

**Indiana Commission for Higher Education  
Indiana Board for Proprietary Education**

**Out-of-State Institutions and  
In-State Proprietary Institutions Offering Instruction in Indiana  
with a Physical Presence in the State**

**DEGREE APPLICATION**  
*(New or Renewal program)*

*Use the key to advance to the next field, or select a field by clicking the cursor.*

Name of Institution    South College Indianapolis

Program name and

Suggested CIP Code: Nursing (Traditional, LPN/BSN, and 2<sup>nd</sup> Degree) – CIP 51.3801

Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ed.S., Ph.D.): BS

Name of Person Preparing this Form: Dr. Kimberely B. Hall

Telephone Number: (865) 251-1800

**Application Type**

Date the Form was Prepared: 11/1/21

Initial or Renewal

*(Revise date after any revision) Revised 2021.11.01*

**I. PROGRAM OBJECTIVES: Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.**

**Mission**

The South College Bachelor of Science in Nursing program builds on a foundation of liberal arts education, establishing the 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 Bachelor of Science in Nursing program provides the foundation for graduate education.

**Vision**

The South College Bachelor of Science in Nursing Program aspires to be a baccalaureate program of distinction through an integrated and student-focused curriculum. The Program is committed to providing an education that values excellence in ethical patient care and professional growth and integrity.

**Philosophy**

The South College Bachelor of Science in Nursing program derives its purpose, mission, vision, philosophy, and objectives from South College. The wellness-illness continuum of care provides the overall organizing framework that serves as the structure for the nursing curriculum, with students introduced to a variety of nursing theoretical frameworks. Related concepts emphasized in the nursing curriculum include ethical decision-making, critical thinking, effective communication, leadership, and management.

## **Person**

A person is a unique, holistic, adaptive, open system. Persons, either alone or in groups, families, or communities, have inherent basic rights and choices. Each person is multi-dimensional with variables such as age, gender, culture, race, religion, socioeconomic status, and lifestyle choices.

## **Environment**

Environment is a complex, open system functioning in a dynamic state of change. The environment is both internal and external, uniquely perceived by each person, either alone or in groups, families, or communities.

## **Health**

Health is a dynamic phenomenon encompassing physical, emotional and spiritual parameters. Health is individually perceived and influenced by internal and external factors.

## **Nursing**

Professional nursing is an art and a science with caring as the core concept. The role of the nurse is to facilitate optimal independent functioning of persons, alone or in groups, through the promotion, maintenance, and restoration of health. The professional nurse will utilize critical thinking and the nursing process to plan and implement care.

## **Program Overview**

Consistent with South College's mission and goals, the Bachelor of Science in Nursing (BSN) program builds on a foundation of liberal arts education, establishing the knowledge base and clinical expertise for the generalist in nursing practice. The faculty supports the commitment to lifelong learning in a dynamic, culturally and ethnically diverse health care environment, promoting client advocacy, achieving and maintaining clinical competency, and providing service for the community and profession. The major curriculum is based on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008).

The BSN program serves both traditional and nontraditional students and offers opportunities to enhance the community's health care through participatory learning experiences. The South College School of Nursing offers options to pursue a BSN Degree - the traditional option, the accelerated option (for those who have already earned a baccalaureate degree), and an LPN/BSN option with the major curriculum remaining consistent. The first admission for the major at the Indianapolis campus will be scheduled once all approvals gained – possibly fall 2022 depending on approvals and student applications. It is anticipated that the number admitted to the first class will be 30 students.

Significant documents guide the School of Nursing in building a foundation for all programs including the *Scope and Standards of Practice for Nursing* (ANA, 2010); *Guide to the Code of Ethics for Nurses* (ANA, 2010); and *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).

## **Program Outcomes and Student Learning Outcomes**

The program outcomes of the BSN 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 graduate education.

Upon completion of the BSN 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: assessing, planning, intervening, and evaluating care of patients, families, communities, and populations.
9. Integrates nursing research into evidence-based practice.
10. Demonstrates professionalism in nursing practice, encompassing accountability, integrity, and respect for the uniqueness of persons.

The program is designed for completion by full-time students with no transfer credits in 39 months (prerequisites plus major curriculum). Students will be advised by Student Success Advisors to ensure appropriate progression based on completion of pre-requisite courses. The program is designed to be completed in a hybrid format with all prerequisites available online and three nursing major courses offered online.

#### **Minimum Academic Requirements for Admission (All BSN Program Options Except RN/BSN)**

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 in order 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:

1. Submit a School of Nursing application by the applicable deadline.
2. Achieve a minimum ATI TEAS Assessment score at the academic preparedness level of BASIC.
3. Completion of all required prerequisite courses. Courses may be in progress at time of application, but to be admitted without stipulation they must be completed.
4. Complete all required general education/core courses with a grade of C or higher.
5. Achieve a minimum of 2.50 cumulative grade point average for general education/core prerequisite courses.
6. Achieve a minimum 2.50 cumulative grade point average for required science prerequisite courses.

Applicants who are not in good academic standing from a previous nursing or allied health program (e.g., Medical Assisting, Surgical Technology, 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, Surgical Technology, 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.
- 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 are ranked based on an approved ranking system that includes, but is not limited to, GPA and TEAS score.

### *Transfer Credit Evaluation from Previous Nursing Programs*

For a nursing class (or classes) to be considered for transfer into a South College Nursing program, the class must have been completed within the past 18 months prior to the cohort start date. Only nursing courses with a grade of A or B are considered for transfer and a course description or syllabus may be required to evaluate equivalency. Please refer to the transfer timeframes on the South College website.

### **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 before the 1st day of class\*.
2. Complete the background check application before the 1st day of class\*.
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 in order 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 upper level 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 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 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 in 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 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.

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.

<b>Function</b>	<b>Requirement</b>	<b>Examples of Tasks For</b>
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.
Tactile Sensory	Adequate to allow effective evaluation and therapeutic intervention related to nursing care, and to ensure	Palpation used in assessment; vital signs; medication administration, IV starts.

<b>Function</b>	<b>Requirement</b>	<b>Examples of Tasks For</b>
	safety of self and others in providing care.	
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 in order to modify nursing care plan; determination of unsafe situations; planning course of actions to meet needs of patient, family, community and nursing profession.
Interpersonal Skills	Adequate to allow establishment of effective working and/or therapeutic relationship with patients, families and professionals.	Establishing therapeutic relationship with patients and families; working with health care team; collaboration with other disciplines.
Communication	Adequate to allow completion of course work and effective verbal and written communication with patients, families, communities, peers, and others.	Class activities; therapeutic communication; writing/research at the bachelor's level; documentation of patient care; education of patient/family/community.

### **Minimum Requirements for Progression (All BSN Program Options)**

1. A numeric test average of 80% or better is required in all upper division nursing courses in order 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 all upper division nursing courses in order 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 the didactic content. 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. Final grades are not rounded.
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 (All BSN Program Options)

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 located 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 180 quarter credit hours is required for the baccalaureate nursing program. Eighty-seven (87) quarter credit hours are required in general education/science core courses and ninety-three (93) quarter credit hours are in the nursing major. Students are admitted to the nursing program after completion of all prerequisites, creating a balance between general and professional education. A general education of the humanities and natural and behavioral sciences provides a solid foundation upon which to base the practice of nursing.

Consistent with South College's mission and goals, the BSN curriculum builds on a foundation of general education and core courses which support development of critical thinking skills, written and oral communication skills, mathematical reasoning skills, and knowledge of the social sciences. The sciences of Chemistry, Microbiology, Anatomy and Physiology, and Nutrition provide a solid foundation for the first nursing courses where student develop a beginning knowledge of person, environment, health, nursing, and the wellness-illness continuum. Course sequence promotes building on, adding to, and reinforcing nursing knowledge so the students move from knowledge to application of knowledges and skills, and finally evaluation through assessment.

As indicated, the BSN student is expected to apply liberal arts education pre-requisites foundational knowledge to the content in the BSN major courses. For example, students are expected to utilize Microbiology concepts in understanding the pathogenesis of diseases and the growth and spread of microorganisms. Handwashing, aseptic techniques, and isolation techniques incorporated into Fundamentals of Nursing are concepts reinforced from the previously acquired knowledge from the Microbiology course. In Nursing Research and Policy and Politics, students apply their previous knowledge from both introductory and intermediate English courses to critically think, research topics, and synthesize their thoughts in writing assignments. For example, Nursing Research incorporates a writing assignment which includes the incorporation of peer-reviewed articles to critically analyze research findings and evidence-based practice data. Knowledge developed in prerequisite math courses are utilized in the nursing Pharmacotherapeutics courses, as well as throughout the curriculum in calculating medication dosages.

Planning of didactic, laboratory, and clinical activities for the nursing major that advance from basic to complex facilitate the development of competencies that allow the graduate to practice, providing care as a generalist in the roles of provider of care, manager of care, and member of a profession to an individual, family, group or community.

Teaching and learning practices within the baccalaureate programs promote behaviors consistent with professional 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 the 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 a variety of clinical sites to meet their clinical and program objectives including acute care areas (Med/Surg, Peds, Obstetrics, Mental Health) and community settings. 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 as professional registered nurses. 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 sites for the last quarter when the students are completing their transition to practice experiences of 150 hours are acute care in focus where the student is assigned a preceptor. Clinical rotations, pre- and post- conferences, grand rounds, morning conferences, and specialty conferences enhance students' clinical learning.

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 Academic Specialist or their faculty members for additional academic support. Remediation on key concepts can also be accomplished through the use of ATI resources. ATI is utilized throughout the program. Students are assigned various activities and assignments which helps supplement their learning objectives

Throughout the BSN major, 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-RN program reports are used to identify areas of strengths and opportunities within the BSN 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



SCC 1010	College Management	2
SCC 1031	Computer and Information Literacy	4.5
SOC 1861	Introduction to Sociology	4.5
BIO 1110	Anatomy & Physiology I	4
BIO 1120	Anatomy & Physiology I Lab	2
BIO 1130	Anatomy & Physiology II	4
BIO 1140	Anatomy & Physiology II Lab	2
BIO 1160	Microbiology	4
BIO 1170	Microbiology Lab	2
CHM 1010	General Chemistry I	4
CHM 1020	General Chemistry I Lab	2
HSC 2051	Nutrition in Health & Disease	4.5
	Humanities Electives	9
	Electives	7

### **LPN/BSN Option**

### **SPECIALTY COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
NSG 3113	Pathophysiology for Nursing	4
NSG 3133	Physical Assessment	5
NSG 3153	Pharmacotherapeutics for Nursing Practice I	5
NSG 3213	Fundamentals of Nursing	8
NSG 3233	Mental Health Nursing	6
NSG 3253	Pharmacotherapeutics for Nursing Practice II	5
NSG 3313	Adult Health Nursing I	7
NSG 3332	Maternal Infant Nursing Care	6
NSG 3352	Nursing Research	4
NSG 4413	Adult Health Nursing II	7
NSG 4432	Pediatric Nursing Care	6
NSG 4452	Policy and Politics in Nursing	3
NSG 4513	Adult Health Nursing III	7
NSG 4533	Community Nursing	5
NSG 4552	Nursing Management & Leadership	3
NSG 4613	Adult Health Practicum	5
NSG 4633	Transition to Professional Practice	7

### **GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
	Communications	4.5
	Written Communication	9
	Mathematics	9
	Social Sciences	13.5
	Computer Literacy	4.5
	Humanities	9
	Science/Anatomy & Physiology w/Lab	12
	Science/Microbiology w/Lab	6
	Science/Chemistry w/Lab	6
	Science/Nutrition	4.5
NSG 2030	Introduction to Professional Nursing	4
	Electives	5

**Note:**

\* Upon successful completion of NSG 3213 Fundamentals of Nursing (8 Credits), students will receive transfer/exemption credit for NSG 2030 Introduction to Professional Nursing (4 Core Credits) and NSG 3153 Pharmacotherapeutics for Nursing Practice I (5 Major Curriculum Credits).

**Accelerated 2<sup>nd</sup> Degree Option**

**SPECIALTY COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
NSG 3113	Pathophysiology for Nursing	4
NSG 3133	Physical Assessment	5
NSG 3153	Pharmacotherapeutics for Nursing Practice I	5
NSG 3213	Fundamentals of Nursing	8
NSG 3233	Mental Health Nursing	6
NSG 3253	Pharmacotherapeutics for Nursing Practice II	5
NSG 3313	Adult Health Nursing I	7
NSG 3332	Maternal Infant Nursing Care	6
NSG 3352	Nursing Research	4
NSG 4413	Adult Health Nursing II	7
NSG 4432	Pediatric Nursing Care	6
NSG 4452	Policy and Politics in Nursing	3
NSG 4513	Adult Health Nursing III	7
NSG 4533	Community Nursing	5
NSG 4552	Nursing Management & Leadership	3
NSG 4613	Adult Health Practicum	5
NSG 4633	Transition to Professional Practice	7

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
	Communications	4.5
	Written Communication	9
	Mathematics	9
	Social Sciences	13.5
	Computer Literacy	4.5
	Humanities	9
	Science/Anatomy & Physiology w/Lab	12
	Science/Microbiology w/Lab	6
	Science/Chemistry w/Lab	6
	Science/Nutrition	4.5
	Electives	9

**Traditional/LPN to BSN/Accelerated 2<sup>nd</sup> Degree**

Number of Credit/Clock Hrs. in Specialty Courses:	<u>93/180</u>	Percentage:	<u>52%</u>
Number of Credit/Clock Hrs. in General Courses:	<u>87/180</u>	Percentage:	<u>48%</u>
If applicable: Number of Credit/Clock Hrs. in Liberal Arts:	<u>55.5/87</u>	Percentage:	<u>64%</u>

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

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

The South College library collections 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 five full-time librarians at the main campus to support student learning at all campuses and online. Librarians are available in person, via telephone, via chat, via email, and via Zoom. A full-time Library Clerk is employed at each learning site campus to provide services to students in the Resource Centers. The Library Clerk for the Indianapolis campus will be employed prior to classes beginning on campus. The Clerks are responsible for the day-to-day operations of their Resource Centers, providing assistance with library resources, circulation duties, and clerical duties including statistics tracking and making ID cards. The clerks help students and faculty with research and refer them to a librarian for additional assistance as appropriate. The Resource Center for the Indianapolis campus will be located on the first floor of the facility.

Hours of the Resource Center:

Monday – Thursday 7:30am – 9:30pm

Friday 7:30am – 5:00pm

Saturday 8:00am – 1:00pm

Staffed Hours:

Monday – Thursday 8:00am – 6:30pm

Friday 8:00am – 5:00pm

#### **2. Number of volumes of professional material:**

The library serves the mission of South College by providing users 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 161 databases and journal collections which include over 157,000 online, full-text journals, magazines, newspapers, and other publications. In addition to 10,000 books in the print collections, the library has access to over 220,000 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 166 interlibrary loan requests in the 2019-20 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.southcollegetn.edu/>)

**South College Library Website** (<https://library.south.edu/home>)

**Library Subscription Resources 2020 (Exhibit B)**

The library and its collections have continued to grow over the years in order 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.

**3. Number of professional periodicals subscribed to:**

The library provides access to 161 databases and journal collections which include over 157,000 online, full-text journals, magazines, newspapers, and other publications. Please see Exhibit A.

**4. 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. The library filled 166 interlibrary loan requests in the 2019-20 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.

<b>IV. FACULTY: Attach complete Instructor's Qualification Record for each instructor.</b>					
<b>**Include all required documentation pertaining to the qualifications of each instructor.</b>					
<b>Total # of Faculty in the Program:</b>	20	<b>Full-time:</b>	19	<b>Part-time:</b>	1
<b>Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)</b>					

*The faculty information provided is for the individual who has accepted employment with the institution and will be providing online sections in the area indicated (prerequisites and nursing). Additional faculty will be hired to provide instruction in general education and sciences for the campus as these courses are common to several programs. It is anticipated that by winter, a FT faculty member will be hired for Biology/Anatomy and adjunct faculty for English and Math. Each will have earned a minimum of a master's degree in the associated discipline. Adjunct faculty will be hired as needed based on number of students and additional FT faculty hired as the student population grows. Adjunct faculty will also have earned a minimum of a master's degree in the associated discipline. An Associate Dean of Nursing has been hired and additional hires for nursing faculty planned during the 2021-2022 year.*

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
Anderson, Jaclyn	MS Psychology	3	1.75	2	X	
Andies, Sara	MS Nursing	17	3.75	6		X
Bergquist, William	MS Computer Information Systems	24	16	10	X	
Bruce, Louisa	MS Nursing	20	5.25	10	X	
Charles, Angela	MA Sociology	5	.5	1.75	X	

<b>List Faculty Names</b> (Alphabetical Order)	<b>Degree or Diploma Earned (M.S. in Mathematics)</b>	<b># Years of Working Experience in Specialty</b>	<b># Years Teaching at Your School</b>	<b># Years Teaching at Other</b>	<b>Check one: Full-time</b>	<b>Part-time</b>
Cooper, Gary	MS Reproductive Physiology	9	14	1	X	
Dhar, Shiv	PhD Chemistry	36	17	.5	X	
Hagy, Jonathan	Master of Mathematics	5	.3	3	X	
Hammitt, Roger	MS Communications/ Public Relations	25	16	NA	X	
Jones, Whitney	PhD English Literature	10	5	1	X	
Lobertini, Jo	MA English	30	.75	24	X	
Malone, Caroline	MFA Poetry/Fiction	20	15	3	X	
Molidor, Cameron	MFA Studio Art: Film	5	.75	2	X	
Patton, Lynn	Doctor of Nursing Practice	36	.25	6+	X	
Purvis, Jessica	Doctor of Chiropractic	5	2.5	NA	X	
Russell, Matthew	PhD Biochemistry, Cellular, and Molecular Biology	12	7	1	X	
Woodyatt, Aaron	Doctor of Chiropractic	20	4.5	9	X	
TBD	Master's Degree in Associated Discipline in General Education and Science Areas Onground					
TBD – BSN Faculty January 2022	Master's Degree in Nursing, Doctorate Preferred	5	New Hire		X	
TBD – BSN Faculty June 2022	Master's Degree in Nursing, Doctorate Preferred	5	New Hire		X	
TBD – BSN Faculty June 2022	Master's Degree in Nursing, Doctorate Preferred	5	New Hire		X	

Indiana Commission for Higher Education  
Indiana Board for Proprietary Education  
**Supplementary Information on  
Composite Score, Licensure, Certification, and Accreditation**

Institution: South College

Degree Program: Nursing (Traditional/LPN to BSN/Accelerated 2<sup>nd</sup> Degree Options)

Locations: Indianapolis

**Federal Financial Responsibility 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, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education:*

FY 2020 – 1.7

*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 – This program prepares students to pass the NLCEX-RN exam and seek state licensure.

*If so, please identify*

The specific license(s) needed: Registered Nurse

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

++++  
**Professional Certification**

*What are the professional certifications that exist for graduates of similar program(s)?*

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

*Will a graduate of this program be prepared to obtain national professional certification(s) in order 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 rationale 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 major curriculum of the South College BS Nursing program is based on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008).

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**Professional Industry Standards/Best Practices**

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

Consistent with South College’s mission and goals, the Bachelor of Science in Nursing (BSN) program builds on a foundation of liberal arts education, establishing the knowledge base and clinical expertise for the generalist in nursing practice. The faculty supports the commitment to lifelong learning in a dynamic, culturally and ethnically diverse health care environment, promoting client advocacy, achieving and maintaining clinical competency, and providing service for the community and profession. The major curriculum is based on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008).

South College School of Nursing Student Learning Outcomes	AACN BSN Essentials, 2008
1. Utilizes critical thinking skills to provide holistic nursing care to patients.	I. Liberal Education for Baccalaureate Generalist Nursing Practice
2. Validates theoretical knowledge of health practices.	III. Scholarship for Evidence-Based Practice
3. Adapts and utilizes therapeutic communication.	VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
4. Supports other health care disciplines in coordinating holistic health care.	II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
5. Integrates information technologies when assessing, planning, intervening, and evaluating care.	IV Information Management and Application of Patient Care Technology
6. Summarizes and applies the current trends, issues, ethical dilemmas, personal, and cultural values and practices which affect the health care of patients.	V. Healthcare Policy, Finance, and Regulatory Environments VIII. Professionalism and Professional values
7. Anticipates and adapts the principles of teaching/learning in providing care to facilitate patient autonomy.	VII. Clinical Prevention and Population Health IX. Baccalaureate Generalist Nursing Practice
8. Uses and applies the nursing process: assessing, planning, intervening, and evaluating care of patients, families, communities, and populations.	VII. Clinical Prevention and Population Health
9. Integrates nursing research into evidence-based practice.	III. Scholarship for Evidence-Based Practice
10. Demonstrates professionalism in nursing practice, encompassing accountability, integrity, and respect for the uniqueness of persons.	VIII. Professionalism and Professional Values IX. Baccalaureate Generalist Nursing Practice

If so, please identify:

As indicated, the major curriculum of the South College BS Nursing program is based on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008). The BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). The curriculum has also been approved by multiple state Boards of Nursing including Tennessee, North Carolina, and Georgia.

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**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 graduates 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 has earned CCNE accreditation for the program.

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**Transferability of Associate of Science Degrees**

*Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions:*

*Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution?*

NA as this is a BS program.

If so, please list the baccalaureate degree(s):

NA

South College is a regionally accredited (SACSCOC) institution. As such, credits are accepted by other institutions where the content and credit hours are equivalent. Examples of institutions that accept South College credits include the University of Tennessee, Middle Tennessee State University, Austin Peay State University, Texas Christian University, and Trevecca Nazarene University.

Students may pursue the AS Health Science (Pre-Nursing) program at South College in order to complete all required pre-requisites.

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**Job Titles**

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

Registered Nurse

1. What is the digital format of student transcripts? *South College transcripts are available through Parchment in digital format.*
2. Is the institution using proprietary software, if so what is the name? *South College uses the Student Information System CampusNexus.*
3. Submit a sample student transcript including legend. *See Exhibit C.*

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**Student Records**

*Institutions that have Previously Operated*

*South College has not previously operated in Indiana.*

1. Are all student transcripts in a digital format? *All student transcripts will be 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.*
2. 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.*

3. Where are the paper student records located? *NA for Indiana*
4. What is the beginning year of the institutional student record series? *2021*
5. What is the estimated number of digital student records held by the institution? *South College has over 60,000 digital student transcripts maintained. Plans to begin for Indiana in 2021.*
6. What is the estimated number of paper student records held by the institution? *NA for Indiana*
7. 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*

8. 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 Registrar is Kristina Morgan (865-251-1818, [kmorgan@south.edu](mailto:kmorgan@south.edu)).*

9. 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.*

10. 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.*

*All Institutions*

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

*No*

Projected Headcount and FTE Enrollments and Degrees Conferred  
September 2021

Institution/Location:  
South College Indianapolis Learning Site  
Program: BS Nursing

	Year 1 FY 2022	Year 2 FY 2023	Year 3 FY 2024	Year 4 FY 2025	Year 5 FY 2026
Enrollment Projections (Headcount)					
Full-Time	0	30	55	55	55
Part-Time	0		2	3	3
	0	30	57	58	58
Enrollment Projections (FTE*)					
Full-Time	0	30	55	55	55
Part-Time	0	0	1	1	1
	0	30	56	56	56
Degrees Conferred Projections	0	0	25	25	25

Degree Level: Bachelor of  
Science  
CIP Code: 51.3801; State –  
TBD

Exhibit A  
Nursing Major Course Descriptions

## Nursing Major Course Descriptions:

### Quarter 1

#### **NSG 3113 Pathophysiology for Nursing**

**Lecture: 4 Lab: 0 Practica: 0 Total Credits: 4**

Pathophysiology for Nurses 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. Opportunities are presented that provide for the use of critical thinking processes to analyze diverse client presentations of selected illness for symptomatology, pathophysiology, and health care implications.

*Prerequisite(s): Admission to the Nursing Program*

*Co-requisite(s): NSG 3133, NSG 3153*

#### **NSG 3133 Physical Assessment**

**Lecture: 3 Lab: 1 Practica: 1 Total Credits: 5**

Physical Assessment instills beginning nursing students with concepts, skills, and techniques needed for history-taking, physical examination, health promotion, and clinical assessment. Using critical thinking and communication skills, the student will begin to collect, organize, and analyze complex client assessment data. The nursing process is considered within each topic, as appropriate. Students practice and apply theoretical knowledge and competencies in the simulation laboratory and then integrate the knowledge and competencies while assessing clients in the healthcare setting. Throughout the course, students demonstrate competence of health assessments and vital signs and are validated through skill performance assessments.

*Prerequisite(s): Admission to the Nursing Program*

*Co-requisite(s): NSG 3113, NSG 3153*

#### **NSG 3153 Pharmacotherapeutics for Nursing Practice I**

**Lecture: 4 Lab: 1 Practica: 0 Total Credits: 5**

Pharmacotherapeutics for Nursing Practice I provides an in-depth systems approach to the study of therapeutic drugs and their major classifications. Current pharmacological principles, therapeutic effect, drug interactions, and adverse effects are emphasized. Performance of accurate calculation of drug dosages and documentation is required. The role of the nurse in administering medication, client education, cultural diversity, and drug abuse prevention is addressed. Students practice and apply theoretical knowledge and competencies in the simulation laboratory. Throughout the course, students demonstrate competence of medication administration and validated through skill performance assessment.

*Prerequisite(s): Admission to the Nursing Program*

*Co-requisite(s): NSG 3113, NSG 3133*

## **Quarter 2**

### **NSG 3213 Fundamentals of Nursing**

**Lecture: 5 Lab: 1 Practica: 2 Total Credits: 8**

Fundamentals of Nursing provides students with the opportunities to learn and develop basic competencies necessary to facilitate the optimal well-being of the client within the healthcare setting in a safe, legal, and ethical manner. The role of the professional nurse and communication is emphasized. Students learn to implement the nursing process and to integrate, at a beginning level, essential competencies to promote holistic care of clients. Health promotion, disease prevention, and restorative nursing care are considered within each topic, as appropriate. The concepts evolve from simple to complex and include critical thinking, hygiene, activity, vital signs, infection control, client education, urinary and bowel elimination, stress and adaptation, sensory alterations, surgical care, rest and sleep, pain and comfort, nutrition, safety, skin integrity and wound care, oxygenation and perfusion, loss and grief, spirituality, and cultural sensitivity. Students practice and apply theoretical knowledge and competencies in the simulation laboratory and then integrate the knowledge and competencies while providing care to clients in the healthcare setting. Throughout the course, students demonstrate competence of fundamental principles of nursing practice and validated through skill performance assessments.

*Prerequisite(s): Successful completion of all first quarter Nursing courses*

*Co-requisite(s): NSG 3233, NSG 3253*

### **NSG 3233 Mental Health Nursing**

**Lecture: 4 Lab: 0 Practica: 2 Total Credits: 6**

Psychiatric Mental Health Nursing focuses on the role of the nurse in caring for patients with alterations in mental health. The course focuses on the nursing process framework with emphasis on assessment, therapeutic communication, neurobiological and psychosocial theories, pharmacology, and current practices related to the care of the mentally ill. Interventions focus on aspects of care, which includes client care, communication, client and family teaching, and community resources, as well as practical application in various clinical settings.

*Prerequisite(s): Successful completion of first quarter nursing courses.*

*Co-requisite(s): NSG 3213, NSG 3253*

### **NSG 3253 Pharmacotherapeutics for Nursing Practice II**

**Lecture: 4 Lab: 1 Practica: 0 Total Credits: 5**

Pharmacotherapeutics for Nursing Practice II provides an in-depth systems approach to the study of therapeutic drugs and their major classifications. Current pharmacological principles, therapeutic effect, drug interactions, and adverse effects are emphasized. Performance of accurate calculation of drug dosages and documentation is required. The role of the nurse in administering medication, client education, cultural diversity, and drug abuse prevention is addressed. Students practice and apply theoretical knowledge and competencies in the simulation laboratory. Throughout the course, students demonstrate competence of medication administration and validated through skill performance assessment.

*Prerequisite(s): Successful completion of first quarter nursing courses.*

*Co-requisite(s): NSG 3213, NSG 3233*

### **Quarter 3**

#### **NSG 3313 Adult Health Nursing I**

**Lecture: 5 Lab: 0 Practica: 2 Total Credits: 7**

Adult Health Nursing I (AHI) utilizes classroom and clinical experiences to care for patients with acute and chronic health problems. AHI includes the concepts of; caring, collaboration, communication, competence, cultural sensitivity, community and environment along with clinical skills to facilitate the wellbeing of individuals within the context of illness and prepare the student as a provider of care. In the clinical setting, students will care for patients with select medical and/or surgical problems in various settings, state knowledge of pathophysiology and psychosocial dynamics, apply the nursing process, utilize information technology, interact with other health care professionals, practice clinical decision making and critical inquiry while caring for culturally diverse, ill adults. Physiological concepts in AHI include alterations in fluid/electrolytes and acid base balance, respiratory, cardiovascular, endocrine, renal and urinary systems.

*Prerequisite(s): Successful completion of all first and second quarter Nursing courses*

*Co-requisite(s): NSG 3332, NSG 3352*

#### **NSG 3332 Maternal Infant Nursing Care**

**Lecture: 4 Lab: 0 Practica: 2 Total Credits: 6**

Maternal Infant Nursing Care provides nursing students with concepts, skills, and techniques needed to care for culturally diverse clients in the childbearing family. This course encompasses the concepts of caring, collaboration, communication, and competence, clinical skills, cultural sensitivity, and community and environment as they relate to the childbearing family. The course focuses on nursing practice that facilitates the well-being of individuals within the contexts of health and illness and continues in preparing the student as a provider of care. The clinical components of this course provide nursing students with practice of application of concepts presented in lecture using the Nursing Process.

*Prerequisite(s): Successful completion of all first and second quarter Nursing courses*

*Co-requisite(s): NSG 3312, NSG 3352*

#### **NSG 3352 Nursing Research**

**Lecture: 4 Lab: 0 Practica: 0 Total Credits: 4**

Nursing Research introduces students to the concepts, issues, and processes in nursing research and its application to practice. Emphasis is placed on the review, analysis, evaluation, and application of current nursing research. Selected research studies are critiqued. (Tradition and RN/BSN Program Options) (*Distance Learning Format*)

*Prerequisite(s): Successful completion of first and second quarter Nursing courses*

*Co-requisite(s): NSG 3313, NSG 3332*

## **Quarter 4**

### **NSG 4413 Adult Health Nursing II**

**Lecture: 5 Lab: 0 Practica: 2 Total Credits: 7**

Adult Health Nursing II continues to build on students' ability to relate concepts, skills and techniques needed to care for adult clients with acute and chronic health problems through classroom and clinical experiences. This course encompasses the concepts of caring, collaboration, communication, competence, clinical skills, cultural sensitivity, community, and environment into nursing practice. The course focuses on nursing practice that facilitates the wellbeing of individuals within the context of illness and continues in preparing the student as a provider of care. In the clinical setting, students will care for selected patients in various settings, applying knowledge of pathophysiology and psychosocial dynamics for patients with medical and/or surgical problems. Students will apply the nursing process employing information technologies to develop critical inquiry and clinical decision making to meet the needs of culturally diverse, ill adults while collaborating with other health care professionals. Concepts include problems related to musculoskeletal, gastrointestinal, neurologic, and endocrine theory.

*Prerequisite(s): Successful completion of first three quarters of the Nursing Program*

*Co-requisite(s): NSG 4432, NSG 4452*

### **NSG 4432 Pediatric Nursing Care**

**Lecture: 4 Lab: 0 Practica: 2 Total Credits: 6**

Pediatric Nursing Care introduces the student to the health needs of children from birth through adolescence within the culturally diverse family setting. Health promotion, maintenance, prevention, and restorative health care of the child are studied along the health-illness continuum. Nursing interventions, particularly effective communication, include the child and the family with emphasis on family-centered care and the child's health care needs. Normal growth and development of the child is integrated throughout the course as developmental stages are important to consider when caring for the pediatric population. Clinical experiences allow further development of concepts as applied to pediatric clients along the health-illness continuum. Clinical conferences provide an opportunity for the student to share and discuss learning experiences.

*Prerequisite(s): Successful completion of first three quarters of nursing courses*

*Co-requisite(s): NSG 4413, NSG 4452*

### **NSG 4452 Policy and Politics in Nursing**

**Lecture: 3 Lab: 0 Practica: 0 Total Credits: 3**

This seminar class is designed for the student to examine current issues in nursing, thus enabling the student to determine professional self-direction with integration of theory and concept into a meaningful personal philosophy of nursing practice. (Traditional and RN/BSN Program Options) (*Distance Learning Format*)

*Prerequisite(s): Successful completion of the first three quarters of nursing courses*

*Co-requisite(s): NSG 4413, NSG 4452*

## **Quarter 5**

### **NSG 4513 Adult Health Nursing III**

**Lecture: 5 Lab: 0 Practica: 2 Total Credits: 7**

Adult Health Nursing III continues to build on students' ability to relate concepts skills and techniques needed to care for adult clients with complex health problems through classroom and clinical experiences. This course encompasses the concepts of caring, collaboration, communication, competence, clinical skills, cultural sensitivity, community, and environment into nursing practice. The course focuses on nursing practice that facilitates the wellbeing of individuals within the context of illness and continues in preparing the student as a provider of care. In the clinical setting, students will care for selected patients in various settings, applying knowledge of pathophysiology and psychosocial dynamics for patients with complex medical and/or surgical problems. Students will apply the nursing process employing information technologies to develop critical inquiry and clinical decision making to meet the needs of culturally diverse, ill adults while collaborating with other health care professionals. Concepts include problems related to hematological, oncological, and immunological systems and complex health disorders related to burn injury, shock, advanced cardiovascular, and advanced respiratory conditions.

*Prerequisite(s): Successful completion of first four quarters of nursing courses*

*Co-requisite(s): NSG 4533, NSG 4552*

### **NSG 4533 Community Nursing**

**Lecture: 4 Lab: 0 Practica: 1 Total Credits: 5**

Community Health Nursing focuses on the role of the nurse in the community. The principles of professional nursing care are applied to culturally diverse individuals, families and groups and are integrated throughout the health-illness continuum. Topics covered in this course are introduction to public health nursing; historical factors of community nursing; theoretical basis of community care; an overview of community nursing practice; factors that influence the health of the community; care of different populations in the community; care of special needs in community; and the future of community health nursing.

*Prerequisite(s): Successful completion of first four quarters of nursing courses.*

*Co-requisite(s): NSG 4513, NSG 4552*

### **NSG 4552 Nursing Management and Leadership**

**Lecture: 3 Lab: 0 Practica: 0 Total Credits: 3**

Professional nursing roles and functions including knowing self in the context of nursing leadership, visionary leadership, self-directed work team development, risk taking, principles of action, change theory and implementation of change models for decision-making, effective communication, mentoring, transitions, and current issues in nursing are addressed in this course. Commitment to personal and professional growth through in-service education, continuing education, and advanced studies is reinforced. (*Distance Learning Format*)

*Prerequisite(s): Successful completion of first four quarters of the Nursing Program*

*Co-requisite(s): NSG 4513, NSG 4533*

## **Quarter 6**

### **NSG 4613 Adult Health Practicum**

**Lecture: 0 Lab: 0 Practica: 5 Total Credits: 5**

This course is designed to expand the scope of nursing practice for senior nursing students. Course and clinical activities provided to traditional students focus on leadership and management aspects of the professional nurse. Clinicals are scheduled with selected nurse preceptors in acute-care settings. 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(s): Successful completion of first five quarters of nursing courses*

*Co-requisite(s): NSG 4633*

### **NSG 4633 Transition to Professional Practice**

**Lecture: 6 Lab: 1 Practica: 0 Total Credits: 7**

Transition to Professional Practice is designed to assist the student in assuming the role of the professional nurse. This course will present highlights from each area of nursing practice, including review of anatomy and physiology, disease processes, knowledge and application of nursing process appropriate to each stage of development, continued development of the formation and use of nursing process, and issues related to the nursing profession.

*Prerequisite(s): Successful completion of first five quarters of nursing courses*

*Co-requisite(s): NSG 4613*

Appendix B  
Library Subscription Resources



## Subscription Databases

Academic Video Online  
Sanford Guide  
APhA PharmacyLibrary  
ASHP Ebook Collection  
Credo Reference and Ebooks  
Business Source Premier  
CINAHL Complete  
EBSCO Ebook Collection  
Health Source - Consumer Edition  
Health Source Nursing/Academic  
MEDLINE Complete  
Nursing Reference Center Plus  
Regional Business News  
Reaxys  
Academic ASAP  
Business Insights: Essentials  
Business Insights: Global  
Gale Academic OneFile  
Gale Academic OneFile Select  
Gale Business: Entrepreneurship  
Gale Custom  
Gale Custom Newspapers  
Gale General OneFile  
Gale Health and Wellness  
Gale in Context: Biography  
Gale in Context: Canada  
Gale in Context: College  
Gale in Context: Environmental Studies  
Gale in Context: Global Issues  
Gale in Context: High School  
Gale in Context: Middle School  
Gale in Context: Opposing Viewpoints  
Gale in Context: Science  
Gale in Context: U.S. History  
Gale in Context: World History  
Gale Interactive: Chemistry  
Gale Interactive: Human Anatomy  
Gale Interactive: Science  
Gale Literature Criticism

Gale Literature Resource Center  
Gale Literature: Dictionary of Literary Biography  
Gale Literature: LitFinder  
Gale Literature: Something About the Author  
Gale OneFile: Agriculture  
Gale OneFile: Business  
Gale OneFile: Communications and Mass Media  
Gale OneFile: Computer Science  
Gale OneFile: Contemporary Women's Issues  
Gale OneFile: CPI.Q  
Gale OneFile: Criminal Justice  
Gale OneFile: Culinary Arts  
Gale OneFile: Diversity Studies  
Gale OneFile: Economics and Theory  
Gale OneFile: Educator's 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: High School Edition  
Gale OneFile: Home Improvement  
Gale OneFile: Hospitality and Tourism  
Gale OneFile: Information Science  
Gale OneFile: Informe Academico  
Gale OneFile: Insurance and Liability  
Gale OneFile: Leadership and Management  
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: Popular Magazines  
Gale OneFile: Psychology  
Gale OneFile: Religion and Philosophy  
Gale OneFile: Science  
Gale OneFile: U.S. History  
Gale OneFile: Vocations and Careers  
Gale OneFile: War and Terrorism  
Gale OneFile: World History  
General Reference Center  
General Reference Center Gold  
Kids InfoBits  
Literature Resource Center

Nursing Resource Center  
World Scholar  
HSTalks: The Biomedical & Life Sciences Collection  
Micromedex  
ICE Video Library plus StrokeHelp  
AccessEmergency Medicine  
AccessMedicine  
AccessPediatrics  
AccessPharmacy  
AccessPhysiotherapy  
AccessSurgery  
Clinical Sports Medicine Collection  
Pharmacotherapy Principles and Practice  
ABI/INFORM Collection  
Accounting, Tax & Banking Collection  
Advanced Technologies & Aerospace Database  
Agriculture Science Database  
Arts & Humanities Database  
Asian & European Business Collection  
Australia & New Zealand Database  
Biological Science Database  
Business Market Research Collection  
Canadian Business & Current Affairs Database  
Canadian Newsstream  
Career & Technical Education Database  
Computer Science Database  
Consumer Health Database  
Continental Europe Database  
Criminal Justice Database  
Earth, Atmospheric & Aquatic Science Database  
East & South Asia Database  
East Europe, Central Europe Database  
Education Database  
Engineering Database  
Environmental Science Database  
Global Breaking Newswires  
Health & Medical Collection  
Healthcare Administration Database  
India Database  
International Newsstream  
Latin America & Iberia Database  
Library Science Database  
Linguistics Database  
Materials Science Database  
Middle East & Africa Database  
Military Database

Nursing & Allied Health Database  
Political Science Database  
ProQuest Ebook Central  
Psychology Database  
Public Health Database  
Publicly Available Content Database  
RefWorks  
Religion Database  
Research Library  
Science Database  
Social Science Database  
Sociology Database  
Telecommunications Database  
The Tennessean  
Turkey Database  
UK & Ireland Database  
US Newsstream  
Sage Premier Collection  
Springer Nature Optimum Collection  
Swank Digital Campus  
STAT!Ref  
Natural Medicines  
Westlaw Proflex  
VisualDx  
Cochrane Library  
Acland's Video Atlas of Human Anatomy  
Bates Visual Guide  
Lexicomp  
LWW Nursing Journals Collection  
UpToDate

### **Direct Subscription Journals**

American Journal of Cardiology  
American Journal of Emergency Medicine  
American Journal of Human Genetics  
American Journal of Obstetrics & Gynecology  
American Journal of Surgery  
Annals of Physical and Rehabilitation Medicine  
Archives of Physical Medicine and Rehabilitation  
BMJ  
British Journal of Sports Medicine  
CHEST  
Chronicle of Higher Education  
Clinical Biomechanics  
Clinical Simulation in Nursing

Currents in Pharmacy Teaching and Learning  
Developmental Medicine and Child Neurology  
Drug Metabolism & Disposition  
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 Business Analytics  
International Journal of Pharmaceutical Compounding  
International Journal of Pharmacy Practice  
JAMA  
Journal of Advanced Nursing  
Journal of Applied Physiology  
Journal of Bone & Joint Surgery  
Journal of Business Research  
Journal of Community Health Nursing  
Journal of Dental 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 Orthopaedic & Sports Physical Therapy  
Journal of Pediatric Health Care  
Journal of Pediatric Nursing  
Journal of Pharmaceutical Sciences  
Journal of Pharmacology and Experimental Therapeutics  
Journal of Pharmacy and Pharmacology  
Journal of Professional Nursing  
Journal of the American College of Cardiology  
Journal of the American College of Radiology  
Journal of the American Dental Association  
Journal of the American Geriatrics Society  
Journal of the American Pharmacist Association  
Journal of Vascular and Interventional Radiology  
MIS Quarterly  
Musculoskeletal Science & Practice

New England Journal of Medicine  
Nurse Education Today  
Nursing Outlook  
Pain Management Nursing  
Pain Medicine  
Pediatrics  
Pharmacological Reviews  
Pharmacotherapy  
Physical Therapy  
Physiotherapy Research International  
Physiotherapy Theory and Practice  
Policing and Society  
Public Health Nursing  
Radiography  
Radiology  
Reading Research Quarterly  
Reading Teacher  
Research in Nursing & Health  
Spine Journal  
WFOT Bulletin  
Journal of Obstetric, Gynecologic, & Neonatal Nursing  
Nursing for Women's Health  
Social Studies and the Young Learner  
Journal for Research in Mathematics Education

Exhibit C  
Sample Transcript

3904 Lonas Drive  
 Knoxville, TN 37909  
[www.south.edu](http://www.south.edu)

Student: \_\_\_\_\_ Student ID: \_\_\_\_\_ DOB: \_\_\_\_\_ Original Start Date: 6/29/2018 Student GPA: 3.62

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade	Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
<b>Term: 9999 Transfer Credit Awarded</b>						<b>Associate of Science - AS Health Science (Pre-Nursing)</b>					
Associate of Science - AS Health Science (Pre-Nursing)						Associate of Science - AS Health Science (Pre-Nursing)					
Transferred from Roane State Community College - Harriman TN											
AHS1010	Medical Terminology	4.00	4.00	0.00	TR-B	ENG1210	English Comp w/Research	4.00	4.00	16.00	A
BIO1110	Anatomy & Physiology I	4.00	4.00	0.00	TR-B	MAT1500	College Math I	4.00	4.00	16.00	A
BIO1120	Anatomy & Phys I Lab	2.00	2.00	0.00	TR-B	SCC1010	College Management	2.00	2.00	8.00	A
BIO1130	Anatomy & Physiology II	4.00	4.00	0.00	TR-B	SCC1030	Computer & Information Literacy	4.00	4.00	16.00	A
BIO1140	Anatomy & Phys II Lab	2.00	2.00	0.00	TR-B	<b>Attempted/Earned</b>					
BIO1160	Microbiology	4.00	4.00	0.00	TR-B	<b>Term GPA:</b>	4.00	<b>Term: Credits</b>	14.00 / 14.00	<b>Term Qual Pts:</b>	56.00
BIO1170	Microbiology Lab	2.00	2.00	0.00	TR-B	<b>Cum GPA:</b>	4.00	<b>Cum: Credits</b>	68.00 / 56.00	<b>Cum Qual Pts:</b>	56.00
ENG1200	English Composition	4.00	4.00	0.00	TR-A	President's List					
MAT2500	Statistics	4.00	4.00	0.00	TR-B	<b>Term: 201915 Winter Mid 2019</b>		2/20/2019	3/28/2019		
MUS1010	Music Appreciation	4.00	4.00	0.00	TR-A	<b>Associate of Science - AS Health Science (Pre-Nursing)</b>					
PSY1810	General Psychology	4.00	4.00	0.00	TR-A	SCC1020	Career Management	2.00	2.00	8.00	A
PSY1820	Human Growth & Development	4.00	4.00	0.00	TR-A	<b>Attempted/Earned</b>					
<b>Attempted/Earned</b>						<b>Attempted/Earned</b>					
<b>Term GPA:</b>	0.00	<b>Term: Credits</b>	42.00 / 42.00	<b>Term Qual Pts:</b>	0.00	<b>Term GPA:</b>	4.00	<b>Term: Credits</b>	2.00 / 2.00	<b>Term Qual Pts:</b>	8.00
<b>Cum GPA:</b>	0.00	<b>Cum: Credits</b>	42.00 / 42.00	<b>Cum Qual Pts:</b>	0.00	<b>Cum GPA:</b>	4.00	<b>Cum: Credits</b>	70.00 / 58.00	<b>Cum Qual Pts:</b>	64.00
<b>Term: 201830 Summer 2018</b>						<b>Term: 201920 Spring 2019</b>					
Associate of Science - AS Health Science (Pre-Nursing)						Associate of Science - AS Health Science (Pre-Nursing)					
6/29/2018 9/13/2018						4/8/2019 6/18/2019					
ENG1210	English Comp w/Research	4.00	0.00	0.00	WP	ART1011	Art Appreciation	4.50	4.50	18.00	A
SCC1010	College Management	2.00	0.00	0.00	WP	CHM1010	General Chemistry I	4.00	4.00	16.00	A
SCC1020	Career Management	2.00	0.00	0.00	WP	CHM1020	General Chemistry I Lab	2.00	2.00	8.00	A
SCC1030	Computer & Information Literacy	4.00	0.00	0.00	WP	<b>Attempted/Earned</b>					
<b>Attempted/Earned</b>						<b>Attempted/Earned</b>					
<b>Term GPA:</b>	0.00	<b>Term: Credits</b>	12.00 / 0.00	<b>Term Qual Pts:</b>	0.00	<b>Term GPA:</b>	4.00	<b>Term: Credits</b>	10.50 / 10.50	<b>Term Qual Pts:</b>	42.00
<b>Cum GPA:</b>	0.00	<b>Cum: Credits</b>	54.00 / 42.00	<b>Cum Qual Pts:</b>	0.00	<b>Cum GPA:</b>	4.00	<b>Cum: Credits</b>	80.50 / 68.50	<b>Cum Qual Pts:</b>	106.00
<b>Term: 201910 Winter 2019</b>						<b>Term: 201910 Winter 2019</b>					
1/16/2019 3/28/2019						1/16/2019 3/28/2019					

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







THE WORDS "SOUTH COLLEGE" AND "VOID" APPEAR WHEN PHOTOCOPIED



EXPLANATORY LEGEND AND AUTHENTICITY CONFIRMATION ON REVERSE

MISUSE OF THIS TRANSCRIPT MAY RESULT IN PROSECUTION