New Program Proposal Form
For BPE Authorized Institutions

Associate of Science in Nursing To Be Offered by South College at Indianapolis

Degree Award Level[2]: Associate

Mode of Delivery (In-person or Online[3]): Blended

Career Relevant/Out-of-Classroom Experiences[4]: Clinicals

Suggested CIP Code[5] for Program: 51.3801

Name of Person Preparing this Form: Kimberely B. Hall, EdD Telephone Number and

Email Address: (865)251-1811/khall@south.edu

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1. <u>PROGRAM OBJECTIVES</u>: Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.

The South College Associate of Science in Nursing program is designed to prepare ASNs for the unique challenges of the 21st century. Major courses are delivered in eight consecutive quarters of full-time enrollment (88 weeks).

The curriculum provides a balance of theoretical and practical coursework that further develops the critical thinking and analytical skills needed in today's competitive and evolving healthcare environments. Students are challenged through coursework and collaborative interaction with faculty and fellow students to identify, develop, and enhance their understanding in traditional and cutting-edge nursing courses relating to the challenges of practical nursing in today's healthcare environments.

The South College School of Nursing Associated Nursing Student Handbook (ASN Student Handbook) provides students with specific information about the ASN program. The ASN students at South College are required to be familiar with the information in the ASN Student Handbook, South College Catalog, and South College Student Handbook. Students are expected to be aware of and satisfy all the regulations governing their work and study at the college.

Philosophy of the ASN Program

The Associate of Science in Nursing program at South College is guided by the core values of caring, diversity, ethics, excellence, holism, patient-centered and integrity (National League for Nursing, 2014b). ethnicities: are integrated throughout the program by demonstrating, teaching, and building respect for dignity and the moral wholeness of every person; valuing differences among people, ideas, values, and ethnicities; and by implementing transformative strategies to advance excellence and innovation in practical nursing education. Furthermore, the ASN program embraces the integrating concepts for registered nursing education: context & environment, knowledge & science, personal & professional development, quality, and safety, relationship-centered, teamwork and collaboration, and systems-based care. These integrating concepts structure the content, competencies, and outcomes for courses and the curriculum.

The South College Associate of Science in Nursing (ASN) program is designed to build a knowledge base and clinical expertise for the generalist in nursing practice. The faculty supports the commitment to lifelong learning in a dynamic and culturally and ethnically diverse health care environment, promoting client advocacy, achieving, and maintaining clinical competency, and providing service for the community and the profession. The program design promotes a strong academic and clinical foundation including the fundamental skills required of a nurse generalist, including the basics of medical care, critical thinking, interpersonal skills, and technical competence required for taking required certification/licensure exams. The institution aspires to bring this associate degree program to distinction through an integrated and student-focused curriculum and is committed to providing an education that values excellence in ethical patient care and professional growth and integrity.

Participants in the ASN program will be provided opportunities to learn key aspects of collaboration, participation in interdisciplinary care, and patient communication. To deliver the highest-quality education, we use tools such as case studies, presentations, Assessment Technologies Institute (ATI) resources, and other creative teaching approaches.

The knowledge gained in this program is foundational for registered nurses pursuing additional undergraduate and post graduate educational programs.

Student Learning Outcomes of the ASN Program

The program outcomes for the Associate of Science in Nursing (ASN) program are to provide undergraduate students with the:

1. Critical thinking, interpersonal, and technical skills of a nurse generalist.
2. Academic foundation necessary to pursue post licensure education.

Upon completion of the ASN program, the graduate will meet the following student learning outcomes:

1. Utilizes critical thinking skills to provide holistic nursing care to patients.
2. Validates theoretical knowledge of health practices.
3. Adapts and utilizes therapeutic communication.
4. Supports other health care disciplines in coordinating holistic health care.
5. Integrates information technologies when assessing, planning, intervening, and evaluating care.
6. Summarizes and applies the current trends, issues, ethical dilemmas, personal, and cultural values, and practices which affect the health care of patients.
7. Anticipates and adapts the principles of teaching/learning in providing care to facilitate patient autonomy.
8. Uses and applies the nursing process through clinical judgment: assessing, planning, intervening, and evaluating care of patients, families, communities, and populations.
9. Integrates evidence-based practice.
10. Demonstrates professionalism in nursing practice, encompassing accountability, integrity, and respect for the uniqueness of persons.

Minimum Academic Requirements for Admission

Cohorts will begin depending upon enrollment and approvals from the associated state board of nursing. All students must meet the requirements for general admission to South College to pursue core/general education courses. General admission to South College does not guarantee admission to the nursing program. Application deadlines are available in the School of Nursing and the Admissions Department.

Applicants must meet the following requirements to be admitted without stipulation:

- Meet General Admission requirements to South College.
- Successfully complete Quarter 1 and 2 of the ASN Study Plan earning a grade of C or better in each required course. A minimum 2.5 Science GPA and CGPA is required.
- After completion of all courses in Quarters 1 and 2 of the ASN Study Plan, submit an application to the ASN program major by the application deadline, which is 6 weeks prior to the anticipated Quarter 4 start date.
- Achieve a minimum ATI TEAS Assessment score at the academic preparedness level of BASIC.
- After completion of all Quarter 3 courses of the ASN Study Plan, students will be considered for admission into the nursing program if they meet the following criteria:
  - o Achieve a minimum cumulative grade point average (CGPA) of 2.5 for science pre-requisite courses (A& P I and II, Microbiology, and Pathophysiology).
  - o Achieve a minimum cumulative grade point average (CGPA) of 2.5.

Applicants who are not in good academic standing from a previous nursing or allied health program (e.g., Medical Assisting, Dental Assisting, EMT, etc.) or who have been dismissed from such a program must submit the required *School of Nursing Mitigating Circumstances Form* and provide supporting documentation of the mitigating circumstances to be considered eligible to apply to the South College School of Nursing. Admission is not guaranteed, and the School of Nursing may require a letter from the former program explaining the circumstances.

Applicants who are not in good academic standing from two previous nursing or allied health programs (e.g., Medical Assisting, Dental Assisting, EMT, etc.) or who have been dismissed from two such programs will not be considered for admission or readmission to the South College Nursing program.

TEAS Assessment
TEAS Assessment requirements and procedures:
- Applicants are required to take the ATI TEAS Assessment as part of the application process. The TEAS Assessment schedule and additional information is available in the Admissions Department, Student Services Department, and/or School of Nursing.
- Declared ASN students will have the opportunity to take the TEAS Assessment in Quarter 3 of the program.
- Applicants have two attempts to achieve the required score of BASIC for their desired cohort start date. Two weeks must lapse between the first and second attempt.
- Applicants who have completed the TEAS Assessment within 12 months prior to the date of application may opt to submit their TEAS Assessment transcript directly from ATI.
- An applicant who has not achieved the required BASIC score on his/her first two attempts, may take the test one additional time within a year from their first attempt, but he/she must wait and apply for the next available cohort start date.
- If an applicant does not achieve the required score in three attempts, he/she may wait one year from the date of the first attempt and begin the application and testing process again.

Competitive Admissions and Ranking Criteria
Admission to the School of Nursing is competitive and dependent upon class size. Applicants will be ranked based on an approved ranking system that includes, but not limited to, GPA and TEAS score.

Requirements for Admission (Other than Academic)

Prospective students must meet the following requirements to be admitted without stipulation. Stipulations must be met as described below or the offer of admission may be withdrawn:
1. Take the required drug test by the application deadline*.
2. Complete the background check application by the application deadline*.
3. Attend the nursing orientation on the scheduled date in its entirety.

*Prospective students who fail either the drug test or background check will be canceled.

In addition, each prospective student must provide proof of ability to perform the skills needed to practice nursing effectively. Health care facilities must meet federal guidelines, and students must also meet these requirements to be allowed to gain clinical experience. All nursing students must comply with communicable diseases/blood-borne pathogen requirements that the clinical agencies require. Therefore, proof of the following are minimum requirements for the nursing applicant (additional requirements may apply depending on clinical agency requirements):
1. Health history and physical exam certifying ability to function in the required capacity prior to admission to major courses.
2. Common communicable disease immunization or immunity, including MMR (2 in series if born after 1957), TDaP (booster required every 10 years) and Varicella vaccine (2 in series). Some clinical facilities may require titers for MMR, HBV, and Varicella even though you have proof of previous immunization.
3. Hepatitis B immunization (3 in series) or HEPLISAV-B (2 in a series one month apart.) or completed Declination Form for Hepatitis B Vaccination depending on the requirements of the clinical affiliate. The Declination Form must only be used for medical reasons and must be

documented by the student's primary care provider. A vaccine titer test showing immunity is also acceptable.

4. Annual Flu immunization or completed Declination Form for Influenza Vaccination depending on the requirements of the clinical affiliate. The Declination Form must only be used for medical reasons and must be documented by the student's primary care provider.

5. Annual screening for tuberculosis.

6. Acceptable drug screen. Students may be required to obtain more than one acceptance drug screen per year depending on the requirements of the clinical affiliate. In any case where a drug screen is positive and no authorized prescription is produced to validate the presence of the drug in the individual's system, continuation of the program will be denied. Upon notification of the drug screen results, the student will have 5 working days to provide prescription validation. Students are responsible for costs associated with any required testing.

7. Acceptable criminal background check for a minimum of the past 15 years. Students may be required to obtain more than one acceptance criminal background check per year depending on the requirements of the clinical affiliate. If the background check reveals previous criminal convictions, admittance into the program will be made on a case-by-case basis. Students who are denied clinical experiences due to past convictions may be unable to progress in the program which will result in failure to complete the required courses for the program.

8. Proof of health insurance coverage throughout the entire nursing program.

9. Annual training on blood-borne pathogens.

10. Valid American Heart Association Basic Life Support (BLS) for Healthcare Providers Course Completion Card or Certificate.

Additional immunizations (such as COVID) and or Titers may be required per clinical facility. Students who choose not to meet the requirements of clinical sites will not be able to participate in clinical experiences as a student at those sites. This includes students who have received partial vaccinations but who are not fully immunized or students awaiting action on a clinical facility exemption request, if applicable. This may seriously impact ability to progress, graduate on time, or graduate at all.

Prospective students or students who do not comply with all communicable disease/bloodborne pathogen requirements and accurately maintain their records in the institution's clinical tracking portal will be canceled or withdrawn.

Prospective students must demonstrate the following functional capacities. Prospective students who believe that they will not be able to meet one or more of these requirements without accommodation or modification must notify the Dean/Associate Dean of the School of Nursing, and a determination will be made on a case-by-case basis whether reasonable accommodation may be made. In no instance will an accommodation be made which will compromise nursing care, or that will put patients or other students at risk. Accommodation granted when a student is generally admitted to South College does not guarantee that this modification will apply to admission to the nursing program.

Function	Requirement	Examples of Tasks For
Vision	Adequate to ensure safety of self and others in classroom and clinical settings.	Patient assessment; response to treatment; medication preparation and administration; reading of patient charts and physician orders.
Hearing	Adequate to allow effective communication with patients and others in person and by electronic means, and to ensure safety of self and patients.	Face-to-face communication with patients, families and the health care team; telephone consultations; heart tones; breath sounds; bowel sounds and other assessments.

Function	Requirement	Examples of Tasks For
Tactile Sensory	Adequate to allow effective evaluation and therapeutic intervention related to nursing care, and to ensure safety of self and others in providing care.	Palpation used in assessment; vital signs; medication administration, IV starts.
Gross motor strength and coordination	Adequate to ensure safety of self and others in class and lab sessions and clinical activities.	Patient positioning and transfer; walking, standing, bending, and/or stooping for extended periods involving patient care; moving of equipment/beds.
Fine motor strength and coordination	Adequate to allow mastery of activities requiring detailed movements.	Multiple skills in patient care; treatments; medication preparation and administration.
Critical thinking ability	Adequate to allow mastery of basic course content and to demonstrate sound judgment in simulated and real-life nursing situations.	Effective use of nursing process; planning and implementation of the nursing care plan; identification of cause-and-effect relationship to modify nursing care plan; determination of unsafe situations; planning course of actions to meet needs of patient, family, community and nursing profession.

Progression Requirements

For a ASN student to progress academically, the student must meet the minimum requirements for progression as follows:

1. A numeric test average of 80% or better is required in each nursing course to continue in the nursing program. This grade is calculated based on written/online tests and the final exam, equally weighted.
2. An overall course average of 80% or better is required in nursing courses to continue in the nursing program. This grade is calculated based on the grading criteria in each course syllabus. Students who achieve less than an 80% overall course average in any course are ineligible to enroll in subsequent courses.
3. Students are required to pass both the clinical and laboratory components associated with a didactic course. Failure in any component of a nursing course requires the repeating of all components of that course. No credit will be given unless all components of a course are successfully completed.
4. Students requesting or receiving a grade of incomplete ("I") in any nursing course(s) may not enroll in subsequent courses. Continued progression in the nursing major is contingent upon successful removal of the grade of "I" as described in the *South College Catalog.*

Grading Scale
The grading scale used by the School of Nursing for all administered courses is as follows:

Letter Grade	Q.P.	Percentage Score Range
A	4.00	94-100%
B	3.00	87-93%
C	2.00	80-86%
D	1.00	73-79%
F	0.00	Below 73%

Clinical Conduct and Evaluation
Clinical performance is an integral component of the educational process in nursing. Satisfactory clinical performance is an overriding concern in professional practice. Clinical objectives and student behaviors for evaluating these objectives are defined for each clinical nursing course and are in the course syllabus. A student's clinical performance is evaluated by the clinical faculty in each course.

Professional behaviors expected of the student are confidentiality, respect, accountability, valuing of people's differences, preparation to ensure safe clinical practice, and adherence to South College and agency policies and procedures. All nursing students are accountable and responsible to report unsafe and/or unprofessional behavior of other students to their clinical faculty.

Curricular Design
Satisfactory completion of 108.5 quarter credit hours is required for the ASN program. Course sequence promotes building on, adding to, and reinforcing nursing knowledge so the students move from knowledge to application of knowledge and skills, and finally evaluation through assessment. The ASN curriculum design is based on QSEN, ANA Standards, and NCSBN Client needs that map to the NCLEX RN test plan.

Planning of didactic, laboratory, and clinical activities for the nursing major that advance from basic to complex facilitates the development of competencies that allow the graduate to practice, providing care as a Registered Nurse.

Teaching and learning practices within the programs promote behaviors consistent with nursing standards and guidelines. Students are exposed to multiple learning strategies including interactive discussions, individual and small group projects, case scenarios, presentations, simulations, and clinical experiences. Faculty embrace simulation as a teaching methodology to provide students with opportunities to demonstrate the achievement of expected individual student learning outcomes and aggregate student outcomes. Most clinically focused courses include simulated session(s) in which students learn critical thinking and clinical judgment and acquire the knowledge and skills essential to provide safe quality nursing care. In addition, these experiences provide the classroom instructor with a means to evaluate practical application of student learning. High fidelity simulation provides real patient care experiences to develop high quality nursing skills while maintaining patient safety. A variety of resources are used for Simulation Scenarios.

The program is focused on providing students with access to a wide variety of inpatient and community-based clinical sites within the immediate area. The clinical setting provides students with opportunities to apply knowledge learned in the classroom and skills laboratory, analyze real-practice problems, and practice clinical reasoning and mental and psychomotor skills. Students will rotate through clinical sites to meet their clinical and program objectives including acute care areas (Fundamentals, Adult Health, Pediatrics, Obstetrics, Mental Health). Each rotation builds on the previous rotation and the level of competency is increased. Faculty members in the School of Nursing supervise students clinically and are responsible for them in the clinical areas. They serve as educators, advocates, and mentors to the students; helping them learn and comfortably grow into their new role. The students practice under the supervision of the faculty and the registered professional nurse who is assigned to the student's patient. The clinical instructors are always available to the student nurse for any help, guidance, or support that might be necessary. The primary responsibility of evaluating the students' clinical performance lies with the School of Nursing faculty. Clinical rotations, pre- and post- conferences, grand rounds, morning conferences, and specialty conferences enhance students' clinical learning. All courses in the curriculum provide the opportunity to practice skills and clinical judgment with a simulation environment which adds to the clinical development of students.

The School of Nursing utilizes a remediation process for any student scoring below an 80 on any exam or course assignment. The student is required to attend a concept review with the associated faculty member within one week of the grade receipt. The faculty member reviews concepts missed and provides insight as to study techniques, test taking strategies, or additional support on the key concept. In addition, students are required to complete remediation assignments to help reinforce the concepts missed. Students are encouraged to meet individually with the Nursing Academic Specialist or their faculty members for additional academic support. Remediation on key concepts can also be accomplished using ATI resources. ATI is utilized throughout the program. Students are assigned various activities and assignments which help supplement their learning objectives.

Throughout the program, various evaluative data are collected to monitor student progress toward course and program outcomes including course performance. Additionally, ATI specialty exam results, ATI Exit exam results, and National Council of State Boards of Nursing NCLEX-ASN program reports are used to identify areas of strengths and opportunities within the program. The Systematic Evaluation Plan (SEP) provides a framework and guidelines for the evaluation of all aspects of the School operation and delivery of programs. The Plan designates the components; delineates specific questions that further define the component and guide data collection; assigns data collection responsibilities; and indicates a timetable. The approach is multidimensional and incorporates formative, summative, quantitative, and qualitative data that are collected and analyzed. Required courses in the BSN curriculum facilitate progressive development of individual student learning outcomes and preparation for the role of professional nurse generalist.

Please see **Appendix A** for the program course descriptions.

PROGRAM STRUCTURE: List all courses in the program. Indicate course name, course number, and number of credit hours or clock hours for each course.

Total Course Hours: 108.5   Check one: Quarter Hours   X
                                                     Semester Hours   ___
                                                     Clock Hours   ___

    Tuition: $49,900   Length of Program: 24 months (8 quarters FT)

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
NSG1500	Nursing Success Seminar	1
NSG1510	Nutrition and Diet Therapy	3
NSG1520	Pathophysiology	4
NSG1530	Foundational Physical Assessment	3
NSG1540	Pharmacotherapeutics	3
NSG1545	Medication Administration	2
NSG1550	Fundamentals of Nursing	6
NSG2500	Maternal Infant Nursing Care	4
NSG2510	Mental Health Nursing	4
NSG2600	Adult Health Nursing I	8
NSG2530	Pediatric Nursing Care	4
NSG2610	Adult Health Nursing II	8
NSG2650	Adult Health Practicum	3
NSG2700	Professional Practice in Nursing	4

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
SCC1010	College Management	2
BIO1110	Anatomy and Physiology I	4
BIO1120	Anatomy and Physiology I - Lab	2
ENG 1201	English Composition	4.5
BIO1130	Anatomy and Physiology II	4
BIO1140	Anatomy and Physiology II – Lab	2
MAT1100	College Algebra	4.5
BIO1160	Microbiology	4
BIO1170	Microbiology Lab	2
COM1261	Effective Speaking	4.5
PSY1821	Human Growth and Development	4.5
ENG1211	English Composition with Research	4.5
HUM2001	Critical Thinking	4.5
SCC 1031	Computer & Information Literacy	4.5

Number of Credit/Clock Hrs. in Specialty Courses: 57   Percentage: 53%

Number of Credit/Clock Hrs. in General Courses: 51.5   Percentage: 47%

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: 45   Percentage: 41%

LIBRARY: Please provide information pertaining to the library located in your institution.

a. Location of library; Hours of student access; Part-time, full-time librarian/staff:

The South College library collection is provided in digital format with only a small number of holdings in physical copy. This allows for maximum access for students and faculty. The Department of Library Services employs six full-time librarians to support student learning at all campuses and online. Librarians are available in person, via telephone, via chat, via email, and via Zoom. A fill-time clerk is employed at each learning site that does not have an on-ground librarian to provide services to students in the Resource Centers. The Resource Center Clerk for the Indianapolis campus is responsible for the day-to-day operations of the Resource Center on campus, providing assistance with library resources, circulation duties, and clerical duties including statistics tracking and making ID cards. The clerk helps students and faculty with research and refers them to a librarian for additional assistance as appropriate. The Resource Center for the Indianapolis campus is located on the first floor of the facility.

Hours of the Resource Center:
Monday – Thursday 8:00am – 7:00pm
Friday 8:00am – 5:00pm
Saturday 9:00am – 12:00pm

Staffed Hours:
Monday – Thursday 9:00am – 6:00pm
Friday 8:00am – 5:00pm

b. Number of volumes of professional material:
The library serves the mission of South College by providing users with access to a broad range of information and learning resources. The library collection is made up of print and electronic books, print and electronic journals, other periodicals, CDs, DVDs, streaming videos, and online databases. The library provides access to 108 databases and journal collections which include over 109,000 online, full-text journals, magazines, newspapers, and other publications. In addition to 8,000 books in the print collections, the library has access to over 497,000 full text electronic books. To supplement the college's collections, students also have access to other libraries through reciprocal agreements in consortia such as Tenn-Share and LYRASIS. The library filled 400 interlibrary loan requests in the 2021-22 academic year. While the library does not substitute reciprocal agreements for materials to be acquired in its own collections, these agreements create an even wider access to supplemental materials that continue to challenge the students' intellectual process and create opportunities for intellectual growth.

> **South College Library Online Catalog** (http://destiny.south.edu/)
> **South College Library Website** (https://library.south.edu/home)
> **Library Subscription Resources 2023 (Exhibit B)**

The library and its collections have continued to grow over the years to adequately support all of its graduate and undergraduate curricula, including business, computer science, engineering technology, nursing, allied health, medical, and education programs. The librarians continually work with faculty to add new resources to support South College academic programs, basing selections on faculty recommendations, standard selection tools and bibliographies, benchmarking with other institutions, and reviews in professional journals and listservs.

Librarians at South College use nationally recognized selection tools to build library collections. In addition to program-specific bibliographies, librarians also employ additional selection tools in general and specific subject areas. Librarians consult *Library Journal, Journal of the Medical Library Association, Doody's Core Titles,* professional online discussion lists, and refereed journals in specific subject areas to keep informed about the newest publications.

Faculty members play an active role in developing library collections. The library department staff believes that this is vital to sustaining and enhancing adequate collections that are appropriate to the curricula. The Director of Library Services oversees collection development policies for the library and has assigned the librarians on staff to be the collection development library liaisons for specific departments. Librarians contact the full-time and adjunct faculty of their assigned programs at least once every quarter to discuss academic resource needs for the upcoming quarter. Department chairs are contacted each spring to discuss the needs of their programs for the annual library budget proposal. Requests from faculty are accepted year-round.

c. Number of professional periodicals subscribed to:
The library provides access to 108 databases and journal collections which include over 109,000 online, full-text journals, magazines, newspapers, and other publications.

d. Other library facilities in close geographical proximity for student access:
To supplement the college's collections, students also have access to other libraries through reciprocal agreements in consortia such as Tenn-Share and LYRASIS. While the library does not substitute reciprocal agreements for materials to be acquired in its own collections, these agreements create an even wider access to supplemental materials that continue to challenge the students' intellectual process and create opportunities for intellectual growth.

4. FACULTY: Attach complete Instructor's Qualification Record for each instructor.
Include all required documentation **pertaining to the qualifications of each instructor.

Total # of Faculty in the Program:	10+	**Full-time:**	10 planned in Nursing	**Part-time:**	TBD

Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one: Full-time	Part-time
Barry, Rhiannon	MS Nursing	14	.1	0	X	
Fournier, Melissa	Doctor of Nursing Practice	22	.1	6+	X	
Horton, Wendy	MS Nursing	22	1	7	X	
Jeffries, Jenna	MS Nursing	20	.1	0	X	
Patton, Lynn	Doctor of Nursing Practice	36	1.25	11	X	
Watkins, Vanessa	Doctor of Nursing Practice	25	.5	11	X	
Wilson, Richelle	MS Nursing	25	.1	7	X	
TBD Hire Fall 2023	Graduate Degree in Nursing					
TBD Hire Fall 2023	Graduate Degree in Nursing					
TBD Hire Fall 2024	Graduate Degree in Nursing					

5. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program and how does it build upon institutional strengths?
- How is it consistent with the mission of the institution and how does this program fit into the institution's strategic plan (please provide a link to the strategic plan)?

South College offers professional and career-focused curricula designed to cultivate students' successful learning and the ability to apply knowledge, think critically, and communicate effectively. Through comprehensive academic programs, innovative and contemporary in content and mode of delivery, students are exposed to diverse perspectives and skills essential to independent and lifelong learning. Because academic programs are professional and career focused, South College responds to local, regional, and national employment needs and supports current workforce trends (*from South College Mission*). As the United States is experiencing a shortage of nurses, both currently and into the future, South College continues to work to assist in addressing the needs in the states in which its campuses are located.

The institution has demonstrated success in working with the needs of employers to implement and operate programs to address the workforce's needs. Successful program implementation has occurred with positive record of meeting both state and accreditation requirements, Many of the programs offered require graduates to pass licensure/certification exams to practice and the institution has demonstrated effectiveness in preparing students for this achievement. Graduates of programs have been successful in becoming employed in their field. South College currently offers the ASN at its Knoxville, Nashville, Atlanta, and Orlando campuses. There have been no graduates as of this time. The recent NCLEX-RN Pass Rate results for the BSN are as follows:

YEAR	NCLEX-RN 1st Time Pass Rate (All Campuses)
2023 YTD (through 3rd quarter)	99% (162 of 164)
2022	92% (249 of 270)
2021	88% (240 of 274)

Offering of the Associate of Science in Nursing contributes to the achievement of the institutional mission, vision, and the strategic goals.

EDUCATIONAL EXCELLENCE/DIRECTION (GOAL 1)
South College strives to provide quality instruction, resources, and support services based on systematic and ongoing assessment and evaluation of objectives/outcomes to ensure the development of student abilities necessary for the achievement of positive student outcomes and the mission/vision of the college. The institution establishes policies and procedures to maintain compliance with applicable federal, state, and accrediting requirements.

New programs of study and revisions to existing programs of study are carefully reviewed for content relevancy and overall alignment with the institutional mission. Future program opportunities are considered across all educational levels from certificate to doctorate.

GROWTH (GOAL 2)
South College seeks to maintain optimal learning environments that are conducive to positive educational outcomes and the ability of the college to positively recruit and develop students, staff, and faculty. The institution strives to admit students who possess career goals in alignment with programmatic offerings and who will, as graduates, represent the institution positively. Faculty focuses on teaching, scholarly activity, and service with an emphasis on student success and learning. Staff provide additional support services designed to enhance student academic and career success. The institution seeks to maintain/enhance student retention and new student enrollment through its instruction, programs, and services. Exploration into new programs and additional learning sites is expected as the institution looks to the future.

The projected job growth, stable salaries, and wide range of job opportunities, settings, and client base are reasons for practical nursing to be an in-demand career in Indiana and support the readiness for program a program Indianapolis.

See **Appendix C** for South College Mission, Vision, Strategic Planning Document.

b. State Rationale: General

- How does this program address state priorities as reflected in the Commission's most recent strategic plan *Reaching Higher In a State of Change?*

The Commission's strategic plan includes the Guiding Principle – FUTURE-FOCUSED indicating the need for "recognizing that changing workforce needs will require continuous education for a growing number of Hoosiers and increased innovation by our postsecondary institutions to meet the needs of an uncertain future economy." Other concepts include the need for "the mindset of a commitment to lifelong learning" and "rapid turns and increased collaboration to meet the needs of employers."

The proposed Associate of Science in Nursing program is a 24-month program which leads to the opportunity for graduates to become gainfully employed to meet the rising needs of employers in the healthcare industry. This role is recognized as one important to the provision of quality healthcare across the continuum of patients. The utilization of Associate of Science in Nursing prepared professionals is

widely accepted across the State of Indiana. The healthcare infrastructure within the central Indiana area specifically accepts Associate of Science prepared nurses in many of their entry level positions with the understanding these professionals will continue their education to a Bachelor of Science level within the first five years of their employment. Opportunities are varied for those who are credentialed as an ASN – meeting the desire for success in jobs today and in the future. Opportunities also exist for ASNs to continue in their educational growth if so desired.

c. State Rationale: Equity-Related

- How does this program address the Equity section of *Reaching Higher In a State of Change* (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic state, gender, and geography?

As addressed in the *Reaching Higher In a State of Change* plan, South College expects its student population to reflect the projections for diversity in the state population. Our recruitment of students focuses on many areas to attract both recent high school graduates and adult learners. This includes working closely with high school guidance counselors to meet with upcoming graduates and providing regular information sessions for any interested applicants. Media advertisements, such as television and social media, are focused on inclusion of characteristics of diverse populations to represent the Indiana population.

As each student is an individual with different needs, South College is committed to providing services that meet the needs of students, promote student learning, support academic pursuits, enhance student development, and are consistent with the college's mission. The institutional mission statement acknowledges support services as a significant component of the educational experience at South College. These supports promote educational equity.

Many one-on-one advising processes have been established to best determine the needs of each student and the associated learner-focused supports. Those interested in a program at South College first meet individually with a member of the admissions staff. The Admissions Department is responsible for implementing the college's admissions policies and communicating the mission and objectives of the college and its programs to prospective students. The admissions staff works with students to promote a successful start at South College, easing their transition from high school, from another college, or from the working world to South College. Applicants meet individually with a Financial Aid Advisor, and then regularly after matriculation. The Financial Aid Department seeks to enhance the development and performance of South College students by providing information about financial resources available. The meetings enable students to make informed decisions to maximize their educational experience and to learn about all possible financial aid support. South College provides several institutional grant opportunities such as those for veterans, active military, military spouses/dependents, and first responders. The institution also participates in the Yellow Ribbon program and has been designated as a Top 5 Military Friendly institution.

Students are assigned a Student Success Advisory (SSA) upon enrollment who works individually with them to address specific needs during their educational journey. This is an important relationship and processes are in place for regular communications during each quarter with action steps specific to each student. This could include setting up tutoring sessions if a need arises in a course, assisting with needed counseling due to personal stress or issues, assisting with application for the federal college work student position, or maybe even providing a gas card to help with a short-term need. Whether the student is in need of assistance or not, regular communication with the SSA serves to communicate the support of the institution and the desire for each student's success.

Overall, the Department of Student Services strives to provide activities and programs that enhance the educational experience of students, enable student learning, promote personal and professional development, offer opportunities to participate in new ventures, create a sense of community, engage students in meaningful pursuits, and enrich students' collegiate careers.

- The Department coordinates and oversees the student Orientation program to provide comprehensive information to students before they begin classes. A portion of the orientation is completed by students online and then a campus Welcome Session reinforces this information.
- In addition to the advising provided by the staff, an online counseling service, called ComPsych, is available via telephone or by internet to all students. The service is available 24/7 and provides phone-based and in person counseling with licensed counselors and access to online resources to address mental health needs and to promote wellness.
- Students with documented disabilities are entitled to receive approved accommodations or modifications, auxiliary aids, or appropriate academic adjustments that will enable them to participate in and can benefit from all educational programs and activities of the college. Examples of accommodations or services that South College may provide include additional time for test taking, a separate and quiet testing space, use of a tape recorder during class, special parking arrangements, exceptions or modifications to policies or procedures when appropriate, priority registration each quarter, enlarged printing of class materials, note takers, audio recording of tests accompanied by a written copy of the test, oral testing, use of special equipment or computer programs, and approval of specific requests when appropriate.
- Ways for recognition of student achievement are regularly sought and implemented. Students who achieve a 4.0 grade point average are acknowledged by publicizing the student's name on the President's List. Those who achieve a grade point average of 3.5-3.99 are recognized on the Dean's List. At graduation, students are honored in several ways through honors and awards. Students may be selected for membership in various honor societies. Others may join clubs and seek election to officer positions. Good Samaritan nominations are regularly sought to recognize students who exhibit service to others.
- As students have varying needs for communication and information levels, South College seeks to meet these needs through multiple resources. To supplement the Student Portal and institutional website, which is available on-line, the campus distributes a quarterly newsletter with associated news and information.
- Self-help materials for both academic support and mental/emotional health issues are available 24/7 on the Student Portal under Student Services. Topics include time-management, note-taking, and stress management. These resources are not meant to be a substitute for therapy but can be an excellent source of information to help students with a variety of personal concerns or needs.
- All degree-seeking students are required to complete SCC 1010 College Management at the beginning of their educational program. This course focuses on the transition to college and works to ensure that all students understand the use of their resources available, including technology tools, student services resources, and library resources.
- Tutoring is provided to students in multiple ways. Online tutoring is provided online through Smarthinking 24/7/365. The Writing Lab, under the direction of the General Studies Department, offers students the opportunity to develop and/or enhance their written communication skills and to receive feedback on course papers and other academic assignments. Services provided by the Writing Lab Staff are available by e-mail for those students who cannot attend during the regular hours or who are online students. The Math Lab, also directed by the General Studies Department, provides math tutoring to students who wish to improve their math skills. In addition to peer tutors, Math faculty tutor students and are available by email. Additionally, specific sessions

using Skype can be set up so the student can view how math problems are solved step-by-step. Tutoring may also be provided by faculty members and peers.

- The Career Services Office, a unit within Student Services, provides students with career counseling, instruction on resume preparation, and assistance with job search strategies. Students may seek advice on resumes and cover letters in person or by e-mailing these documents to the Career Services Coordinator. Tools to assist students' preparation for job interviews are available at the South College student portal. Students are offered the opportunity to participate in a mock interview to develop interviewing skills.

South College works diligently to promote maximum success of its students. In addition to the above examples of services provided, the institution utilized ATI for nursing programs. This complete package begins in the first quarter, continues throughout each quarter, and culminates in a comprehensive review of material at the end (both online and onground). Institutions commonly charge a fee to students for the ATI package – South College does not. In addition, the institution supports those completing programs requiring licensure/certification exams to assist with the costs of taking these exams. We do not want the cost of the exam delaying the attempt and thus the ability to seek/gain professional positions.

d. Evidence of Labor Market Need

- National, State, or Regional Need
  - Is the program serving a national, state, or regional labor market need? Please describe.

The Associate of Science in Nursing is designed to support needs in the healthcare industry for qualified employees. According to the U.S. Bureau of Labor Statistics (https://www.bls.gov/ooh/healthcare/registered-nurses.htm) the median annual wage for registered nurses was $77,600 in May 2021. The median wage is the wage at which half the workers in an occupation earned more than that amount, and half earned less. The lowest 10 percent earned less than $59,450, and the highest 10 percent earned more than $120,250.

Job growth is expected across most types of healthcare settings, including hospitals and outpatient care centers that provide same-day services, such as chemotherapy, rehabilitation, and surgery. In addition, because many older people prefer to be treated at home or in residential care facilities, registered nurses will be in demand in those settings.

Registered nurses held about 3.1 million jobs in 2021. The largest employers of registered nurses were as follows:

Hospitals; state, local, and private	60%
Ambulatory healthcare services	18
Nursing and residential care facilities	6
Government	6
Educational services; state, local, and private	3

Ambulatory healthcare services include industries such as physicians' offices, home healthcare, and outpatient care centers. Nurses who work in home health travel to patients' homes; public health nurses may travel to community centers, schools, and other sites.

The response to pandemic underscored the urgency to address the need for nurses which has led to a collaborate effort between state and local governments, healthcare providing organizations, and educational institutions. Successful implementation of these strategies would allow for registered nurses,

including those with an Associate of Science in Nursing degree, to support patient care in hospitals, physicians' offices, outpatient care centers, and skilled nursing facilities, as well as in behavioral health settings, the home, schools, universities, prisons, and private employer settings (https://oadn.org/news/national-report-underscores-the-importance-of-associate-degree-nursing-program).

With the shortage of nurses being experienced, many healthcare systems are revisiting the duties assigned to different nursing levels including ASNs. Innovations are being sought. For example, recognizing the needs for education of nurses and the increased number of nurses needed, the State of Indiana recently enacted the Nursing Indiana Back to Health law which includes the ability of programs to use simulation for the completion of up to 50% of clinical hours.

e. Placement of Graduates

- Please describe the principle occupations and industries in which the majority of graduates are expected to find employment.

RNs work in many settings, including home health, public health, hospitals, physicians' offices, outpatient care centers, and skilled nursing facilities, as well as in behavioral health settings, the home, schools, universities, prisons, and private employer settings

- If the program is primarily a feeder for graduate programs, please describe the principle kinds of graduate programs, in which most graduates are expected to be admitted.

  Not Applicable

f. Job Titles

- List specific job titles and broad job categories that would be appropriate for a graduate of this program.

  Registered Nurse

6. Information on Competencies, Learning Outcomes, and Assessment

  a. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.

Student Learning Outcomes of the ASN Program

Upon completion of the ASN program, the graduate will meet the following student learning outcomes:
1. Utilizes critical thinking skills to provide holistic nursing care to patients.
2. Validates theoretical knowledge of health practices.
3. Adapts and utilizes therapeutic communication.
4. Supports other health care disciplines in coordinating holistic health care.
5. Integrates information technologies when assessing, planning, intervening, and evaluating care.
6. Summarizes and applies the current trends, issues, ethical dilemmas, personal, and cultural values, and practices which affect the health care of patients.
7. Anticipates and adapts the principles of teaching/learning in providing care to facilitate patient autonomy.

8. Uses and applies the nursing process through clinical judgment: assessing, planning, intervening, and evaluating care of patients, families, communities, and populations.
9. Integrates evidence-based practice.
10. Demonstrates professionalism in nursing practice, encompassing accountability, integrity, and respect for the uniqueness of persons.

b. **Assessment**

•   Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

South College is committed to continuous quality improvement, including evidence-based decision making and a systematic approach to program assessment. The approach is multidimensional and incorporates formative, summative, quantitative, and qualitative data that are collected and analyzed. The School of Nursing works with the Office of Institutional Advancement and Effectiveness to ensure program quality, faculty effectiveness, and student success. All programs follow an annual assessment cycle with annual program assessment reports. This plan is incorporated into the annual overall Systematic Evaluation Plan (SEP) for the School of Nursing. The SEP describes data which are or will be examined quarterly/annually and reviewed with leadership. Multiple evaluation tools are planned to be used to assess student learning outcomes systematically and continuously. Assessment of program student learning outcomes is achieved through course assessments aligned with specific program learning outcomes and practice evaluation tools. Student satisfaction is evaluated through end of course evaluations, student satisfaction surveys, and graduating student surveys. Community interest satisfaction is evaluated through an employer survey. Program completion rates, certification pass rates, and employment rates of available graduates on an annual basis are all crucial in the evaluation of program outcomes. The South College School of Nursing evaluation process is ongoing and comprehensive. Faculty meetings provide the regular foundation for assessments/evaluation and review of instruments/methods to ensure program compliance, effectiveness, and student success.

7. Information on Composite Science, Licensure, Certification, and Accreditation

a. **Federal Financial Composite Score**

•   Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, of calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

    The South College Composite Score for the FY2021-2022 year was 2.1.

b. **State Licensure**

•   Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?

    Yes and Yes

    If so, please identify:

•   The specific license(s) needed: Registered Nurse

- The State agency issuing the license(s): Indiana State Board of Nursing

c. Professional Certification

- What are the professional certificates that exist for graduates of similar program(s)?

Graduates of ASN Nursing programs seek to pass the NCLEX-RN exam to become licensed to practice nursing in the state.

- Will a graduate of this program be prepared to obtain national professional certification(s) to find employment, or to have substantially better prospects for employment, in a related job in Indiana?

    Yes

- If so, please identify:

- Each specific professional certification: Registered Nurse

- The national organization issuing each certification: State Agency – Indiana Board of Nursing

- Please explain the rational for choosing each professional certification: Graduates must pass the NCLEX-RN in order to gain state licensure as a Registered Nurse.

- Please identify the single course or a sequence of courses that lead to each professional certification?

    The curriculum design of the South College ASN Nursing program is based on QSEN, ANA Standards, and NCSBN Client needs that map to the NCLEX RN test plan.

d. Professional Industry Standards/Best Practices

- Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?

    Yes

- If so, please identify:

- The specific industry standard(s) and/or best practice(s):

    The South College Associate of Science in Nursing curriculum design is based upon QSEN, ANA Standards, and NCSBN Client needs that map to the NCLEX RN test plan.

- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:

    QSEN, ANA Standards, and NCSBN Client needs that map to the NCLEX RN test plan.

e. **Institutional Accreditation**

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

  South College is a regionally accredited (SACSCOC) institution (Level VI Doctoral Granting). Reaffirmation of accreditation was awarded in 2021 until 2031.

- Reason for seeking accreditation.

  NA

  Specialized Program Accreditation

- Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduate of this program can work in their profession or have substantially better prospects for employment.

  No

- If so, please identify the specialized accrediting agency:

  Programmatic accreditation is not required for graduates to sit for the NCLEX-RN exam. However, South College values accreditation and plans to seek accreditation from ACEN.

f. Transferability of Associate of Science Degrees

  South College offers the Bachelor of Science in Nursing degree option for RN to BSN.

8. Student Records *(Institutions that have Previously Operated)*

a. **Are all student transcripts in digital format?**

  Yes - South College transcripts are available through Parchment in digital format.

- If not what is the percentage of student transcripts in a digital format?

  NA

- What is the beginning year of digitized student transcripts?
  2021

- Are student transcripts stored separately from the overall student records?

  All student records are maintained in the SIS CampusNexus which is a Student-Centric Academic and Administrative Platform – each student has an individual record for all documents. The transcript for each student is generated through the transcript module.

b. **How are the digital student records stored?**
   - Where is the computer server located?
   - What is the name of the system that stores the digital records?

   All student records are maintained in the SIS CampusNexus. The CampusNexus Student environment is made up of a Portal server, Microsoft SQL server, 3 COM Servers, 2 RDS Server, a SAN storage server, and Broadleaf API server. The CampusNexus environment is located in the Knoxville Lonas Campus server room. Data that is currently backed up includes CampusNexus SQL database and Portal database. This information is backed up each night and transferred to 2 SAN servers.

c. **Where are the paper student records located?**

   NA for Indiana

d. **What is the beginning year of the institutional student record series?**

   2021

e. **What is the estimated number of digital student records held by the institution?**

   South College has over 60,000 digital student transcripts maintained. Began for Indiana in 2021.

f. **What is the estimated number of paper student records held by the institution?**

   NA for Indiana

g. **Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?**

   - If so, what is the most significant format? NA for Indiana

   - If so, what is the estimated number of student records maintained in that format? NA

h. **Does the institution maintain a staff position that has overall responsibility and authority over student records?**

   - If so, what is the name, title, and contact information for that individual? *The Institutional*

   Institutional Registrar is Michelle Priddy (mpriddy@south.edu/629.802.3014).

i. **Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced?**

   South College maintains its own records but does work with Parchment. Requests for student transcripts are made through our south.edu site that then is directed to a Parchment site for the institution. The requester indicates if he/she would like the transcript digitally or through mail and Parchment fills the request.

j. **Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?**

Institutionally, the average number of requests per day is 10 and 50 per week.

k. **Is there anything that the Commission should consider with regard to the institutional student records?**

No

l. **What is the digital format of student transcripts?**

Transcripts are available through Parchment in pdf format.

m. **Is the institution using proprietary software, if so what is the name?**

All student records are maintained in the SIS CampusNexus which is a Student-Centric Academic and Administrative Platform – each student has an individual record for all documents. The transcript for each student is generated through the transcript module or through Parchment.

n. **Attach a sample transcript specifically for the program being proposed as the last page of this program application.**

See last page for Sample Transcript.

9. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System
- Report a table for each campus or off-campus location at which the program will be offered
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided
- Round the FTE enrollments to the nearest whole number
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

Projected Headcount and FTE Enrollments and Degrees Conferred
January 2024

Institution/Location:
South College Indianapolis Learning Site
Program: Associate of Science in Nursing (Assumption
of beginning two cohorts per year – January and June)

	Year 1 FY 2024	Year 2 FY 2025	Year 3 FY 2026	Year 4 FY 2027	Year 5 FY 2028
Enrollment Projections (Headcount)					
Full-Time	60	92	93	93	93
Part-Time	0	5	5	5	5
	60	97	98	98	98
Enrollment Projections (FTE*)					
Full-Time	60	92	93	93	93
Part-Time	0	3	3	3	3
	60	95	96	96	96
Degrees Conferred Projections	21	42	42	42	42

Degree Level: Associate
CIP Code: 51.3801; State –
TBD

South College

3904 Lonas Drive
Knoxville, TN 37909
www.south.edu

Student:	Student ID:	DOB:	Original Start Date:	2/15/2023	Student GPA:	3.74

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202315	**Winter Mid 2023**	2/15/2023	3/23/2023		
Associate of Science - AS in Nursing					
SCC1010	College Management	2.00	2.00	8.00	A
SCC1031	Computer & Information Literacy	4.50	4.50	18.00	A

Attempted/Earned

Term GPA:	4.00	Term: Credits	6.50 / 6.50	Term Qual Pts:	26.00
Cum GPA:	4.00	Cum: Credits	6.50 / 6.50	Cum Qual Pts:	26.00

President's List

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202320	**Spring 2023**	4/5/2023	6/15/2023		
Associate of Science - AS in Nursing					
BIO1110	Anatomy & Physiology I	4.00	4.00	16.00	A
BIO1120	Anatomy & Phys I Lab	2.00	2.00	8.00	A
ENG1201	English Composition	4.50	4.50	18.00	A
MAT1100	College Algebra	4.50	4.50	18.00	A

Attempted/Earned

Term GPA:	4.00	Term: Credits	15.00 / 15.00	Term Qual Pts:	60.00
Cum GPA:	4.00	Cum: Credits	21.50 / 21.50	Cum Qual Pts:	86.00

President's List

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202330	**Summer 2023**	6/28/2023	9/14/2023		
Associate of Science - AS in Nursing					
BIO1130	Anatomy & Physiology II	4.00	4.00	16.00	A
BIO1140	Anatomy & Phys II Lab	2.00	2.00	6.00	B
ENG1211	English Composition w/Research	4.50	4.50	13.50	B
NSG1500	Nursing Success Seminar	1.00	1.00	4.00	A
NSG1510	Nutrition and Diet Therapy	3.00	3.00	9.00	B

Attempted/Earned

Term GPA:	3.34	Term: Credits	14.50 / 14.50	Term Qual Pts:	48.50
Cum GPA:	3.74	Cum: Credits	36.00 / 36.00	Cum Qual Pts:	134.50

AS Nursing

Enrollment #:	AL23028087	GPA:	3.74
Status:	Active		
Start Date:	2/15/2023		
Concentrations			
Honors:			

*** End of Transcript ***

Authorized Signature   Date

** Indicates Retaken Course
R* Indicates Retaken Override
# Indicates Pass/Fail Course

Exhibit A
ASN Major Course Descriptions

Associate of Science in Nursing Curriculum: 108.5 Credits

Quarter 1

- SCC 1010 College Management **Credits:** 2
- BIO 1110 Anatomy & Physiology I **Credits:** 4
- BIO 1120 Anatomy & Physiology I Lab **Credits:** 2
- ENG 1201 English Composition **Credits:** 4.5
- SCC 1031 Computer and Information Literacy **Credits:** 4.5

Quarter 2

- BIO 1130 Anatomy & Physiology II **Credits:** 4
- BIO 1140 Anatomy & Physiology II Lab **Credits:** 2
- MAT 1100 College Algebra **Credits:** 4.5
- NSG 1510 Nutrition and Diet Therapy **Credits:** 3

Quarter 3

- NSG 1500 Nursing Success Seminar **Credits:** 1
- BIO 1160 Microbiology **Credits:** 4
- BIO 1170 Microbiology Lab **Credits:** 2
- NSG 1520 Pathophysiology **Credits:** 4
- NSG 1530 Foundational Physical Assessment **Credits:** 3

Quarter 4

- NSG 1540 Pharmacotherapeutics **Credits:** 3
- NSG 1550 Fundamentals of Nursing **Credits:** 6
- ENG 1211 English Composition with Research **Credits:** 4.5

Quarter 5

- NSG 1545 Medication Administration **Credits:** 2
- NSG 2600 Adult Health Nursing I **Credits:** 8
- PSY 1821 Human Growth and Development **Credits:** 4.5

Quarter 6

- NSG 2500 Maternal Infant Nursing Care **Credits:** 4
- NSG 2510 Mental Health Nursing **Credits:** 4
- COM 1261 Effective Speaking **Credits:** 4.5

Quarter 7

- NSG 2530 Pediatric Nursing Care **Credits:** 4
- NSG 2610 Adult Health Nursing II **Credits:** 8

Quarter 8

- HUM 2001 Critical Thinking **Credits:** 4.5

- NSG 2650 Adult Health Practicum **Credits:** 3
- NSG 2700 Professional Practice in Nursing **Credits:** 4

NSG 1500 Nursing Success Seminar

Lecture: 1 **Lab:** 0 **Practica:** 0 **Total Credits:** 1
This course provides new nursing students with tools for success in the nursing program including an introduction to medical terminology, American Psychological Association (APA) writing, classroom skills, study tips, and strategies for answering critical thinking questions.

NSG 1510 Nutrition and Diet Therapy

Lecture: 3 **Lab:** 0 **Practica:** 0 **Total Credits:** 3
This course introduces clinical dietary and nutritional principles and their role in the maintenance of health and management of illness. Through the processes of understanding and application, students learn how these factors influence overall health status across the lifespan.

NSG 1520 Pathophysiology

Lecture: 4 **Lab:** 0 **Practica:** 0 **Total Credits:** 4
This course focuses on the basic understanding of pathophysiology related to human illness with an emphasis placed on cellular alterations in organ systems as they relate to selected disease states. Students combine basic pathophysiology concepts and critical thinking processes used in nursing to care for diverse client populations.

Prerequisite(s): BIO 1110, BIO 1120, BIO 1130, & BIO 1140 with a grade of C or better

NSG 1530 Foundational Physical Assessment

Lecture: 2 **Lab:** 1 **Practica:** 0 **Total Credits:** 3
The course promotes the importance of accurate, consistent client assessment throughout the continuum of nursing care. The nursing concepts addressed in this course include techniques and skills for a) acquiring an appropriate health history, b) head-to-toe, multi-system physical assessment, c) health promotion techniques, and d) accurate documentation of findings. Critical nursing thinking skills are applied to the processes of information collection and organization and communication of potentially complex assessment findings.

Prerequisite(s): BIO 1110, BIO 1120, BIO 1130, & BIO 1140 with a grade of C or better

NSG 1540 Pharmacotherapeutics

Lecture: 3 **Lab:** 0 **Practica:** 0 **Total Credits:** 3
This course provides students the opportunity to develop a foundational understanding of pharmacology with an emphasis on the nurse's role in safe medication management. Current pharmacological principles, therapeutic effects, drug interactions, and side effects are emphasized. The role of the nurse in administering medication, client education, cultural diversity, and drug abuse prevention is addressed. Focus is placed on concepts of safe administration and monitoring the effects of pharmacotherapeutic agents.

Prerequisite(s): Admission to the AS Nursing program
Co-requisite(s): NSG 1545, NSG 1550, NSG 2500

NSG 1545 Medication Administration

Lecture: 0 **Lab:** 2 **Practica:** 0 **Total Credits:** 2
This laboratory course provides for developing practical knowledge and skills for safe medication administration. The performance of accurate calculation of drug dosages and documentation is required. Through the course, students demonstrate competence in medication administration validated through a skill performance assessment.

Prerequisite(s): Admission to the AS Nursing program
Co-requisite(s): NSG 1540, NSG 1550, NSG 2500

NSG 1550 Fundamentals of Nursing

Lecture: 3 **Lab:** 1 **Practica:** 2 **Total Credits:** 6
The focus of this course is to provide opportunities to develop basic holistic nursing skill competencies required throughout the remainder of the program and in daily nursing practices. Additionally, the need for accurate, professional communication among all members of the healthcare team is emphasized. The course provides for the application of theoretical knowledge within the adult client practice settings with an emphasis on the role and scope of practice for the registered nurse in a safe, legal, and ethical manner. The application of fundamental nursing skills is conducted within the lab setting and in an acute care adult healthcare setting.

Prerequisite(s): Admission to the AS Nursing program
Co-requisite(s): NSG 1540, NSG 1545, NSG 2500

NSG 2500 Maternal Infant Nursing Care

Lecture: 2.4 **Lab:** 0 **Practica:** 1.6 **Total Credits:** 4
This course provides the opportunity to acquire knowledge of nursing concepts, skills, and techniques needed to care for a diverse childbearing client population, along with their families. Concepts included in this course are a) the care of the childbearing client and family, b) nursing collaboration with the interdisciplinary healthcare team, c) professional communication, d) client cultural needs, e) utilization of community resources and f) providing safe, effective care within the healthcare environment. Practice settings for the application of theoretical knowledge and clinical skills are provided within the simulation lab and acute adult healthcare settings.

Prerequisite(s): Admission to the AS Nursing program
Co-requisite(s): NSG 1540, NSG 1545, NSG 1550

NSG 2510 Mental Health Nursing

Lecture: 2.4 **Lab:** 0 **Practica:** 1.6 **Total Credits:** 4
Mental Health Nursing focuses on the application of the knowledge, skills, and communication techniques that are essential to providing evidence-based care to clients with alterations in their mental health. The course places emphasis on therapeutic communication, pharmacology, and psychosocial interventions.

Prerequisite(s): Successful completion of quarter 4 courses
Co-requisite(s): COM 1261, NSG 2600

NSG 2600 Adult Health Nursing I

Lecture: 5 **Lab:** 0 **Practica:** 3 **Total Credits:** 8
Adult Health Nursing I emphasizes the continued development of critical thinking skills utilizing classroom and

clinical experiences. Utilizing the nursing process and evidence-based practice, the student focuses on providing safe, quality care for an adult patient experiencing pathophysiologic alterations requiring medical and/or surgical intervention. This course includes concepts of caring, collaboration, communication, competence, cultural sensitivity, community, and environment, along with the development of clinical skills. The concepts and skills combine to facilitate the well-being of individuals within the context of illness and prepare the student as a provider of care. In the clinical setting, students care for patients with a multitude of medical and/or surgical problems in various settings. The student states knowledge of pathophysiology and psychosocial dynamics, applies the nursing process, utilizes information technology, interacts with other healthcare professionals, and practices clinical decision-making and critical inquiry while caring for culturally diverse, ill adults.

Prerequisite(s): Successful completion of quarter 4 courses
Co-requisite(s): COM 1261, NSG 2510

NSG 2530 Pediatric Nursing Care

Lecture: 2.4 **Lab:** 0 **Practica:** 1.6 **Total Credits:** 4
Pediatric Nursing Care focuses on the application of the knowledge, skills, and developmental milestones that are essential to providing evidence-based care to clients within the pediatric population. The course places emphasis on growth and development, alterations in health systems, and pharmacological management.

Prerequisite(s): Successful completion of quarter 5 courses
Co-requisite(s): NSG 2610, PSY 1821

NSG 2610 Adult Health Nursing II

Lecture: 5 **Lab:** 0 **Practica:** 3 **Total Credits:** 8
Adult Health Nursing II continues to focus on concepts of adult health nursing applied to the care of acutely ill patients incorporating communication, collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care. The course uses all components of the nursing process with increasing degrees of skill. Evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse are integrated with the skills and techniques needed to care for adult clients with acute and chronic health problems. The concepts of caring, collaboration, communication, competence, clinical skills, cultural sensitivity, community, and environment are integrated into nursing practice. The course focuses on nursing practice that facilitates the well-being of individuals within the context of illness and continues in preparing the student as a provider of care.

Prerequisite(s): Successful completion of quarter 5 courses
Co-requisite(s): NSG 2350, PSY 1821

NSG 2650 Adult Health Practicum

Lecture: 0 **Lab:** 0 **Practica:** 3 **Total Credits:** 3
This clinical course is designed to build upon previously gained nursing knowledge and expand the role of the soon to graduate Associate level, nursing student. The student incorporates the nursing process as a provider of professional nursing care in an acute in-patient care setting. The course leads the student to demonstrate applied theoretical knowledge and technique skills when implementing care for a culturally diverse adult patient population. This clinical experience provides additional opportunities for the student to experience interdisciplinary collaboration in an acute care setting.

Prerequisite(s): Successful completion of quarter 6 courses
Co-requisite(s): ENG 1211, HUM 2001, NSG 2700

NSG 2700 Professional Practice in Nursing

Lecture: 4 **Lab:** 0 **Practica:** 0 **Total Credits:** 4
This course provides formal and informal learning opportunities related to the professional practice of nursing. This capstone course emphasizes integration, reflection, and the synthesis of all levels and areas of nursing practice in preparation for the NCLEX licensure examination. The course is designed to facilitate the integration of anatomy and physiology, disease process, and nursing knowledge as the student transitions to professional nursing. The coursework focuses on assessment, nursing diagnosis, planning of care, implementation of care, and evaluation of care.

Prerequisite(s): Successful completion of quarter 6 courses
Co-requisite(s): ENG 1211, HUM 2001, NSG 2650

Appendix B
Library Subscription Resources

South College Library Subscription Resources 2023

Databases & Electronic Resources
5MinuteClinical
Academic Video Online
AccessAnesthesiology
AccessEmergency Medicine
AccessMedicine
AccessPediatrics
AccessPharmacy
AccessPhysiotherapy
AccessSurgery
Acland's Video Atlas of Human Anatomy
Aquifer Family Medicine
ASHP Ebook Collection
APhA Pharmacy Library
AtoZ Business
Business School Resource Center
Bates' Visual Guides
Cochrane Library
Complete Anatomy
Credo Reference & Ebooks
Draw It to Know It
EBSCO Academic Search Complete
EBSCO Atla Religion Database with AtlaSerials
EBSCO Business Source Complete
EBSCO CINAHL Complete
EBSCO Criminal Justice Abstracts with Full Text
EBSCO Dental & Oral Sciences Source
EBSCO Ebook Academic Collection
EBSCO Education Full Text
EBSCO Engineering Source
EBSCO HBR Case Studies
EBSCO HBR Core Collection
EBSCO Health Source - Consumer
EBSCO Health Source Nursing/Academic
EBSCO MEDLINE Complete
EBSCO Political Science Complete
EBSCO PrepSTEP for Colleges & Universities
EBSCO Nursing Reference Center Plus
EBSCO Regional Business News
EBSCO Science Reference Center
EBSCO SocINDEX Full Text
Gale Chilton Library
Gale Academic OneFile
Gale Books and Authors

Gale Business Insights: Global
Gale Business: Entrepreneurship
Gale General OneFile
Gale Health And Wellness
Gale In Context: Biography
Gale In Context: College
Gale In Context: Environmental Studies
Gale In Context: Global Issues
Gale In Context: Opposing Viewpoints
Gale In Context: Science
Gale In Context: U.S. History
Gale In Context: World History
Gale Literature Resource Center
Gale Literature: Book Review Index
Gale Literature: Contemporary Authors Online
Gale Literature: Lit Finder
Gale OneFile: Agriculture
Gale OneFile: Business
Gale OneFile: Communications and Mass Media
Gale OneFile: Computer Science
Gale OneFile: Contemporary Women's Issues
Gale OneFile: Criminal Justice
Gale OneFile: Culinary Arts
Gale OneFile: Diversity Studies
Gale OneFile: Economics and Theory
Gale OneFile: Educators Reference Complete
Gale OneFile: Entrepreneurship
Gale OneFile: Environmental Studies and Policy
Gale OneFile: Fine Arts
Gale OneFile: Gardening and Horticulture
Gale OneFile: Gender Studies
Gale OneFile: Health and Medicine
Gale OneFile: Hospitality and Tourism
Gale OneFile: Information Science
Gale OneFile: Informe Academico
Gale OneFile: Legaltrac
Gale OneFile: Military and Intelligence
Gale OneFile: News
Gale OneFile: Nursing and Allied Health
Gale OneFile: Physical Therapy and Sports Medicine
Gale OneFile: Pop Culture Studies
Gale OneFile: Psychology
Gale OneFile: Religion and Philosophy
Gale OneFile: U.S. History
Gale OneFile: Vocations and Careers
Gale OneFile: War and Terrorism

Gale OneFile: World History
Gale World Scholar
Global Road Warrior
HSTalks: The Biomedical & Life Sciences Collection
ICE Video Library + StrokeHelp
Incision
Lexicomp
LWW PA and ASN Journal Collection
Micromedex plus Martindale
Natural Medicines
Ovid Emcare
Pharmacotherapy Principles & Practice
RadReview
Sage Premier Collection
SpringerNature Optimum Collection
Sanford Guide
STAT!Ref
Statista Pro
Swank Digital Campus
UpToDate
VisualDx
Westlaw Proflex

Direct Journal Subscriptions
BMJ
American Journal of Physical Medicine & Rehabilitation
American Journal of Obstetrics & Gynecology
American Journal of Psychology
Annals of Physical and Rehabilitation Medicine
Archives of Physical Medicine and Rehabilitation
British Journal of Sports Medicine
CHEST
Chronicle of Higher Education
Clinical Biomechanics
Clinical Pharmacology & Therapeutics
Clinical Simulation in Nursing
Currents in Pharmacy Teaching and Learning
Developmental Medicine and Child Neurology
Early Childhood Research Quarterly
European Journal of Pain
Geriatric Nursing
Health Affairs
IEEE Computing in Science and Engineering
IEEE Industrial Electronics Magazine
International Journal of Dental Hygiene
International Journal of Pharmacy Practice

International Journal of Pharmaceutical Compounding
JAMA
Journal of the American Pharmacist Association
Journal of Advanced Nursing
Journal of Applied Physiology
Journal of Bone & Joint Surgery
Journal of Business Research
Journal of College Student Development
Journal of Community Health Nursing
Journal of Dental Education
Journal of Dental Hygiene
Journal of Higher Education
Journal of Human Nutrition & Dietetics
Journal of Information Technology Research
Journal of Interprofessional Education & Practice
Journal of Manual & Manipulative Therapy
Journal of Marketing Management
Journal of Medical Insight
Journal of Medicinal Chemistry
Journal of Midwifery & Women's Health
Journal of Nuclear Medicine
Journal of Nuclear Medicine Technology
Journal of Nursing Management
Journal of Nursing Regulation
Journal of Obstetric, Gynecologic, & Neonatal Nursing
Journal of Orthopaedic & Sports Physical Therapy
Journal of Pediatric Health Care
Journal of Pediatric Nursing
Journal of Pharmaceutical Sciences
Journal of Professional Nursing
Journal of Psychology
Journal of the American College of Cardiology
Journal of the American College of Radiology
Journal of the American Dental Association
Journal of Vascular and Interventional Radiology
MIS Quarterly
Musculoskeletal Science & Practice
New England Journal of Medicine
Nurse Education Today
Nursing Outlook
Nursing for Women's Health
Pain Management Nursing
Pain Medicine
Pediatrics
Pharmacotherapy
Physical Therapy

Physiotherapy Research International
Physiotherapy Theory and Practice
Policing and Society
Public Health
Public Health Nursing
Radiography
Radiology
Reading Research Quarterly
Reading Teacher
Research in Nursing & Health
Social Studies & the Young Learner
The American Journal of Cardiology
The Spine Journal
Wall Street Journal digital
WFOT Bulletin

Exhibit C
South College Institutional Planning Document

South College

Mission Statement

South College is a private, co-educational, non-sectarian academic institution that embraces the traditional higher education mission triad of teaching, scholarly contribution, and service. Consistent with its long history, the institution places primary emphasis on providing quality undergraduate and graduate educational opportunities and associated student support services, for the intellectual, social, and professional development of a diverse student body.

South College offers professional and career-focused curricula designed to cultivate students' successful learning and the ability to apply knowledge, think critically, and communicate effectively. Through comprehensive academic programs, innovative and contemporary in content and mode of delivery, students are exposed to diverse perspectives and skills essential for independent and life-long learning. Because academic programs are professional and career-focused, South College responds to local, regional, and national employment needs and supports current workforce trends.

In addition to providing quality educational opportunities, South College promotes the advancement of knowledge by supporting and recognizing the scholarly activities of its faculty and students and the use of scholarship in education and service. The South College faculty seeks to advance knowledge by conducting research and publishing research results as appropriate, creating artistic and literary works, presenting at professional and scientific meetings, and participating in professional development activities, as consistent with the role of each faculty member.

As an institution of higher education, South College recognizes its responsibility to society and supports both institutional and individual commitments to service. Therefore, South College encourages its administration, faculty, and staff to invest their knowledge, experience, and expertise in community, professional, and institutional service.

South College is a private, co-educational, non-sectarian academic institution that embraces the traditional higher education mission triad of teaching, scholarly contribution, and service. Consistent with its long history, the institution places primary emphasis on providing quality undergraduate and graduate educational opportunities and associated student support services, for the intellectual, social, and professional development of a diverse student body.

Vision

South College strives to be a college of choice for students seeking quality career-focused educational programs offered at multiple levels and through a variety of deliveries. High academic standards and focus on excellence result in graduates from a growing and diverse range of academic disciplines who are prepared to enter the workforce.

Strategic Goals >

EDUCATIONAL EXCELLENCE/DIRECTION (GOAL 1)

South College strives to provide quality instruction, resources, and support services based on systematic and ongoing assessment and evaluation of objectives/outcomes to ensure the development of student abilities necessary for the achievement of positive student outcomes and the mission/vision of the college. The institution establishes policies and procedures to maintain compliance with applicable federal, state, and accrediting requirements.

New programs of study and revisions to existing programs of study are carefully reviewed for content relevancy and overall alignment with the institutional mission. Future program opportunities are considered across all educational levels from certificate to doctorate.

Objectives:

o **Programs** - Offer relevant educational choices and opportunities through multiple modes of delivery at diverse levels that are strengthened by ongoing assessment and evaluation of student learning outcomes and student performance.
o **Technology** - Use innovative technology/learning/equipment resources to enhance teaching and learning and simplify processes for support services.
o **Services** - Maintain and expand as appropriate support services and co-curricular activities to facilitate student development and graduation.
o **Interprofessional Activities** - Facilitate appropriate interprofessional educational activities that promote mutual understanding and improved communication among students in diverse disciplines.
o **Student Outcomes** - Promote positive student outcomes including retention, licensure/certification pass rates, and employment rate of graduates.
o **Compliance** - Meeting compliance expectations of federal, state, and accrediting partners.
o **Innovation** - Seek innovation in academic programs, delivery, and support services (modular course sequences and new modes of team-based academic and career advising).

Key Performance Indicators:

o Average Quarter Student Progression/Annual Retention Rate/5 Yr Average Retention Rate
o Available Annual Graduate Employment Rate (July 1-June 30)/5 Yr Average Available Graduate Employment Rate

- Annual Licensure/Certification Pass Rates/5 Yr Average Licensure/Certification Pass Rates
- Annual Cohort Program Graduation Rates/5 Yr Average Cohort Program Graduation Rates
- Overall Annual Course Completion Rate/5 Yr Average Course Completion Rate
- Overall D/F/W Course Rate/5 Yr Overall Average D/F/W Rate
- Compliance with Accrediting/State/Federal Agencies
- Student Satisfaction Survey Results (Academic Programs)

GROWTH (GOAL 2)

South College seeks to maintain optimal learning environments that are conducive to positive educational outcomes and the ability of the college to positively recruit and develop students, staff, and faculty. The institution strives to admit students who possess career goals in alignment with programmatic offerings and who will, as graduates, represent the institution positively. Faculty focus on teaching, scholarly activity, and service with an emphasis on student success and learning. Staff provide additional support services designed to enhance student academic and career success. The institution seeks to maintain/enhance student retention and new student enrollment through its instruction, programs, and services. Exploration into new programs and additional learning sites is expected as the institution looks to the future.

Objectives:

- **Locations** – Identify optimal locations and implement additional learning sites to expand educational opportunities to a growing student body.
- **Student Population** - Ensure portion of programs and campuses and retention efforts for current students in order to achieve student population growth.
- **Physical Facilities and Online Platforms** – Provide physical facilities and online platforms that efficiently serve and sustain a student body of over 5,000.
- **Additional Programs** – Expand educational program offerings specifically in online delivery.

Key Performance Indicators:

- Annual Student Enrollment/5 Yr Average Student Enrollment
- New/Expansion of Programs/Concentrations with 25 or more students (3 annually over 5 years).
- Expansion of Locations (3 over 5 years)

FISCAL HEALTH (GOAL 3)

South College seeks to maintain fiscal health through its continued commitment to responsible stewardship of all resources while evaluating appropriate ways to enhance programs and services as appropriate.

Objectives:

- **Annual Operational Budget** – Continue sound financial management through creation and adherence to annual operating budget.
- **Annual Audit** – Receive unqualified annual financial audit.
  Oversight of Financial Resources – Establish and maintain efficient process for review and oversight of financial resources.

- **Maintenance** – Continue maintenance plans for all campuses to attractive and modern facilities to support institutional mission.
- **Technologies and Infrastructure** – Ensure technologies and infrastructure that contribute to the core academic mission of the institution.
- **Efficiencies of Processes** – Focus on efficiency in services and programs provided to employees and students.
- **Financial Project Planning** – Ensure effective financial planning for facility, program, and technology projects.

Key Performance Indicators:

- Meeting Administrative/Academic Units Budget
- Meeting 90/10 requirement
- Meeting Composite Score Requirement (1.5 or above)
- Meeting annual Cohort Default Rate benchmark (15%/10%)
- Error Rate for Annual Independent FA Audit below 5%.

THE COLLEGE COMMUNITY (GOAL 4)

South College strives to cultivate a community atmosphere, both internally and externally, that promotes teamwork and shared vision of the institutional mission/vision.

Objectives:

- **Faculty and Staff** – Attract and retain outstanding faculty and staff who embrace the South College culture of entrepreneurship and innovation.
- **Benefits** – Provide resource plans that assist in the attraction and retention of qualified faculty and staff.
- **Professional Development/Service** – Encourage and support faculty and staff in scholarly, community, and institutional activities that promote the college and its individual programs.
- **Communication** – Employ methods to build and maintain effective communication among staff, faculty, and students.
- **Alumni** – Expand outreach to alumni as continuing members of the South College community.
- **Partnerships** – Expand and strengthen clinical, internship, fieldwork, practicum, and student teaching partnerships with associated facilities.

Key Performance Indicators:

- Full-time Faculty Retention
- Full-time Staff Retention
- Filling of Leadership Vacancies by Internal Candidates
- Growing External Education Rotations to meet needs of programs and employment needs.
- Growing Community Partnership
- Student Satisfaction Survey Results (Administrative/Service Departments)