December 18, 2020

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

Dear Dr. Fielder:

The National Council State Boards of Nursing (NCSBN) is engaged in a project to revise the NCLEX exam. The Next Generation NCLEX (NGN) will have an increased focus on clinical judgment with a higher level of synthesis and integration of concepts expected of graduates. The nursing curriculum is being substantially revised in order to meet these requirements.

Substantial Change to Academic program for Commission review:

Program	CIP	HEGIS
Practical Nursing Certificate	51.3901	5209.01

If further information is required, please contact Rodney Redmond, Acting Vice President of Academic Affairs at ryredmond@csmd.edu.

Sincerely,

Dr. Maureen Murphy
President

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

Institution Submitting Proposal	College of Southern Maryland

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 X ○ No	Payment Type:	○ R*STARS ⊗ Check	$50.00 Date Submitted:	2.11.2021

Department Proposing Program	School of Science and Health, College of Southern Maryland
Degree Level and Degree Type	Certificate
Title of Proposed Program	Practical Nursing Certificate
Total Number of Credits	42
Suggested Codes	HEGIS: 5209.01 / CIP: 51.3901
Program Modality	X On-campus ○ Distance Education (_fully online_) ○ Both
Program Resources	X Using Existing Resources ○ Requiring New Resources
Projected Implementation Date	X Fall ○ Spring ○ Summer Year: 2021
Provide Link to Most Recent Academic Catalog	URL: https://catalog.csmd.edu/

Preferred Contact for this Proposal	Name: Dr. Laura Polk
	Title: Dean, School of Science and Health
	Phone: 301.934.7535
	Email: lvpolk@csmd.edu

President/Chief Executive	Type Name: Maureen Murphy, PhD
	Signature: _Maureen Murphy_ Date: 2/10/2021

MARYLAND HIGHER EDUCATION COMMISSION
6 N. Liberty Street • 10th Floor • Baltimore, MD 21201
T 410.767.3300 • 800.974.0203 • F 410.332.0270 • TTY for the Deaf 800.735.2258
www.mhec.maryland.gov

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

The College of Southern Maryland Certificate in Practical Nursing prepares students to work as nursing professionals coordinating care for clients with basic health issues. The program is a living example of the college's values of Diversity, Excellence, Innovation, Integrity, Knowledge, Respect, and Teamwork as students learn the principles and practices of nursing to promote achievement of optimal health outcomes. PN graduates participate in collaborative decision-making using the nursing process and render care in long term/transitional care facilities and community-based settings. Graduates of the program are prepared to test for the practical nursing (LPN) license through the National Council Licensure Examination (NCLEX); and are provided an educational foundation to articulate for further study at the associate degree level.

The Certificate in Practical Nursing enhances lives and strengthens the healthcare workforce in southern Maryland which is consistent with the College of Southern Maryland's mission to enhance lives and strengthen the economic vitality of a diverse and changing region by providing affordable postsecondary education, workforce development and cultural and personal enrichment opportunities (CSM, 2018). The program allows students to attain a credential which will open opportunities for greater earning potential, career growth and support the regional need for qualified nursing professionals.

Successful completion of the Certificate in Practical Nursing program offers a life-long professional career path which requires continuous adaptation to the changing healthcare landscape within the local community and nationally. There is an expectation of future learning as part of career advancement. This intent embodies the Vision of CSM to transform lives through lifelong learning and service.

College of Southern Maryland (2018), *Mission, Vision, and Values Statement*, retrieved on January 18, 2021 from https://www.csmd.edu/about/mission-vision-and-values/.

Nursing professionals are a vital part of the health care team. Nurses are at the center of client care, managing individual, family, and community care needs and education; collaborating with other healthcare team members to support health outcomes; and leading transformation of the healthcare environment to promote safety, quality, and integrity of care. The need for advancement and evolution of knowledge is evident as nurses are expected to be perceptive to client needs through excellent communication, emotional intelligence, critical thinking, and clinical reasoning skills. Nurses are often at the hub of care and provide a connection to other clinicians and social services. Nurses are required to be proficient with nursing practices, but there is also an expectation of discipline specific knowledge such as medical terminology, anatomy & physiology, pharmacology, nutrition, legal/ethical principles, management, and technology. Nursing professionals need to have current knowledge in the ever-changing healthcare environment with lifelong learning a key component of nursing practice.

In support of Maryland's State Plan for Postsecondary Education, the state has a fundamental commitment to equity, equality, and embracing diversity (MHEC, 2017). To continue Maryland's status as a leading state in providing access to higher education to our citizens through a variety of focused programs, the changes to the College of Southern Maryland's Certificate in Practical Nursing program are essential. The curriculum changes integrate a set of core concepts across the curriculum enhancing a focus on health disparities, culturally competent care, and population based health. Also consistent with the State Plan, the nursing program incorporates strategies that promote student success through its nursing retention services; and provides an affordable and quality option for postsecondary education in the southern Maryland region.

Maryland Higher Education Commission (October 30, 2017). Higher Education Today: Partners of Maryland's Postsecondary Education and Current Initiatives. Retrieved on January 18, 2021 from https://mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx

The Bureau of Labor Statistics (BLS) projects growth for practical nurses as faster than average. An aging population, increase in chronic disease, and focus on residential and home health services is fueling this trend. It is anticipated that there is a need for 65,700 additional practical nurses by 2029 which amounts to a 9% annual growth rate.

According to the Bureau of Labor and Statistics (BLS) Occupational Outlook Handbook 2020 the median hourly wage of practical nurses in May 2019 was $22.83 per hour, and the annual median pay was $47,480.

The Maryland Department of Labor projects that the annual growth rate for practical nurses in southern Maryland will be flat. The expected growth rate is 2.6% annually with over 44 annual openings for practical nursing positions between 2016-2026.

According to the Maryland Department of Labor the median hourly wage of registered nurses in southern Maryland was above the national average at $27.91 per hour in 2019.

US Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook. https://www.bls.gov/ooh/healthcare/registered-nurses.htm. Retrieved January 18, 2021.

Maryland Occupational Employment and Wage Estimates 2019. https://www.dllr.state.md.us/lmi/wages/page0380.htm. Retrieved January 18, 2021.

In the state of Maryland there are 15 community colleges that offer a certificate in practical nursing. in nursing. The purpose of each of these is completion of a pre-licensure program that prepares the graduate to test for the practical nurse license through the NCLEX-PN and begin professional nursing practice.

Institution	2016	2017	2018	2019
Allegany College of Maryland	18	16	12	15
Anne Arundel Community College	8	8	14	25
Baltimore City Community College	6	8	8	16
Carroll Community College	15	8	3	2
Cecil College	5	8	11	18
Chesapeake College	0	0	0	0
College of Southern Maryland	10	7	0	8
Community College of Balt. County	31	24	25	34

Frederick Community College	11	5	0	0
Hagerstown Community College	10	11	21	23
Harford Community College	0	0	0	0
Howard Community College	11	7	3	14
Prince George's Community College	5	0	4	0
Washington Adventist University	0	0	0	0
Wor-Wic Community College	68	63	60	49
	198	165	161	204

While there are a substantial number of nursing programs located across the state of Maryland, the College of Southern Maryland's Certificate in Practical Nursing program specifically targets the southern Maryland region of Charles, Calvert, and St Mary's counties. There are no other nursing programs in this part of the state which makes it particularly important for higher education access for the Region. It is well supported by community partnerships with graduates finding local employment readily available.

Chart created using Academic Program Inventory data from the Maryland Higher Education Commission: https://mhec.maryland.gov/institutions_training/pages/heprograms.aspx Retrieved January 18, 2021.

No HBIs currently offer the Certificate in Practical Nursing.

As a result of the Maryland statewide nursing articulation agreement, graduates from the College of Southern Maryland's Certificate in Practical Nursing program can complete their associate degree with any public community college. Practical Nurses with an active unencumbered Maryland or compact LPN license articulating to the Associate Degree level are awarded a maximum of one year of nursing courses in the program they are entering, following successful completion of the program's transition course(s), if required.

Once the associate degree and RN license is attained, students are prepared to complete the BSN. The state-wide articulation model provides for acceptance of a maximum of 70 non-nursing credits and a minimum 30 upper division nursing credits. Both Bowie and Coppin State universities accept RN-BSN students through the state articulation.

A comparison of the current curriculum to the proposed curriculum can be found directly below. This is followed by a detailed description of the proposed changes to include student learning outcomes, program sequence and course descriptions.

Current Curriculum		Proposed NEW Curriculum	
Course Name	**Credit**	**Course Name**	**Credits**
NUR 1015: Introduction to Nursing	1	NUR 1050: Introduction to Professional Nursing	2
NUR 1030: Current Issues of the Older Adult	1	PSY 1010: General Psychology	3
ENG-1010 Composition and Rhetoric	3	ENG-1010 English Composition	3
BIO-2070 Integrated Human Anatomy & Physiology I	3	BIO-2070 Integrated Human Anatomy & Physiology I	3
BIO-2070L Integrated Human Anatomy & Physiology I Lab	1	BIO-2070L Integrated Human Anatomy & Physiology I Lab	1

NUR 1115: Fundamentals of Nursing	3	NUR 1175: Foundations of Professional Nursing Practice	4
NUR 1115L: Fundamentals of Nursing Lab	4	NUR 1175L: Clinical Application: Foundations of Professional Nursing Practice	3
BIO-2080 Integrated Human Anatomy & Physiology II	3	BIO-2080 Integrated Human Anatomy & Physiology II	3
BIO-2080L Integrated Human Anatomy & Physiology II Lab	1	BIO-2080L Integrated Human Anatomy & Physiology II Lab	1
BIO 1650: Survey of Microbiology	1	PSY 2050 Human Development Through the Life Span	3
NUR 1215: Nursing Care of Adults I	4	NUR 1275: Professional Nursing Practice: Care of the Adult Person with Basic Health Needs	4
NUR 1215L: Nursing Care of Adults I Lab	5	NUR 1275L: Clinical Application of Professional Nursing Practice: Care of the Adult Person with Basic Health Needs	3
Communication Acceptable: COM 1010, COM 1250, COM 1350	3	NUR 1250: Professional Nursing Practice: Care of the Person with Behavioral Health Needs	2
		NUR 1250L: Clinical Application of Professional Nursing Practice: Care of the Person with Behavioral Health Needs	1
NUR 1320: Advanced Nursing Care for the Practical Nurse	4	COM 1350: Intercultural communication	3
NUR 1320L: Advanced Nursing Care for the Practical Nurse Lab	3	NUR 1375: Practical Nursing Care and Transition to Practice	3
		NUR 1375L: Clinical Application of Practical Nursing: Advanced Care and Transition to Professional Practice	2
Total	**40**	**Total**	**45**

Certificate in Practical Nursing	
General Education	
English Composition	ENG-1010 - Composition and Rhetoric* (3)
Arts/Humanities	COM 1350 – Intercultural Communication* (3)
Biological/Physical Sciences	BIO 2070 - Integrated Human Anatomy& Physiology I* (3)
Biological/Physical Sciences (with lab)	BIO 2080 - Integrated Human Anatomy& Physiology 2* (3) BIO 2080L - Integrated Human Anatomy& Physiology 2 Lab* (1)
Social/Behavioral Sciences	PSY 1010 – General Psychology* (3) PSY 2050 – Human Development Through the Life Span* (3)

Other General Education	BIO 2070L - Integrated Human Anatomy& Physiology I Lab* (1)
	Total General Education= 20
Major requirements	BIO 1650 Survey of Microbiology (1) NUR 1050: Introduction to Professional Nursing* (2) NUR 1175: Foundations of Professional Nursing Practice* (4) NUR 1175L: Clinical Application: Foundations of Professional Nursing Practice* (3) NUR 1250: Professional Nursing Practice: Care of the Person with Behavioral Health Needs* (2) NUR 1250L: Clinical Application of Professional Nursing Practice: Care of the Person with Behavioral Health Needs* (1) NUR 1275: Professional Nursing Practice: Care of the Adult Person with Basic Health Needs* (4) NUR 1275L: Clinical Application of Professional Nursing Practice: Care of the Adult Person with Basic Health Needs* (3) NUR 1375: Practical Nursing Care and Transition to Practice* (3) NUR 1375L: Clinical Application of Practical Nursing: Advanced Care and Transition to Professional Practice (2)
	Major Requirements = 25
Electives	
	Electives= 0
	Credit total= 45
*courses requiring a prerequisite	

At the completion of the PN certificate program students will be able to:

1. Apply components of clinical reasoning to formulate clinical judgment decisions to deliver safe, patient-centered care.
2. Contribute inter-professionally with the health care team to manage care across the healthcare continuum.
3. Apply the nursing process to achieve patient health outcomes.
4. Demonstrate professional core values congruent with the practice of practical nursing.

Recommended Course Sequence:

Pre- Clinical Semester

Course	Credits
NUR 1050: Introduction to Professional Nursing	2
PSY 1010: General Psychology	3
ENG-1010 English Composition	3
COM 1350: Intercultural Communication	3
BIO-2070 Integrated Human Anatomy & Physiology I	3
BIO-2070L Integrated Human Anatomy & Physiology I Lab	1
TOTAL	**15**

Clinical Semester 1

Course	Credits
NUR 1175: Foundations of Professional Nursing Practice	4
NUR 1175L: Clinical Application: Foundations of Professional Nursing Practice	3
BIO-2080 Integrated Human Anatomy & Physiology II	3
BIO-2080L Integrated Human Anatomy & Physiology II Lab	1
PSY 2050 Human Development Through the Life Span	3
TOTAL	**14**

Clinical Semester 2

Course	Credits
BIO 1650: Survey of Microbiology	1
NUR 1275: Professional Nursing Practice: Care of the Adult Person with Basic Health Needs	4
NUR 1275L: Clinical Application of Professional Nursing Practice: Care of the Adult Person with Basic Health Needs	3
NUR 1250: Professional Nursing Practice: Care of the Person with Behavioral Health Needs	2
NUR 1250L: Clinical Application of Professional Nursing Practice: Care of the Person with Behavioral Health Needs	1
TOTAL	**11**

Clinical Semester 3

Course	Credits
NUR 1375: Practical Nursing Care and Transition to Practice	3
NUR 1375L: Clinical Application of Practical Nursing: Advanced Care and Transition to Practice	2
TOTAL	**5**

COURSE DESCRIPTIONS

ENG-1010 Composition and Rhetoric (3 Credits)
Students in this course complete their first semester college-level composition course. Students focus on planning, organizing, and developing a variety of argumentative compositions. Students practice the conventions of written Standard American English, gain information literacy skills, and learn research and documentation techniques including conducting online and print research and documenting sources. By the end of the semester, students demonstrate their ability to write a unified and coherent argument-based essay of about one thousand words that incorporates research and is nearly free of grammatical, mechanical, and structural errors.

PSY-1010 General Psychology (3 Credits)
Students learn the scientific method as applied to human perception, motivation, learning, development, personality, abnormal behavior, adjustment to stress, states of consciousness, biology of behavior, and sexuality. Current findings are surveyed. This introductory course prepares students for advanced work in the social sciences, especially psychology. Basic language skills are presumed, used, and evaluated. This course satisfies the General Education Social/Behavioral Science requirement.

PSY-2050 Human Development Through the Life Span (3 Credits)
Human physical, intellectual, and personality (social-emotional) development through the whole life span are surveyed using models from the psychoanalytic, behavioral, and humanistic approaches. Basic language skills are presumed, used, and evaluated. This course satisfies the General Education Social/Behavioral Science requirement.

BIO-2070 Integrated Human Anatomy & Physiology I (3 Credits)
Students study the anatomy and physiology of human body cells, tissues, and the integumentary, skeletal, muscular,nervous (including special senses), endocrine,and reproductive systems. Homeostatic mechanisms are emphasized. Students are required to participate in a recitation. This course satisfies the General Education Biological Science requirement.

BIO-2070L Integrated Human Anatomy & Physiology I Lab (1 Credits)
Students dissect preserved specimens, which includes a brain and eye, and perform a VH (virtual human) dissection on the VH dissector and home software for the muscles and reproductive systems. Human models are also used for the units. Students also perform physiological experiments. This course satisfies the General Education Biological Science requirement.

BIO-2080 Integrated Human Anatomy & Physiology II (3 Credits)
Students study the anatomy and physiology of the human digestive, circulatory, excretory, and respiratory systems. They study fluids, electrolytes, and acid-base balance. Homeostatic mechanisms are emphasized. This course satisfies the General Education Biological Science requirement.

BIO-2080L Integrated Human Anatomy & Physiology II Lab (1 Credits)
Students use models, the Virtual Human (VH) dissection table and home software to identify anatomical structures for the respiratory, cardiovascular, urinary, and digestive systems. Preserved specimen are also dissected to complement the learning. Students also perform physiological experiments. This course satisfies the General Education Biological Science requirement.

BIO-1650 Survey of Microbiology (1)
Students study different groups of disease causing microorganisms and how they are transmitted and controlled.

COM-1350 Intercultural Communications (3 Credits)
Students learn the theories of intercultural communication and the skills that allow for effective communication with diverse cultures. Units may include understanding diversity, perception, nonverbal communication, and intercultural communication in the workplace.

NUR 1050 Introduction to Professional Nursing (2 Credits)
This course introduces the student to the nursing profession and how nursing influences the healthcare system. Content related to the current health care system and the evolution of nursing provides a framework for introducing foundational nursing principles that guide the profession and promote quality nursing care. Students gain an understanding of academic resources and student success services while exploring the role of the professional nurse.

NUR 1175 Foundations of Professional Nursing Practice (4 Credits)
Students are introduced to the metaparadigm of nursing while focusing on distinct concepts and key competencies relevant to the profession. Students are introduced to the use of the nursing and clinical judgment processes to manage safe, patient-centered care to achieve health outcomes for the Person across the lifespan in a variety of settings of care. Students explore professional nursing roles, core values and interprofessional collaboration integrated in nursing practice.

NUR 1175L Clinical Application: Foundations of Professional Nursing Practice (3 credits)
Through clinical application, students are introduced to the metaparadigm of nursing while focusing on distinct concepts and key competencies relevant to the profession. Students use the nursing and clinical judgment processes to manage safe, patient-centered care to achieve health outcomes for the Person across the lifespan across the lifespan in a variety of settings of care.

Students explore professional nursing roles, core values and interprofessional collaboration integrated in nursing practice.

NUR 1250 Professional Nursing Practice: Care of the Person with Behavioral Health Needs (2 credits)
The metaparadigm of nursing, distinct concepts and key competencies relevant to the profession are reinforced. Students apply the use of the nursing and clinical judgment processes to manage safe, patient-centered care to achieve health outcomes for the Person with behavioral health needs in a variety of settings of care. Interprofessional collaboration is reinforced as students develop professional nursing roles and core values integrated in nursing practice.

NUR 1250L Clinical Application of Professional Nursing Practice: Care of the Person with Behavioral Health Needs (1 credit)
Through clinical application, the metaparadigm of nursing, distinct concepts and key competencies relevant to the profession are reinforced. Students apply the nursing and clinical judgment processes to manage safe, patient-centered care to achieve health outcomes for the Person with behavioral health needs in a variety of settings of care. Interprofessional collaboration is reinforced as students develop professional nursing roles and core values integrated in nursing practice.

NUR 1275 Professional Nursing Practice: Care of the Adult Person with Basic Health Needs (4 Credits)
The metaparadigm of nursing, distinct concepts and key competencies relevant to the profession are reinforced. Students apply the use of the nursing and clinical judgment processes to manage safe, patient-centered care to achieve health outcomes for the adult Person with basic health needs in a variety of settings of care. Interprofessional collaboration is reinforced as students develop professional nursing roles and core values integrated in nursing practice.

NUR 1275L Clinical Application of Professional Nursing Practice: Care of the Adult Person with Basic Health Needs (3 credits)
Through clinical application, the metaparadigm of nursing, distinct concepts and key competencies relevant to the profession are reinforced. Students apply the nursing and clinical judgment processes to manage safe, patient-centered care to achieve health outcomes for the adult Person with basic health needs in a variety of settings of care. Interprofessional collaboration is reinforced as students develop professional nursing roles and core values integrated in nursing practice.

NUR 1375: Practical Nursing Care and Transition to Professional Practice (3 cr)
The metaparadigm of nursing, distinct concepts and key competencies relevant to the profession continue to be reinforced in relation to the scope of practical nursing. Students apply the use of the nursing and clinical judgment processes to manage safe, patient-centered care to achieve health outcomes for the Person across the healthcare continuum in a variety of settings of care. Interprofessional collaboration is reinforced as students apply professional nursing roles and core values integrated in practical nursing practice.

NUR 1375L: Clinical Application of Practical Nursing: Advanced Care and Transition to Professional Practice (2 cr)
Through clinical application, the metaparadigm of nursing, distinct concepts and key competencies relevant to the profession continue to be reinforced in relation to the scope of practical nursing. Students apply the nursing and clinical judgment processes to manage safe, patient-centered care to achieve health outcomes across the healthcare continuum in a variety of settings of care. Interprofessional collaboration is reinforced as students apply professional nursing roles and core values integrated in practical nursing practice.

Program Description for the Catalog:

The Practical Nursing certificate program prepares graduates to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN). The practical nurse (PN) is prepared to assist with the nursing process to provide nursing care that promotes the achievement of optimal health outcomes. Students learn the principles and practices of nursing through independent and web-enhanced study, lectures, demonstrations, skills practice, and simulation. They participate in clinical practica off campus in a variety of healthcare settings under the supervision of nursing instructors. Employment opportunities exist in long-term care and a variety of community-based health care agencies. The Practical Nursing and Associate Degree in Nursing programs have the approval of the Maryland Board of Nursing and are accredited by the Accreditation Commission for Education in Nursing (ACEN). Accreditation information regarding the nursing programs may be obtained from the Accreditation Commission for Education in Nursing: 3343 Peachtree Road, NE, Suite 850, Atlanta, GA 30326, 404-975-5000 **www.acenursing.org**.

Practical Nursing Certificate Admission Criteria:

- High school diploma or GED
- Minimum 2.0 GPA in high school or in college (with at least 12 earned college credits)
- College placement test scores at the ENG 1010 and MTH 1120 levels, and placement out of Reading, or completion of the appropriate College Prep courses to achieve these levels
- ATI TEAS (Test of Essential Academic Skills) score of 59 or above. TEAS scores are considered current for 3 years.

This is a competitive admission program and begins in fall only. First consideration will be given to residents of CSM's service area (Calvert, Charles, St Mary's counties). All petitioners who have met the admission criteria are ranked and admitted according to their residency status and cumulative GPA. The cumulative GPA will be calculated for all colleges in which transfer work has been applied to the program.

Admission and progression in this program requires that a grade of "C" or better be earned in all coursework. The minimum grade of "C" is 75% for nursing courses that have letter grades.

Applicants may obtain the Nursing Programs' Admission Information booklet online at the college's web site. After reviewing the program requirements and procedures, applicants are advised to attend a Health Pathways Information Session before meeting with an academic advisor.

This program may be designated as a Health Manpower Shortage program. For more information, contact the Admissions Department.

The maximum number of credits accepted in transfer from other institutions to this program is 30.

LPNs with an active unencumbered Maryland or compact state LPN license are eligible to apply for admission to the Advanced Standing Nursing Transition pathway. Students should discuss this opportunity with a college advisor.

NOTE: Students are required to provide proof of immunization status, a completed health form, a criminal background check and drug screen at the students' expense. Students are also required to provide proof of health insurance and CPR certification. The American Heart Association Basic

Life Support for Healthcare Providers OR the American Red Cross CPR for Professional Rescuers and Health Care Providers are the only accepted CPR courses.

The college will not be responsible for any tuition, fees or other costs that may be charged or paid or lost due to incomplete, untimely or unsatisfactory health records, CPR certification, background check or drug screen. The college is not responsible for the conduct of background checks and drug screenings, or decisions made by other entities as a result of the health records, background check and drug screening requirements.

H. Adequacy of any articulation;

As a result of the Maryland statewide nursing articulation agreement, graduates from the College of Southern Maryland's Certificate in Practical Nursing program can complete their associate degree with any public community college. Practical Nurses with an active unencumbered Maryland or compact LPN license articulating to the Associate Degree level are awarded a maximum of one year of nursing courses in the program they are entering, following successful completion of the program's transition course(s), if required.

https://mbon.maryland.gov/Pages/articulation.aspx

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

All faculty in the Nursing program are highly educated and have the clinical expertise to deliver classroom, lab, simulation, and clinical teaching that enables students to achieve the student learning outcomes.

Faculty member name	Terminal degree	Full-time or part-time	Courses taught
Cano, Sara	PhD	Full time	NUR1275/L
Dahlstrom, Morag	MSN	Full time	NUR 1275/L
Goodman, Linda	MSN Ed	Full time	NUR 1175/L
Hamel, Linda	MSN	Full time	NUR 1250/L
Hill, Jeanne	MSN	Full time	NUR 1050
Kan, Eden	PhD	Full time	NUR 1175/L
Leukhardt, Dawn	MSN	Full time	NUR 1275/L
Madera, Robin	MSN	Full time	NUR 1050 NUR 1175/L
McKown,	MSN	Full time	NUR 1050

Catherine			
Miller, Rose	MSN MPA	Full time	NUR 1050 NUR 1175/L
Ragland, Annette	MSN	Full time	NUR 1275/L
Rutledge, Deborah	MSN	Full time	NUR 1050
Behm, Laura	DNP	Adjunct	NUR 1275L
Beishline (Sproul); Kristina	BSN	Adjunct	NUR 1275L
Brown, Tiffany	BSN	Adjunct	NUR 1275L
Combs, Anne	BSN	Adjunct	NUR 1275L
Coppedge, Barbara	MSN- 8/2019	Adjunct	NUR 1175L
Dillard, Mary	MSN	Adjunct	NUR 1275L
Farinelli, Lisa	PhD	Adjunct	NUR 1275L
Fields, Donna	MSN	Adjunct	NUR 1175L
Gillingham, Laura	BSN	Adjunct	NUR 1175L
Greene, Katrina	MSN	Adjunct	NUR 1250L
Hicks, Susan	MSN	Adjunct	NUR 1175L
Prochnow, Terry	MSN/MBA	Adjunct	NUR 1175L
Smith, Josephine	MSN	Adjunct	NUR 1275L
Taylor, Candice	MSN	Adjunct	NUR 1275L

J. Adequacy of library resources consistent with regulation .12 of this chapter

Students may borrow circulating materials from any of the three CSM library branches. Through the interlibrary loan program (ILL), students can order almost any book, periodical article, or ERIC document needed, generally available within one week of the request. Library resources also include audiovisual collections use in the library and classrooms only. Additionally, substantial material is available through online databases, including ProQuest and EBSCO.

The President assures that appropriate library resources are available to support the needs of this program.

CSM is a leader among Maryland community colleges in offering courses which meet the busy schedules of our students, traditional weekday face to face courses, weekend and evening classes, Web-hybrid courses which offer a mix of online and traditional classroom face-to-face instruction and a popular online learning community. The college makes available state of the art facilities on three campuses to accomplish its mission in support of our community's academic, professional, and self-enrichment pursuits.

The President assures that appropriate physical facilities, infrastructure, and instructional equipment are available to support the needs of this program.

This curriculum change has no impact on current resources. There will not be New revenue generated based on the curriculum change. The nursing program will use its existing resources.

TABLE 1: RESOURCES:					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	0	0	0	0	0
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
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	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	0	0	0	0	0

This curriculum change has no impact on current resources. There will not be New expenses generated based on the curriculum change. The nursing program will use its existing resources.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0

6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	0	0	0	0	0

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

OAP's focus is the primary mission of the college: to provide quality opportunities for intellectual development that result in student learning. The SLOAP outlines the process of collecting information to determine whether CSM's academic offerings are having the appropriate educational impact on students. Student Learning Outcomes Assessment (SLOA) is defined as the systematic collection of information about academic offerings and analysis thereof, for the purpose of improving student learning.

Program Assessment at CSM is a cyclical process that includes:
1. Program Reviews conducted every five-six years, or more often as needed.
2. Academic certificate programs are included within the review of degree programs.
3. Program Monitoring conducted every other year (except in the year of a Program Review).
4. Program Assessments of Student Learning conducted on a cycle established by faculty.
In addition, CSM conducts course evaluations every semester or, more often when deemed necessary.

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

The College of Southern Maryland defines civility as the demonstration of respect for others through basic courtesy and the practice of behaviors that contribute toward a positive environment for learning and working. While on any college campus or facility, attending any college event, or on any college electronic/cyber space (online course, email, telephone, etc.), faculty, staff, students, and visitors can all have the expectation of civility from one another.
The college views the following ideals as fundamental to civil behavior:
• Courteous and honest communication in both face-to-face and electronic environments
• Fair and just treatment of individuals
• Freedom from harassment
• Collegiality

- Fostering a diverse campus community
- Adherence to the values of the professions in dealings with students, colleagues, and associates
- Respectful of diverse cultures and points of view
- Refraining from vulgar and offensive language

Members of the college community can expect these ideals are modeled consistently by trustees, administrators, faculty, and staff.

In support of this statement, the pharmacy technician program is currently an open access program with support provided by faculty for tutoring and educational support. Peer work groups and support networks are encouraged during the program to develop a network social and educational inclusion.

College of Southern Maryland. (2018). Civility Statement. Retrieved November 25, 2019 from https://www.csmd.edu/about/diversity/civility/.

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

The Nursing program is not identified as a low productivity program.

P. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C)

The program is not offered as a distance learning program.