure, and instructional equipment consistent with Regulation .13 of this chapter;

- A. For new programs offered at an institution's principal location, the institution shall ensure that:
 - (1) Physical facilities, infrastructure, and instructional equipment are consistent with COMAR 13B.02.02.20, and adequate to initiate the new program;
 - (2) Spaces are provided for classrooms and for staff and faculty offices; and
 - (3) Laboratories for studies in the technologies and sciences are designed to provide maximum utilization of facilities, materials, and equipment.
- B. An institution offering courses off-campus that require laboratory facilities, specialized equipment such as computer terminals and audiovisual aids, or other special resources shall ensure that appropriate facilities and instructional equipment requirements are met.

Proposal satisfactorily meets the requirements for renewal of authorization to operate in Maryland as an out-of-state institution (COMAR 13B.02.01).

L. Adequacy of financial resources with documentation consistent with Regulation .14 of this chapter;

- A. The resource requirements of a program shall be consistent with COMAR 13B.02.02.21, and analyzed by the Commission in order to assess the adequacy of the sources of funds to support a quality program. This analysis shall:
 - (1) Ensure that the program will be efficient in its resource utilization; and
 - (2) Assess the impact of the program on the institution's overall need for funds.
- B. The institution shall complete forms supplied by the Commission concerning resource categories and expenditure categories:
 - (1) In sufficient detail to permit the Secretary to make a judgment on the adequacy of resources; and

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- (2) With narrative explanation accompanying the entries in the tables.
- C. The proposed program shall be supported by at least one of the following sources of funds:
- (1) Reallocation of existing campus resources, including the discontinuance or downsizing of an existing program or organizational unit;
 - (2) Tuition and fee revenue from students new to the institution enrolling in the new program;
 - (3) Grants and contracts; or
 - (4) Sources, other than those in §C(1), (2), and (3) of this regulation, specifically designated for the program, with backup information and documentation of these resources provided with the proposal.

Proposal satisfactorily meets the requirements for renewal of authorization to operate in Maryland as an out-of-state institution (COMAR 13B.02.01).

M. Adequacy of provisions for evaluation of program consistent with Regulation .15 of this chapter;

- A. An institution shall set forth instructional supervision and evaluation procedures for each program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel.
- B. Curriculum review procedures established by an institution for its program offerings shall:
- (1) Include standards and guidelines for the assessment of student outcomes as defined for the program;
 - (2) Be consistent with the institutional mission; and
 - (3) Be specified by the institution.

Proposal satisfactorily meets the requirements for renewal.

N. Consistency with the Commission's minority student achievement goals; and

- An institution shall set forth appropriate actions and strategies to recruit and retain underrepresented minority students for each new program consistent with:
- A. Provisions of the State Plan regarding minority student access; and
 - B. The institution's program of cultural diversity.

Proposal satisfactorily meets this Area. The online nature of the program supports the state's efforts on diversity and access.

O. Relationship to low productivity programs identified by the Commission.

- A. Every 2 years, the Commission shall identify low productivity programs at public institutions.
- B. If an identified low productivity program is directly related to a proposed new program, in its program proposal the institution shall address:
- (1) The fiscal resources, including faculty, administration, library resources, and general operating expenses, currently devoted to the low productivity program; and
 - (2) How those resources may be redistributed to help fund the proposed new program.

N/A - This provision is not required in COMAR 13B.02.01 Requirements for Authorization of Out-of-State Degree Granting Institutions to Operate in Maryland.

Proposal objections and comments

The proposal was circulated for the required 30 day period and did not receive any comments or objections.

Recommendations

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The program is recommended for re-authorization based on the following:

1. The program provides access to higher education in a field where there is a need for advanced nurse practitioners. As the nursing field transitions to the DNP as the required credential for nursing, there is an increased need for programs that create a pathway for nurses to meet this new criterion.
2. The online nature of the program meets the student demand to enhance their abilities and advance their professional competencies while maintaining their work/life balance.
3. The program helps to decrease Maryland's nursing shortage by preparing nurses at the bachelor level to advance to more specialized fields in the practice of nursing.
4. The continued need for a nursing workforce with advanced skills and the growing student demand justifies the market demand for the reauthorization of the following program:

Bachelor of Science in Nursing (B.S.N.)