

STATE OF NEBRASKA
COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

**APPLICATION FOR A RECURRENT AUTHORIZATION TO OPERATE A
POSTSECONDARY INSTITUTION IN NEBRASKA**

For Institutions Applying to Offer One or More Courses or Programs

Date:	April 15, 2021
Name of Institution:	Mission College of Health Sciences (subsidiary of Global Education Ministries Foundation)
Street Address:	3426 Lincoln Blvd
City/State/Zip Code:	Omaha, NE 68131
Name of Owner of Institution:	Dr. James Hauschildt, EdD, RN, BC
Owner's Mailing Address (if different from above):	Same as above
Name of Contact person:	Same as above
Title:	Chief Executive Officer / Chief Academic Officer
Telephone Number:	913.396.1512
Fax Number:	
E-mail Address:	james.hauschildt@gemf-us.org
Web Site for Institution:	http://www.gemf-us.org
Proposed location in Nebraska:	N/A (online educational program only)
Will this be a new campus (owned by the institution or under long-term lease)	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no

Proposed offerings: Course/s only (list courses below) Program/s
(please provide a copy of the institutional catalog) **see College Catalog (attached)**

Course/s:
(if not offering a program)

Programs to be offered and Awards to be conferred:

RN to BSN completion degree (post initial licensure)

Legal Status of the Institution:

- a. Nonprofit (please provide documents of incorporation, and if available §501(c)(3) status documentation, that provide business name and address; names, titles, and business addresses of all principals in the business)
- b. For-profit (please provide documents of incorporation or other legal documents that provide business name and address; names, titles, and business addresses of all principals in the business)

Is ownership: proprietorship, partnership, corporation?

Has the business, a principal officer in the business, or a shareholder with 25% or more ownership interest in the business filed for bankruptcy during the preceding five years? yes no

Mission College of Health Sciences (subsidiary of Global Education Ministries Foundation):
RN to BSN Completion Program Application
Dr. James Hauschildt
April 19, 2021

Please provide the following information in a narrative format. Include copies of pertinent documents where appropriate. Each numbered, italicized item is a standard identified in state statute. Statutes charge the institution to “demonstrate that it can be maintained and operated in accordance with such standards.” (Neb. Rev. Stat. §85-2406) Each bulleted item should be addressed. Additional information under each numbered item may be included as appropriate to the application. Institutions applying to offer courses only (not a complete degree program) need only respond to starred (*) items.

1. The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations. The most recent audited financial statements and a copy of the management letter Tuition and fees for the most recent academic year or term**

Program planned to begin August 2, 2021, thus **no audited financial statements exist at this time.** Please see the Foundation’s Organizing Documents and approved 501c3 status letter in the Appendices. Total cost of the program includes all tuition, fees, and books. An elective Mission Trip (NRS 513) is offered that satisfies the program clinical requirement if the graduate has passed the licensing exam, but is not yet employed.

Proposed annual budget identifying all sources of income and all categories of educational and general expenditures for the programs in Nebraska

Proposed budget will be tuition-and-fees driven revenue, with primary overhead expenditures being provided by the Foundation. Approximately \$500k in startup funding from investments is available to cover overhead, initial faculty salaries, and technology.

Explanation of how the interests of students will be protected if the institution were to discontinue its offerings in Nebraska

✓ ***Student’s interests will be protected through a commitment to teach out programs or find suitable transfer / articulating institutions, should the program need to be discontinued.***

Student loan default rate and financial responsibility composite score from the U.S. Department of Education (if applicable)

✓ ***Not applicable (will not be participating in Title IV Federal Loan Programs)***

(1)

2. *The quality and adequacy of teaching faculty, library services, and support services*
Number of faculty teaching in the program/s (course/s*) Qualifications of each faculty member (vitae, resume, or other biographical information)*

See CV, attached in appendices; Experienced adjunct faculty will be hired with appropriate credentials to teach nursing and/or general education coursework in accordance with accreditation guidelines and high quality instructional practices to keep faculty:student ratios low.

Library and learning resources* Written agreements with local libraries regarding shared resources; Agreements with online libraries or data sources; Support services for students such as academic or career advising*

Using online journals through "Google Education Suite" for library services

(<https://books.google.com/>) and "Amazon for Business" <https://www.amazon.com/>

Admissions requirements mandate a prior associate's degree in nursing or nursing diploma from an accredited school/college as well as be actively employed (or agreement to complete a mission trip to satisfy the clinical requirement in lieu of employment). Use of the student's local library or their employer's library resources are also recommended resources.

Academic and career advising will be provided by course faculty, as well as through the College Placement Office (in addition to technology systems to support recruitment and career advancement of MCHS graduates).

3. *The quality of the programs offered, including courses, programs of instruction, degrees, any necessary clinical placements, and the institution's ability to generate and sustain enrollment* • Curriculum description/s including a list of required and optional courses • Course descriptions*

A student must satisfy the following **required 20 nursing coursework credits** (and potentially some General Education courses, depending on the program you graduated from) for the BSN degree (no exceptions).

- 40 credits of experiential learning will be granted for RNs who possess a valid license to practice as a registered nurse and have employment verified. The credit will be recorded as EPLC 011 on the student's transcript when the student becomes a candidate for the Bachelor's Degree per the Experiential Learning Credit Policy in the College Catalog

- ^50-60 credits (depending on program) will be granted upon admission for a prior nursing associate's degree or nursing diploma (^pending credit coded as: TNFR 011 and any additional required General Education coursework will be outlined in the program of study transcript/audit)
- 120 total credit hours needed for the Bachelor's of Science in Nursing Degree (^some General Education credits may be needed and will be determined prior to admission following an official transcript review).

The required 20 nursing credits satisfy the minimum residency requirement and include the following:

RN to BSN COURSES

SEMESTER ONE (FALL):

NRSG 311 MINISTRY IN HEALTHCARE (3):

This course will focus on health promotion across the lifespan utilizing epidemiological principles with a uniquely spiritual perspective. Students will identify interventions to support health promotion for individuals, families and/or selected age groups through the lens of faith-based care.

(Co-requisite: NRSG 312)

NRSG 312 THEORETICAL BASIS FOR CARE (2):

This course provides an introduction to evidence-based nursing practice and research. Students will focus on the practical skills required to identify and appraise the best evidence to support nursing practice.

(Co-requisite: NRSG 311)

SEMESTER TWO (SPRING):

NRSG 411 SPIRITUAL DIMENSIONS OF NURSING LEADERSHIP (4):

This course is designed to develop the leadership, management, and professionalism expected of a nurse with a bachelor's level education with a theological perspective. This course explores the complex internal and external forces that affect the delivery of care.

(Pre-requisites: NRS 311 & 312; Co-requisite: NRS 412)

NRS 412 NURSING INTERVENTIONS AND OUTCOMES (4):

This course is designed for the student to describe use of assessment strategies to detect patient health needs, apply chronic care model to enhance patient and family self-management of a chronic illness, discuss the process used to propose changes in nursing interventions for patients and their families, and identify selected patient healthcare outcomes.

(Pre-requisites: NRS 311 & 312; Co-requisite: NRS 411)

SEMESTER THREE (SUMMER):

NRS 511 HOLISTIC CARE (3):

This course is a concept synthesis course in which students use nursing concepts previously introduced and apply them to vulnerable and at-risk populations in a variety of clinical and community settings

(Pre-requisites: NRS 411 & 412; Co-requisite: NRS 512)

NRS 512 CAPSTONE (4):

This capstone course will provide the student the opportunity to complete population health research in coordination with their employer or other community agency. The student will review and analyze current research and apply the findings to a final project.

(Pre-requisites: NRS 411 & 412; Co-requisite: NRS 511)

NURSING ELECTIVE (SUMMER) satisfies clinical requirement if needed:

NRS 513 HEALTHCARE MISSION (4):

This course is designed to apply leadership, management, and professionalism expected of a nurse with a bachelor's level education in a culminating experience through a 10-day, US or international mission trip (or comparable experience). The focus of this course is advocacy and critical assessment and evaluation of needs on the personal, client, community, and global level.

(Pre-requisites: NRS 511; Passport and international travel may be required).

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GENERAL EDUCATION COURSES

Some or all general education courses may be waived through transfer credit from your previous college experience. The rest you will typically complete one at a time as you make your way through your program, working with your Academic Advisor each term to build your personalized Degree Plan.

General Education Categories & Courses Offered:

Category I: Physical and Life Sciences

BIOC 201 Biochemistry of Nutrition (3):

Biochemistry covers the structure and function of the four major polymers produced by living organisms. The four major polymers include nucleic acids, proteins, carbohydrates, and lipids. This course focuses on application of Biochemistry through the principles of nutrition and wellbeing. It will help you understand the underlying biochemistry of food and bodily chemistry and will teach you to gain an introductory understanding of the chemicals and reactions that sustain life.

PATH 201 Integrated Pathophysiology and Pharmacology (4) (includes lab)

This course focuses on the pathophysiologic and pharmacologic bases for alterations in health across the lifespan. Theories of disease causation will be explored with specific understanding of drug mechanism of actions, expected effects, side effects, adverse effects, contraindications, drug interactions, and professional nursing responsibilities in drug administration. Drug-related metabolism, expected cellular responses for special populations and groups will also be explored. Acquired, immune, infectious, carcinogenic, genetic, and biochemical alterations in health in selected body systems will be presented with an emphasis on etiology, cellular and systemic pathophysiologic responses and clinical manifestations.

HLTH 201 Advanced Health Assessment (4) (includes lab)

The Health Assessment course is designed to enhance students' knowledge and skills in health promotion, the early detection of illness, and prevention of disease. The course provides the relevant content and skills necessary to perform a comprehensive physical assessment of patients throughout the lifespan. Students are engaged in these processes through interviewing, history taking, and demonstrating an advanced-level physical examination. Dominant models, theories, and perspectives related to

evidence-based wellness practices and health education strategies also are included in this challenging course.

MICB 201 Clinical Microbiology (4) (includes lab)

Clinical Microbiology introduces general concepts, methods, and applications of microbiology from a health sciences perspective. Students will examine the structure and function of microorganisms, including the roles that they play in causing major diseases. The course also explores immunological, pathological, and epidemiological factors associated with disease. To assist students in developing an applied, patient-focused understanding of microbiology, this course is complimented by several lab experiments that allow students to: practice aseptic techniques, grow bacteria and fungi, identify characteristics of bacteria and yeast based on biochemical and environmental tests, and determine antibiotic susceptibility.

Category II: Social Sciences

PSYC 201 Psychology and Wellbeing (3):

In this course, students will develop an understanding of psychology and how it helps them better understand others and themselves. Students will learn general theories about psychological development, the structure of the brain, and how psychologists study behavior. They will gain an understanding of both normal and disordered psychological behaviors, as well as general applications of the science of psychology in society to promote behavioral wellbeing.

Category III: Mathematics

STAT 201 Applied Healthcare Statistics (3):

Applied Healthcare Probability and Statistics is designed to help develop competence in the fundamental concepts of basic mathematics, introductory algebra, and statistics and probability. These concepts include basic arithmetic with fractions and signed numbers; introductory algebra and graphing; descriptive statistics; regression and correlation; and probability. Statistical data and probability are now commonplace in the healthcare field. This course will give candidates background in what constitutes sound research design and how to appropriately model phenomena using statistical data and how to calculate simple probabilities based on events which occur in the healthcare profession.

Category IV: Humanities

HUMA 201 Global Humanities in Healthcare (3):

This introductory humanities course allows candidates to practice essential writing, communication, and critical thinking skills necessary to engage in civic and professional interactions as mature, informed adults. Whether through studying literature, visual and performing arts, or philosophy, all humanities courses stress the need to form reasoned, analytical, and articulate responses to cultural and creative works. Studying a wide variety of creative works allows candidates to more effectively enter the global community with a broad and enlightened perspective.

Category VI: Other Elective

IDPT 201 Independent Study (1-7 credit hours)

Independent study credits can help you individualize your program of study so you can delve more deeply into an area of interest. You get to work closely with a professional mentor to essentially create and complete a course that is tailored for you. Different course numbers are used depending on the type of work you are doing, and the number of credits varies.

- *Any licensure or certification requirements for the field/s and the way in which the institution will meet them*

Not applicable (post-licensure nursing baccalaureate degree completion program only)

- *Instructional equipment, especially that required for specific programs**

Students required to have access to a computer and internet. Also may need a passport by the final semester in order to participate in an international, short term mission trip if a clinical component is needed (depending on employment status on admission and will be identified in the student's initial program of study). Alternative methods to complete the course requirement are available if the student is physically unable to travel due to health limitations, travel restrictions, special circumstances, etc.

- *Assurance that the institution will be able to secure clinical placements for students in programs that require them*

Only needed by a student who is not currently employed, the clinical experience component is satisfied through completion of NRS 513: Healthcare Mission

- *Estimated enrollments and the basis for the estimate**

With the high demand and severe shortages in nursing, including a general lack of private, faith-based RN to BSN programs that are fully online, we believe this program will be immediately successful as we are offering a unique curriculum,

with a culminating Capstone Course or Healthcare Mission Course. Additional key differentiation for our program is the ability to work with the student and their employer to offer a full tuition scholarship and flexible payment options to eliminate the student needing to take federal loans thus reducing their debt burden.

✓ **Enrollments** will begin with a cohort of 25 students, with a potential to include a second cohort of 25 students based on demand.

✗ • Comparison of the program (or course/s*) with that offered on the main campus or other campuses of the institution (if applicable)
Not applicable (no physical campus; online only)

✓ • Relationship between the hours of instruction and the credits awarded*
Each credit hour is equivalent to one contact hour over a 16-week semester (e.g. Carnegie Calculation Method).

Program length equals three semesters:

Fall - August to December (16 weeks);

Spring - January to May (16 weeks);

Summer - May to June (10 weeks);

for a total of 20 credit hours with 60 contact hours over the 3 semesters (additional General Education courses may be needed depending on amount of prior academic credit earned/awarded).

✗ 4. The specific locations where programs will be offered or planned locations and a demonstration that facilities are adequate at the locations for the programs to be offered
Not applicable (online only)

✗ • Description of the facility (include a floor plan if this is a new campus)*
Not applicable (online only)

✗ • Copies of leases or facility use agreements*
Not applicable (online only)

✓ 5. Assurances regarding transfer of credits earned in the program to the main campus of such institution [if applicable] and clear and accurate representations about the transferability of credits to other institutions located in Nebraska and elsewhere

- Any articulation agreements with Nebraska postsecondary institutions*
- Any other affiliations with Nebraska postsecondary institutions regarding the transfer of credits, joint use of faculty or facilities, or other supportive relationships*

No articulation agreements at this time (only accepting actively working RN's with an earned Associate's Degree or Nursing Diploma from an accredited US college/school of nursing. See Academic Program Catalog for information related to advanced placement credit

✓ 6. Whether such institution and, when appropriate, the programs, are fully **accredited**, or seeking accreditation, by an accrediting body recognized by the U.S. Department of Education. Name of the body that accredits the institution*

- Status of institutional accreditation, including the date of the most recent accreditation and any required reports or actions*
- List of all programmatic accreditations related to the proposed program or courses*
- Status of all programmatic accreditations, including the date of the most recent accreditation and any required reports or actions*

Higher Learning Commission (seeking initial regional accreditation, first expected site visit summer/fall of 2022 following first graduating cohort)

Commission on Collegiate Nursing Education (seeking initial nursing program accreditation, first expected site visit summer/fall of 2022 following first graduating cohort)

✓ 7. The institution's policies and procedures related to students, including, but not limited to, **recruiting and admissions** practices

- Admission requirements for the institution and programs (if different)*
- Anticipated methods of recruiting students in Nebraska*
- Loan procedures

Please see Academic Program Catalog for policies, recruiting and admissions practices, and institutional processes. NOTE: We will not be participating in Title IV, thus no federal financial aid programs will be administered. Primary source of student tuition will be through **workplace (e.g. hospital) educational reimbursement payments, thus no federal loan programs will be overseen by College. Program costs will cover the entirety of tuition, fees, and books. Students who are not employed at the time of admission, will need to complete the elective course, NRS 513 Healthcare Mission, as the culminating course to satisfy the clinical requirement for the program.**

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	FY(_22_) Year 1	(FY_23_) Year 2	(FY_24_) Year 3	(FY_25_) Year 4	(FY_26_) Year 5	Total
Reallocation of Existing Funds 1	\$500,000	0	0	0	0	\$500,000
Required New Public Funds 2	\$0	0	0	0	0	\$0
1. State Funds	\$0	0	0	0	0	\$0
2. Local Tax Funds (community colleges)	\$0	0	0	0	0	\$0
Tuition and Fees 3	\$237,700	\$356,550	\$475,400	\$594,250	\$713,100	\$2,377,000
Other Funding 4	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
1						\$0
2						\$0
3						\$0
Total Revenue 5	\$757,700	\$376,550	\$495,400	\$614,250	\$733,100	\$2,977,000

NOTES are for guidance only. Please provide your own footnotes, where appropriate, and delete ours.

1 Existing Foundation funding and investments from combination of pre existing salaries and retirement funding for startup

2 N/A

3 Approximates first-year beginning cohort of 25 NRSB students with a conservative estimate of 5 students taking general education courses (6 credits) with tuition differential between the two programs applied. Extrapolated future FY to represent growth of enrollment based on typical demand.

4 Anticipated CINC Foundation Scholarships (for private higher education institutions in NE)

5 Revenues are not expected to match expenses.

NOTE: Where appropriate, show calculations and/or formulas that were used to project new revenue; e.g. number of new students projected multiplied by tuition and fees.

Low cost!
 $5 \times 6 \times 340 = 10,200$
 $5 \times 7 \times 455 = 15,925$
 $20 \times 13 \times 455 = 118,300$
 $79,625$
 $\underline{\$224,050}$

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

Personnel	(FY_22_) Year 1		(FY_23_) Year 2		(FY_24_) Year 3		(FY_25_) Year 4		(FY_26_) Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty 1 (Adjuncts)	1	\$20,000	1.5	\$30,000	2	\$40,000	3	\$60,000	3	\$60,000	3	\$210,000
Professional 2	0		0.5	\$25,000	1	\$50,000	2	\$100,000	2	\$100,000	2	\$275,000
Graduate assistants	0										0	\$0
Support staff	0										0	\$0
Subtotal	1	\$20,000	2	\$55,000	3	\$90,000	5	\$160,000	5	\$160,000	5	\$485,000
Operating												
General Operating 3		\$10,000		\$11,000		\$12,100		\$13,310		\$14,641		\$61,051
Equipment 4		\$0		\$5,000		\$10,000		\$15,000		\$20,000		\$50,000
New or renovated space 5		\$0		\$0		\$0		\$0		\$0		\$0
Library/Information Resources 6		\$1,000		\$1,000		\$2,000		\$2,000		\$2,000		\$8,000
Other 7												\$0
Subtotal		\$11,000		\$17,000		\$24,100		\$30,310		\$36,641		\$119,051
Total Expenses	1	\$31,000.00	2	\$72,000.00	3	\$114,100.00	5	\$190,310.00	5	\$196,641.00	5	\$604,051.00

FOOTNOTES are for guidance only. Please provide your own footnotes where appropriate and delete ours.

- 1 Initial staffing model will be utilization of adjunct faculty due to distributed/online instructional approach
- 2 Part-time administrative support staff member in year two and increasing to full time in year three as enrollment increases
- 3 Begins with minimal overhead, and projecting 10% per year increases
- 4 Additional computers, printers, technology subscriptions, paper/supplies, etc.
- 5 N/A
- 6 Show anticipated expenditures for library materials or other informational resources directly attributable to the new program.
- 7 N/A

NOTE: All items requiring explanation may be included on this page or in the proposal narrative.