

January 3, 2023

Dr. James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder,

McDaniel College is submitting the attached new program proposal for development of a new Bachelor of Science in Nursing (BSN) program with a target launch date of Fall 2024. This program has been developed in response to Carroll Hospital's (our local community hospital) request to develop a cost effective and sustainable local effort to address the growing nursing shortage. The McDaniel Board of Trustees has fully endorsed this program.

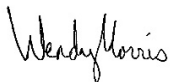
Upon completion of this proposed program, students will be eligible to sit for the NCLEX licensure exam, a requirement for entry into the profession as a registered nurse. Graduates from this program will help meet the increased workforce demand for registered nurses and fill critical nursing vacancies across the state but most particularly those projected to impact Carroll County.

The nursing curriculum has been approved by the McDaniel faculty and developed to meet national practice standards and the new 2021 American Association of Colleges of Nursing (AACN) Core Competencies for Professional Nursing Education.

Program: Nursing (Pre-licensure)
Award Level: Bachelor of Science Degree in Nursing (BSN)
CIP: 51.3801
HEGIS: 1203.00

An \$850 check to pay the new program application fee has been sent via mail and should arrive on January 3, 2023. A copy of the check # 366075 has been included in the attached documents. If you have any questions, please do not hesitate to contact me at vmorris@mcdaniel.edu.

Sincerely,



Wendy Morris, Ph.D.
Acting Provost
McDaniel College

Cc: Angela Sherman, MICUA VP of Academic Affairs
Enclosure (fee)



**Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	
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Each action below requires a separate proposal and cover sheet.

- | | |
|-----------------------------|---|
| New Academic Program | Substantial Change to a Degree Program |
| New Area of Concentration | Substantial Change to an Area of Concentration |
| New Degree Level Approval | Substantial Change to a Certificate Program |
| New Stand-Alone Certificate | Cooperative Degree Program |
| Off Campus Program | Offer Program at Regional Higher Education Center |

Payment Submitted:	Yes No	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
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Department Proposing Program			
Degree Level and Degree Type			
Title of Proposed Program			
Total Number of Credits			
Suggested Codes	HEGIS:	CIP:	
Program Modality	On-campus	Distance Education (fully online)	Both
Program Resources	Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog	URL:		

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type Name:
	Signature: <i>Julia Justice</i> Date:

	Date of Approval/Endorsement by Governing Board:
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**Bachelor of Science in Nursing (Pre-Licensure)
New Program Proposal
McDaniel College**

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

McDaniel College is a premier liberal arts higher education institution located in Westminster, Maryland (Carroll County) with over 150 years of history working collaboratively with state and regional partners as an educational partner to contribute to the overall health and economy of our community. The college offers 70 undergraduate majors, including pre-professional specializations and student-designed majors, and over 29 master's degrees and post-bachelor's certificates. Nearly 1800 undergraduate students and 1200 graduate students are served, 73% and 75% of whom, respectively, are Maryland residents. The remaining students represent over 36 states and 14 countries.

McDaniel College is proposing the development of an undergraduate, four-year Bachelor of Science in Nursing (BSN) pre-licensure program, which is grounded in the liberal arts and prepares students for entry into the nursing profession. Students will graduate with the competencies and skills required to meet the health care needs of a diverse population and to pass the NCLEX exam for entry into the field as a registered nurse. Like all other bachelor's degrees offered at McDaniel, this degree will require 128 credits and will include McDaniel's required courses within our general education program (called the McDaniel Plan). The degree itself requires 40 credits within the major as prerequisites for the 62 credits of upper-level nursing courses, combined for a total of 102 credits. Students will have the option for direct entry into the major as freshmen. Seats will also be available for transfer students and other McDaniel students who choose to apply to the nursing program in their junior year after successfully completing prerequisites. McDaniel has secured a primary clinical affiliation with Carroll Hospital, a member of Lifebridge Health System. We have also secured partnerships with other local health facilities and regional hospitals for clinical site placements.

McDaniel takes pride in our long-standing history of being a diverse community that offers quality undergraduate and graduate education programs to prepare students to enter and lead in the local, regional, state, and global world. This new nursing program is being developed as a direct request from Carroll Hospital, our local community hospital, to address the growing nursing shortage, particularly the shortages impacting the Carroll County region. This request is evidence of the role McDaniel plays as a community partner in addressing workforce need as the only four-year higher education institution in Carroll County.

The development of this program is a direct extension of McDaniel's mission and our guiding first principles outlined below:

McDaniel College is a diverse student-centered community committed to excellence in the liberal arts and sciences and professional studies. With careful mentoring and attention to the individual, McDaniel changes lives. We challenge students to develop their unique potentials with reason, imagination, and human concern. Through flexible academic programs, collaborative and experiential learning, and global engagement, McDaniel prepares students for successful lives of leadership, service, and social responsibility.

We are led by our first principles to provide:

- *a foundation of knowledge about the past and present so that students may be informed about the world.*
- *various approaches to knowledge and personal achievement so that students can think critically about, respond creatively to, and form sensitive, intelligent decisions concerning the world and its future.*
- *instruction in fundamental skills so that students can express themselves for their own satisfaction and to the larger community.*
- *solid and respected professional programs for the committed student, and, more importantly,*
- *a liberal arts education as an integral part of professional training so that students will be more flexible, more successful, and happier in the world of work.*

Alignment to Planning Priorities

As the only four-year higher education institution in Carroll County, McDaniel College was approached by Carroll Hospital, who requested that we consider the development of a Bachelor of Science in Nursing program. Their expressed need requires a long-term solution to increase a nursing workforce pipeline — specifically, a pipeline of bachelor's prepared nurses who would want to live and work in Carroll County and the surrounding region. During this same period, McDaniel was in the process of developing a five-year strategic plan under the direction of our new president, Dr. Julia Jasken. At the completion of the strategic planning work, the institution adopted four goals, outlined below. The development of this BSN program is directly aligned with goals 1, 3, and 4 of this plan.

Strategic Plan Goals:

1. **STUDENT ATTRACTION, ACHIEVEMENT AND OUTCOMES:** Provide a rich, engaging experience for students at all levels to increase student satisfaction, academic quality, and the value proposition of the institution.
 2. **EMPLOYER OF CHOICE:** Attract and maintain top-quality talent that supports the college's mission and value.
 3. **COMMUNITY PARTNERSHIPS:** Expand alliances within the city of Westminster and the region to enhance the student and employee experience.
 4. **REVENUE GENERATION, ENHANCED BUSINESS OPERATION AND GOVERNANCE:** Identify programs and operations to increase revenue, maximize resources, modernize practices, and improve integration.
- 2. Provide a description of the institution's commitment to:**
- a) ongoing administrative, financial, and technical support of the proposed program**
 - b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

McDaniel College is committed to ongoing administrative, financial, and technical support of this program. In the past year, we have invested significant time and resources to conduct a comprehensive feasibility study to identify the administrative, financial, and technical support needs required to develop a BSN program. The institution has also developed a five-year budget model which considers institutional needs, including faculty positions, as well as infrastructure

needs for start-up and ongoing operational support for the proposed BSN program. As a result, McDaniel's decision to pursue development of this nursing program was made with significant forethought and commitment at all levels of the institution, including having received full support and approval from the Board of Trustees and McDaniel faculty.

McDaniel has also received strong support from our local Delegation, Mayor and City Council, County Commissioners, Health Department, and Carroll County School System, all of whom understand the impact this program will have on building a local nursing workforce pipeline and providing a positive impact on the economic and physical health of our community. Further, we have secured commitment from our local hospital and various other local and regional community health care partners who will provide access to sufficient clinical site placements to support this program.

Given the anticipated occupational growth clearly demonstrated in the data collected by McDaniel, we anticipate this program will be financially self-sustaining shortly after the launch and will be sustainable well into the future. However, like our commitment to other programs offered at McDaniel, students are ensured that sufficient time will be allowed for enrolled students to complete this program or transfer, should they be faced with the need to do so.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

- 1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**
 - a) The need for the advancement and evolution of knowledge**
 - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
 - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

There are three compelling needs aligning with the State Plan that this program will address:

1. *The need for partnerships which lead to long-term strategies addressing the growing nurse workforce shortages statewide, and more particularly the shortages in Carroll County.* McDaniel's proposed program is built on the foundation of community partnerships to recruit and educate students who will choose to work and live in the state, more specifically in Carroll County.
2. *The need to advance diversity within nursing.* Currently, only 19.4% of RNs nationally represent minority populations. As the number of people of color is projected to grow and become the majority, the need for nursing schools to provide a curriculum that prepares a workforce who will understand racial, ethnic, and cultural differences and beliefs is critical to delivering quality patient-centered care.¹ McDaniel's program focus is on transcultural nursing and health equity, and as such responds to this need throughout curriculum. Further, McDaniel has been successful in recruiting students of color, with nearly 40% of our entering freshman identifying as BIPOC. This new program will

¹ AACN. (2022, September). *Enhancing Diversity in the Workforce*. Retrieved from <https://www.aacnnursing.org/News-Information/Fact-Sheets/Enhancing-Diversity>.

improve access for students of color and underrepresented minority groups who are looking to enter the nursing profession.

3. *The need to produce more bachelor's prepared nurses.* As recommended by the Institute of Medicine, the need for increasing the number of bachelor's prepared nurses will have an impact on quality care. Evidence has shown that improved patient outcomes are directly related to higher levels of nursing education.² Carroll Hospital, our local hospital, reports that currently only 50% of their workforce is bachelor's prepared. McDaniel's new proposed program will respond to the need for an increase in the number of bachelor's prepared nurses by increasing the number of students who graduate with a BSN. McDaniel, upon receiving MHEC approval, will also be exploring the feasibility of offering an associate to bachelor's option in partnership with Carroll Community College to increase the number of BSN prepared nurses in Carroll County.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

McDaniel's proposed new BSN program is in direct support of the Maryland State Plan for Postsecondary Education and aligns most directly with the following priorities outlined in the plan.

Priority 1: Access

Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

Priority 2: Student Success

Promote and implement practices and policies that will ensure student success

The operationalization of this alignment can be summarized in the following key strategies which McDaniel has identified.

Partnerships for Developing Pathways from High School to College

McDaniel has had a strong partnership with Carroll County Public Schools (CCPS) for many years with the goal of building a workforce pipeline of teachers. McDaniel has extended this partnership to work with CCPS and their Career and Technology Center's (CTC) pre-nursing program to grow and expand a pipeline of students interested in pursuing a nursing career. Identified opportunities for collaboration include, but are not limited to, faculty professional development, collaborative learning opportunities for students, alignment of curriculum to improve student readiness for entering the BSN program after graduation, and scholarships that will assist Carroll County students to further their nursing education. McDaniel has also entered into an agreement with Carroll Community College and our local hospital to collaborate, explore, and develop innovative ways to improve the pipeline of students to both nursing programs. The local school system will be a key partner as we develop these strategies. Letters of support from CCPS can be found in Appendix A.

Affordability and Financial Literacy

² Institute of Medicine (US) Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing, at the Institute of Medicine. (2011). *The Future of Nursing: Leading Change, Advancing Health*. National Academies Press (US).

A key strategy in building a new student pipeline is a focus on eliminating barriers to enrollment, particularly for those who are members of underrepresented minority groups, students in need, and first-generation students. Through our partnership with area schools, we will focus on outreach and provide workshops for high school students who are interested in nursing to learn more about the career, the cost of attendance, and financial resources available to assist students in making college more affordable. Our financial aid office and our nursing faculty will work collaboratively to offer outreach to CCPS students and others high schools in our recruitment regions for students interested in McDaniel's BSN program. Currently, McDaniel has an established "Carroll County Student Grant" program specifically designed to increase access for Carroll County residents. This program will be open to all students interested in the nursing program as well. Additionally, our Institutional Advancement office will be working to identify donors interested in funding support for prospective nursing students with particular focus on those who are demonstrating need from Carroll County or who intend to live and work in Carroll County.

Further, our program curriculum has been intentionally designed to build upon our liberal arts foundation with special emphasis on viewing nursing practice through a transcultural lens to ensure that our commitment to diversity, equity and inclusion is operationalized in our curriculum and prepares our nurses for practice and leadership in a diverse society.

Access for Students of Color, First Generation Students and Students with Demonstrated Need
McDaniel College, if approved to offer the BSN, will be one of only three institutions located in a geographically rural area (population <500 per sq. mile), and one of two private, liberal arts institutions to offer the BSN degree west of the Baltimore metropolitan region. As the only four year institution in Carroll County, the addition of a local BSN program will increase and improve opportunities for Carroll County residents to enter the profession by removing barriers associated with travel and cost. McDaniel has also been successful in recruiting students of color, with nearly 40% of our entering freshman identifying as BIPOC. Thirty eight percent of our student population are first generation and 32% are Pell eligible. Having nursing at McDaniel will particularly increase access to Carroll County and other Maryland residents who are students of color, first generation students, and students who have demonstrated need.

Student Success

McDaniel College is committed to practices related to student success for all students. Last year, we created a new position, the Associate Vice President for Student Success, who oversees a cross-divisional committee responsible for student success planning and monitoring. The nursing department will participate in this committee in addition to having a program structure that focuses on student success. The design of the nursing program, with its freshman entry option, will allow us to engage with students early in their educational journey to not only identify challenges to success but to offer intervention and support. The program also has a planned position that will oversee program assessment and student remediation needs for all nursing students. This program design ensures that we are supporting students holistically in all the ways that support their successful completion at college and utilizes both nursing and institutional support systems.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

- 1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**
- 2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**

3. **Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**
4. **Provide data showing the current and projected supply of prospective graduates.**

Market Demand

There is undeniable evidence of the need to increase the nursing workforce pipeline nationally and in the state of Maryland. COVID-19 only exacerbated what was already a looming nursing shortage, driven by an aging population with increasing health care needs and an aging nursing workforce nearing retirement.³ According to the Bureau of Labor Statistics, job opportunities in nursing are expected to increase by 6% through 2031 nationally. When factoring in nurse retirements and workforce exits, the anticipated number of job openings through 2031 is anticipated to be 203,200 annually. In Maryland, the rate of job growth is anticipated to be significantly higher than the national average, with 12,325 annual openings projected by 2030. This is reflective of a 17% growth rate.⁴

The most recent in-depth review of the nursing shortage in Maryland conducted by GlobalData and commissioned by the Maryland Hospital Association indicates that one in every four nursing positions in Maryland hospitals is vacant. This same study indicates that without intervention, the nursing shortage in Maryland is expected to grow from 5,200 vacancies in 2021 to 13,800 in 2035—nearly three times the current number.⁵

Closer to home, Carroll Hospital reports nursing shortages that have only worsened with COVID-19. They currently have 80 open positions within their hospital alone and over 300 openings across Lifebridge Health System, the health system of which Carroll is a member. These shortages have caused Carroll Hospital and their health system member hospitals to look toward strategies such as employing travel nurses and contracting with international nursing placement services to fill the gap.⁶ There are many concerns with this solution, but those of top priority are cost, sustainability, and patient outcomes.

Carroll Hospital has enjoyed a strong relationship with Carroll Community College's nursing program and has experienced firsthand the positive impact that a local nursing program has on the nursing workforce pipeline. However, the current and future demand of nurses far outweigh the supply, which is the impetus behind the hospital's request for McDaniel to develop a BSN program. Additionally, McDaniel's program will also fulfill Carroll Hospital's desire to hire more BSN prepared nurses. According to AACN, 41% of hospitals require BSN degrees, while 77% prefer to hire BSN prepared nurses. The hospital's interest in having a larger number of bachelor's prepared nurses is in direct response to the evidence that links better patient outcomes to nurses with higher levels of

³ AACN. (2022, October). *Nursing Shortage*. Retrieved from <https://www.aacnnursing.org/News-Information/Fact-Sheets/Nursing-Shortage>

⁴ National Center for O*NET Development. *O*NET OnLine*. Retrieved December 22, 2022, from <https://www.onetonline.org/>

⁵ Maryland Hospital Association (MHA). (August, 2022). 2022 State of Maryland Healthcare Workforce Report: Task Force on Maryland's Future Healthcare Workforce [Powerpoint Slides]. <https://nursesupport.org/assets/files/1/files/nspii/2022-state-of-maryland-s-health-care-workforce-report.pdf>

⁶ Carroll Hospital Human Resources Data.

educational preparation.⁷ Currently, only 50% of Carroll Hospital’s nursing workforce hold bachelor’s or higher degrees.⁸

Supply vs. Demand

According to the *Maryland Higher Education Program 2021 Trends in Degree and Certificates by Program* data, the 10 four-year institutions with BSN programs and 17 community colleges in Maryland graduated 1318 and 1466 students respectively for a total number of 2784 new graduates prepared for career entry in 2021.⁹ This number can be further distilled by looking at the number of students who have passed the NCLEX exam, a requirement of licensure and employment as an entry level nurse. According to the Maryland Board of Nursing, a total of 2276 students graduating from pre-licensure programs in Maryland took and passed the NCLEX exam in 2022. This includes 747 BSN graduates, 324 entry level MSN graduates, and 1205 associate degree graduates.¹⁰

When juxtaposed with the number of nursing vacancies reported in the latest MHA commissioned report from 2021, the number of students graduating from Maryland schools and passing the NCLEX exam is insufficient by approximately 3,000. This gap will only widen without consideration of other strategies to improve the number of students entering the pipeline. McDaniel’s new BSN program would be an asset to the state, regional, and local community by expanding the number of available nursing seats and providing an option for students looking to attend college at a small, geographically rural, liberal arts institution.

The tables below provide a breakdown of the number of students enrolled, degrees conferred, and number of graduates who pass the NCLEX exam by institution. While all programs will need the support of the state to expand access, developing new BSN programs in geographic regions where nursing programs are not currently located, is a positive strategy that will increase the number of new students entering the pipeline. As you will see from the below data, enrollment and degrees have been steadily increasing, but the rate of increase is not keeping pace with projected demand.

Enrollment in BSN Programs by Institution

School Name	2017	2018	2019	2020	2021
Bowie State University	610	610	488	536	543
Coppin State University	639	624	571	505	447
Hood College	54	72	75	68	41
Morgan State University	237	285	387	454	666
Notre Dame of Maryland	305	279	333	341	419
Salisbury University	554	539	557	510	500
Stevenson University	715	688	727	713	739
Towson University	1479	1591	1663	1597	1527

⁷ American Association of Colleges of Nursing. (2021). *Employment of New Nurse Graduates and Employer Preferences for Baccalaureate-Prepared Nurses*. Retrieved from <https://www.aacnnursing.org/News-Information/Research-Data-Center/Employment/2021>.

⁸ Carroll Hospital Human Resources Data.

⁹ Maryland Higher Education Commission (MHEC). *Trends in Degrees and Certificates 2021*. Retrieved from <https://mhec.maryland.gov/publications/Pages/research/index.aspx>.

¹⁰ Maryland Board of Nursing (MBON). (2022, November 18). *NCLEX Exam Pass/Fail Rates by Education Programs in the State of Maryland*. Retrieved from <https://mhec.maryland.gov/publications/Pages/research/index.aspx>.

University of MD. – Baltimore	841	834	816	818	868
Washington Adventist University	197	248	283	268	216
Total	5631	5770	5900	5810	5966

Source: MHEC Fall Trends in Enrollment by Program¹¹

BSN Degrees Awarded by Institution

	2017	2018	2019	2020	2021	2022
Bowie State University	50	58	55	47	35	25
Coppin State University	67	66	70	66	62	66
Hood College	5	13	24	20	16	18
Morgan State University	7	14	16	12	23	20
Notre Dame of Maryland	208	46	95	69	108	158
Salisbury University	97	87	89	89	83	99
Stevenson University	189	202	182	196	219	187
Towson University	272	270	271	312	325	288
University of MD. - Balt.	378	398	411	396	389	392
Washington Adventist University	14	32	57	40	67	65
Total	1287	1186	1270	1247	1327	1318

Source: Maryland Higher Education Commission. Trends in Degrees and Certificates Awarded by Program¹²

Number of Students Passing NCLEX in 2022 by Maryland Institution

	2017	2018	2019	2020	2021	2022
Bowie State University	55	38	39	30	15	36
Coppin State University	38	36	53	43	44	39
Hood College	0	4	11	13	18	14
Morgan State University	14	9	17	7	4	10
Notre Dame of Maryland University	35	27	21	17	45	66
Salisbury University	84	82	72	81	91	73
Stevenson University	72	59	61	50	92	70
Towson University	164	136	150	143	136	148
University of Maryland - Baltimore	215	261	286	227	272	251
Washington Adventist University	5	15	29	34	31	40
Total	682	667	739	645	748	747

Source: Maryland Board of Nursing. NCLEX Exam Pass/Fail Rates by Education Program in Maryland¹³

¹¹ Maryland Higher Education Commission. Fall Trends in Enrollment by Program 2021. Retrieved from <https://mhec.maryland.gov/publications/Pages/research/index.aspx>.

¹² Maryland Higher Education Commission (MHEC). Trends in Degrees and Certificates 2021. Retrieved from <https://mhec.maryland.gov/publications/Pages/research/index.aspx>.

¹³ M Maryland Board of Nursing (MBON). (2022, November 18). *NCLEX Exam Pass/Fail Rates by Education Programs in the State of Maryland*. Retrieved from <https://mhec.maryland.gov/publications/Pages/research/index.aspx>.

Student Demand

According to the American Association of Colleges of Nursing, enrollment in baccalaureate nursing programs grew in 2020 by 5.6% and 3.3% in 2021, despite the pandemic. However, nursing schools are not meeting the increase in student demand, denying admission into baccalaureate nursing programs to over 91,938 qualified applicants in 2021. The reasons for the denial range from ability to secure clinical site placement, seat capacity, resource limitations, and faculty shortages.¹⁴

McDaniel's institutional survey data also show that students who attend McDaniel College are interested in nursing. Our current health science major has 14 students in the nursing track (McDaniel Institutional Research). However, this track does not lead to a degree which prepares students to enter nursing upon graduation, but instead prepares students to seek a second bachelor's degree in nursing or an entry level Master's in Nursing program, both options which delay entry into the profession and increase cost. In each of the last four semesters, exit surveys show students are transferring from McDaniel to other institutions to pursue nursing as a major. A review of our prospective student survey data shows that 14.1% of non-enrolling students responded to the survey question "Why didn't you take attending McDaniel College more seriously?" with the answer, "McDaniel College doesn't offer my major." When asked to specify which major, "nursing" was the second highest response. This translates to 107 students who may have considered McDaniel if we had a BSN program.

D. Reasonableness of Program Duplication:

- 1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**
- 2. Provide justification for the proposed program.**

An environmental scan of the market shows that there are currently 10 four-year higher education institutions (4 private, 3 of which are liberal arts, and 6 public institutions) in Maryland which offer a four-year Bachelor of Science in Nursing program to prepare graduates for entry into nursing. The list of programs is included in the tables in the above section.

Most recently, Frostburg State University has received approval to begin a four-year pre-licensure BSN program, making it the seventh public institution in the state with the option of this degree. If McDaniel's program were to be approved, we would be the fifth private institution to offer the degree and the one of three liberal arts institutions. Differentiating our program more specifically, it will be one of only four programs located outside of a metropolitan area and one of only two programs located in a small, private, liberal arts institution located outside of a metropolitan area.

In comparing McDaniel College to other institutions that offer a BSN degree, there is only one other institution, Hood College, which is comparable in terms of institution type, size, and geographical location. Hood College is in Frederick County, and until recently, with the approval of Frostburg State University's program, Hood was the only BSN program located west of the Baltimore-Washington corridor region. While McDaniel is located about 30 miles west of the Baltimore-Washington region, we align more closely with the western region of the state in terms

¹⁴ AACN. (2022, October). *Nursing Shortage*. Retrieved from <https://www.aacnnursing.org/News-Information/Fact-Sheets/Nursing-Shortage>.

of geography, population size, and demographics. Students who choose McDaniel do so for its focus on the liberal arts, location in a small geographically rural community, and quality academic programs. Having a BSN program at McDaniel will provide one of only two options in the state to get a BSN at a small, geographically rural, liberal arts college. We believe this provides significant differentiation from most other programs in the state.

Most schools in Maryland that have a BSN program are in the Baltimore-Washington corridor region and are a 30 to 60-minute drive or more from McDaniel College, depending on traffic patterns. Salisbury University and the newly approved program at Frostburg State University are located 3.5 and 2.5 hours from McDaniel respectively. With the exception of Hood College and the two programs located in the most eastern and western ends of the state, all IHEs offering BSN programs are in metropolitan areas which service the Baltimore–Washington area and have strong primary affiliations with metropolitan hospitals and facilities for clinical sites. McDaniel’s program will have a strong primary clinical site affiliation agreement with our local, geographically rural community hospital: Carroll Hospital. This affiliation for clinical site placements also sets us apart from most other institutions offering BSN programs in terms of the types of clinical experiences students will receive while in our program.

Given the nature of clinical programs, such as nursing, which lead to licensure, there is little room for differentiation of the BSN curriculum due to the regulations and standards required by the Maryland Board of Nursing. Additionally, like other BSN programs in the state, McDaniel will seek CCNE accreditation, which also mandates prescriptive standards that influence curriculum development. While much of the curriculum will appear similar to other BSN programs, McDaniel’s mission and strong liberal arts foundation provided an opportunity to design a curriculum that is uniquely focused on collaborative partnerships, experiential learning opportunities, interprofessional education, and a lens of transcultural nursing to prepare our students to work in a diverse and global society.

McDaniel’s proposed BSN program will make a positive contribution to a sustainable solution to increasing the nursing pipeline in the state of Maryland. Equally important is the local impact this program will have on building a sustainable nursing workforce for Carroll County.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBI’s.

There are three HBIs which offer BSN programs in the state, including Bowie State University, Coppin State University, and Morgan State University. All three are public institutions located in the Baltimore metropolitan area. McDaniel does not believe that our proposed program will have impact on these programs, primarily due to the geographic location and difference in focus that McDaniel offers as a liberal arts institution located in a geographically rural community.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs.

While there are HBI’s in Maryland which offer BSN programs, McDaniel does not believe our program will impact the uniqueness and institutional identity of any of these programs. While McDaniel serves a healthy population of students of color, we attract students who are choosing McDaniel for the small, geographically rural, liberal arts experience. The HBIs which offer BSN

programs are in the Baltimore metropolitan area, and these institutions have strong primary affiliation agreements with metropolitan hospitals, providing a very different educational experience than what McDaniel's program will provide by being located in a geographically rural area and having strong primary affiliation agreements with Carroll Hospital.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

In response to our local hospital's request and as part of our strategic planning work, a feasibility study was launched to review the potential of developing this BSN program. We engaged a nursing education consultant with extensive background and experience in nursing program development at all levels to assist us and to help identify the unique needs of developing this program. The results of this initiative included a year-long process of reviewing student and workforce demand data; conducting a competitive analysis; evaluating mission alignment; assessing needs for facilities, equipment, and human resources; evaluating delivery models; researching state regulations and accreditation requirements; and identifying clinical site placement needs and partners.

Meetings were held with local and regional hospital leaders, the Health Department, and other health care providers to discuss partnerships required to meet the clinical site placement needs for students in this program. Based on these meetings, and their verbal and written commitment, we are confident that we have adequate clinical site placement support available for our students. Meetings were also held with other community partners to include Carroll Community College and the Carroll County School System's Career and Technology Center to explore opportunities for partnership that would be focused on developing a regional approach to building the nursing workforce pipeline and strengthening nursing education in the region. We intend to continue our efforts as a consortium to meet and work collaboratively to address our region's nursing education needs.

After determining that the BSN was a viable program which aligns with McDaniel's mission and Strategic Plan goals, the Board of Trustees approved that we move forward with full program development. The next phase of this project included development of the curriculum and program model, which included work with our engaged consultant and our undergraduate faculty in key departments including Biology, Chemistry, Kinesiology, and Psychology. Additionally, we held several open meetings with the faculty at large and specific meetings with faculty in departments who will be contributing to the program by offering courses which serve as prerequisites to later nursing courses.

Professional programs, such as nursing, that lead to licensure must also be approved by the Maryland Board of Nursing (BON), which McDaniel will pursue upon receipt of MHEC approval. The BON regulates certain elements of program design, including the curriculum and specific required content to be included in both the theoretical and clinical components of the nursing courses and the natural, behavioral, and social science courses. Additionally, nursing programs seek accreditation from national organizations, and these agencies also mandate prescriptive standards that influence curriculum development. The nursing program at McDaniel will seek accreditation through the Commission on Collegiate Nursing Education (CCNE), the free-standing accreditation agency of the American Association of Colleges of Nursing (AACN). This body requires certain elements of the curriculum to be consistent with their standards. To

that end, the nursing program curriculum was designed in alignment with and informed by McDaniel's mission and liberal arts foundation, our McDaniel Plan requirements and learning outcomes, a review of literature, the Board of Nursing and COMAR requirements, and the standards of accreditation set forth by the CCNE.

McDaniel will develop a new department of nursing to be led by a Nursing Program Director, who will oversee the BSN program. We have developed a comprehensive hiring plan and have initiated a national search in anticipation of approval for this program. The candidate selected for this position will have the credentials and experience that align with the requirements of CCNE and [COMAR 10.27.03.07](#).

The Program Director, with assistance from the nursing faculty, will act as the Department Chair, overseeing the implementation of this program as well as the ongoing review and evaluation of curriculum. Pre-requisite courses required in the major that fall outside of the nursing department will be overseen by their respective departments. However, to assure continuity and adequate assessment, the nursing department will develop a curriculum review committee, which will have representation from those key departments. A clinical coordinator, who will report to the Nursing Director, will also be hired to oversee the development and implementation of the clinical education courses and placements.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The BSN program's student learning outcomes flow from the college mission and the nursing program mission and philosophy, which provide the basis for the development of the nursing program curriculum. A critical step in developing learning outcomes is also the need to examine current literature that provides information about the overall learning outcomes a graduate should achieve for entry-level practice. To ensure an evidence-based curriculum, the literature was examined and analyzed to inform the development of the program learning outcomes. These nursing program learning outcomes and competencies represent what the graduates of the BSN Program need for entry level practice. For this reason, they are also aligned with the American Association of Colleges of Nursing (AACN) standards. Developing learning outcomes in this manner ensures that program expectations are realistic, attainable, and able to prepare students for successful entry into the profession. McDaniel College will be implementing a competency-based curriculum in agreement with the AACN's support of competency-based education as written in the *Essentials*.¹⁵

Learning outcomes, at the course or program level, are broad statements about what students will learn. Each learning outcome has competencies that represent specific, measurable statements of what the students will do to demonstrate achievement of learning. Competencies clearly communicate what is expected of the student to demonstrate the learning outcome has been met and provide a way to measure the intended outcomes for program graduates. Competencies also provide flexibility for curriculum changes. As the practice of Professional Nursing and healthcare settings change, the curriculum can reflect those changes by updating the competencies as needed.

¹⁵ American Association of Colleges of Nursing. (2021). *The Essentials: Core competencies for professional nursing education*. Retrieved from <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>.

Following are the program's vision, mission, and learning outcomes which serve as the foundation for course planning and development and provide a model for progressive learning across the curriculum. Course learning outcomes and competencies are leveled using Bloom's cognitive process dimension to culminate in the program learning outcomes and competencies which are evaluated in the final semester. A full view of the program learning outcomes and related competencies can be found in Appendix B.

Program Vision

McDaniel's nursing program will be recognized as a program which changes lives and prepares nurses to do the same through leadership, scholarship, and service to advance health care, health outcomes, and health equity.

Program Mission

McDaniel's Bachelor of Science in Nursing program is grounded in the liberal arts and prepares graduates for successful careers in nursing through leadership, service, and social responsibility to advance health equity, health outcomes, and nursing practice. The nursing faculty use innovative pedagogy, evidence-based practice, and reciprocal partnerships to provide students with a highly collaborative, experiential learning environment committed to local, national, and global professional engagement.

McDaniel's BSN Program Learning Outcomes

1. Deliver safe, quality, compassionate, evidence-based, patient-centered nursing care to diverse patients across the lifespan, populations, and communities in various healthcare settings.
2. Engage in clinical judgment to make safe patient care and management decisions.
3. Employ quality improvement processes and data to improve patient outcomes and system effectiveness.
4. Collaborate using therapeutic and professional communication techniques with members of the healthcare team including the patient.
5. Use information management and patient care technologies to deliver informed care in various healthcare settings.
6. Employ legal, ethical, and leadership principles to guide professional nursing practice in various healthcare systems.

A crosswalk of the BSN Program Learning Outcomes, AACN Essentials Domains, and the courses in the program where the outcomes and Essentials are addressed can be found in Appendix C.

3. Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program**
- b) document student achievement of learning outcomes in the program**

Student achievement of learning outcomes at the institutional level is overseen by the Academic Assessment Committee (AAC) as part of McDaniel's established faculty governance. This committee of five full-time teaching faculty is charged with fostering sound assessment of the College's academic programs, encouraging the collection of data that leads to action, and collecting departmental assessment plans and reports and responding to them as necessary. In the spring of each academic year, the program will document the degree to which students achieved the learning outcomes in the program by providing a report on the assessment of these outcomes

to the AAC, based on the assessment plan submitted earlier in the year. These reports will include the assessment findings as well as a proposed plan for improvement.

The McDaniel College BSN Program has developed a plan for evaluation of program components as per the program’s written Systematic Plan of Evaluation (SPE) which will be overseen by the Nursing Curriculum and Evaluation Committee. The faculty and the Nursing Program Director will use the data collected and analyzed to make any necessary changes for the goal of ongoing program improvement. Much of the data collected with the SPE process will also be used to prepare the required reports for the Maryland State Board of Nursing. It is the intent of the Nursing Program to seek accreditation from CCNE, which will also require accountability through the use of an SPE. The McDaniel BSN Program SPE covers the following major areas:

1. Currency of the Nursing Program Curriculum
2. Student Achievement of Program Learning Outcomes
3. Evaluation of Program Policies
4. Student Evaluation of Nursing Courses (Didactic, Skills Laboratory)
5. Student Evaluation of Simulation Experiences
6. Student and Faculty Evaluation of the Clinical Learning Agencies
7. Overall Student Performance in Each Course
8. Program Outcomes: Completion Rates, NCLEX-RN Pass Rates, Employment Rates, Graduate Satisfaction, Employer Satisfaction

A systematic process will be used to gather, record, report, and analyze data. The results of the data analyses will support interventions for ongoing program improvement and will be part of the assessment plan submitted to the AAC. The specific components of the systematic process are:

1. What is evaluated.
2. Expected level of achievement (ELA).
3. What data are collected and how the data are collected.
4. When the data are collected.
5. Who is responsible for collecting the data.
6. How the data are analyzed and processed.
7. Actions to take if the ELA is not met.

Evaluation of achievement of program learning outcomes is covered as one of the major areas for evaluation included in the Systematic Evaluation Plan (SEP). The components used for evaluating the program’s student learning outcomes are outlined in the table below. A full view of the SEP can be found in Appendix D.

Student Achievement of Program Learning Outcomes Overview: Evidence that graduates are achieving the stated program learning outcomes and competencies. This metric is measured in several different ways.	
Component	Explanation
What is evaluated.	Cohort achievement of course student learning outcomes and competencies for the last course which reflect program SLOs.
ELA	Each cohort will perform at 78% or higher on measures of each program student learning outcome measured in the final semester of the nursing program as measured in Nursing Care of Complex Patients and Nursing Capstone and Leadership courses. Each student earns a 78% or higher on the capstone project.

What data are collected and how the data are collected.	Using the final exam in Nursing Care of Complex Patients, the group's performance on items aligned to each specific learning outcome are aggregated to determine if students answered the questions at a level of 78% or higher. The clinical evaluation tool grades of the Nursing Care of Complex Patients course of the cohort are examined to determine if all students scored Satisfactory on all required criteria. Each student in the Nursing Capstone course earns a passing grade on the leadership project assignment aligned to specific learning outcomes.
When the data are collected.	At the completion of the semester in the Spring and reported at the first Full Faculty Committee meeting each fall.
Who is responsible for collecting the data.	Nursing faculty teaching the applicable courses report to the Nursing Curriculum and Evaluation Committee .
How the data are analyzed and processed.	Nursing faculty review student performance in the last semester courses to determine which, if any, course learning outcomes meet, and which do not meet the ELA. The learning outcomes and competencies of these courses align with the program learning outcomes.
Actions to take if the ELA is not met.	If students perform at less than the expected level on any of the learning outcomes, faculty review content that aligns with the underperforming course learning outcome to determine: <ul style="list-style-type: none"> • Weak areas in content delivery • Misunderstandings student may have had about the content • Difficulties thinking at the cognitive level required • Consistency of underperforming course learning outcomes from pre-requisite nursing course learning outcomes • By comparing performance on the related course learning outcomes from previous courses, faculty attempt to determine where in the program performance declined, determine causes of the decline, and take measures to correct the problem. • Example interventions may include an increased focus on the content, an increased focus on the level of thinking, changing teaching/learning strategies, reviewing test items used in pre-requisite courses that measure student achievement of the underperforming learning outcome, review of the test items and item analysis data

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

BSN Nursing Curriculum 102 credits total

Total Prerequisite Credits 40 credits

Total Nursing Course Credits 62 credits

Please note that new course numbers delineated by XXX will be assigned course numbers by our Registrar's office upon approval of the program. All other courses currently exist.

Number	Title	Credits
BIO 1111 & BIO 1101 (lab)	Principles of Biology & Lab	4
BIO XXXX	Microbiology for Health Care Professionals	4
BIO 1120 &	Human Anatomy & Lab	4

BIO 1104 (lab)		
BIO 2211 & BIO 2011 (lab)	Human Physiology & Lab	4
CHE 1103 & CHE 1001	General Chemistry 1	4
KIN 2325	Nutrition	4
STA 2215	Introduction to Statistics	4
SOC 1104	Introduction to Sociology	4
PSY 1106	Introduction to Psychology	4
PSY 2209	Developmental Psychology	4
NUR 3XXX	Health Assessment	3
NUR 3XXX	Clinical Judgment in Nursing	2
NUR 3XXX	Fundamentals of Professional Nursing	7 (3 lecture, 2 skills lab, 2 clinical)
NUR 3XXX	Pathophysiology	3
NUR 3XXX	Pharmacology	3
NUR 3XXX	Adult Health Nursing	7 (4 lecture, 3 clinical/simulation)
NUR 3XXX	Mental Health Nursing	3 (2 lecture, 1 clinical)
NUR 4XXX	Understanding Transcultural Nursing	3
NUR 4XXX	Nursing Care of the Reproducing Family	3 (2 lecture, 1 clinical/simulation)
NUR 4XXX	Nursing Care of Children	3 (2 lecture, 1 clinical/simulation)
NUR 4XXX	Leadership & Management in Nursing/Healthcare Systems	3
NUR 4XXX	Population Health	3 (2 lecture, 1 clinical)
NUR 4XXX	Nursing Research: Evidence-Based Practice	3
NUR 4XXX	Nursing Capstone and Leaderships	3 (2 lecture, 1 clinical)
NUR 4XXX	Nursing Care of Complex Patients	8 (3 lecture, 5 clinical/simulation)
NUR 4XXX	Transition to Nursing Practice	3
NUR 4XXX	Nursing Practice to Improve Patient Outcomes	2
Number of Credits for Nursing Major (including prerequisites)		102

A sample of the nursing major 8-semester plan can be found in Appendix E.

Admission and Graduation Requirements

Direct Entry: McDaniel College is pleased to admit students directly into the Nursing major as incoming first year students. Students are admitted to McDaniel as Nursing students and complete most liberal arts and basic science courses prior to beginning the Nursing major courses in the junior year. Students must meet minimum progression requirements in their first and second years to maintain their acceptance to the nursing major.

We strongly encourage all interested Nursing candidates to have their application submitted by November 15 for admission for the following fall. Applications will begin to be reviewed

following November 15. Candidates may be considered throughout the recruitment cycle but for the best possible chance of admission, earlier application is preferable.

Though there are no minimum GPAs to be considered for Nursing, average GPAs for admitted students are generally 3.2+ or higher, and high school preparation should include the following to be considered a competitive candidate:

- 4 years of English
- 3 years of math
- 3 years of natural sciences
- 3 years of social sciences

The application requirements include:

- Application;
- Application essay;
- Official transcript(s);
- Letter of reference, preferably from a school counselor or teacher (recommended, not required)
- SAT/ACT test scores (recommended, not required)

All candidates applying to McDaniel College, including those applying to the nursing major, undergo a holistic review of their application materials, which includes review of academic performance, the rigor of high school course curriculum, letters of reference, quality of written expression, co-curricular activities (including work and family responsibilities) and other submitted material.

Students must be admitted to McDaniel College to be considered for the Nursing major. It is also possible for students to be admitted to McDaniel and placed on a waitlist for Nursing. In all cases, every attempt will be made for waitlist decisions to be announced by July 15; however, Nursing offers to students on the waitlist could be made as late as the first week of classes.

Progression Requirements

Freshmen Year

- Cumulative grade point average of 2.8 by the end of freshmen year (minimum 24 credits).
- Grade of B- or better in the following courses:
 - ENG 1101
 - CHEM 1103 (if taken in year 1)
 - BIO 1111 with lab
 - BIO 1120 with lab
 - STA 2215
- Grade of C or better in all remaining non- science prerequisite courses if taken in year 1.
 - PSY 1106
 - PSY 2209
 - SOC 1104

Sophomore Year

- Cumulative grade point average of 2.8 by the end of sophomore year in order to progress to Junior year nursing curriculum.
 - Students who do not have a 2.8 overall GPA at the end of the sophomore year will not be able to progress to the Junior year nursing courses. They will

work closely with an advisor to identify another academic pathway or remediation plan for future entry into nursing courses.

- Students ending the sophomore year with a GPA between 2.8-3.0 are required to take the TEAS test. Though this will not delay a student's progress into the Junior year; however, results will help identify academic support services for the student, which could be a requirement for a student to maintain the Nursing major.
- Grade of B- or better in the following courses:
 - BIO 2211 with lab
 - BIO XXXX (Medical Microbiology)
 - CHEM 1103
 - KIN 2325
- Grade of C or better in all remaining non- science prerequisite courses if taken in year 1.
 - PSY 1106
 - PSY 2209
 - SOC 1104

Students may repeat up to one course if they do not achieve the required minimum grades for all prerequisites required for progression. Since only one course may be repeated, receiving a second grade below the minimum requirement would make the student ineligible to progress to junior year in the nursing major. They will work closely with an advisor to identify another academic pathway or possible remediation plan for future completion of the major.

McDaniel Student Gated Entry: Some students may not be sure of their interest in pursuing Nursing until they are already enrolled at McDaniel, or they may not be admitted to the direct entry program. For these students, admission to the Nursing program is a two-step process. The first step is being formally admitted to McDaniel College and enrolling. Due to the structured nature of the nursing major, we encourage all students to reach out to the nursing department to speak with an advisor if they are even considering nursing as a possible academic path. This will allow for appropriate advising.

At the end of the third semester of study, students will complete an application to the nursing program. If admitted, they would begin their nursing major the following fall (beginning of the junior year) pending successful completion of all pre-requisite courses and meeting minimum grade requirements.

The application requirements include:

- Minimum 2.8 McDaniel GPA;
- Completion of the following courses with no grades below a B- in the following courses: ENG 1101 CHEM 1103 (if taken), BIO 1111 , BIO 1120 , STA 2215, BIO 2211
- McDaniel nursing application;
- Application essay;
- Copy of McDaniel College transcript;
- Letter of reference from a McDaniel faculty member (recommended, not required)

The application deadline is January 6. If admitted, students will be required to complete all remaining prerequisite courses with the following minimum grade requirements prior to matriculation into the upper-level nursing courses.

- Grade of B- or better in the following courses: BIO 2211 with lab , BIO XXXX (Medical Microbiology) ,CHEM 1103, KIN 2325
- Grade of a C or better in all remaining non-science prerequisites: PSY 1106, PSY 2209, SOC 1104

Transfer Entry: Students from other colleges or universities are eligible to apply to transfer to our Bachelor of Science in Nursing (BSN) program. Due to the required coursework, transfer students will be required to have met all prerequisites prior to admission.

The application requirements include:

- Minimum 3.0 cumulative GPA from all colleges/universities attended;
- No grades below a B- in the following courses (if completed):
 - English Composition
 - General Chemistry I with lab
 - Biology I with lab
 - Statistics
 - Anatomy and Physiology I and II with lab
 - Microbiology
 - Nutrition
- No grade below a C in all other non-science prerequisites
 - Sociology
 - Developmental Psychology or Human Growth and Development
- McDaniel transfer application;
- Application essay;
- Official transcript(s) from all colleges/universities attended;
- Letter of reference, preferably from a college professor (recommended, not required)

Graduation Criteria

- Completion of 128 credits to include general education requirements
- Completion of all nursing courses (62 credits) with a grade of C or better
- Cumulative GPS 2.0 or higher

Course Descriptions

Required Prerequisite Courses

Please note that the following prerequisite courses are required to enter into the first term “junior level” nursing courses. Transfer students will be required to meet the equivalent of these courses.

BIO 1111 Principles of Biology (with Lab BIO 1101)

Credits: 4

This course is intended for prospective science majors and is required before all Biology courses at the 2000 level or above. It focuses on unifying themes and principles including evolution and

the relationship of structure to function. The laboratory emphasizes basic skills and is an integral component of the semester. Course includes laboratory. Co-requisite 1101.

BIO 1101 Principles of Biology Lab

Credits: 0

This course is intended for prospective science majors and is required, along with BIO 1112 before all Biology courses at the 2000 level or above. It focuses on unifying concepts of species and adaptation of species to change. The first semester is an overview of cell biology including cell structure, cell metabolism, cell reproduction, enzyme action, DNA, protein and genetics. The laboratory emphasizes basic techniques and is an integral component of the semester. Co-requisite BIO-1111

BIO 1120: Human Anatomy

Credits: 4

A study of the anatomical structure of the human body. The basic concepts of anatomy: gross, microscopic, developmental, and clinical – will be studied by organ systems. Form-function relationships will be emphasized. This functional anatomy approach will explain how the shape and composition of the anatomical structures allow them to perform their functions. This course is appropriate for students interested in careers in health, fitness, wellness, recreation, physical therapy, athletic training, coaching, medicine, nursing, or other fields where knowledge of the human body may be important. Note: This course does not fulfill requirements of a biology major. Co-requisite BIO-1104.

BIO 1104 Human Anatomy Lab

Credits: 0

This course uses laboratory activities to study the anatomical structure of the human body. The labs involve a balance between gross anatomical study and histology and are intended to supplement the material presented in the Human Anatomy lecture course. Co-requisite BIO 1120.

BIO 2211: Human Physiology (with Lab BIO 2011)

Credits: 4

A study of the functions of the human organism: digestion, circulation, respiration, excretion, nervous control, endocrine regulation, and muscle action. Intended for those majoring in Health Sciences. This course does not fulfill requirements of a biology major. Prerequisites BIO -117 or KIN-2200 or permission of instructor. Co-requisite BIO- 2011.

BIO 1104 Human Physiology Lab

Credits: 0

This course uses laboratory experiences to study the functions of the human organism. Students will use standard physiological assessment tools, computer simulations, and the scientific literature to gain a better understanding of human physiology. Intended for those majoring in Health Sciences. This course does not fulfill requirements of a biology major. Prerequisites BIO 1111. Co-requisite Biology 2211, Prerequisite BIO 2211.

BIO 2XXX: Medical Microbiology

Credits: 4

A study of the structure, metabolism, growth, and reproduction of microbes within a clinical framework. Focus will be on medically important microorganisms, their transmission, and mechanisms of pathogenicity. Course includes laboratory.

CHEM 1103: General Chemistry I: Structures and Bonding with Lab CHEM 1101

This course is the first fundamentals course in chemistry. The course is designed for students majoring in STEM fields with a sufficiently strong math background. The course includes the following topics: discussion and application of the scientific method; properties of matter; structure of the atom and periodic table; introduction to creating solutions and dilutions; fundamentals of chemical reactions; basics of thermochemistry; development of quantum theory, atomic theory, and the basics on bonding theory; and application of chemical concepts to biology and health fields. Students will apply the knowledge they learn in this course to the required course CHE-1001 by performing experiments to practice analytical skills and solidify knowledge through concrete examples and real-world problem solving. Course includes a 3-hr laboratory.

CHEM 1101: General Chemistry I

Credits: 0

Laboratory for General Chemistry I

Co-requisite CHE -1103

PSY 1106: Introduction to Psychology

Credits: 4

An introductory course designed to develop an understanding of the basic principles governing behavior, with emphasis on the scientific method of studying behavior. Intelligence, motivation, emotion, perception, learning, personality, workplace issues, and social factors that influence the individual will be considered.

PSY 2209: Developmental Psychology

Credits: 4

The study of developmental changes from the prenatal period through adolescence, with particular emphasis on how physical, cognitive, and social-emotional development interact in forming the whole person. Special attention will be given to theoretical perspectives, the contexts within which development operates (home/school), and the application of research to current topics.

KIN 2325: Nutrition

Credits: 4

A study of the nutritional needs throughout the human lifespan. Topics include energy nutrients, vitamins, minerals, recommended dietary allowances, and weight control. Fad diets, nutritional supplementation, and the world's food supply are also examined. Prerequisites MAT – 1001 or MAT 1100.

STA 2215: Intro to Statistics

Credits: 4

Basic statistical principles and techniques; summarizing and presenting data, measuring central tendency and dispersion in data, basic concepts of probability and probability distributions, estimation of parameters and testing of hypotheses through statistical inference, linear regression and simple correlation. Not open to students who have completed Math 3324. Prerequisites Mathematics 1001, Mathematics 1002 or placement above MAT 1002.

First Semester of Nursing Courses (Junior Level)

NUR 3XXX: Health Assessment Across the Lifespan,

Credit: 3 (2 theory; 1 skills lab)

Health Assessment teaches the knowledge base and nursing skills necessary for a systematic and comprehensive health history and physical assessment across the lifespan. Normal assessment findings, differences related to racial and age diversity, and common variations from normal are discussed. The course also focuses on health promotion, a healthy lifestyle, and health education for individuals and groups. Applicable legal and ethical aspects related to assessment findings are discussed. Prerequisites: Admission to the nursing major. All required prerequisites to enter 1st term junior year. Recommended Co-requisite: NUR 3XXX Clinical Judgment, NUR 3XXX Fundamentals of Professional Nursing, NUR 3XXX Pathophysiology

NUR 3XXX: Clinical Judgment in Nursing,

Credits: 2

This course teaches clinical judgment as a major concept for providing safe, effective patient care. An actual clinical judgment process is taught using an organized clinical judgment framework as the foundation for making safe patient care decisions. Students learn the specific clinical judgment competencies that support the steps of the nursing process as applied in the current healthcare environment. This foundational course teaches the detailed clinical judgment processes used in all patient care environments and leadership activities across the curriculum. Prerequisite: Admission to the nursing major. All required prerequisites to enter 1st term junior year. Recommended Co-requisite: Health Assessment, Fundamentals of Professional Nursing, Pathophysiology

NUR 3XXX: Fundamentals of Professional Nursing

Credits: 7 (3 theory, 2 clinical, 2 skills lab)

Fundamentals of Professional Nursing introduces the student to the profession of nursing including historical aspects and current issues and trends. The course covers basic content necessary for safe, patient-centered nursing care necessary for the care of all patients. The course then applies the basic content to patients with well-defined healthcare concerns. Nursing content is acquired and applied in the classroom and skills laboratory then further applied to patient care in various healthcare settings. Prerequisite: Admission to the nursing major. All required prerequisites to enter 1st term junior year. Recommended Co-requisite: Health Assessment, Clinical Judgment in Nursing, Pathophysiology.

NUR 3XXX: Pathophysiology

Credits: 3

This course explores alterations in normal human functioning and various ways in which pathologies present in diverse individuals across the lifespan. Case finding, patient education, health counseling, disease prevention, disease treatment, and health promotion and well-being are also addressed as they relate to the pathologies taught. The course explores the nurse's role in helping individuals and populations move toward optimum health. Prerequisite: Admission to the Nursing Major, All Required Nursing Major Prerequisites. Recommended Co-requisite: Health Assessment, Clinical Judgment in Nursing, Fundamentals of Professional Nursing.

Second Semester of Nursing Courses (Junior Level)

NUR 3XXX: Pharmacology for Nursing

Credits: 3

Nursing Pharmacology provides nursing theory used in the study of pharmacology. The course introduces foundational content related to pharmacotherapeutics that applies in all nursing courses. The course connects nursing theory, pathophysiology, and foundational knowledge for safe pharmacological care to diverse patients across the lifespan. Prerequisite: Admission to the

nursing major. All required prerequisites to enter 1st term junior year, NUR 3XXX Pathophysiology. Recommended Co-requisite: NA

NUR 3XXX: Adult Health Nursing

Credits: 7 (4 theory, 3 simulation lab/clinical)

Adult Health Nursing builds on nursing content necessary for safe, compassionate, patient-centered nursing care applied to patients with stable and unstable conditions. The course also expands on professional nursing content including clinical judgment and collaboration with members of the healthcare team. Nursing content is acquired and applied in the classroom then further applied to patient care in various healthcare settings. Prerequisite: Admission to the Nursing Major, All 1st semester junior level nursing courses

NUR 3XXX: Understanding Transcultural Nursing

Credits: 3

Transcultural nursing looks to respond to the imperative for developing a global perspective within the nursing field in an increasingly globalized world of interdependent and interconnected nations and individuals. This course will provide students with a deeper dive into exploring how cultural differences, particularly those related to language, cultural traditions and beliefs, health literacy and cultural assumptions may impact healthcare decisions. As healthcare disparities among cultural minority groups persist, culturally and linguistically appropriate services are increasingly recognized as an important strategy for improving quality of care to diverse populations. This course will equip students with the knowledge, skills, and awareness to provide the best care for all patients, regardless of background. Students will conduct a self-awareness assessment that will be used to help students develop culturally competent communication and patient-centered care strategies, including how to effectively work with technology and interpreters to improve communication with patients and families. This course will have the option for study abroad or other community immersion experiences. Prerequisite: Admission to the Nursing Major, All 1st semester junior level nursing courses, SOC 1104.

NUR 3XXX: Mental Health Nursing

Credits: 3 (2 theory, 1 simulation/clinical)

Mental Health Nursing builds on and applies nursing content to the care of patients with various mental health needs. The course expands on professional nursing content including clinical judgment, collaboration with members of the healthcare team, and equal access to care. Nursing content is acquired and applied in the classroom then further applied in various healthcare settings. Prerequisite: Admission to the Nursing Major, 1st term junior level nursing courses

Third Semester of Nursing Courses

NUR 4XXX: Nursing Care of the Reproducing Family

Credits: 3 (2 theory, 1 simulation/clinical)

Nursing Care of the Reproducing Family expands on nursing content necessary for safe, compassionate, patient-centered nursing care applied to maternal/newborn care. The course expands on professional nursing content including clinical judgment, collaboration with members of the healthcare team, and equal access to care. Nursing content is acquired and applied in the classroom then further applied in various healthcare settings. Prerequisite: Admission to the Nursing Major, 1st term junior level nursing courses

NUR 4XXX: Nursing Care of Children

3 (2 theory, 1 simulation/clinical)

Nursing Care of Children expands on nursing content necessary for safe, compassionate, patient-centered nursing care applied to pediatric patients. The course expands on professional nursing content including clinical judgment, collaboration with members of the healthcare team, and equal access to care. Nursing content is acquired and applied in the classroom then further applied in various healthcare settings. Prerequisite: Admission to the Nursing Major, 1st term junior level nursing courses.

NUR 4XXX: Leadership and Management in Nursing/Healthcare Systems

Credits: 3

Leadership and Management in Nursing/Healthcare Systems applies nursing content to the nurse's role as a leader at the institutional, system, state, and national levels. This course provides an overview of healthcare policy, legislative and regulatory issues and responses, healthcare equity, and social justice in the healthcare system as they relate to the leadership role. Comparison between the USA and selected low- and middle-income countries selected by students will be emphasized to allow students the opportunity to relate their learning to their own educational and healthcare setting and develop a better understanding of how health policy and systems impact health and health equity. Prerequisite: Admission to the Nursing Major, 1st and second term junior level nursing courses.

NUR 4XXX: Population Health

Credits: 4 (3 theory, 1 clinical)

Population Health expands and applies content learned in previous nursing courses to diverse populations. Emphasis is on promoting and maintaining health; and preventing illness among populations including individuals, families, groups, and communities. The course includes how socio-cultural and economic issues impact population care and health equity. Nursing content is acquired and applied in the classroom then further applied in various community healthcare settings. Prerequisite: Admission to the Nursing Major, 1st and 2nd term junior level nursing courses.

NUR 4XXX: Nursing Research: Evidence-based Practice

Credits: 3

This course focuses on the interpretation and use of research evidence to inform nursing practice. The course also applies previously learned nursing content to the research process. Content of interest to nursing research is covered and includes information management systems, evidence-based practice, patient-centered care, collaboration, and communication. Clinical judgment is used to develop a research proposal applicable to contemporary nursing practice. Prerequisite: Admission to the Nursing Major, English 1101, STA 2215, All 1st and 2nd term junior level nursing courses.

Fourth Semester of Nursing Courses

NUR 4XXX: Nursing Capstone

Credits: 3 (2 theory, 1 clinical)

This capstone course provides the opportunity for students to apply nursing content to the leadership role of the professional nurse. Students implement the evidence-based nursing practice project proposed in the nursing research course that demonstrates the ability to synthesize and apply previous learning experiences from across the curriculum to an identified problem of practice in a selected healthcare environment. This capstone course provides clinical hours emphasizing the role of the nurse as a leader in diverse healthcare settings. Prerequisite: Admission to the Nursing Major, All 1st term senior level nursing courses.

NUR 4XXX: Nursing Care of Complex Patients**Credits: 7 (3 theory, 4 simulation/clinical)**

Nursing Care of Complex Patients expands on nursing content necessary for safe, compassionate, patient-centered nursing care applied to the care of patients with complex healthcare issues and diverse backgrounds. The course expands on professional nursing content including clinical judgment, collaboration with members of the healthcare team, and equal access to care. Nursing content is acquired and applied in the classroom then further applied in various healthcare settings. Prerequisite: Admission to the Nursing Major, All 1st term senior level nursing courses.

NUR 4XXX: Transition to Nursing Practice**Credits: 3**

This advanced, comprehensive course provides students the opportunity to use high level clinical judgment in the application of nursing content taught throughout the program. This course enables the individual student to recognize areas of nursing and thinking that need enhancement prior to entering professional nursing practice. Also included is a review of content and strategies for success on the NCLEX-RN[®] and exploration and preparation for nursing career options. Prerequisite: Admission to the Nursing Major. All 1st and 2nd term junior level nursing courses, all 1st term senior level nursing courses.

NUR 4XXX: Nursing Practice to Improve Patient Outcomes**Credits: 2**

This course focuses on the role of the nurse in various areas of healthcare for the purpose of improving patient outcomes. Content previously studied in the program such as safety, healthcare organizations, health policy, health equity, culture, diversity, and social determinants of health is revisited with an intense focus on improving patient outcomes. Prerequisite: Admission to the Nursing Major, all 1st and 2nd term junior level nursing courses, all 1st term senior level nursing courses.

5. Discuss how general education requirements will be met, if applicable.

The total credits for graduation from McDaniel College are 128. General education credits may be met through major requirements when applicable. The table below indicates which general education requirements are met through courses required within the nursing major (NUR courses or prerequisite courses). Students will meet 11 general education requirements through coursework required for their major and they will meet 7 general education requirements through coursework outside the major.

General Education Requirements

Type of Course	Details of Requirement	Fulfilled by a Course in the Major	Credits
First Year Seminar	All students complete a first-year seminar		4
ENG 1101 (<i>English Composition</i>)	Introduction to College Writing		4
Writing in the Discipline	All students take course(s) which are designated as Writing in the Discipline courses to learn how to write in the discipline of their major.	NUR 3XXX Health Assessment Across the Lifespan, and NUR 3XXX Clinical Judgment in Nursing, and NUR	Credits included in major

		3XXX Fundamentals of Professional Nursing, and NUR 4XXX Nursing Research	
Second Language 1	Students must complete 2 semesters in the same language or demonstrate placement/proficiency above the 2 nd semester level.		4
Second Language 2	Students must complete 2 semesters in the same language or demonstrate placement/proficiency above the 2 nd semester level.		4
Multicultural <i>(Social & Behavioral Sciences)</i>	Students select 1 course from this general education category	NUR 4XXX Population & Community Health	Credits included in major
International Nonwestern <i>(Social & Behavioral Sciences)</i>	Students select 1 course from this general education category	SOC 1104 Introduction to Sociology	Credits included in major
International Western OR Nonwestern <i>(Social & Behavioral Sciences)</i>	Students select 1 course from either of these 2 general education categories	NUR 4XXX Understanding Transcultural Nursing & NUR 4XXX Learning & Management in Nursing/Healthcare Systems	Credits included in major
Quantitative Reasoning <i>(Mathematics)</i>	Students select 1 course from this general education category	STA 2215 Introduction to Statistics	Credits included in major
Scientific Inquiry with Lab <i>(Biological & Physical Sciences)</i>	Students select 1 course from this general education category	BIO 1111 & BIO 1101 (lab)	Credits included in major
Quantitative Reasoning OR Scientific Inquiry <i>(Mathematics or Biological & Physical Sciences)</i>	Students select 1 course from either of these 2 general education categories	CHE 1103 & CHE 1001 (lab)	Credits included in major
Textual Analysis <i>(Arts & Humanities)</i>	Students select 1 course from this general education category		4
Creative Expression <i>(Arts & Humanities)</i>	Students select 1 course from this general education category		4
Social, Cultural, Historical Understanding <i>(Social & Behavioral Sciences)</i>	Students select 1 course from this general education category	PSY 1106 Introduction to Psychology	Credits included in major
My Design	All students take the My Design course, MDC 1100		2
My Career	All students take the My Career course, MDC 3100, or a Career Course in their Major	NUR 4XXX Transition to Nursing Practice	Credits included in major

Experiential Learning	General education requirement is that students complete credited or non-credited experiential learning which could include courses, internships, experiential independent studies, or study abroad.	NUR 3XXX Adult Health Nursing, NUR3XXX Mental Health Nursing, NUR4XXX Nursing Care for the Reproducing Family, NUR4XXX , NUR4XXX Nursing Care of Children, NUR4XXX Nursing Care of Complex Patients, NUR4XXX Population Health, NUR4XXX Nursing Capstone and Leadership	Credits included in major
Total number of general education credits outside of the major			26

Composition of all credits required for graduation

Category	# of Credits
Major – NUR courses	62
Major – Prerequisites for NUR courses	40
General Education Requirements NOT met through Major	26
Total	128

6. Identify any specialized accreditation or graduate certification requirements for this program and its students

McDaniel will pursue Collegiate Commission on Nursing Education (CCNE) accreditation. The process for accreditation requires that students be enrolled in the program for the equivalent of one academic year prior to the institution hosting an on-site visit.

7. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

The college catalog includes information on approved programs, including all required coursework and total program credit hours. The catalog also addresses degree and McDaniel Plan (general education) requirements for students. The schedule of classes for each semester outlines how classes are offered and the nature of faculty/student interaction—face-to-face, online, or hybrid. The learning management system for online and hybrid classes is Blackboard Learn ®. This LMS is used to support face-to-face with supplemental instruction, grade book access, repository for course materials and opportunities for student-to-student interaction and student-to-faculty interaction outside of the physical classroom.

When student accounts are created, students receive an automated email that contains information about Blackboard and the system requirements. This information is in the student's inbox when they first access their email. If specific technological competencies or skills are required for any courses within the approved program, this information is outlined in the course description and, in the case of this program, in the nursing program student handbook. The college website and intranet contain pertinent information about student support services, including academic support, financial aid, tuition and fees, billing and payment, and policies relating to each.

Students admitted to the nursing program will be provided with an orientation which will cover specific requirements and expectations of the students in the program and will provide detailed coverage of the supports that will be provided during the program to help students achieve success.

8. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

Program information for all academic programs offered at McDaniel is available via the college's website and catalog, both of which are updated regularly. Admissions, marketing, and media relations are centralized and led by the Vice President of Constituent Engagement. Having these offices centralized provides for efficient and effective planning and implementation of recruitment strategies and development of recruitment materials that accurately represent the program. The admissions staff will assume recruitment responsibilities for the nursing program and will recruit via virtual meetings, on campus visits, high school visits, and college and career fair events. Nursing faculty will also participate in recruitment events to provide prospective students with the opportunity to interact with department faculty. Additionally, McDaniel will participate in the NursingCAS, a centralized nursing application system.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

McDaniel College has established articulation agreements with various Community Colleges within Maryland in a variety of majors. However, most community colleges offer ADN (Associate Degree in Nursing) programs and therefore students seeking transfer to BSN (Bachelor of Science in Nursing) programs are considering RN to BSN programs or Associate's to bachelor's programs. McDaniel has been working collaboratively and is in conversation with Carroll Community College to evaluate establishing an ATB (Associate's to Bachelor's) option. Approval of this proposal will accelerate these discussions.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.

Most of the prerequisite courses within the nursing major will be taught by full-time faculty holding the terminal degree in their field. The table below shows the current full-time faculty at McDaniel who will teach the prerequisite courses required in this program.

As a new program, McDaniel will be hiring all nursing faculty that will be teaching upper-level nursing courses. The Program Director, Clinical Coordinator, principal nursing faculty, adjuncts, and clinical nurse faculty will all be required to hold Maryland license and will meet the requirements of experience and background required by both the Board of Nursing and the CCNE, the nursing accrediting organization. This includes minimum credential levels, minimum years of experience, and content area expertise appropriate for teaching courses in the program. The Program Director will be hired before submission of the program to the Maryland Board of Nursing as outlined in [COMAR 10.27.03.08](#). In anticipation of this proposal's approval, the search process for this Program Director is underway.

Immediately upon MHEC approval, the hiring plan for nurse faculty will be implemented. Please note that we anticipate hiring 7 full-time nursing faculty and three full-time support staff over the next five years. We have budgeted for hiring the program director, clinical coordinator, and two principle nurse faculty by the end of year 1 of the program implementation. We anticipate enrolling the first group of 25 students in the upper-level nursing courses in year 3 (AY 26/27) and will increase each year as follows: 30 (AY 27/28), 36 (AY 28/29), 36 (AY 29/30). Please refer to the enrollment plan in the budget narrative section of this proposal.

BSN Program Hiring Plan						
	Planning	Year 1 Program Launch, Admit first freshman cohort	Year 2	Year 3 First Upper- level nursing courses begin	Year 4	Year 5
Academic Year	23/24	24/25	25/26	26/27	27/28	28/29
Program Director (Total 1)	1					
Clinical Coordinator (Total 1 FTE)	1					
Principal Nurse Faculty (Total 5 FTE)		2	2	1		
Remediation and Assessment Coordinator (Total 1 FTE)			1			
Lab Manager (Total 1 FTE)			1			
Administrative Support Staff (Total 1 FTE)		1				
Please note that clinical nurse faculty and adjunct faculty will be hired to meet the needs of the program beginning in year 3 and will expand as the number of enrolled students grow. In total the program will have 7 full-time faculty to include the Clinical Coordinator and 6 Principle faculty as well as a Program Director.						

Current Faculty Resources for Teaching BSN Program Courses in the Major Required as Pre-requisites to Enter the Upper-level Nursing Courses

Name	Terminal Degree and Field	Academic Title/rank	Status	Courses taught in Nursing major
Cheng Huang	Ph.D., Molecular Genetics	Associate Professor of Biology	Full-time	BIO 1111: Principles of Biology

Allison Kerwin	Ph.D., Molecular and Cell Biology	Assistant Professor of Biology	Full-time	BIO 1111: Principles of Biology & BIO 3XXX Medical Biology
Holly Martinson	Ph.D., Behavior, Ecology, Evolution, and Systematics	Assistant Professor of Biology	Full-time	BIO 1111: Principles of Biology
Randall Morrison	Ph.D., Cellular, Developmental, and Evolutionary Biology	Professor of Biology	Full-time	BIO 1111: Principles of Biology
Maureen Williams	Ph.D., Zoology, Parasite Ecology	Lecturer in Biology	Full-time	BIO 1111: Principles of Biology
Kristin Beil	Ph.D., Physical Therapy	Adjunct Lecturer	Part-time	BIO 1120: Human Anatomy
Stephen McCole	Ph.D., Kinesiology	Professor of Kinesiology	Full-time	BIO 1104: Human Anatomy Lab BIO 2211: Human Physiology
Tara Spicer-Bartolain	M.S., Kinesiology	Lecturer in Kinesiology	Full-time	BIO 2011: Human Physiology Lab
Stephanie Homan	Ph.D., Chemistry	Assistant Professor of Chemistry	Full-time	CHE 1103: Intro to Chemistry
Michael Polen	Ph.D., Chemistry	Lecturer in Chemistry	Full-time	CHE 1103: Intro to Chemistry
Peter Craig	Ph.D., Chemistry	Associate Professor of Chemistry	Full-time	CHE 1103: Intro to Chemistry
Kimberly Higgins	M.S., Kinesiology	Adjunct Lecturer	Part-time	KIN 2325: Nutrition
Sarah Lippy	M.S., Counseling	Lecturer in Psychology	Full-time	PSY 1106: Intro to Psychology PSY 2209 Developmental Psychology
Stephanie Madsen	Ph.D., Psychology	Professor of Psychology	Full-time	PSY 1106: Intro to Psychology PSY 2209 Developmental Psychology
Rebekah Phillips Dezalia	Ph.D., Psychology	Lecturer in Psychology	Full-time	PSY 1106: Intro to Psychology
Debra Lemke	Ph.D., Sociology	Professor of Sociology	Full-time	SOC 1104: Intro to Sociology
Linda Semu	Ph.D., Sociology	Professor of Sociology	Full-time	SOC 1104: Intro to Sociology
Nicholas Kahn	Ph.D., Economics	Assistant Professor of Economics	Full-time	STA 2215: Intro to Statistics
Kevin McIntyre	Ph.D., Economics	Professor of Economics and Business Administration	Full-time	STA 2215: Intro to Statistics
Amy Ramnarine	Ph.D., Economics	Assistant Professor of Economics	Full-time	STA 2215: Intro to Statistics

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

McDaniel College prides itself on its excellent instruction and therefore provides many forms of faculty development to support professors in all stages of their careers. New faculty participate in a year-long orientation program of monthly professional development events which include a focus on evidence-based practices. Every August, new and returning faculty attend a day-long faculty development retreat which includes concurrent sessions on various topics including diversity, students with learning differences, evidence-based research about teaching and learning, best practices for hybrid and online teaching, handling challenging classroom situations, etc. Throughout the academic year, we offer 2 to 4 faculty development sessions each month which are open to all faculty. Each year, we run a faculty book group/learning community in which approximately one third of our full-time faculty participate. In addition to the group-based forms of faculty development described above, the institution also provides one-on-one support to faculty who would like to receive formative feedback on their teaching through class observations and/or moderated focus groups with their students. Faculty are also provided access to faculty development funds to support them to seek outside professional development opportunities.

b) The learning management system

The Department of Instructional Design and Technology (IDT) at McDaniel College offers the following resources to support faculty use of Blackboard: (a) 60-minute workshops throughout the year on Blackboard Basic, Intermediate, and Advanced features; (b) one-on-one Blackboard training for all new faculty members and anyone else who requests it; (c) a range of course design templates that enable/encourage backward design, outcome alignment, authentic assessment, appropriate rubrics, and a range of student-centered pedagogical methods; and (d) professional development lunch events about matters of instructional design. Additionally, faculty have access to one-on-one training and support through the IDT department.

c) Evidenced-based best practices for distance education, if distance education is offered.

We have no intention of offering this program in distance education format. However, a limited number of courses will be offered in hybrid or online format. Faculty who will be teaching these courses will be required to complete our Best Practices for Online Teaching. This training is a four-week training developed by our Instructional Design Team that is aligned with Quality Matters ®.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

McDaniel College's Hoover Library contains approximately 460,000 book volumes (print and electronic), access to 129 different databases, 119,000 media titles (physical and electronic), and 166,000 journals. Library resources are accessible by McDaniel College students, faculty, staff,

and community members. Electronic resources are available remotely. No-fee interlibrary loans and document delivery from other institutions supplement the collection in support of research and classroom projects. As part of the [Carroll Library Partnership](#), Hoover Library shares an online catalog with Carroll County Public Library and Carroll Community College. Students, faculty, and staff may request titles from any of the three collections. This arrangement makes additional resources available to the McDaniel College community. McDaniel College students and faculty also have borrowing privileges at participating libraries at institutions in the [Maryland Independent Colleges and Universities Association \(MICUA\)](#).

The Hoover Library website (<http://hoover.mcdaniel.edu>) includes discipline and course-specific research guides that assist students with identifying appropriate resources for course work. There are also guides providing general assistance with the research process by covering topics such as source selection, evaluation, and citation. Services provided by the library include general and course-integrated instruction and research assistance to students and faculty.

Examples of [current database subscriptions](#) include that would support the nursing program include: Health Source: Nursing/Academic Edition, PubMed/MEDLINE, Nursing Reference Center Plus, PsycInfo, Ageline.

The library's [journals portal](#) enables searching for specific journals by title or by category. Currently subscribed titles in nursing are shown [here](#).

McDaniel is committed to purchasing additional needed resources specific to this proposal, such as CINAHL Full Text and the OVID Nursing Full Text Journal package. This is reflected in the proposed budget to support the BSN program.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

As part of the feasibility study process conducted for this program, facilities, infrastructure, and equipment were recognized as a critical element and significant influencing factor in the decision to pursue this program. To that end, we evaluated several options and have identified an existing building on campus and will renovate 7,000 sq. ft. of space for the nursing program which will include developing the following spaces:

- a. Dedicated classrooms designed for flexibility to allow for large and small group learning and equipped with state-of-the art audio visual equipment
- b. Simulation lab with audio and video recording, control area, debriefing room to accommodate medical surgical, pediatrics, and mother and baby using mid and high-fidelity manikins
- c. Clinical skills lab
- d. Faculty and staff office suite
- e. Student resource center and study rooms
- f. Storage areas, supply closets, and utility room with washer and dryer
- g. Common areas to include restrooms and conference room

McDaniel is engaging an architect with experience in designing nursing education spaces and will move forward with the required renovations of space upon approval of this proposal. The first two years of courses will utilize current classroom space and science labs on campus. The courses students take in the first two years of the program will allow for them to meet all nursing course prerequisites as well as many courses required in the general education program while construction on the nursing space is completed. The third year (junior level) is when students enter the nursing courses which will require access to the nursing space and specialized equipment and technology associated with the program.

Equipment, technology, and furniture to equip the clinical skills and simulation lab will be purchased. These spaces will replicate hospital and patient exam rooms and will serve as a multi-function learning environment that allows students to interact with equipment and technologies a student may encounter in the workplace. This space also provides an opportunity to practice procedural skills and conduct complex patient scenarios in a controlled environment using models, manikins, or standardized patients.

The schedule for facility development is outlined in the below timeline.

Timeline for Facility Development

Engage Architect Space Design	Spring 2023
Seek BON Approval	Upon MHEC approval
Launch Nursing Major	Fall 2024 (pending MHEC and BON approval)
Space Renovation	Spring 2025-Spring 2026
Purchase Equipment and Furnishings	Spring 2026
Complete Renovations	Spring/Summer 2026
First Nursing Courses Offered	Fall 2026

Additionally, our primary partner hospital, Carroll Hospital, is completing the renovation of a state-of-the art, high-fidelity simulation center in spring 2023 that McDaniel will have access to for augmenting our simulation experiences for students to include emergency and surgery simulation. The hospital will also be working collaboratively with us to develop a simulation program that will be part of our curriculum using our facilities on the McDaniel campus and the hospital's simulation facility. The hospital simulation lab will provide advanced simulation experiences as well as additional opportunity for interprofessional education.

The building which will be renovated to house the nursing department is located central to campus and near the student center and library where additional student study and networking space is available during evenings and weekends. A list of essential equipment, furniture, and technology for the nursing program has also been identified and will be purchased to support this program.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a) An institutional electronic mailing system, and**
- b) A learning management system that provides the necessary technological support for distance education**

Upon admission to McDaniel College, students are issued a student ID and email account which utilize single sign on to access all McDaniel systems to include Colleague, our Enterprise

Resource Planning system; Blackboard Learn ®, the college’s learning management system; and their McDaniel email account. Students utilize these systems for learning and conducting day-to-day business with the college to include registration, bill payment, checking grades, accessing the library portal, and accessing other services and information provided by the college. Blackboard Learn ® is the learning management system used for all online courses and for supplemental instruction for any face-to-face course.

While this program will be a campus-based program, it will utilize Blackboard Learn® for supplemental instruction and for blended and online courses where appropriate. Blackboard Learn ® provides opportunities for faculty to enhance face-to-face courses to provide access to resources, materials, group meetings and other technology that can be used to enhance learning. While online courses will be limited in this program, Blackboard Learn ® will also be utilized for all hybrid and online learning to provide schedule flexibility, particularly during the semesters which require heavy clinical site placement commitment.

McDaniel also provides a 24/7 IT help desk which supports students and faculty in accessing systems and email accounts for the purpose of learning and communication with one another and with various departments on campus.

- L. Adequacy of Financial Resources with Documentation** (as outlined in COMAR 13B.02.03.14)
- 1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3 (First Nursing Courses offered)	Year 4	Year 5
	AY 24/25	AY 25/26	AY 26/27	AY 27/28	AY 28/29
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$400,000	\$906,400	\$1,726,670	\$2,384,323	\$2,657,152
a. Number of F/T Students	25	55	91	122	132
b. Annual Tuition/Fee Rate	\$16,000	\$16,480	\$18,974	\$19,544	\$20,130
c. Total F/T Revenue (a x b)	\$400,000	\$906,400	\$1,726,670	\$2,384,323	\$2,657,152
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Grants, Contracts & Other External Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

4. Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL (Add 1 – 4)	\$400,000	\$906,400	\$1,726,670	\$2,384,323	\$2,657,152

Resource Budget Narrative:

1. Reallocation of Resources:
There are not reallocation of resources for this program

2. Tuition/Fee Revenue
 - a. Number of F/T Students: The number of FT students is based on enrollment for cohorts sizes as follows: Year 1 (25), Year 2 (30), Year 3 (36), Year 4 (36), Year 5 (36). Enrollment projections also consider 80% attrition from year 3 to 4. The number of FT students enrolled in nursing courses each year is as follows: Year 1 (0), Year 2 (0), Year 3 (25), Year 3 (50), Year 4 (60), Year 5 (68). The total number entering upper-level nursing courses each year is anticipated to be 36 when the program reaches full capacity.

Enrollment Projections

BSN	Year 1 AY 24/25	Year 2 AY 25/26	Year 3 AY 25/27	Year 4 AY 2728	Year 5 AY 28/29
Cohort 1	25	25	25	20	
Cohort 2		30	30	30	24
Cohort 3			36	36	36
Cohort 4				36	36
Cohort 5					36
Cohort 6					
Total	25	55	91	122	132
Total Enrolled in Nursing Courses	0	0	25	50	60

- b. Annual Tuition/Fee Rate: Total reflects tuition revenue per student less the college's average applied tuition discount. Figures also reflect a 3% tuition increase annually. Fees related to upper-level nursing courses are added in years 3 through 5, projected at \$2,000 per student. This fee includes expenses associated with clinical courses for disposable medical supplies and costs associated with practicum courses. We are not anticipating part-time enrollment at this time.

3. Grants, Contracts, and Other External Sources: There are no other identified external resources at this time.

4. Other Sources: There are no other sources of revenue identified outside of the tuition and fees outlined in item b above at this time.

2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and

provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3 (First Nursing Courses)	Year 4	Year 5
	AY 24/25	AY 25/26	AY 26/27	AY 27/28	AY 28/29
1. Faculty (b + c below)	\$556,400	\$1,066,120	\$1,258,654	\$1,296,413	\$1,335,305
a. Number of FTE	4	6	7	7	7
b. Total Salary	\$428,000	\$820,092	\$968,195	\$997,241	\$1,027,158
c. Total Benefits	\$128,400	\$246,028	\$290,459	\$299,172	\$308,147
2. Admin. Staff (b + c below)	\$0	\$210,925	\$217,253	\$223,770	\$230,270
a. Number of FTE	0	2	2	2	2
b. Total Salary	\$0	\$162,250	\$167,118	\$172,131	\$177,131
c. Total Benefits	\$0	\$48,675	\$50,135	\$51,639	\$53,139
3. Support Staff (b + c below)	\$54,600	\$56,238	\$57,925	\$59,663	\$61,453
a. Number of FTE	1	1	1	1	1
b. Total Salary	\$42,000	\$43,260	\$44,558	\$45,895	\$47,271
c. Total Benefits	\$12,600	\$12,978	\$13,367	\$13,768	\$14,181
4. Technical Support and Equipment	\$30,000	\$440,000	\$50,000	\$50,000	\$50,000
5. Library	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
6. New or Renovated Space	\$210,000	\$2,800,000	\$0	\$0	\$0
7. Other Expenses (operational)	\$325,000	\$373,000	\$398,000	\$414,000	\$419,000
TOTAL (Add 1 – 7)	\$1,211,000	\$4,981,283	\$2,016,832	\$2,078,846	\$2,131,029

Expenditures Narrative:

1. Faculty (a.b.c.)

Faculty budget reflects Year 1: Director (1), Clinical Coordinator (1), Principle Faculty (2). Please note that the Director search is underway with anticipation for hire in AY 23/24 prior to launch in 24/25. A Clinical Coordinator is also planned to be hired in the year prior to launch as well upon program approval. A search for 2 additional principle faculty will begin following program approval with anticipated hire dates within the first year (launch year). Additional faculty each year after reflects addition of principle faculty. Faculty will not be teaching nursing courses until AY 26/27. Please note that McDaniel plans faculty investment for this program

prior to launch year as reflected in the hiring plan below. Salaries for faculty positions were reviewed and benchmarked by our HR office. Salaries assume a 3% increase annually. Benefits are calculated at 30% of salary

BSN Program Hiring Plan						
	Planning	Year 1 Program Launch, Admit first freshman cohort	Year 2	Year 3 First Upper- level nursing courses begin	Year 4	Year 5
Academic Year	23/24	24/25	25/26	26/27	27/28	28/29
Program Director (Total 1 FTE)	1					
Clinical Coordinator (Total 1 FTE)	1					
Principal Nurse Faculty (Total 5 FTE)		2	2	1		
Remediation and Assessment Coordinator (Total 1 FTE)			1			
Lab Manager (Total 1 FTE)			1			
Administrative Support Staff (Total 1 FTE)		1				
Please note that clinical nurse faculty and adjunct faculty will be hired to meet the needs of the program beginning in year 3 and will expand as the number of enrolled students grow. In total the program will have 7 Full-time faculty to include the Clinical Coordinator and 6 Principle faculty as well as a Program Director.						

2. Administrative Staff (a. b. c.)

The program anticipates hiring 2 administrative staff. The first will be a registered nurse who will be hired as the Assessment and Remediation Coordinator and the second will be a Lab Manager who will work with the faculty in both the skills and simulation lab. All salaries were reviewed and benchmarked by our HR office and assume a 3% increase annually. Benefits were calculated at 30% of salary.

3. Support Staff (a.b.c.)

A full-time administrative assistant will be hired to support the nursing program. Salaries were reviewed and benchmarked by our HR office and assume a 3% increase annually. Benefits were calculated using 30% of salary.

4. Technical Support and Equipment

Year 1 includes estimated cost of technology and furniture purchase for faculty and staff. Year 2 includes purchase of technology and furniture for faculty, classroom and lab technology, furniture and equipment anticipated for skill and simulation labs. Years 2 through 5 reflects estimated cost for software licenses and maintenance contracts.

5. Library Resources

Costs anticipated for purchase and maintenance of additional library resources required for this program. Please see library section of this proposal for anticipated resources needs.

6. New or Renovated Space

Space has been identified for renovation to create classrooms, skills and simulation lab space, faculty and staff offices, storage, student study rooms and other common spaces. Space is approximately 7,000 sq. ft. at a renovation cost of \$400 per sq. ft. for a total estimated budget of \$2.8 million. Year 1 reflects 7.5% of renovation costs for architect costs (\$210,000).

7. Other Expenses

Estimated operational costs include cost per student estimated at \$1,000 per student and other ancillary costs related to accreditation and memberships, faculty recruitment and training, faculty development, student recruitment and marketing, adjunct stipends, and other miscellaneous expenses to include student support funds for transportation, tutoring, and other support needs. See below estimates:

Estimated Operational Costs	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students	25	55	91	122	132
Operational Cost per student	\$25,000	\$55,000	\$91,000	\$122,000	\$132,000
Estimated Accreditation and Dues	\$20,000	\$25,000	\$10,000	\$10,000	\$10,000
Consultant	\$20,000	\$20,000	\$20,000	\$10,000	\$10,000
Student Recruitment and Marketing	\$50,000	\$50,000	\$40,000	\$30,000	\$30,000
Faculty recruitment and training	\$80,000	\$40,000	\$20,000	\$20,000	\$10,000
Adjunct	\$35,000	\$70,000	\$150,000	\$150,000	\$150,000
Misc.	\$95,000	\$113,000	\$67,000	\$72,000	\$77,000
	\$325,000	\$373,000	\$398,000	\$414,000	\$419,000

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Courses are evaluated via online student course evaluations which are reviewed by the department chair and the individual faculty member at the end of each semester; these evaluations include quantitative and qualitative components. Programmatic student learning outcomes are assessed via direct and indirect measures under the guidance of the standing Academic Assessment Committee as described in G.3.

Faculty teaching in the program will be evaluated in accordance with the faculty evaluation procedures of McDaniel College specified in the McDaniel College Faculty Handbook. At the time when franchised faculty are eligible for reappointment, tenure, promotion, or periodic review, the faculty member critically evaluates his or her performance as a teacher, reviews course evaluations, and provides evidence of effective teaching, service to the college, and scholarly and/or professional activity. The 5 elected members of the Faculty Affairs Committee review the materials submitted by the faculty member as well as the student course evaluations, rate the candidate's performance, and make a recommendation to the provost for employment

action. Adjunct faculty will be reviewed by the Program Director on a regular basis; adjunct faculty are evaluated based on their course evaluations and other materials they may submit to document their teaching effectiveness.

Student learning outcomes are evaluated as part of the nursing department's systematic plan of evaluation (SEP). The full SEP can be found in Appendix D.

3. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

In addition to the annual assessments of student learning outcomes conducted by the nursing department and overseen by the Academic Assessment Committee described earlier (see G.3), the program will engage in a periodic program review. The program review process is overseen by the Academic Planning Committee (APC) – a standing committee that is part of our faculty governance system. Faculty who teach in the program will prepare a self-study that includes data about course and program enrollment, faculty professional activity, student retention/graduation rates, assessments of student learning outcomes, alumni outcomes and satisfaction, a comparison of the program to similar programs at other colleges, nationwide trends in the discipline, an evaluation of the current strengths and challenges of the program, and a five-year strategic plan. The self-study is reviewed by the APC and feedback is provided. External consultants review the self-study and make an on-site visit to further evaluate the program's educational effectiveness and make recommendations for improvement. The last step of this year-long review process is the revision of the five-year plan to address any weaknesses or areas of improvement.

The student body is surveyed using several different methods. Annually, we complete the Higher Education Data Sharing (HEDS) Consortium's "Senior Survey," which asks seniors to report on five dimensions of their undergraduate experience: good teaching and high-quality Interactions with faculty, challenging assignments and high faculty expectations, interactions with diversity, growth on intellectual outcomes, and growth on civic outcomes. Secondly, we use the Student Satisfaction Inventory (SSI) from Ruffalo Noel Levitz, which measures student satisfaction and which issues are most important to them. Finally, we also utilize the National Survey of Student Engagement (NSSE), which looks at engagement indicators and high-impact practices. With each of these assessment methods, data can be disaggregated to a departmental/programmatic level. These reports are provided to department chairs for integration into their own assessment plans and departmental reviews as a measure of student satisfaction.

Regarding cost effectiveness, McDaniel College engages in a strategic planning process to determine the viability of its programs. This process involves developing a unique Strategic Enrollment Plan (SEP) for the program. As defined by Ruffalo Noel Levitz, Strategic Enrollment Planning is "a data-informed process that aligns an institution's fiscal, academic, co-curricular, and enrollment resources with its changing environment to accomplish the institution's mission and ensure the institution's long-term enrollment success and fiscal health." At McDaniel, this means each proposed academic program is reviewed through the lens of not only curricular innovation and mission alignment, but also program demand, departmental costs, investment needs, and long-term viability. This data is reviewed by the provost and a faculty committee whose focus is strategic planning and the budgetary health of the institution. At the program level, which informs the institutional level assessment process and program review process, the nursing department will evaluate the below areas annually as part of the program's systematic evaluation plan. A full view of the plan can be found in Appendix D.

1. Currency of the Nursing Program Curriculum
2. Student Achievement of Program Learning Outcomes
3. Evaluation of Program Policies
4. Student Evaluation of Nursing Courses (Didactic, Skills Laboratory)
5. Student Evaluation of Simulation Experiences
6. Student and Faculty Evaluation of the Clinical Learning Agencies
7. Overall Student Performance in Each Course
8. Program Outcomes: Completion Rates, NCLEX-RN Pass Rates, Employment Rates, Graduate Satisfaction, Employer Satisfaction

N. Consistency with the State’s Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution’s cultural diversity goals and initiatives.

McDaniel College is committed to minority student access and success. In accordance with this commitment, the College has created a diversity statement, requires general education courses related to cultural diversity, and offers co-curricular student programming, and faculty and staff development regarding working with a diverse student body.

Students of all ages, interests, professions, and backgrounds are encouraged to apply for undergraduate and graduate study. Fall enrollment data from 2022 show that 44% of our undergraduate student population identified as students of color, a number that has steadily increased since 2010. Most undergraduate students at McDaniel College (73%) come from the State of Maryland, and 38% are considered first-generation college students and 32% are Pell eligible. McDaniel College actively recruits prospective students through campus events and career fairs throughout the mid-Atlantic region.

All the students in the proposed program will complete general education courses which have been designed to educate students about different forms of diversity. Students will complete at least one multicultural course which will give students an understanding of the cultural pluralism of American society. Multicultural courses focus on the cultures and experiences of diverse groups in the United States that have been historically subordinated or marginalized and defined by such categories as race, gender, sexuality, class, religion, and disability. Students will complete at least two international courses, one of which must focus on a non-western region. International courses examine the perspectives and customs of cultures outside the U.S. or the relationship between the U.S. and world cultures. In addition to these general education course, our orientation program for first year students includes 3 sessions focused on diversity-related issues relevant to college students and those sessions span from the summer orientation through the end of the first semester so that we can address diversity education at multiple stages of their first year.

Many co-curricular, cultural activities are sponsored by the Office of Diversity, Equity, and Inclusion, while other activities are initiated by our many student organizations which provide social support and co-curricular events for students. (e.g., the Black Student Union, the Gender Sexuality Alliance, the Hispano-Latinx Alliance, the Asian Community Coalition, the Muslim Student Association, and the Jewish Student Union).

The faculty members who will teach in the proposed program participate in multiple professional development events focused on teaching and supporting students from diverse groups. Every August, McDaniel College holds a faculty development retreat and requires that faculty attend at least one session focused on diversity-related issues. Our newest full-time faculty members

Appendix A Letters of Support

Letters of support included in this proposal are:

Carroll Hospital
Sinai Hospital
Northwest Hospital
Carroll County Health Department
Carroll County Public Schools
Maryland Hospital Association
Maryland House Delegates District 5
Carroll County Commissioners
Westminster Mayor and City Council

December 13, 2022

James D. Fielder, Jr.
Maryland Higher Education Commission
Nancy S. Grasmick Building, 10th floor
6 North Liberty St.
Baltimore, MD 21201

Dear Secretary Fielder,

Please accept this letter as a confirmation of Carroll Hospital's full support and commitment to host nursing students for clinical placement from the anticipated new Bachelor of Science in Nursing Program at McDaniel College. In a time where Maryland hospitals face one of the most critical staffing shortages in recent history, it is incumbent upon us as healthcare professionals to do whatever we can to support and grow the supply nursing students. In Maryland alone, it is estimated that 5,000 nursing vacancies presently exist, and the problem is expected to worsen. Hospitals and academia alike are being called upon to work cooperatively to develop long-term strategies to solve the nursing shortage and Carroll Hospital, as well as our system (LifeBridge Health), is a willing and eager partner in this effort.

Carroll Hospital, like the majority of hospitals across the country and state, is feeling the impact of the nursing shortage. Currently, Carroll Hospital has 80 vacant nursing positions which has forced us to utilize short-term, expensive options such as travel nurses, as well as international nurses. LifeBridge Health in total is currently relying on 225 Travel nurses on a daily basis to address our staffing crisis.

Out of necessity, LifeBridge Health has begun recruitment of 341 international nursing services to fill the gap. We anticipate that 60 of those international nurses will arrive to Carroll Hospital over the next 6 months. These options are not only costly, but they are not sustainable long-term solutions, nor do they address our total unmet needs. For this reason, we approached McDaniel College, a highly regarded four-year higher education institution in our own backyard, for help and requested they develop a BSN program to provide a more sustainable nursing pipeline for our community and hospital. We have been working with Carroll Community College's associate nursing program for many years and have enjoyed the direct benefits of this partnership.

We remain steadfast in our commitment to this partnership as well. However, having a BSN program at our local four-year higher education institution (1) improves our ability to recruit prospective students from Carroll County who are considering a BSN, (2) provides opportunity for Carroll Community College students who desire to continue their education, and (3) elevates our ability to recruit and train highly qualified nurses to live and work in Carroll County.

Carroll Hospital leadership has met with both McDaniel College and Carroll Community College and the three institutions have committed to working together to address the nursing needs of our region. Carroll Hospital is fully committed to ensuring clinical placement of McDaniel's nursing students and to assuring our continued support of other partner schools at levels that we currently support. I look forward to our partnership both here at Carroll Hospital and within the LifeBridge Health system.

I am available to answer any questions you may have. Thank you for reviewing my letter of support.

Sincerely,

A handwritten signature in black ink, appearing to read "Garrett W. Hoover". The signature is fluid and cursive, with a large initial "G" and "H".

Garrett. W. Hoover, MA, MHA, FACHE
President & COO, Carroll Hospital Center
Sr. Vice President, LifeBridge Health



December 29, 2022

Julia Jasken
President McDaniel College
2 College Hill
Westminster, Maryland 21157

Dear Dr. Jasken,

Sinai Hospital of Baltimore is excited about the potential of partnering with McDaniel College to provide clinical site placement support for your new Bachelor of Science program. We are particularly excited about a program being in close proximity to Sinai Hospital since it will provide additional opportunities for us to recruit bachelor's prepared nurses, a current and ongoing priority of Sinai and the Lifebridge Health System.

Our preliminary conversations about how Sinai and McDaniel could partner and collaborate to inform your curriculum as it is developed and to find innovative ways to create early exposure of your nursing students to Sinai Hospital are exciting.

We have several other relationships with nursing programs in the state and will continue to be a good partner for these institutions as well as find ways in which we can work with McDaniel College. The future of nursing depends on our ability to work collaboratively and in partnership to solve the nursing workforce shortage. We stand ready and willing to be your partner.

Sincerely,

Amanda Shrou, DNP, RN, CCNS, CEN, EBP-C

Director of Clinical Excellence

Sinai Hospital

2401 W. Belvedere Ave. | Baltimore, MD 21215
410-601-6993 office | 410-601-5475 fax
ashrou@lifebridgehealth.org



December 16, 2022

Julia Jasken
President McDaniel College
2 College Hill
Westminster, Maryland 21157

Dear Dr. Jasken

I am writing to confirm the support of Northwest Hospital's commitment to partner with McDaniel College to provide clinical site placements for the proposed Bachelor of Science in Nursing program.

As you know, one of the main challenges hospitals are facing is the nursing workforce shortage. Your program, particularly given the geographic location, will be a resource for Northwest as we are eager to recruit and employ bachelor's prepared nurses.

We are excited about the possibilities of this partnership and our continued work with other programs where we have established relationships. Working collaboratively and thinking innovatively with all stakeholders will be important as we work to build a sustainable nursing workforce pipeline.

We are excited about the potential of your program and are eager to be part of the impact that it will have in building the nursing workforce pipeline.

Sincerely,

A handwritten signature in black ink that reads "V. Terry Laidlow". The signature is written in a cursive style and is positioned above a thin blue horizontal line.

V. Terry Laidlow, DNP, MS, RN.
Director of Education & Clinical Programs

A handwritten signature in black ink that reads "Kim Bushnell". The signature is written in a cursive style.

Kim Bushnell, DNP, RN, NEA
Chief Nurse Officer, VP of Nursing

Carroll County Health Department

Susan M. Doyle, R.N.
Health Officer

Robert P. Wack, M.D.
Deputy Health Officer



Public Health
Prevent. Promote. Protect.

290 South Center Street
Westminster, Maryland 21157

Main: 410-876-2152

FAX: 410-876-4988

Toll-Free: 800-966-3877

Website: cchd.maryland.gov

Dr. Julia Jaskin
President, McDaniel College
Westminster, MD 21157

12 December 2022

Dr. Jaskin,

The Carroll County Health Department fully supports the development of a Bachelor of Science in Nursing program and agrees to provide clinical site placement opportunities for student nurses in the following areas:

- Reproductive Health Clinic
- Vaccination Clinics
- Maternal Child Health programs/WIC/BCCP-Breast/Cervical/Colorectal Program/Dental Clinic/AERS Adult Evaluation and Review Services/Maryland Children's Health Program (MCHP) and Medical Assistance (MA)
- Pediatric Hearing/Vision screenings

CCHD places a very high priority on a robust nurse training pipeline in our community as so much of our community health work utilizes staff with deep connections to the community.

Continuing population growth in our community, an aging population, a growing immigrant community, and major turnover in the existing nursing labor force all necessitate increasing the capacity of local nurse training programs. It is in our interest to support such capacity building at McDaniel in any way we can.

We have a pre-existing collaborative relationship with McDaniel handling covid issues for the past several years.

Our Deputy Health Officer, Dr. Robert Wack, is a pediatrician with deep ties to the community, and is interested in assisting the program in any capacity as a medical provider to include guest lecturing and/or teaching.

In summary, the CCHD believes the planned nursing program at McDaniel College is in the best interest of CCHD and the wider community, and we plan on supporting McDaniel in every way possible.

Regards,

Susan Doyle, RN
Health Officer
Carroll County Health Department



Maryland
Hospital Association

December 21, 2022

James D. Fielder, Jr.
Maryland Higher Education Commission
6 N Liberty St.
Baltimore, MD 21201

Dear Secretary Fielder:

On behalf of the Maryland Hospital Association's (MHA) 60 member hospitals and health systems, we are pleased to comment on the development of a Bachelor of Science in Nursing (BSN) program at McDaniel College.

Maryland's health care workforce continues to be strained by the COVID-19 pandemic and lingering impacts of an aging workforce, early retirements, and staff burnout.

A [2022 GlobalData report](#), commissioned by MHA, estimated a statewide shortage of 5,000 full-time registered nurses and 4,000 licensed practical nurses. The report projected that, without intervention, shortages could double or even triple by 2035.

Last year we formed a task force of health care leaders to examine solutions to stabilize and grow Maryland's health care workforce. The task force released a [report](#) with recommendations to expand the workforce pipeline, remove barriers to health care education, retain the health care workforce, and leverage talent with new care models.

One critical component of growing the pipeline is ensuring there are adequate accessible pathways to pursue a health care career by investing in educational institutions in every part of the state. MHA supports McDaniel College's plan to open a BSN program as one solution to support the future supply of nurses the state desperately needs. MHA recognizes that access to clinical sites serves as a barrier to growing our nursing pipeline. We applaud Carroll Hospital's commitment to ensuring clinical placements of McDaniel nursing students while maintaining their partnerships with existing nursing programs. Working together to address barriers and grow our caregiver pipeline is essential to ensure we can care for Marylanders now and into the future.

Please contact me if you have any questions.

Sincerely,

Nicole Stallings
Executive Vice President & Chief External Affairs Officer
Maryland Hospital Association



Carroll County Public Schools

125 N. Court Street | Westminster, MD 21157

410-751-3000

410-751-3034 TTY

410-751-3003 FAX

Cynthia McCabe
Superintendent

December 15, 2022

To Whom it May Concern:

Carroll County Public Schools (CCPS) supports McDaniel College's efforts to develop a Bachelor of Science in Nursing (BSN) program. CCPS and McDaniel College have a longstanding partnership and have worked together for decades in the area of teacher preparation. The establishment of a BSN program will only strengthen our partnership to better serve Carroll County students and address the workforce shortage needs in nursing.

Our own Carroll County Career and Technology Center (CCTC) has been recently modernized and now is a state-of-the-art facility that houses our Academy of Health Professions. The Academy has an Honors Pre-Nursing program that serves approximately 62 students a year who seek a career in nursing. McDaniel's proposed BSN program would benefit our students by giving them a local option to pursue a degree in nursing. Given that nursing is among the fastest growing occupations and that the nursing shortages are projected to worsen, it is important that we develop and prepare a pipeline of students to enter this field. Having a program that keeps students local and gives them local clinical experiences will improve our chances to retain students to live and work in Carroll County.

Sincerely,

Nicholas R. Shockney
Assistant Superintendent of Instruction
Carroll County Public Schools
nrshock@carrollk12.org

SENATOR JUSTIN READY



DELEGATE SUSAN W. KREBS
DELEGATE APRIL ROSE
DELEGATE HAVEN SHOEMAKER

THE MARYLAND GENERAL ASSEMBLY
LEGISLATIVE DISTRICT 5
CARROLL COUNTY

December 12, 2022

Secretary James Fielder
Maryland Higher Education Commission
Nancy S. Grasmick Building, 10th floor
6 North Liberty St., Baltimore, MD 21201

Re: Support - McDaniel College application for BSN program

Dear Secretary Fielder,

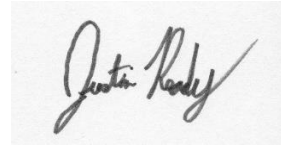
It is with enthusiasm that we submit this letter of support for McDaniel College's proposal to develop a new Bachelor of Science in Nursing program. As you know, the state's nursing workforce projections have been a looming concern for some time; however, COVID-19 has significantly exacerbated this concern, both short and long-term. As policymakers, we recognize that we play an important role in creating a multi-faceted approach to developing statewide solutions to include policy and funding support. However, it is also important that we understand and support the powerful role of health systems and institutions of higher education (IHE) as they work to address the problem at the local level.

Carroll Hospital has a longstanding relationship with Carroll Community College's nursing program, providing a great example of how partnerships like this can address the health care workforce needs of a local community. Carroll Hospital remains wholeheartedly committed to this partnership; however, the gap between supply and demand of nurses prepared to enter the workforce is widening. Therefore, having a local BSN program at McDaniel College will help fill this gap and will expose nursing students to career opportunities in the local region, thus enhancing the community's ability to recruit and retain highly qualified nursing students to live and work in Carroll County.

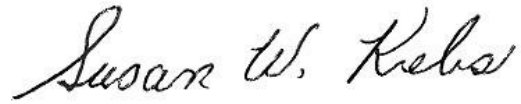
We understand that there are challenges to addressing nursing education, particularly related to clinical site placements. However, with the committed local partnership between McDaniel College and Carroll Hospital, in addition to support from other local and regional health care providers, this should not be a prohibiting factor in the approval of this program. We must recognize that the nursing workforce shortage requires flexibility, creativity, and innovation to eliminate all barriers and that building a nursing pipeline is a priority larger than the needs and interests of any single institution. We will have better success with creating long-term solutions if we focus on approaching them with a collaborative spirit.

On behalf of the local delegation and the community of Carroll County, we hope you provide your support and approval of this needed program. This program will have an immense positive impact on our ability to sustain the health and wellbeing of our community.

Sincerely,



Senator Justin Ready



Delegate Susan Krebs



Delegate April Rose



Delegate Haven Shoemaker

cc: Garrett Hoover, President, Carroll Hospital; Dr. Julia Jasken, President, McDaniel College;
Dr. James Ball, President, Carroll Community College

Board of County Commissioners

Edward C. Rothstein, President
Thomas S. Gordon III
Michael R. Guerin
Kenneth A. Kiler
Joseph A. Vigliotti



Carroll County Government

225 North Center Street
Westminster, Maryland 21157
410-386-2043; 1-888-302-8978
fax 410-386-2485
MD Relay 711/800-735-2258

December 22, 2022

James D. Fielder, Jr.
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

The Carroll County Commissioners would like to express our support for the development of a Bachelor of Science in Nursing program at McDaniel College.

The Carroll County Commissioners Office takes seriously its obligation to guide the county's long-range planning, and it is with this context that we fully support the development of McDaniel College's BSN in Nursing. As we are sure you are aware, Maryland hospitals are currently facing the most critical staffing shortage in recent history, with one in every four nursing positions currently vacant. An insufficient nursing pipeline is a large factor straining the workforce across the care continuum here in our state. The same shortages facing the state are felt for us locally, with Carroll Hospital Center currently facing nursing shortages of between 70-80 nurses each month. McDaniel's proposed BSN program would create a sustainable nursing pipeline for Carroll County. Replenishing the county and state healthcare workforce is a long-term solution that would allow our communities to be served with the highest quality of care. A supply of well-educated and local nurses would not only improve the county's economy, but also that of our local hospital that is currently resorting to costly and short-term solutions to manage the shortage.

We fully support a program that would allow not only our healthcare community to flourish, but also our county's economy. We also appreciate McDaniel's holistic plan to also partner with middle and high-school students in Carroll County to increase the number of students interested in the nursing profession earlier on in their education to better ensure their preparation to be successful.

The approval of this program will be an asset to students, healthcare workers, and the county partnerships that have already developed to address the nursing shortage impacting our state. We appreciate your careful consideration of our request and are happy to address any additional questions you may have.

Sincerely,

THE BOARD OF COUNTY COMMISSIONERS OF CARROLL COUNTY


Edward C. Rothstein (COL, Ret.)


Kenneth A. Kiler


Thomas S. Gordon III


Michael R. Guerin


Joseph A. Vigliotti

CITY OF WESTMINSTER
45 West Main Street
Westminster, Maryland 21157



TELEPHONE:
Local (410) 848-9000
Baltimore Line (410) 876-1313
www.westminstermd.gov

December 15, 2023

James D. Fielder, Jr.
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder,

On behalf of the Mayor and Common Council of the City of Westminster, please accept this letter expressing our support for the development of a new Bachelor of Science in Nursing program at McDaniel College. McDaniel College is the only four-year college in Carroll County, and as such, provides an essential workforce development pipeline for our city and region. This program will not only enhance Carroll County's ability to recruit and retain highly qualified nursing students to live and work in the community, but will also serve to strengthen partnerships between numerous Westminster institutions.

Initially responding to a request from Carroll Hospital Center to offer a bachelor's in Nursing, McDaniel College has spent significant effort to ensure that the program will be both supported by, and an advantage to, the city and surrounding community. They recognize that solving the critical shortage of nurses requires a multifaceted approach, which also includes increasing the pipeline of high school students interested in nursing as a profession. As part of this new program, McDaniel will partner with Carroll County Public Schools to increase the pipeline of students interested in nursing as a profession, both within and beyond the pre-nursing program at the Career and Technology Center in Westminster.

As members of a local government system that regularly involves both Westminster citizens and interest groups in the policymaking process, we approach community decisions with a collaborative spirit. We know that

nurses most often accept positions in the cities where they attend college and at the hospitals that sponsor their clinical site placements. The establishment of this bachelor's degree brings together McDaniel, Carroll Community College, Carroll Hospital, the Carroll County Health Department, Carroll County Public Schools, and others to work together towards the greater goal: lessening the gap between supply and demand in the nursing industry.

On behalf of the City Council of Westminster, we know that this program will have significant benefits to our city, our students, and our future nursing professionals, and we respectfully request your support and approval of this much-needed program.

Sincerely,



Dr. Mona Becker, Mayor

City of Westminster, Maryland

Appendix B

Competencies Aligned to Program Learning Outcomes

1. Deliver safe, quality, compassionate, evidence-based, patient-centered nursing care to diverse patients across the lifespan, populations, and communities in various healthcare settings.
 - a. Conduct an initial and ongoing comprehensive and/or focused assessment for diverse patients across the lifespan and in a variety of healthcare settings.
 - b. Use assessment data to identify patient, population, and/or community healthcare needs related to the maintenance or restoration of mental and physical health, and cultural and spiritual aspects of the human experience.
 - c. Plan nursing care based on evidence-based practice considering needs of each individual patient, population, or community.
 - d. Effectively communicate with all members of the healthcare team including the patient.
 - e. Implement care in a nonjudgmental and nondiscriminatory manner sensitive to patient diversity in a variety of healthcare settings.
 - f. Promote a culture of safety and caring implementing National Patient Safety Goals at the point of care in a variety of healthcare environments.
 - g. Provide individualized patient, population, and community education.
 - h. Deliver care within expected timeframe.
 - i. Monitor patient outcome data to evaluate the effectiveness of nursing care used as the basis for care revisions.
 - j. Provide patient-centered transitions of care and hand-off communications.
 - k. Safely perform nursing skills in a caring, non-judgmental manner.
 - l. Accurately document patient care using the information system present on the healthcare unit.
2. Engage in clinical judgment to make safe patient care and management decisions.
 - a. Follow a systematic approach to decision-making using a clinical judgment framework that supports the nursing process.
 - b. Anticipate risks and predict and manage potential complications for patients across the lifespan with a variety of healthcare concerns.
 - c. Prioritize patient problems/health concerns based on individual patient/population needs.
 - d. Use the clinical judgment framework to make non-patient care, management decisions.
3. Employ quality improvement processes and data to improve patient outcomes and system effectiveness.
 - a. Analyze quality improvement processes and data, including nurse sensitive indicators, to identify opportunities for improving care.
 - b. Examine nursing's role in improving healthcare quality and safety.
 - c. Play a role in analyzing errors and implementing practice changes.
 - d. Examine institutional practices and policies to determine the presence of health equity issues related to social determinants of health.
4. Collaborate using therapeutic and professional communication techniques with members of the healthcare team including the patient.
 - a. Engage in professional communication with all members of the healthcare team, including the patient, and members of populations and communities served.
 - b. Collaborate with members of the healthcare team to coordinate the plan of care.
 - c. Use principles of conflict resolution and productive communication to resolve issues in the healthcare environment.

5. Use information management and patient care technologies to deliver informed care in various healthcare settings.
 - a. Effectively use patient care technologies and information systems to support safe nursing practice.
 - b. Evaluate the role of patient care technologies and information systems to improve patient outcomes.
 - c. Evaluate data from relevant information and technology sources to inform the delivery of care.
 - d. Use high quality electronic sources of healthcare information to plan patient care.

6. Employ legal, ethical, and leadership principles to guide professional nursing practice in various healthcare systems.
 - a. Practice within the legal and ethical guidelines governing nursing practice including the Code of Ethics in COMAR 10.27.19.
 - b. Apply professional practice standards (ANA Standards of Practice) when planning patient care.
 - c. Engage in teaching about, and supervision of, nursing tasks and procedures delegated to unlicensed persons and other nursing personnel.
 - d. Serve as a patient advocate and help patients to advocate for themselves to promote the best interest of the individual, population, or community.
 - e. Use knowledge of healthcare organizations including financial and payment processes when planning patient care.
 - f. Engage in legislative processes that support nursing care and the nursing profession.
 - g. Advocate for the health of vulnerable populations recognizing the impact of health disparities and social determinants of health on care outcomes.
 - h. Develop a plan for ongoing professional development and lifelong learning.

Appendix B

Competencies Aligned to Program Learning Outcomes

1. Deliver safe, quality, compassionate, evidence-based, patient-centered nursing care to diverse patients across the lifespan, populations, and communities in various healthcare settings.
 - a. Conduct an initial and ongoing comprehensive and/or focused assessment for diverse patients across the lifespan and in a variety of healthcare settings.
 - b. Use assessment data to identify patient, population, and/or community healthcare needs related to the maintenance or restoration of mental and physical health, and cultural and spiritual aspects of the human experience.
 - c. Plan nursing care based on evidence-based practice considering needs of each individual patient, population, or community.
 - d. Effectively communicate with all members of the healthcare team including the patient.
 - e. Implement care in a nonjudgmental and nondiscriminatory manner sensitive to patient diversity in a variety of healthcare settings.
 - f. Promote a culture of safety and caring implementing National Patient Safety Goals at the point of care in a variety of healthcare environments.
 - g. Provide individualized patient, population, and community education.
 - h. Deliver care within expected timeframe.
 - i. Monitor patient outcome data to evaluate the effectiveness of nursing care used as the basis for care revisions.
 - j. Provide patient-centered transitions of care and hand-off communications.
 - k. Safely perform nursing skills in a caring, non-judgmental manner.
 - l. Accurately document patient care using the information system present on the healthcare unit.
2. Engage in clinical judgment to make safe patient care and management decisions.
 - a. Follow a systematic approach to decision-making using a clinical judgment framework that supports the nursing process.
 - b. Anticipate risks and predict and manage potential complications for patients across the lifespan with a variety of healthcare concerns.
 - c. Prioritize patient problems/health concerns based on individual patient/population needs.
 - d. Use the clinical judgment framework to make non-patient care, management decisions.
3. Employ quality improvement processes and data to improve patient outcomes and system effectiveness.
 - a. Analyze quality improvement processes and data, including nurse sensitive indicators, to identify opportunities for improving care.
 - b. Examine nursing's role in improving healthcare quality and safety.
 - c. Play a role in analyzing errors and implementing practice changes.
 - d. Examine institutional practices and policies to determine the presence of health equity issues related to social determinants of health.
4. Collaborate using therapeutic and professional communication techniques with members of the healthcare team including the patient.
 - a. Engage in professional communication with all members of the healthcare team, including the patient, and members of populations and communities served.
 - b. Collaborate with members of the healthcare team to coordinate the plan of care.
 - c. Use principles of conflict resolution and productive communication to resolve issues in the healthcare environment.

5. Use information management and patient care technologies to deliver informed care in various healthcare settings.
 - a. Effectively use patient care technologies and information systems to support safe nursing practice.
 - b. Evaluate the role of patient care technologies and information systems to improve patient outcomes.
 - c. Evaluate data from relevant information and technology sources to inform the delivery of care.
 - d. Use high quality electronic sources of healthcare information to plan patient care.

6. Employ legal, ethical, and leadership principles to guide professional nursing practice in various healthcare systems.
 - a. Practice within the legal and ethical guidelines governing nursing practice including the Code of Ethics in COMAR 10.27.19.
 - b. Apply professional practice standards (ANA Standards of Practice) when planning patient care.
 - c. Engage in teaching about, and supervision of, nursing tasks and procedures delegated to unlicensed persons and other nursing personnel.
 - d. Serve as a patient advocate and help patients to advocate for themselves to promote the best interest of the individual, population, or community.
 - e. Use knowledge of healthcare organizations including financial and payment processes when planning patient care.
 - f. Engage in legislative processes that support nursing care and the nursing profession.
 - g. Advocate for the health of vulnerable populations recognizing the impact of health disparities and social determinants of health on care outcomes.
 - h. Develop a plan for ongoing professional development and lifelong learning.

Appendix C

Crosswalk BSN SLO, AACN Essentials Domain, Courses where SLO will be addressed		
BSN SLO	AACN Essentials Domain	Courses
1. Deliver safe, quality, compassionate, evidence-based, patient-centered nursing care to diverse patients across the lifespan, populations, and communities in various healthcare settings.	1- Knowledge, 2- Patient-centered Care, 3- Population Health , 4- Scholarship for Nursing Practice	Health Assessment, Fundamentals of Professional Nursing, Pathophysiology, Pharmacology, Adult Health Nursing, Mental Health Nursing, Nursing Care of Children, Leadership and Management in Nursing/Health Systems, Population Nursing Research and Evidence-based Practice, Nursing Capstone and Leadership, Transition to Nursing Practice, Nursing Practice to Improve Patient Outcomes, Understanding Transcultural Nursing
2. Engage in clinical judgment to make safe patient care and management decisions.	1 - Knowledge	Health Assessment, Clinical Judgement, Fundamentals of Professional Nursing, Pathophysiology, Pharmacology, Adult Health Nursing, Diversity, Equity and Inclusion in Nursing Practice, Mental Health Nursing, Nursing Care of Children, Leadership and Management in Nursing/Health Systems, Population Health, Nursing Research and Evidence-based Practice, Nursing Capstone and Leadership, Transition to Nursing Practice, Nursing Practice to Improve Patient Outcomes, Understanding Transcultural Nursing
3. Employ quality improvement processes and data to improve patient outcomes and system effectiveness.	5- Quality and Safety	Fundamentals of Professional Nursing , Pharmacology, Adult Health Nursing,, Mental Health Nursing, Nursing Care of Children, Leadership and Management in Nursing/Health Systems, Population Health, Nursing Research and Evidence-based Practice, Nursing Capstone and Leadership, Transition to Nursing Practice, Nursing Practice to Improve Patient Outcomes, Understanding Transcultural Nursing
4. Collaborate using therapeutic and professional communication techniques with members of the healthcare team including the patient.	6- Interprofessional Partnerships	Health Assessment, Fundamentals of Professional Nursing, Pathophysiology, Pharmacology, Adult Health Nursing, Diversity, Equity and Inclusion in Nursing Practice, Mental Health Nursing, Nursing Care of Children, Leadership and Management in Nursing/Health, Population Health, Nursing Research and Evidence-based Practice, Nursing Capstone and Leadership, Transition to Nursing Practice, Nursing Practice to Improve Patient Outcomes, Understanding Transcultural Nursing
5. Use information management and patient care technologies to deliver informed care in various healthcare settings.	8- Informatics and Health Care Technologies	Health Assessment, Fundamentals of Professional Nursing, Pharmacology, Adult Health Nursing, Mental Health Nursing, Nursing Care of Children, Population Health, Nursing Research and Evidence-based Practice, Nursing Capstone and Leadership, Nursing Practice to Improve Patient Outcomes

<p>6. Employ legal, ethical, and leadership principles to guide professional nursing practice in various healthcare systems.</p>	<p>7- System-based practice, 9- Professionalism, 10- Personal, Professional and Leadership Development</p>	<p>Health Assessment, Fundamentals of Professional Nursing, Pathophysiology, Pharmacology, Adult Health Nursing, Mental Health Nursing, Nursing Care of Children, Population Health, Nursing Research and Evidence-based Practice, Nursing Capstone and Leadership, Nursing Practice to Improve Patient Outcomes</p>
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Appendix E
First Year (General Ed and Prerequisites)

Fall	Credits	Spring	Credits
ENG 1101 (or spring) or ENG 1002	4	BIO 1120 Human Anatomy with lab BIO 1104	4
CHEM 1103: Gen Chem 1 or CHEM XXXX: Chemistry for Health Professionals (<i>or MAT 1100, if needed</i>)	4	Psych 1106 Into to Psychology	4
BIO 1111: Principles of Biology & Lab BIO 1101	4	STA 2215: Statistics	4
First Year Seminar (could develop some with health care/nursing focus) – not required for major	4	Gen Ed or Elective or ENG 1101	4
Total Credits	16	Total Credits	16

Jan Term Year 1
My Design – 2 Credits

Second Year (General Ed and Prerequisites)			
BIO 2211 Human Physiology with lab BIO 2201	4	BIO XXXX: Microbiology for Health Professionals	4
PSY 2209: Developmental Psychology	4	KIN 2325: Nutrition	4
Gen Ed or Elective (<i>Or CHEM if needed MAT 1100 earlier</i>)	4	SOC 1104: Intro to Sociology	4
Second Language – 1 st Level	4	Second Language – 2 nd Level	4
Total	16	Total	16

Many students will take their Creative Expression course and Textual Analysis course where it says, “Gen Ed or Elective.” If students need to take ENG 1002 and/or MAT 1100, they may need to take their Creative Expression and/or Textual Analysis during a 20-credit semester or during the summer. However, given our new math placement system, most nursing students will not need to take MAT 1100 because they will instead be advised to re-learn arithmetic and algebra skills through the ALEKS PPL online modules at their convenience before enrolling in CHE or STA. Students who come in with sufficient AP scores could place out of certain classes in ENG, BIO, PSY, SOC, and/or second language. The second language sequence may be started earlier given that some other courses could be taken later (depending upon placements).

Students will be required to meet specific academic and professional dispositional requirements to continue in the nursing major in years 3 and 4. The Board of Nursing and the CCNE accrediting body will require that academic and professional disposition requirements be in place before students begin nursing courses.

Nursing Courses – Year 3 and 4

Third Year (First Year of Nursing Courses)			
Fall	Credits	Spring	Credits
NUR XXXX: Health Assessment (2 theory; 1 skills lab)	3	NUR XXXX: Pharmacology (3 theory)	3
NUR XXXX: Clinical Judgment in Nursing (2 theory)	2	NUR XXXX: Adult Health Nursing (4 theory, 3 simulation/clinical)	7
NUR XXXX: Fundamentals of Professional Nursing (3 theory, 2 clinical, 2 skills lab)	7	NUR XXXX: Understanding Transcultural Nursing	3
NUR XXXX: Pathophysiology (3 theory)	3	NUR XXXX: Mental Health Nursing (2 theory, 1 clinical)	3
Total Credits	15	Total Credits	16

Fourth Year (Second Year of Nursing Courses)			
Fall	Credits	Spring	Credits
NUR XXXX: Nursing Care of the Reproducing Family (2 theory, 1 simulation/clinical)	3	NUR XXXX: Nursing Capstone and Leadership (2 theory, 1 clinical)	3
NUR XXXX: Nursing Care of Children (2 theory, 1 simulation/clinical)	3	NUR XXXX: Nursing Care of Complex Patients (3 theory, 4 simulation/clinical)	8
NUR XXXX: Leadership and Management in Nursing/Health Care Systems (3 theory)	3	NUR XXXX: Transition to Nursing Practice (3 theory)	3
NUR XXXX: Population Health (2 theory, 1 clinical)	3	NUR XXXX: Nursing Practice to Improve Patient Outcomes	2
NUR XXXX: Nursing Research: Evidence-based Practice (3 theory)	3		
Total Credits	15	Total Credits	16

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DETACH THIS VOUCHER BEFORE DEPOSITING CHECK				SUBTOTALS ▶	850.00	0.00	
VENDOR NO. 0558453		DATE ISSUED: 12/16/22		NET AMOUNT OF VOUCHER ▶		850.00	