



# LOYOLA UNIVERSITY MARYLAND

— 1852 —

*Office of Academic Affairs*

August 15, 2023

Acting Secretary of Higher Education Sanjay Rai, Ph.D.  
Maryland Higher Education Commission  
6 N. Liberty Street, 10<sup>th</sup> Floor  
Baltimore, MD 21201  
*Sent via email: [acadprop.mhec@maryland.gov](mailto:acadprop.mhec@maryland.gov)*

Dear Acting Secretary Rai,

Loyola University Maryland is pleased to submit a proposal for a new Bachelor of Science in Nursing program. The proposed program, developed in partnership with Mercy Medical Center and Mercy Health Services, Inc., builds upon the already strong foundation the University has built in STEM and pre-health fields and will provide an opportunity for Loyola to become part of the solution for the critical nursing shortage that our nation and our state face, according to state and national workforce projections and a Maryland Hospital Association study.

The program aligns with Loyola's and Mercy's missions, their strategic goals, the 2022 State Plan for Higher Education, and Governor Moore's promise to build pathways to work, wages, and wealth. The innovative partnership with Mercy will support a commitment to high-quality postsecondary education in Maryland, while aiming to attract a new pipeline of students to become baccalaureate educated entry-level registered nurse professionals who work in Maryland to provide patient-centered care with a commitment to clinical excellence and to improving community health in Baltimore and the surrounding region.

The proposal was approved by Loyola's governance bodies and the Board of Trustees. The President approved this program, as made evident by his signature on the MHEC Cover Sheet. I approve the proposed program and submit it for your recommendation for implementation. Should the Commission have any questions about the proposal, please contact Ms. Tracey Frey, Assistant Vice President for Institutional Effectiveness and Academic Assessment, at 410-617-2455 or [tdfrey@loyola.edu](mailto:tdfrey@loyola.edu).

Sincerely,

Cheryl Moore-Thomas, Ph.D., NCC  
Provost and Vice President for Academic Affairs

tdf

cc: Dr. Francis Golom, Interim Dean, Loyola College of Arts and Sciences  
Mr. Matthew Power, President, Maryland Independent College and University Association  
Dr. Angela Sherman, Vice President for Academic Affairs, Maryland Independent College and University Association



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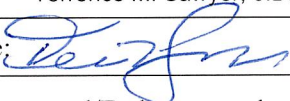
**Cover Sheet for In-State Institutions**  
**New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	Loyola University Maryland
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***Each action below requires a separate proposal and cover sheet.***

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|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program            |
| <input type="radio"/> New Area of Concentration       | <input type="radio"/> Substantial Change to an Area of Concentration    |
| <input type="radio"/> New Degree Level Approval       | <input type="radio"/> Substantial Change to a Certificate Program       |
| <input type="radio"/> New Stand-Alone Certificate     | <input type="radio"/> Cooperative Degree Program                        |
| <input type="radio"/> Off Campus Program              | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment \$850.00	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 50660	Amount:	Submitted: 8/15/23

Department Proposing Program	Biology Department
Degree Level and Degree Type	Bachelor of Science in Nursing (BSN)
Title of Proposed Program	Nursing
Total Number of Credits	133
Suggested Codes	HEGIS: 1203.00 CIP: 51.3801
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both
Program Resources	<input type="radio"/> Using Existing Resources <input checked="" type="radio"/> Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2024
Provide Link to Most Recent Academic Catalog	URL: <a href="https://www.loyola.edu/departments/records/catalogues">https://www.loyola.edu/departments/records/catalogues</a>
Preferred Contact for this Proposal	Name: Tracey Frey
	Title: Assistant VP for Institutional Effectiveness and Academic Assessment
	Phone: (410) 617-2455
	Email: tdfrey@loyola.edu
President/Chief Executive	Type Name: Terrence M. Sawyer, J.D.
	Signature:  Date: 08/01/2023
	Date of Approval/Endorsement by Governing Board: 06/29/2023

Revised 1/2021

LOYOLA UNIVERSITY MARYLAND,  
A DEGREE-GRANTING INSTITUTION AUTHORIZED TO OPERATE IN MARYLAND,  
PROPOSAL FOR A NEW ACADEMIC DEGREE PROGRAM:  
BACHELOR OF SCIENCE IN NURSING (BSN)

Submitted in accordance with state regulations found in COMAR 13b.02.03.

on  
August 15, 2023

Loyola University Maryland  
Proposal for a new Bachelor of Science in Nursing Program  
Executive Summary

Loyola University Maryland, in a partnership with Mercy Medical Center, proposes a new Bachelor of Science in Nursing program to serve the growing need for baccalaureate-educated patient-centered registered nurses who see themselves as citizen nurses.

### **Nursing Shortage**

The Maryland Hospital Association's website states, "1 in every 4 nursing positions is vacant in Maryland hospitals." Other headlines listed on the website paint a dire picture for the supply of nurses in Maryland. A sampling of the headlines includes:

- "62% of Nurses in Md. Are Considering Leaving Job as Staffing Shortages Expected to Double" (WJLA, by Brad Bell).
- "Maryland Hospitals Face Critical Staffing Shortages Among Nurses" (WBAL-TV, by Lisa Robinson).
- "Maryland Hospital Association Warns of Dire Need for Nurses" (WMAR, by Ryan Dickstein).<sup>1</sup>

The dire nursing shortage is compounded by the vast unmet demand for admission to nursing education programs by qualified applicants. The American Association for Colleges of Nursing states that U.S. nursing schools turned away 91,938 qualified applications for baccalaureate and graduate nursing programs at a time when it projects demand for registered nurses to grow by 6% (from 3.1 million to 3.3 million) by 2031 (AACN Fact Sheet: Nursing Shortage October 2022). The data show that demand and need for nursing education is already immense and becomes more critical once retirements and workforce turnover are considered. "The Bureau also projects 203,200 openings for RNs each year through 2031 when nurse retirements and workforce exits are factored into the number of nurses needed in the U.S." (October 2022 AACN Fact Sheet).

In Maryland, the Department of Labor's workforce projections show a 17.2% increase in registered nurse jobs from 2020 to 2030. Nursing shortages are projected through 2035, according to a workforce projections report prepared for the Maryland Hospital Association, which states, "The RN shortage is projected to grow to 13,800 FTEs by 2035, leaving supply sufficient to meet about 80% of demand."<sup>2</sup> The study also asserts that shortages of other types of healthcare professionals place increased pressure and workload on RNs, thus creating increased turnover. The chart below compares the actual results of Maryland NCLEX-RN exam passage for all Maryland nursing programs at the associate's, bachelor's, and direct-entry master's levels in the most recent available

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<sup>1</sup> Maryland Hospital Association. *In the News*. <https://www.mhaonline.org/transforming-health-care/workforce>. Visited March 19, 2023.

<sup>2</sup> GlobalData. (2022). *Maryland Nurse Workforce Projections: 2021-2035*. p. 14. <https://www.mhaonline.org/docs/default-source/default-document-library/maryland-nurse-workforce-projections-globaldata.pdf>

data from the Maryland Board of Nursing to the GlobalData projected shortfalls in RN demand (2021-2035).

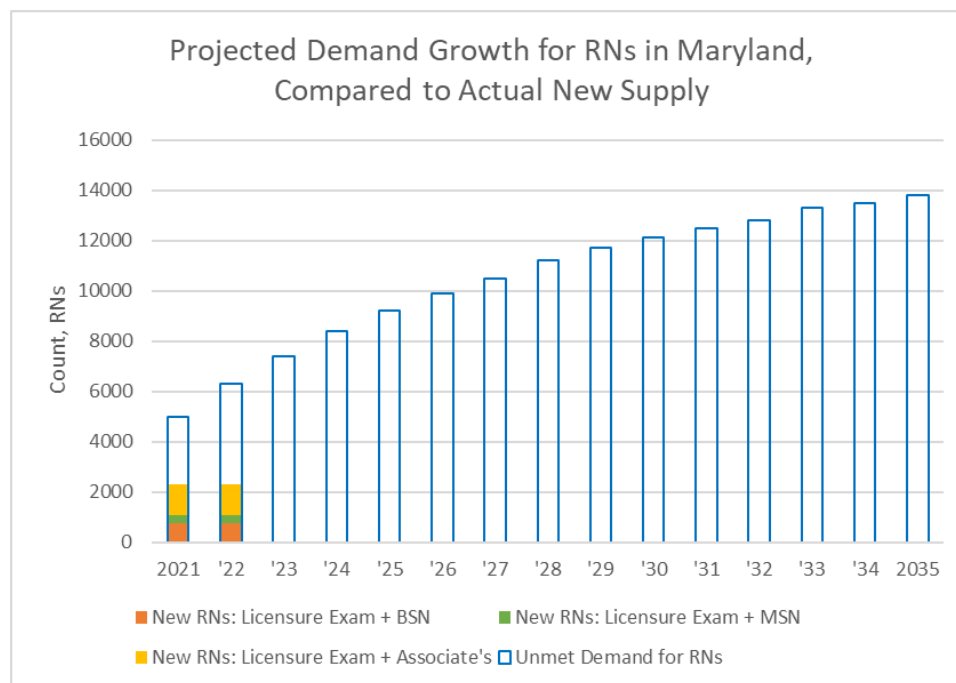


Figure 1. GlobalData RN Demand Data compared to Maryland Board of Nursing NCLEX Exam Results

In sum, Maryland is not alone in the nation, but it is deeply impacted by current and future nursing shortages. Mercy Health Services President and CEO David N. Maine, M.D., communicated this challenge in ongoing conversations with Loyola University Maryland President Terrence M. Sawyer, J.D., when they determined the institutions could partner to become part of the solution by preparing new baccalaureate-educated nurses to increase the pipeline of registered nurses in Maryland.

## Opportunity

Loyola University Maryland has long had success in its academic portfolio related to health sciences and has seen consistent interest in an expansion of its portfolio of academic programs. Loyola is a proven leader in graduating young people who excel in the sciences—but who also benefit from a rich, values-based core curriculum that helps them become the ethical, compassionate, analytical leaders needed in healthcare today. Loyola already has exceptional biology, chemistry, biochemistry, and pre-health programs, one of them being Health Outreach Baltimore, a collaborative partnership between Loyola and Mercy, aimed at serving Baltimore families in need of community resources. The addition of a BSN program would build on what is an established strength and expand it to educate future professionals who will meet their patients where they are, accompany patients and their families on their healthcare journeys, and provide the world-class care that every patient of every background deserves. Together, Mercy Medical Center and Loyola University Maryland recognize the need for skilled nursing care in the Baltimore area and beyond and see that Loyola’s mission calls us to step forward and help address this need. Loyola would like



to be part of the nursing-shortage solution, bringing more people into Maryland to gain education and become registered nurses in Maryland.

As a partner, Loyola proposes to the Maryland Higher Education Commission the addition of a Bachelor of Science in Nursing program to its program inventory. The proposed Loyola program is academically and technically rigorous and intentionally incorporates a strong liberal arts education in the Catholic intellectual tradition into the nursing program curriculum to prepare future graduates for extensive and comprehensive duties and sensibilities. Loyola has a large alumni network of healthcare professionals and over 600 current pre-health students whose passion for healthcare will become a means to create community around the new program.

### **Student Demand Meets Maryland Workforce Need**

Loyola's pool of applicants and matriculating students demonstrates an existing educational demand for a Bachelor of Science in Nursing program at Loyola. The proposed nursing program aligns to Loyola's strengths, made evident by the outcomes for Loyola's pre-health students who achieve medical, dental, and other health professions school acceptances at consistently high rates, some years even at twice the national acceptance rates. One of the areas of growth at Loyola's pre-health programs has been pre-nursing, which involves applying to accelerated, second-degree, BSN or MSN programs after Loyola. A BSN program at Loyola will be an answer and encouragement to the existing student interest as it will provide a direct pre-licensure education.

Student interest in nursing at Loyola has been robust even without an offering of a traditional four-year program. Annually, more than 120 Loyola admitted students express an interest in nursing as a major, and more than half of those students choose to enroll elsewhere in light of the fact that Loyola does not have a nursing degree program. The inherent demand among Loyola University Maryland's pool of admitted students exceeds the University's plans for program enrollment in the first five years, thus providing a strong outlook of viability and success for the proposed program.

It should be noted that the vast majority of Loyola University Maryland's top competitor schools are out-of-state schools. Further, five of Loyola's direct enrollment competitors include schools with Catholic nursing programs outside of Maryland: Fairfield University (Fairfield, CT), Providence College (Providence, RI), Boston College (Boston, MA), Saint Joseph's University (Philadelphia, PA), and Villanova University (Villanova, PA). Those schools exhibit higher admission yield rates for their nursing programs than their institutional admission yield rates, providing additional evidence of the strong demand for nursing programs, generally and at Catholic institutions.

Given that 70% of the undergraduate population of Loyola students arrive from states other than Maryland, Loyola's natural pool of prospective students will not have much overlap with the majority in-state pools recruited by Maryland schools. Indeed, some Maryland institutions draw as much as 90 percent of their student population from in-state applicants. While almost all Maryland institutions derive a majority of their undergraduate enrollment from within Maryland, Loyola enrolls over two-thirds of its undergraduate enrollment from outside Maryland. Loyola's proposed program and partnership with Mercy presents the opportunity to attract students to Maryland who might otherwise look to out-of-state programs and incentivize them to stay in Maryland, where there is a deep need for nurses, generally, and at Mercy specifically, which serves the heart of the Baltimore community. Letters of support from community leaders are attached in Appendix 1.

## **Partnership**

Loyola and Mercy have a shared history as faith-based, mission-driven institutions deeply committed to the City of Baltimore. Founded in 1852 by the Society of Jesus, Loyola merged in 1971 with Mount Saint Agnes College, a women's college founded by the Sisters of Mercy, who also founded Mercy Medical Center in downtown Baltimore in 1874. Since the merger of Loyola College and Mount Saint Agnes College 50 years ago, alumnae and Sisters of Mercy have served on Loyola's Board of Trustees. This alignment and partnership today between Loyola University Maryland and Mercy Medical Center has its roots in a shared history that began five decades ago and benefits from the charism of the Sisters of Mercy and their continued engagement in the intellectual and spiritual life of the University community.

Loyola University Maryland's mission is to inspire students to learn, lead, and serve in a diverse and changing world. As a Jesuit, Catholic university, Loyola is committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. It is this mission, the existence of shared values, and an academically rigorous preparation of students that drew the president of Loyola and the president & CEO of Mercy Health Services to the determination that their institutions could partner in helping to address the deep and urgent need for an expanded pipeline of bachelor's educated nurses. Mercy Medical Center is a Baltimore, Maryland hospital, recognized for Centers of Excellence in Women's Health & Medicine, Orthopedics, Cancer, Digestive Health & Liver Disease and more. Loyola and Mercy share a goal to develop more citizen nurses with academic and clinical preparation to meet the critical nursing workforce need, present nationwide and especially in Maryland.

The University has invested significant time and resources into the development of this program, as has Mercy Medical Center, who is deeply involved and committed to the success of this program, given the great need its president observes now and in the long-term for new nurses. The current nursing shortage impacts operations today, and Mercy's Senior Vice President of Operations sees an imperative need to increase the supply of the nursing workforce because nursing professionals are critical to quality care and the patient experience. Mercy enters this partnership confident that the Loyola program will not impact its ability to place clinical students at Mercy from other existing nursing programs. Funding will be drawn from a mix of new funds and new tuition revenues. To the extent possible, start-up costs will be offset by commitments from Mercy Health Services, such as access to simulation labs.

## **Proposed Program – Nursing in the Catholic Tradition**

Echoing the University's mission, the Loyola BSN program's mission reads: "Educate and inspire future nurses to learn, lead, and serve in a diverse and changing world, in the tradition of Jesuit, Catholic commitment to the whole person and excellence in learning, prepared to exercise clinical judgment and provide patient-centered care in all healthcare settings and across the span of human life, with particular emphasis on serving the medically underserved." Loyola's BSN program mission and its health-equity-focused educational philosophy guides its curriculum, learning aims and activities, and student evaluation, spanning from first-year students' two professional development seminars to the senior year health-equity-focused capstone and transition into professional nursing.

The purpose of Loyola's BSN program is to offer a transformative learning environment focused on student success so that the student, in turn, can summon the foundations of theoretical and clinical learning to champion for the well-being and healing of each patient entrusted to their care.

Philosophically, the rigorous theoretical education and integrative clinical learning rests on Loyola's Jesuit, Catholic education that sets professional development as a means to serve others, especially those who are underserved and vulnerable. The fullness of this service depends on competencies that are a match to the complex challenges and exceptional opportunities of the twenty-first century. These competencies integrate human caring with nursing knowledge and confident use of relevant healthcare technology, self-reflective discernment with the promotion of the common good of diverse people, and dedication to continuous improvement with interprofessional collaboration.

### **Program Design**

This Bachelor of Science in Nursing major will prepare and qualify students to take the nursing licensure exam, the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Accreditation will be pursued according to official protocols of the Commission on Collegiate Nursing Education (CCNE), thus ensuring the quality, integrity, and effective educational practices of the baccalaureate program. Loyola University Maryland designed the program in alignment with the principles and standards advanced by the American Association of Colleges of Nursing, the Commission on Collegiate Nursing Education, the National Academy of Medicine, the Maryland Board of Nursing, Jesuit, Catholic intellectual traditions, and Loyola's commitment to the liberal arts. Loyola's BSN nurses will be equipped with critical reasoning skills shaped by outstanding liberal arts education and demonstrated competencies in domains essential for safe and high-quality nursing care. Loyola's BSN nurses will be prepared to exercise clinical judgment and provide safe and effective patient-centered care in all healthcare settings and across the span of human life. Loyola BSN graduates will enter the nursing profession as baccalaureate-educated entry-level registered nurse professionals.



## 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.

Loyola University Maryland's mission is to inspire students to learn, lead, and serve in a diverse and changing world. As a Jesuit, Catholic university, Loyola is committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. It is this mission, the existence of shared values, and an academically rigorous preparation of students that drew the president of Loyola and the president & CEO of Mercy Health Services to the determination that their institutions could partner in helping to address the deep and urgent need for an expanded pipeline of bachelor's educated nurses. Mercy Medical Center is a Baltimore, Maryland hospital, recognized for Centers of Excellence in Women's Health & Medicine, Orthopedics, Cancer, Digestive Health & Liver Disease and more. The University's background as a Catholic, Jesuit institution aligns with a goal of Mercy's to develop more citizen nurses with academic and clinical preparation to meet the critical nursing workforce need, present nationwide and especially in Maryland. Loyola draws approximately 70% of each undergraduate class year from residents outside the State of Maryland. This creates an opportunity to bring more nurses into the state to help meet the local need.

Loyola University Maryland is proposing a four-year undergraduate Bachelor of Science in Nursing (BSN) degree. This major rises from Loyola's lasting commitment to honor its tradition of liberal education and commitment to social justice, while also responding to the demands of changing times with innovative new programs that transform the lives of students and position them to serve the common good with the best of their unique capacity. Loyola's BSN nurses will be equipped with **critical reasoning skills** shaped by **outstanding liberal arts** education and demonstrated **competencies** in domains essential for safe and high-quality nursing care. Loyola's BSN nurses will be prepared to exercise clinical judgment and provide patient-centered care in all healthcare settings and across the span of human life.

Upon recommendation for implementation by the Maryland Higher Education Commission (MHEC), the University will seek the Maryland Board of Nursing (MBON) approval for its Bachelor of Science in Nursing major. The major will prepare and qualify students to take the nursing licensure exam, the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Loyola's proposed BSN degree aligns its nursing education with the standards outlined by The American Association of Colleges of Nursing (AACN) in *The Essentials: Core Competencies for Professional Nursing Education* (2021). These standards emphasize a) the value of nursing education grounded in liberal arts and b) nursing competencies that integrate multiple components such as knowledge, skills, values, and attitudes. These same competency standards are part of the nursing program accreditation process by the Commission on Collegiate Nursing Education (CCNE). Loyola will seek this CCNE accreditation for the program in due course.

Echoing the University's mission, the Loyola BSN program's mission reads: "Educate and inspire future nurses to learn, lead, and serve in a diverse and changing world, in the tradition of Jesuit, Catholic commitment to the whole person and excellence in learning, prepared to exercise clinical judgment and provide patient-centered care in all healthcare settings and across the span of human

life, with particular emphasis on serving the medically underserved.” Loyola’s BSN program mission and its health-equity-focused educational philosophy guides its curriculum, learning aims and activities, and student evaluation, spanning from first-year students’ two professional development seminars to the senior year health-equity-focused capstone and transition into professional nursing.

The purpose of Loyola’s BSN program is to offer a transformative learning environment focused on student success so that the student, in turn, can summon the foundations of theoretical and clinical learning to champion for the well-being and healing of each patient entrusted to their care. Philosophically, the rigorous theoretical education and integrative clinical learning rests on Loyola’s Jesuit, Catholic education that sets professional development as a means to serve others, especially those who are underserved and vulnerable. The fullness of this service depends on competencies that are a match to the complex challenges and exceptional opportunities of the twenty-first century. These competencies integrate human caring with nursing knowledge and confident use of relevant healthcare technology, self-reflective discernment with the promotion of the common good of diverse people, and dedication to continuous improvement with interprofessional collaboration.

The BSN program’s educational aims are in alignment with Loyola’s learning aims to create a culture that is centered on students’ intellectual, moral, and spiritual growth. As a Jesuit liberal arts university, Loyola promotes an approach to study that is intentional and reflective. This is exactly the same approach that is seen in the Loyola BSN program’s competency-based learning aims that demonstrate **clinical judgment, communication, and collaboration** in a wide range of inpatient and outpatient care. Loyola BSN nurses will establish their nursing credentials in a multidisciplinary environment that sets high expectations in all areas of their learning. The BSN students’ liberal arts core is a match to that of other Loyola University Maryland students. Their natural sciences and social sciences prerequisites are taken with their non-nursing peers. Hence, Loyola’s nursing students are integrated in the **multidisciplinary learning** environment that prepares them for their future work as members of interprofessional teams. For a crosswalk of the congruence of Loyola’s BSN curriculum and program outcomes with the University’s undergraduate learning aims, the AACN’s *Essentials* competencies, and the Next Generation NCLEX, see Appendix 2.

2. Explain how the proposed program supports the institution’s strategic goals and provide evidence that affirms it is an institutional priority.

Loyola University Maryland’s *The Ignatian Compass* strategic plan prioritizes several initiatives to enhance students’ preparation to lead in both the workplace and society. The strategic plan specifically calls for career planning to be integral to undergraduate education at Loyola, for increased experiential learning opportunities, and for synergy between students’ liberal arts training and their vocational planning—all of which will be factored into the design of the nursing program.

The plan centers the University around the theme of Jesuit, Catholic Ignatian Citizenship, which is summed in this manner: “Ignatian citizens think of themselves as part of something larger, as responsible for the betterment of our shared world, as men and women who think and act for the rights of others, especially the disadvantaged and the oppressed.” This strategic view of engaged citizenship rises from Loyola’s mission and is also met in the Loyola BSN program’s mission, educational philosophy, and learning aims. It is fitting to view the BSN program as a meaningful

contemporary extension of the University's historic and strategic 170-year commitment to and caring presence in the City of Baltimore. Together with Mercy Medical Center, Loyola's BSN nurses will be positioned to serve Baltimore and especially those who are medically underserved. Finally, Loyola's strategic plan guides the University to seek meaningful new ways to increase connections and collaboration with alumni, supporters, and community. Loyola has a large alumni network of healthcare professionals and over 600 current pre-health students whose passion for healthcare will become a means to create community around the new program.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The proposed nursing program aligns to Loyola's strengths, made evident by the outcomes for Loyola's approximate 600 pre-health students who achieve medical, dental, and other health professions school acceptances at consistently high rates, some years even at twice the national acceptance rates. One of the areas of growth at Loyola's pre-health programs has been pre-nursing, which involves applying to accelerated, second-degree, BSN or MSN programs after Loyola. In fact, over 5% of visits to the pre-health advising office were made by pre-nursing students between April 2022 and March 2023. A BSN program at Loyola will be an answer and encouragement to the existing student interest as it will provide a direct pre-licensure education. Loyola is committed to the success of the nursing program also because the need for a new pipeline of nurses is extensive in Maryland and the nation. Funding will be drawn from a mix of new funds and new tuition revenues. To the extent possible, start-up costs will be offset by commitments from Mercy Health Services, such as access to simulation labs.

Loyola University Maryland has committed \$17 million to construction of new laboratory, classroom, instructional equipment storage, faculty office, and student-lounge space for an expansion to the Donnelly Science Building. This three-story expansion will serve nursing program laboratory and classroom needs as well as the growth and development of STEM disciplines at Loyola. The investment in nursing and STEM spaces supports Loyola's integrated liberal arts approach to the nursing program, in which students will be fully integrated in the Loyola Core Curriculum and liberal arts tradition.

4. Provide a description of the institution's commitment to:
  - a) ongoing administrative, financial, and technical support of the proposed program

Loyola University Maryland proposes this new program with a strong commitment to the success of the program, including ongoing administrative, financial, and technical support and its continuation for sufficient time to allow enrolled students to complete the program. The University has invested significant time and resources into the development of this program, as has Mercy Medical Center, who is deeply involved and committed to the success of this program, given the great need its president observes now and in the long-term for new nurses who hold a baccalaureate degree and are prepared for a career of life-long learning.

- b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The program has a strong outlook of viability and success, with inherent demand among Loyola University Maryland's pool of admitted students exceeding the University's plans for program enrollment in the first five years. Accreditation will be pursued according to official protocols of the Commission on Collegiate Nursing Education (CCNE), thus ensuring the quality, integrity, and effective educational practices of the baccalaureate program.

## **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:

Loyola University Maryland's proposed BSN program will meet present and future needs of the region and State of Maryland based on the need for the advancement and evolution of knowledge and societal needs.

- a) The need for the advancement and evolution of knowledge

The proposed nursing program will meet the need for the advancement and evolution of knowledge by meeting the changing needs in the field of nursing for baccalaureate education, integration of liberal education, and competency-based models to produce nurses prepared for the present and future complexities of the healthcare system in our nation.

### Baccalaureate education needs

The increasing complexity of healthcare in the United States creates a need for advanced knowledge in professional nursing. In fact, the National Academy of Medicine's landmark study *The Future of Nursing: Leading Change, Advancing Health* (2011) set to transform the nursing education through **seamless academic progression and life-long learning** (ch.4). The same document established the goal that 80% of registered nurses would have at least a baccalaureate level of education by 2020. Progress has been made. The AACN reports in its Fact Sheet: Nursing Shortage (2022) that 65.2% registered nurses now hold a baccalaureate degree. Yet, the goal set in *The Future of Nursing* is still far from being achieved. At Loyola, we recognize the need for skilled nursing care in our area and beyond and see that our mission calls us to step forward and help address this need. Loyola's BSN will provide students with a rigorous education that positions them to enter their professional practice confidently and ready to set on a path of life-long learning.

### Liberal education needs

The American Association of Colleges of Nursing (AACN) expressed in its *The Essentials: Core Competencies for Professional Nursing Education* (2021) a need for liberal education for nursing students: "A liberal education creates the foundation for intellectual and practical abilities within the context of nursing practice as well as for engagement with the larger community, locally and globally." (p. 4). Loyola's Bachelor of Science in Nursing is designed to align with the University's

commitment to the ideals of rigorous and high-quality **liberal education and the development of the whole person**. Liberal education will be part of Loyola's nursing education from the nursing students' matriculation to their graduation. Courses in natural sciences and statistics contribute to the grounding of the art of nursing in science and data. Philosophy and theology courses develop ethical and spiritual discernment. English, writing, global languages, and fine arts courses build analytical thinking, communication skills, and creative expression. Courses in history and social sciences strengthen systems-based analysis and understanding of human behavior in its social context. Thus, we wholeheartedly share the liberal arts vision of nursing that is expressed in *The Essentials*.

### Competency-based nursing education needs

Due to the complexity of twenty-first-century nursing, the AACN has structured the goals of nursing education around competencies in its *The Essentials: Core Competencies for Professional Nursing Education* (2021). The same competency-based model is seen in the new Next Generation NCLEX licensure test design that was launched in 2023. In nursing education based on competencies, the courses and clinicals are designed to shape nursing students' **adaptive, competency-based, capacity that allows them to exercise clinical judgment and provide skilled and patient-centered care** in all healthcare settings and across the span of human life. At Loyola, nursing students will achieve a dynamic and competency-based education that integrates critical thinking and clinical judgment into a wide range of professional nursing circumstances.

- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

Loyola University Maryland's proposed BSN program will meet societal needs, including health equity needs and expanded educational opportunities for traditionally underserved and minoritized populations.

### Health equity needs

Loyola's BSN students will learn cultural competency in a multicultural environment of Maryland and specifically in the City of Baltimore. In fact, U.S. Census Bureau's recent data showed that Maryland is the fourth most racially diverse state in the USA. Importantly, Maryland and specifically the City of Baltimore, will engage the Loyola BSN students to become part of the solution to one of our era's greatest public health challenges, namely, health inequity. *The Neighborhood Health Profiles*, published by Baltimore City's Department of Public Health, lay bare the city's racial and socioeconomic inequalities that, in turn, reflect national trends. The National Academy of Medicine's second *The Future of Medicine* report (2021) positioned nurses at the heart of the national goal of health equity that was also captured in the report's subtitle, *Charting a Path to Achieve Health Equity*. Loyola's BSN educational philosophy is based on integrating cultural and social determinants of health into **holistic patient care and promotion of health equity**. Loyola's BSN program demonstrates **place-based commitment to Baltimore** and to nursing promotion of health justice more widely.

This may be seen as a theme in all Loyola's BSN courses and clinicals, including the health-equity-focused capstone. As a Catholic, Jesuit institution, Loyola shares Mercy's mission to specifically

serve persons who are poor or vulnerable, especially in Baltimore. As a city, Baltimore presents a meaningful opportunity to engage with advancements and challenges that impact health outcomes: the students will learn about the power of research and innovation that continue to shape this historic city, and they will explore the ways for nursing care that improves health for all.

### Expansion of educational opportunities

Loyola is committed to providing access to affordable and high-quality education in the spirit of the University's commitment to diversity, equity, and inclusion. Loyola has been test-optional for more than a decade to ensure that the Jesuit education offered at the University is accessible to all high-achieving, motivated students entering college, regardless of how they may have performed on one standardized test. Ninety-six percent of Loyola students are receiving a Loyola-funded grant or scholarship. Loyola's commitment to diversity, equity, and inclusion is mirrored in its recruitment strategy, resulting in increasingly diverse class years. For instance, the class of 2026 includes 38% students of color, 25% first-generation college students, and 21% Pell eligible. Nursing students from underrepresented populations will have comparable access to Loyola's academic support services, including those specifically designed for traditionally minoritized students:

- The Ignatius Scholars Program is designed for first-year students who exhibit strong academic promise, leadership abilities, and high professional aspirations. The program provides opportunities to students who identify as first-generation college students, demonstrate significant financial need, or come from diverse backgrounds.
  - The department of ALANA (African, Latinx, Asian, and Native American) Services provides support, services, and programs that encourage the success of students of color at Loyola University Maryland. The department removes educational barriers to learning by enhancing the culture of inclusiveness and belonging through peer-support, specialized academic services, and social and educational events.
  - The Office of Disability Support Services supports students with varied disabilities, including learning disabilities, ADHD, mental health impairments, chronic illnesses, autism spectrum disorders, brain injuries, physical/mobility disabilities, medical conditions, vision and hearing disabilities, and speech/language disabilities. The office staff champions student success through access.
2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The 2022 Maryland State Plan for Higher Education emphasizes goals for Student Access, Student Success, and Innovation. This response addresses Plan Priority 3 of Student Access and Priority 5 of Student Success. A more general statement on how this proposal aligns to the goal of Innovation can be found in the response to section C.3. Loyola's proposal is fully consistent with the 2022 Maryland State Plan for Higher Education.



Student Access:

**2022 Maryland State Plan for Higher Education**

**Priority 3. Analyze and improve systems that inform and evaluate a student's academic readiness for post-secondary education**

Loyola will employ a full range of evidence-based strategies to ensure the access and retention of its accepted nursing students. Loyola's nursing students are integrated into the college's academic readiness and evaluation from the time they prepare to begin their college career to the completion of their program and preparation for the licensure exam, the NCLEX.

Loyola's nursing students will benefit from Loyola's exceptional range of student access and support services:

- All nursing students will participate in Messina, Loyola's universal year-long living-learning, first-year student program that is designed to help students to adjust quickly to college-level work and forge a clear path to success in Loyola and in the career that will follow.
- All nursing students will have designated academic advisors. As first-year students they will be paired with a Messina advisor. From sophomore year onward, their advisors will be full-time nursing-major-affiliated faculty who will receive assistance from the advising, assessment and remediation coordinator (see the Hiring Plan).
- Nursing students have full access to participate in the University's nine health professions clubs, weekly events, and other programming offered through Loyola's pre-health programs. Loyola will begin a campus chapter of National Student Nurses Association (NSNA) as one way for BSN students to practice their leadership and develop professionally.
- Loyola's tutoring and academic support services, called The Study, extends to all nursing students and provides the students a pathway to access college-level education and succeed throughout their four years.

Loyola's student-centered academic advising will respond to individual student circumstances holistically and with timely degree completion in mind, suggesting clearly defined alternate academic programs if the need arises for the student to change their major.

Additional means to secure nursing student access and evaluate student's readiness for nursing careers will be specific to nursing students.

- Two professional development seminars in nursing (NUR 1XX and NUR1XX) will address topics such as professionalism, nurse well-being, and professional identity. The seminar will create student access by building a holistic sense of career pride and personal resilience into one's understanding of what it means to serve as a nurse.
- The progression mile-markers with nursing prerequisite courses at C or higher allow continual assessment to evaluate student's readiness for upper-level nursing courses.

- The nursing courses incorporate assessment methods that support students in their success with the licensure exam, the NCLEX. Assessment of student learning outcomes consists of tests developed by faculty, standardized content and exit tests, clinical evaluation, case studies, oral and written presentations, simulation and skills assessment.
- The general pre-health, pre-professional, advising is available to nursing students if the need arises for the student to withdraw from the nursing program. This will create access for the student to consider alternate pre-health professional pathways, which exist as programs of study at Loyola.

Student Success:

**2022 Maryland State Plan for Higher Education**

**Priority 5. Maintain a commitment to high-quality postsecondary education in Maryland**

The hallmarks of excellence in Loyola's high-quality postsecondary education **liberal arts foundation** for nursing curriculum are these:

- Loyola's liberal arts Core Curriculum engages the nursing students through all their college years and prepares students to "integrate knowledge, skills, and values from the arts, sciences, and humanities to provide safe, quality care [...]" *The Essentials*, p. 4.
- The nursing students' capacity for clinical judgment is informed by a total of 26 credits of biological and other natural sciences theory and 6 laboratory credits as well as 3 credits of statistics.
- The nursing students' capacity for clinical decision-making and judgment is also informed by 6 credits of psychology and 30 credits of humanities core, through studies in English, global language, philosophy, theology, ethics, history, and the fine arts.

The hallmarks of excellence in Loyola's high-quality postsecondary education in **nursing courses and clinicals** are these:

- The program integrates **active and reflective learning** into all stages of students' theoretical and clinical learning. Beginning in the first year, this is done through a focus on vocational and ethical discernment in the context of the Catholic tradition, by the fostering of students' identity as emerging nurses who integrate the concept of clinical judgment in all aspects of their learning, and by the uniting of scholarship and ethical reflection in the Evidence-based Practice and Research in Nursing seminar. As students progress in their didactic and clinical learning, they will unite nursing interactions with a commitment to social justice in courses and clinicals, such as Population Health and the Catholic Tradition of Social Justice. Students will also develop their capacity to see nursing leadership as a form of service in the Leadership and Management in Nursing course and clinical. Finally, students' senior-year clinical, entitled Transition into Professional Nursing, guides students to actualize their role as registered nurses through immersion in their final, six-credit clinical placement that expresses their unique professional interests. The accompanying health equity capstone

project reflects students' evaluation of a topic that is relevant to society, as a whole, and is personally meaningful to them.

- Nursing curriculum consists of 61 credits of nursing theory, skills/simulation, and clinicals; 42 credits of prerequisite natural sciences, psychology, and statistics; and 30 credits of humanities core, which includes the prerequisite course in English.
- The program's clinical placements will be at Mercy's downtown medical center, primary care locations, and affiliate sites. This will occur without impact to Mercy's ability to place clinical students at Mercy from other programs with existing clinical placements at Mercy. Mercy Medical Center holds several designations for its advanced nursing excellence in the areas of clinical practice and generation of knowledge. Its nursing services have thrice earned the prestigious Magnet Recognition for its nursing excellence, as granted by the American Nurses Credentialing Center. The cornerstones of Magnet hospital designation are these: (1) exemplary clinical practice, (2) new knowledge, innovation & improvement, (3) transformational leadership, and (4) structural empowerment. Loyola's partnership with Mercy creates an opportunity to learn in a nursing environment that has shown its dedication to advancing nursing education.

### **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.

This Bachelor of Science in Nursing major will prepare and qualify students to take the nursing licensure exam, the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Loyola's BSN nurses will be equipped with critical reasoning skills shaped by outstanding liberal arts education and demonstrated competencies in domains essential for safe and high-quality nursing care. Loyola's BSN nurses will be prepared to exercise clinical judgment and provide safe and effective patient-centered care in all healthcare settings and across the span of human life. The Loyola BSN will enter the nursing profession as baccalaureate-educated entry-level registered nurse professionals.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

The American Association of Colleges of Nursing October 2022 Fact Sheet on the national nursing shortage states, "According to the Bureau of Labor Statistics' Employment Projections 2021-2031, the Registered Nursing (RN) workforce is expected to grow by 6% over the next decade. The RN workforce is expected to grow from 3.1 million in 2021 to 3.3 million in 2031, an increase of 195,400 nurses."<sup>3</sup>

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<sup>3</sup> American Association of Colleges of Nursing. Fact Sheet: Nursing Shortage (October 2022) – NATIONAL. <https://www.aacnnursing.org/News-Information/Fact-Sheets/Nursing-Shortage>. Visited January 20, 2023.

“The Bureau of Labor Statistics also projects 203,200 openings for RNs each year through 2031 when nurse retirements and workforce exits are factored into the number of nurses needed in the U.S.”<sup>4</sup> The study commissioned by the Maryland Hospital Association asserted that shortages of other types of healthcare professionals place increased pressure and workload on RNs, thus creating increased turnover. Mercy Medical Center experiences these impacts today. At Mercy, they have increased cross-training between departments and re-introduced managers and educators into bedside nursing to alleviate the burden on their nursing staff. Nurse attrition in fiscal year 2022 saw 87 nurses leave, followed by 78 in fiscal year 2023.

The Maryland Hospital Association’s website states “1 in every 4 nursing positions is vacant in Maryland hospitals.” Other headlines listed on the MHA website paint a dire picture for the supply of nurses in Maryland. A sampling of the headlines includes:

- “62% of Nurses in Md. Are Considering Leaving Job as Staffing Shortages Expected to Double” (WJLA, by Brad Bell)
- “Maryland Hospitals Face Critical Staffing Shortages Among Nurses” (WBAL-TV, by Lisa Robinson)
- “Maryland Hospital Association Warns of Dire Need for Nurses” (WMAR, by Ryan Dickstein)<sup>5</sup>

In sum, Maryland is not alone in the nation, but it is deeply impacted by current and future nursing shortages. The president of Mercy Health Services communicated this challenge in ongoing conversations with Loyola’s president when they determined the institutions could partner to become part of the solution by preparing new bachelor’s educated nurses to increase the pipeline in Maryland. The Loyola program is academically and technically rigorous and intentionally incorporates a strong liberal arts education into the nursing program curriculum to prepare future graduates for extensive and comprehensive duties and sensibilities.

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.

The American Association for Colleges of Nursing states that U.S. nursing schools turned away 91,938 qualified applications for baccalaureate and graduate nursing programs at a time when it projects demand for registered nurses to grow by 6% (from 3.1 million to 3.3 million) by 2031 (AACN Fact Sheet: Nursing Shortage October 2022). The data show that demand and need for nursing education is already immense and becomes more critical once retirements and workforce turnover are considered. The Bureau of Labor Statistics (BLS) projects 203,200 openings for RNs

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<sup>4</sup> American Association of Colleges of Nursing. Fact Sheet: Nursing Shortage (October 2022) – NATIONAL. <https://www.aacnnursing.org/News-Information/Fact-Sheets/Nursing-Shortage>. Visited January 20, 2023.

<sup>5</sup> Maryland Hospital Association. *In the News*. <https://www.mhaonline.org/transforming-health-care/workforce>. Visited March 19, 2023.

each year through 2031 when nurse retirements and workforce exits are factored into the number of nurses needed in the U.S.

The need is great for the nation, and it is intensified at the local state level. NurseJournal's article *The U.S. Nursing Shortage: A State-by-State Breakdown* (September 29, 2022) showed that Maryland places in the bottom quartile when it comes to the number of nurses per 1,000 individuals (8.35 nurses per 1,000 individuals).<sup>6</sup>

National BLS occupational data and the state's department of labor occupational data projections demonstrate the growing need for registered nurses in the labor market locally and nationally. In Maryland, the Department of Labor's Long Term Occupational Projections 2020-2030, anticipate that the RN workforce need is expected to grow by more than 17% over the decade, from 71,386 in 2020 to 83,711 in 2030, an increase of 12,325 nurses.

The U.S. Bureau of Labor Statistics (2021-2031):

Employment projections data for registered nurses, 2021-31					
Occupational Title	SOC Code	Employment, 2021	Projected Employment, 2031	Change, 2021-31	
				Percent	Numeric
Registered Nurses	29-1141	3,130,600	3,326,000	+6%	+195,400

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

Maryland Long Term Occupational Projections (2020-2030):

Occupation	2020	2030	Change	Pct Change
Registered Nurses	71,386	83,711	+12,325	+17.27%

SOURCE: Maryland Department of Labor

Local medical centers and hospitals already experience the shortage in staffing challenges, and the Maryland Hospital Association has sounded the alarm about health care workforce shortages. In August 2022 Maryland Health Association then-President and CEO Bob Atlas opened the weekly message from MHA with this description of the conditions:

*Historic. Staggering. Unsustainable. These are just a few of the words Maryland hospital leaders use to describe workforce shortages that have worsened over the past two and a half years. A 2022 Global Data report, commissioned by MHA, predicts the shortage will grow worse. That data lines up with projections showing that, without intervention, openings could double or even triple by 2035.*

Mr. Atlas goes on to cite that the study calls state lawmakers, policymakers, and hospitals to take four actions to meet the challenge, and top among them is "expand Maryland's workforce pipeline."<sup>7</sup> Since Loyola University Maryland is one of the few institutions in Maryland that does not have a nursing program of some type, the addition of this program will create a new source for

<sup>6</sup> NurseJournal. (2022). *The U.S. Nursing Shortage: A State-by-State Breakdown*. <https://nursejournal.org/articles/the-us-nursing-shortage-state-by-state-breakdown/>. Visited on January 20, 2023.

<sup>7</sup> Maryland Hospital Association. *State of Maryland's Health Care Workforce*. <https://www.mhaonline.org/connect/from-mhas-president/mha-update-message/2022/08/09/state-of-maryland-s-health-care-workforce>. Visited on March 19, 2023.

the expansion of that nursing workforce pipeline. The 2022 Maryland State Plan for Higher Education identifies employers as critical stakeholders in forming an educated workforce and asks for innovations in higher education to be centered on solving problems and providing new opportunities to students. The identified problem by the Maryland Hospital Association, by Mercy Medical Center, and other local stakeholders is the critical shortage of nurses. This creates the need to develop and enhance the nursing workforce pipeline in Maryland. Letters of support from stakeholders and partners are included in Appendix 1.

Loyola's pool of applicants and matriculating students demonstrates an existing educational demand for a Bachelor of Science in Nursing program at Loyola. Student interest to pursue nursing at Loyola has been robust even without an offering of a traditional four-year program. In fact, a Fall 2022 survey of accepted students demonstrated that 7% of respondents who did not enroll at Loyola indicated that they would have been interested to have nursing as their major. This equates to 76 students. Of those who did choose to attend Loyola, 8% of the respondents (or 61 students) indicated nursing would have been their preferred major. Thus, without a Bachelor of Science in Nursing degree program to offer or advertise, Loyola attracted more than 130 potential nursing students in a given year. These numbers were similar to the results of the same survey in 2021, demonstrating inherent demand within the existing pool of students admitted to Loyola.

It should be noted that the vast majority of Loyola University Maryland's top competitor schools are out of state schools. Further, five of Loyola's direct enrollment competitors include schools with Catholic nursing programs outside of Maryland: Fairfield University (Fairfield, CT), Providence College (Providence, RI), Boston College (Boston, MA), Saint Joseph's University (Philadelphia, PA), and Villanova University (Villanova, PA). Those schools exhibit higher admission yield rates for their nursing programs than their institutional admission yield rates, providing additional evidence of the strong demand for nursing programs, generally and at Catholic institutions. Given that 70% of the undergraduate population of Loyola students arrive from states other than Maryland, Loyola's natural pool of prospective students will not have much overlap with the majority in-state pools recruited by Maryland's public schools. While almost all Maryland institutions derive a majority of their undergraduate enrollment from within Maryland, Loyola enrolls over two-thirds of its undergraduate enrollment from out of state. These well-documented enrollment patterns further demonstrate that an opportunity exists to attract numerous well qualified nursing applicants to Maryland who might otherwise consider out-of-state institutions. We believe the partnership between Loyola and Mercy can attract students to Loyola and incentivize them to stay in Maryland, where there is a deep need for nurses. Letters of support from community leaders are attached in Appendix 1.

#### 4. Provide data showing the current and projected supply of prospective graduates.

To satisfy licensure requirements in Maryland, registered nurses must successfully complete an approved, accredited nursing program and pass the NCLEX-RN licensure exam. Overall, Maryland BSN enrollment, graduation, and NCLEX licensure exam candidate success has been increasing since 2017. However, these increases will not surmount the need projected by the Maryland Hospital Association's GlobalData report, citing a 19% increase in Maryland demand for RNs



across health care settings.<sup>8</sup> In fact, the report projects that the supply of new registered nurses will only grow a total of 4% over the projection period, 2021-2035.<sup>9</sup> Ultimately, the report projects a Maryland RN supply shortfall of 13,800 nurses, resulting in adequately supplying only 80 percent of the projected demand for RNs in 2035.<sup>10</sup> The chart below compares the actual results of Maryland NCLEX-RN exam passage for all Maryland nursing programs at the associate's, bachelor's, and direct-entry master's levels in the most recent available data from the Maryland Board of Nursing to the GlobalData projected shortfalls in RN demand (2021-2035).

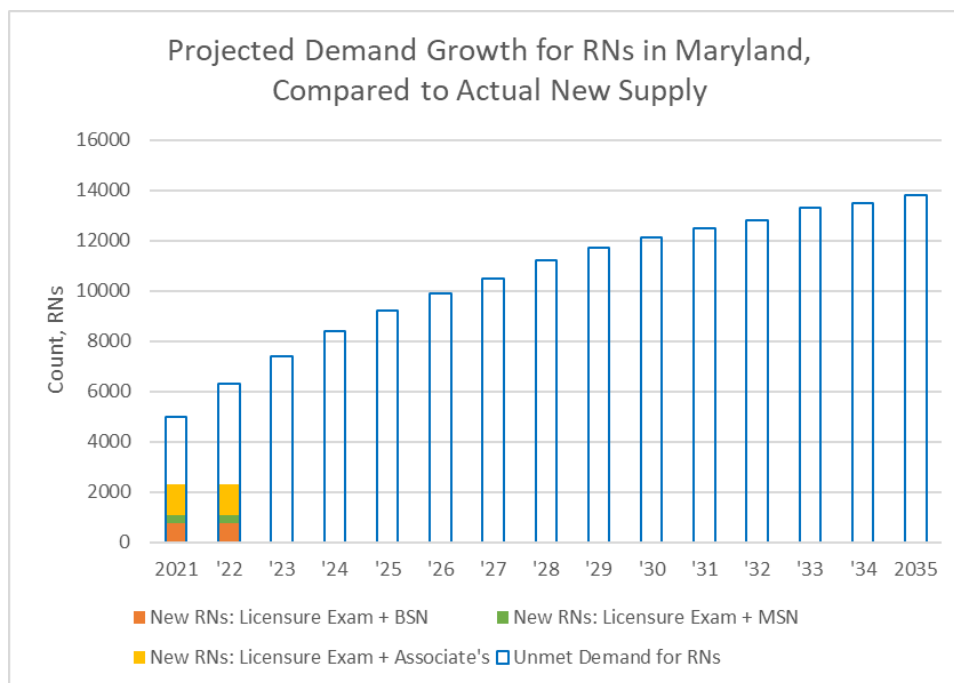


Figure 2. GlobalData RN Demand Data compared to Maryland Board of Nursing NCLEX Exam Results

The following tables provide data showing the current and projected supply of prospective graduates of bachelor's degree nursing programs, according to Maryland Higher Education Commission enrollment trend data and degrees awarded.

#### Maryland Enrollment Trends: Bachelor degree programs in Nursing, 2017-2021

School Name	2017	2018	2019	2020	2021
Bowie State University	610	610	488	536	543
Coppin State University	639	624	571	505	447
Frostburg State University	468	483	438	424	384
Salisbury University	554	539	557	510	500
Towson University	1479	1591	1663	1597	1527

<sup>8</sup> GlobalData. (2022). *Maryland Nurse Workforce Projections: 2021-2035*. p. 14.

<https://www.mhaonline.org/docs/default-source/default-document-library/maryland-nurse-workforce-projections-globaldata.pdf>

<sup>9</sup> *ibid.* p. 17.

<sup>10</sup> *ibid.* p. 33.

<b>School Name</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Univ. of MD, Baltimore	841	834	816	818	868
Univ. of MD Global Campus	588	689	677	639	555
Morgan State University	237	285	387	454	666
Hood College	10	3	0	0	0
Hood College	54	72	75	68	41
Johns Hopkins University (program closed 2016)	0	0	0	0	0
Notre Dame of Maryland University	305	279	333	341	419
Stevenson University	715	688	727	713	739
Washington Adventist University	197	248	283	268	216

SOURCE: Maryland Higher Education Commission

## Maryland Degrees Awarded Trends: Bachelor degree programs in Nursing, 2017-2021

<b>INSTITUTION NAME</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Bowie State University	50	58	55	47	35
Coppin State University	67	66	70	66	62
Frostburg State University	155	149	160	142	139
Salisbury University	97	87	89	89	83
Towson University	272	270	271	312	325
University of Maryland - Baltimore	378	398	411	396	389
University of Maryland Global Campus	97	125	187	244	248
Morgan State University	7	14	16	12	23
Hood College	5	13	24	20	16
Johns Hopkins University (program closed 2016)	125	0	0	0	0
Notre Dame of Maryland University	208	46	95	69	108
Stevenson University	189	202	182	196	219
Washington Adventist University	14	32	57	40	67

SOURCE: Maryland Higher Education Commission

The next table displays the counts of first-time candidates who successfully passed the NCLEX-RN licensure exam, by Maryland BSN program, in the most recent five years of data available.

## First-time Candidate Passing Performance on NCLEX-RN Licensure Exam, by BSN Program

<b>INSTITUTION NAME</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>
Bowie State University	38	39	30	15	36
Coppin State University	36	53	43	44	39
Johns Hopkins University (program closed 2016)	4	n/a	n/a	n/a	n/a
Hood College	4	11	13	18	14
Morgan State University	9	17	7	4	10
Notre Dame of Maryland University	27	21	17	45	66
Salisbury University	82	72	81	91	73
Stevenson University	59	61	50	92	70
Towson University	136	150	143	136	148
Universidad del Turabo (program closed 2021)	5	4	5	7	n/a
University of Maryland	261	286	227	272	251

INSTITUTION NAME	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Washington Adventist University	15	29	34	31	40
BSN Degree – Exam Passage Total	676	743	650	755	747

SOURCE: Maryland Board of Nursing<sup>11</sup>

To summarize, the supply of prospective nursing graduates in Maryland will not sufficiently fill the growing demand for registered nurses. The impacts of the COVID-19 pandemic on nursing staff turnover paired with looming retirements among current nurses has exacerbated the challenge for hospitals and medical centers to staff nurses appropriately. In addition, Loyola University Maryland does not directly compete with the majority of in-state schools for undergraduate enrollment. This is affirmed in National Student Clearinghouse data that can be used to track where admitted students ultimately matriculate. A new BSN program from Loyola will be one meaningful contribution toward filling this need in Maryland, the region, and beyond.

#### 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.

Based on the MHEC Inventory, there are currently twelve institutions in the state that award bachelor's degrees in nursing. Nearly all Maryland public institutions offer a BSN program or a pre-nursing pathway to the University of Maryland School of Nursing BSN program. Five private institutions offer a BSN program, and with the recent proposal from McDaniel College, there will be six private institutions offering a BSN degree. Nursing programs are required to fulfill similar goals and outcomes, as regulated in the State of Maryland and Maryland Board of Nursing requirements. Registered nursing students must receive a passing score on NCLEX exams; therefore, all nursing programs in the state have certain similarities in their curriculum.

Loyola differentiates its program in not only the university mission as a Jesuit, Catholic University committed to **the educational and spiritual traditions of the Society of Jesus and the development of the whole person**, but by the proposed curriculum. True to the University and Mercy's values, Loyola-educated BSN nurses will position health equity and service to medically underserved individuals at the core of its educational philosophy. The program curriculum provides a rigorous integration of liberal arts education throughout the four years. This introduces students to a deeply interdisciplinary mode of learning that will support them in the interprofessional collaboration that will be part of their nursing practice. Unlike many nursing programs that complete pre-requisite courses in the first two years and transition to nursing curriculum in the second two years of the BSN, Loyola students will begin taking nursing theory and content in the first year and integrate both nursing coursework and the liberal arts throughout their four years. The rigor, breadth, and depth of the nursing content and the Loyola Core Curriculum result in a large

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<sup>11</sup> Maryland Board of Nursing. NCLEX Exam Pass/Fail Rates by Education Program in the State of Maryland. <https://mbon.maryland.gov/Pages/education-nclex-stats.aspx>. Visited August 13, 2023.

program comprising 133 credits, another factor that differs from many of the nursing programs in Maryland, at 120 credits.

#### Similarities and Differences of Loyola's BSN Program to other Maryland BSN Programs

<b><u>Similarities</u></b>	
Curricular	<ul style="list-style-type: none"> <li>• Adherence to Maryland Board of Nursing requirements and expectations</li> <li>• Alignment to and pursuit of nursing accreditation (CCNE)</li> <li>• Attention to social justice, matters of health equity, and patient-centered healthcare across settings and across the lifespan</li> <li>• Attention to nurse well-being</li> </ul>
Preparation of Graduates	<ul style="list-style-type: none"> <li>• Preparation and qualification for sitting for the NCLEX licensure exam</li> <li>• Preparation as baccalaureate-educated entry-level registered nurse professionals</li> </ul>
<b><u>Differentiation</u></b>	
Curricular	<ul style="list-style-type: none"> <li>• Intentionally immersive integration of the liberal arts and nursing courses throughout all four years of the nursing program (5 of 10 required Core humanities courses are taken in the junior and senior years)</li> <li>• Intermediate level global language to facilitate interactions with diverse patient groups</li> <li>• Curricular incorporation of Catholic traditions in healthcare with emphasis on service and discernment</li> <li>• Health-equity-focused nursing research focus that includes a senior capstone project</li> <li>• Place-based learning about Baltimore through didactic and clinical courses</li> </ul>

Pedagogical	<ul style="list-style-type: none"> <li>• Jesuit pedagogical paradigm and educational principles for students' well-rounded growth as persons for others</li> <li>• Progressive deepening of nursing identity and competencies with nursing courses occurring across all for years</li> <li>• Universal first-year participation in Messina thematically paired interdisciplinary seminar-style classes and co-curricular enrichment, emphasizing academic excellence, intellectual inquiry, and the development of the whole person</li> </ul>
Required Credits	<ul style="list-style-type: none"> <li>• Total Program Credits: 133 credits, including: <ul style="list-style-type: none"> <li>○ 61 Nursing credits</li> <li>○ 42 pre-requisite and other STEM as well as social sciences credits</li> <li>○ 30 Humanities credits, including a global language, theology, and philosophy</li> </ul> </li> </ul>
Tuition and Fees	<ul style="list-style-type: none"> <li>• Academic Year 2023-24 Tuition and Fees: \$55,480</li> <li>• 99% of students receive financial aid</li> <li>• 98% of students receive a Loyola-funded scholarship or grant</li> <li>• Average net price for first-time students who received need-based aid: \$25,782</li> </ul>
<b><u>Institutional Characteristics</u></b>	
Mission Statement	Loyola University Maryland is a Jesuit, Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. Accordingly, the University will inspire students to learn, lead, and serve in a diverse and changing world.
Carnegie Classification	<ul style="list-style-type: none"> <li>• Master's Colleges &amp; Universities: Larger Programs; Four-year, medium size, highly residential</li> <li>• Carnegie Community Engagement Classification</li> </ul>
Location	Baltimore, MD

Accessibility	<p>In addition to providing grants and scholarships, Loyola continues to seek new and innovative ways to assist students and families with the rising costs of higher education. These initiatives include Loyola's Charm City Promise Program, Community College Partnerships, Seamless Transfer Program, and participation in the Yellow Ribbon Program.</p>
Institutional Admission Requirements	<p>The admission evaluation at Loyola combines an analysis of academic information submitted along with a review of recommendations, the record of extracurricular involvement and evidence of special talent, leadership, and service. The admission committee does not use a formula or have strict cutoffs. Instead, the admission office's goal is to conduct a balanced and individual review, taking a number of factors into account.</p> <ul style="list-style-type: none"> <li>• The most competitive candidates have achieved at least a B+/A- average (weighted) in a challenging curriculum in grades 9 through 12. Students accepted to the Class of 2026 had a 3.68 (weighted) average GPA.</li> <li>• Standardized test scores are optional</li> <li>• Loyola requires one teacher recommendation and one school counselor recommendation</li> </ul>
Residency Requirement	<p>Students must satisfactorily complete at least 60 credits at Loyola University Maryland. Of the last 60 credits, 45 must be taken at Loyola. Additionally, 15 of the last 21 credits and at least one-half of the courses in the major and minor field of study also must be taken at Loyola. Credit awarded on the basis of any placement tests does not count toward fulfillment of the residency requirement. Approved courses taken in the University's own study abroad programs or affiliations apply toward the residency requirement. Study abroad courses sponsored by external study abroad programs do not count toward residency or in the Loyola QPA.</p>



Current Student Population	<p>2022-23 Enrollment</p> <ul style="list-style-type: none"> <li>• Total Headcount: 5,238 <ul style="list-style-type: none"> <li>○ Student FTE: 4,657</li> <li>○ 3,977 undergraduate students</li> <li>○ 1,261 graduate students</li> </ul> </li> <li>• Undergraduate Students: <ul style="list-style-type: none"> <li>○ Maryland residents – 31%</li> <li>○ Living on campus – 79%</li> <li>○ Women – 55%</li> <li>○ Students of color – 32%</li> <li>○ International – 2%</li> <li>○ Entering first-year students – 1,271</li> <li>○ Entering transfer students – 54</li> <li>○ Continuing students – 2,652</li> </ul> </li> </ul>
Intercollegiate Athletics	<p>Loyola is a member of the Patriot League and a member of the National Collegiate Athletic Association (NCAA), competing on the NCAA Division I level. The University fields teams in 18 intercollegiate sports: men's and women's basketball, cross country, lacrosse, rowing, soccer, swimming and diving, and tennis; men's golf; women's indoor and outdoor track; and women's volleyball.</p>

## 2. Provide justification for the proposed program.

The president of Loyola University Maryland, Terrence M. Sawyer, J.D., began meeting local leaders in the Greater Baltimore region during the first year of his presidency. In his meetings with President and CEO David N. Maine, M.D., of Mercy Health Services, Mr. Sawyer learned of the challenges Baltimore healthcare faces in current nursing staffing shortages and deepening needs for future pipelines of new nurses. The conversations between the two presidents illuminated the clear alignment of their institutions' history, mission, and values. Through these conversations, they determined a partnership would ensue with an opportunity for Loyola to become part of the solution for the critical shortage of nurses in Maryland. Loyola is a proven leader in graduating young people who excel in the sciences—but who also benefit from a rich, values-based core curriculum that helps them become the ethical, compassionate, analytical leaders needed in healthcare today. Loyola already has exceptional biology, chemistry, biochemistry, and pre-health programs, one of them being Health Outreach Baltimore, a collaborative partnership between Loyola and Mercy, aimed at serving Baltimore families in need of community resources. The addition of a BSN program would build on what is an established strength and expand it to educate future professionals who will meet their patients where they are, accompany patients and their families on their healthcare journeys, and provide the world-class care that every patient of every background deserves.

The need for nurses in Maryland and the nation is demonstrated by the national Bureau of Labor Statistics projections and the Maryland Department of Labor long-term projections (see above). The impacts of the COVID-19 pandemic on nursing staff turnover paired with looming retirements among current nurses has exacerbated the challenge for hospitals and medical centers to staff nurses appropriately. A new BSN program from Loyola will be one meaningful contribution toward filling this need in Maryland, the region, and beyond.

The president of Mercy has seen the nursing shortage crisis escalate as a result of the COVID-19 pandemic and views nursing pipeline development as critical to meeting Mercy's mission. Over the last three years, Mercy has averaged vacancies of 15-19%, or 83 to 107 FTEs. This has led to extraordinary measures to recruit and retain nurses. For instance, instead of resorting to using agency staffing, Mercy has maximized its internal resources by implementing escalating bonuses, retention bonuses, and contract re-commitment bonuses for a total of \$10,500,000. In addition, Mercy has increased base pay for a total of 18% and has implemented semi-annual financial incentives, including higher shift differentials and increased charge nurse pay. As nurses have left Mercy to pursue higher compensation, early retirement, less-acute health care settings, and professional advancement, Mercy has increased cross-training between departments and re-introduced managers and educators into bedside nursing to alleviate the burden on nursing staff. Vacancies in support services cause additional pressure on nurses to provide a positive experience for patients. As stated by Mercy Senior Vice President of Operations Susan Finlayson, DNP, RN, NE-BC,

*Nursing professionals are critical to quality care and the patient experience. The pandemic shined a spotlight on the need to train, recruit, and retain more nurses. Coupled with the aging workforce, current projections suggest that this shortage will only increase. It is imperative that we find new avenues for individuals to pursue a nursing degree thereby increasing the supply of the nursing workforce.*

The presidents of Mercy and Loyola are committed to partnering in the development of citizen-nurses who embody a commitment to community service, health equity, and specifically service in the City of Baltimore.

#### **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 HBIs

This proposal would not have any impact on the implementation or maintenance of high-demand programs at HBIs. As stated above, according to American Association for Colleges of Nursing, U.S. nursing schools turned away 91,938 qualified applications for baccalaureate and graduate nursing programs (AACN Fact Sheet: Nursing Shortage October 2022), so demand for nursing education exists and is unmet. Three HBIs offer BSN programs in the state, including Bowie State University, Coppin State University, and Morgan State University. All three of these are public institutions. Based on the MHEC Inventory, there are currently twelve institutions in the state that

award bachelor's degrees in nursing. Nearly all Maryland public institutions offer a BSN program or a pre-nursing pathway to the University of Maryland School of Nursing BSN program. With the addition of the recent proposal from McDaniel College, there will be six private institutions offering a BSN degree in Maryland.

Nursing is a common program with a great need in the state and country. Loyola does not believe that offering a BSN program will adversely affect the three HBIs in Maryland that currently offer a BSN Program. Bowie State University is located in Prince George's County and is geographically distant from Loyola University Maryland. While Coppin State University and Morgan State University are both located in Baltimore City, where Loyola is located, a separate agreement with Mercy will allow clinical rotations for Loyola BSN students without impacting current clinical placements or active affiliation agreements of other institutions at Mercy. Additionally, Mercy will offer preceptors, which will not affect availability of preceptors for other institutions.

#### **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

As nursing is a common program offered by many institutions in the state and as the demand and need for new nurses is so great, Loyola's proposed BSN program will not impact the uniqueness and institutional identities and missions of Maryland's HBIs.

#### **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.

When President Sawyer, in his first year as president, began meeting with local leaders in the Greater Baltimore region, the similarity of shared institutional values and mission became clear in his meetings with the president of Mercy Health Services. In their conversations, the two presidents determined that their institutions could partner to help address the pressing need that Maryland hospitals are facing because of the shortage of nurses and the demands posed by population level health challenges, such as the pandemic and the greater numbers of patients with complex health problems. Loyola listened carefully to understand what was needed at this time in history and what Loyola had to offer. Upon reflection, it became clear that Loyola's core values of academic excellence, focus on the whole person, integrity, diversity, community, justice, service, leadership, discernment, and constant challenge to improve create a strong foundation for educating nurses whose baccalaureate degree will position them to step forth, ready to serve and prepared to continue to learn more. The University will collaborate closely with Mercy Medical Center to offer a program that establishes a unified theoretical and clinical model for learning. True to the University and Mercy's values, Loyola-educated BSN nurses will position health equity and service to the medically underserved individuals at the core of its educational philosophy. The proposal was approved by Loyola's governance bodies and the Board of Trustees.

At its inception, the nursing program will be part of the Natural and Applied Sciences division, in which it will be placed within the Department of Biology. As the program grows, its placement within the University's organizational structure can be reassessed. The nursing program will be overseen by a program director who holds a current license to practice as a registered nurse in Maryland, a graduate degree in nursing, and academic preparation or experience in education. A terminal nursing degree, such as Ph.D. or Doctor of Nursing Practice (DNP), will be set as a preference for the program director. The program director oversees the academic and administrative program quality as well as teaches one upper-level nursing course per term in the areas of their expertise. The program director will report to the chair of the Biology department and work collaboratively with the associate dean of Natural and Applied Sciences who oversees all the division's departments.

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

Loyola's BSN educational objectives rise from the philosophy of the program that is aligned with the principles of liberal education, as seen in Loyola's learning aims, and the principles of competency-based nursing education, as seen in the AACN's *Essentials*. Loyola's BSN educational philosophy is based on integrating cultural and social determinants of health into holistic patient care and promotion of health equity. Loyola's BSN program demonstrates place-based commitment to Baltimore and to nursing promotion of health justice more widely. This may be seen as a theme in all of Loyola's BSN courses and clinicals, including ranging from the first-year students' two professional development seminars to the final year health-equity-focused capstone. In sum, the BSN program's philosophy has informed the development of the course selections. The program's philosophy is also seen in the program's implementation that creates a continuum of liberal arts studies from first-year fall semester until senior spring semester and places evidence-based nursing practice and research at the root of nursing education by introducing that course early on. The program evaluation will include a holistic review of students' success in liberal arts, prerequisite, and nursing major courses.

The nursing curriculum comprises 61 credits of nursing theory and clinicals, 42 credits of prerequisite and other natural sciences, psychology, and statistics, and 30 credits of humanities core. Loyola's BSN program's learning aims are these:

1. Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world
2. Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning
3. Deliver safe and patient-centered nursing care to diverse patients across the span of their life, in various healthcare settings, and in all four spheres of care (prevention/promotion of health, chronic illness, critical/acute care, and palliative care)
4. Communicate effectively to promote health, coordinate care, advocate for patients, and advance the values of nursing profession
5. Use patient information systems and technologies confidently in direct patient care and demonstrate understanding of nursing informatics

6. Collaborate effectively and with professionalism in interprofessional environment and lead by using one's knowledge of patient care, healthcare systems, and nursing scholarship

For the congruence of Loyola's BSN program with the program's learning outcomes, the University's undergraduate learning aims, AACN's *Essentials* expected competencies, and the Next Generation NCLEX, see Appendix 2.

3. Explain how the institution will:

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

The Systemic Evaluation Plan (SEP) will fulfill COMAR Sec. 10.27.03.15. It will include all components of the program, evaluation time intervals, participation of stakeholders, assessment instruments/methods, and evidence the program is meeting its objectives and of actions taken for continuous improvement.

Assessment of student learning outcomes will be conducted according to the schedule as indicated in Appendix 3. The curriculum map displays the alignment of courses to program learning outcomes and can be found in Appendix 4.

- b) document student achievement of learning outcomes in the program

On an annual basis, the nursing program will fulfill university expectations for program learning outcome assessment reports and will follow the expectations of the Board of Nursing for annual review (COMAR Sec. 10.27.03.16).

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

Loyola's BSN program consists of 133 credits that consist of 61 credits of nursing theory, skills, or clinicals. Their prerequisite courses in biology, chemistry, statistics, psychology, and additional sciences (pharmacology and pathophysiology) contribute to almost one third of the nursing curriculum (42 credits). The humanities core courses (30 credits) provide the liberal arts foundation, and English is one of the nursing prerequisites. All prerequisites will need to be completed at minimum grade of C or higher before 300 and 400-level nursing courses. Admission to the program will be by additional application materials and admission considerations at the time of student's acceptance to Loyola or upon qualifying sophomore or transfer student limited quota, criteria for which will be established in collaboration with the offices of undergraduate enrollment/admission and the director of the nursing program.

Please see Appendix 5 for the course descriptions and Appendix 6 for a course sequence.

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

Loyola undergraduate students are required to satisfy the requirements of the Loyola Core

Curriculum. The Loyola Core Curriculum comprises the foundations of a liberal arts education in the Jesuit tradition. Courses span areas in the humanities, social sciences, and natural sciences/mathematics. They include disciplines such as global language, fine arts, writing, English, history, theology, philosophy, and ethics. Loyola students fulfill the diversity-justice graduation requirement through courses in the Core and their majors.

Loyola BSN students will complete Loyola's liberal arts core curriculum. The Mathematical Science core course will be specifically ST 210 Introduction to Statistics. The two Natural Science core courses will be BL 150–153 Foundations of Biology with laboratory. The two Social Science core courses will be PY 101 Introductory Psychology and PY 244 Life Span Development. ST 210, BL 150–153, PY 101 and PY 244, along with EN 101 The Art of Reading, contribute toward nursing prerequisites and will be completed before 300-level nursing courses.

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

Loyola will seek the nursing program approval from Maryland Board of Nursing. This approval is required of all nursing education programs and includes a Board of Nursing (BON) addendum to the MHEC proposal. If granted, the initial approval spans prior to admission of students to first class's graduation. The BON then reassesses the program for approval or conditional approval. In due course, Loyola will seek accreditation by the Commission on Collegiate Nursing Education (CCNE). This CCNE accreditation is an AACN affiliated process that a nursing program can seek after it is approved by a Board of Nursing and has enrolled its first class. The necessary on-site visit can occur after the program has had students enrolled for one academic year.

Additionally, "CCNE standards and key elements are designed to encourage innovation and experimentation in teaching and instruction. CCNE recognizes that advancements in technology have enabled programs to facilitate the educational process in ways that may complement or supplant traditional pedagogical methods." *CCNE Standards, Procedures, and Guidelines*, p. 4.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Loyola University Maryland will retain institutional control over the quality of the curriculum, instructional staffing, instructional support services, and the integrity of enrollment policies. If the proposed program is recommended for implementation, Loyola University Maryland and Mercy Health Services will enter into a clinical rotation agreement. The sample clinical rotation agreement, found in Appendix 7, affirms this control by the University.



8. Provide assurance and any appropriate evidence that the proposed program will provide students 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.

All program requirements, including pre-requisites, curriculum, administration, financial aid, and any other relevant information will be maintained on the program's website and in the undergraduate catalogue. The program directors will be responsible for ensuring that the webpage remains current and that students are informed of any changes. Individual course requirements will be clearly delineated on syllabi and in catalogue descriptions prior to registration. The program directors will also be available to discuss program/course requirements and university services during office hours or by appointment.

Loyola provides support services that include an Office of Technology Services, Counseling Center, Disability Support Services, Financial Aid Office, the Loyola-Notre Dame Library, a National Fellowships Office, The Study, the Writing Center, and many other support services to assist students for success. As mentioned above, Loyola's website provides the appropriate program costs and student support resources, including required consumer information disclosures

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

Loyola University Maryland has a dedicated Office of Marketing and Communications. Loyola endorses and adheres to ethical principles and codes of conduct published by various national organizations. These include the Public Relations Society of America (PRSA) Code of Ethics, the National Association for College Admission Counseling (NACAC) Statement of Principles of Good Practice, the National Association of Student Financial Aid Administrators (NASFAA) Statement of Ethical Principles and Code of Conduct for Institutional Financial Aid Professionals, American Association of Collegiate Registrars and Admissions Officers (AACRAO) Professional Practices and Ethical Standards, the NAFSA: Association of International Educators Statement of Ethical Principles, and the Association for Institutional Research (AIR) Code of Ethics, which are followed by the Office of Marketing and Communications, the Admission Office, the Office of Financial Aid, the Records and Admissions Offices, the Office of International Programs, and the Office of Institutional Research, respectively. Furthermore, the institution provides clear and accurate program information on the university website.

Loyola's Enrollment Management team will be sent all the relevant information for the program and works closely with academic departments and the Academic Advising and Support Center to ensure that advertised information is clear and accurate. The academic department's website will be a key resource for students. At Loyola, all websites are maintained by individual departments. This helps to ensure that content is accurate and relevant for anyone who visits a department website.

## **H. Adequacy of Articulation** (as outlined in COMAR 13B.02.03.19)

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found [here](#).

No formal articulation agreements for this program have been developed with partner institutions. However, Loyola offers a seamless transfer program to students who complete an associate degree at a Maryland community college. Most students who complete their associate degree at any Maryland community college will be considered as having fulfilled all Loyola core requirements (with the exception of two courses that would fulfill the theology and philosophy requirements) that serve as the foundation of our Jesuit liberal arts curriculum. Additionally, if students have taken at least two semesters of a college-level foreign language (e.g., Spanish 101 and 102), they will have completed Loyola's language requirement.

## **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.

Loyola's BSN students will learn from professors who are experts in their respective fields and focused on student success. The liberal arts core and nursing prerequisite courses are taught by tenure-track or teaching professors, of whom a large majority holds doctoral degrees in their field. The studies in liberal arts core curriculum and nursing prerequisites bring students to learn from professors representing biology, chemistry, mathematics/statistics, psychology, and many disciplines in humanity, including English and philosophical or theological ethics. Loyola will hire a tenure-track biology professor who will teach in the areas related to nursing prerequisite courses and other biology content.

Loyola's nurse administration and faculty will be in compliance with Maryland Board of Nursing Bylaws articulated in Maryland Code of Regulations 10.27.03.07 and 10.27.03.08. Nurse faculty will offer high-quality nursing education that is based on nursing research, evidence-based practices, and nursing competencies that prepare students to effectively exercise clinical judgment and nursing skills in the full spectrum of healthcare. The nursing program will be overseen by a program director who holds a current license to practice as a registered nurse in Maryland, a graduate degree in nursing, and academic preparation or experience in education. A terminal nursing degree, such as Ph.D. or Doctor of Nursing Practice (DNP), will be set as a preference for the program director. The program director oversees the academic and administrative program quality as well as teaches one upper-level nursing course per term in the areas of their expertise.

Loyola will also hire one full-time tenure-track assistant professor who teaches four courses of nursing theory, skills, or simulation during fall and spring terms. A terminal nursing degree, such as Ph.D. or Doctor of Nursing Practice (DNP), will be set as a preference for full-time nurse faculty teaching nursing theory. The full-time assistant professor and affiliate faculty will all hold a current

license to practice as a registered nurse in Maryland and have a minimum of 2 years of clinical experience as a registered nurse. The affiliate nurse faculty will have a graduate degree in nursing, or they may petition for a waiver if they hold a BSN and a graduate degree in another field or are enrolled to graduate with a degree in nursing within the timeframe stipulated in Section 10.27.03.08 of the Bylaws of the Board of Nursing. The affiliate clinical nurse faculty will have a degree at or above baccalaureate degree in nursing and clinical experience to function effectively and safely in their clinical area of teaching. A graduate degree in nursing will be set as a preference for all clinical nurse faculty. The program will be supported by a full-time laboratory assistant, full-time advising, assessment, and remediation coordinator, and a part-time program assistant.

Upon approval of the program, the following hiring program will commence. Initial hiring of nursing faculty, administrators, and staff as well as an additional tenure-track biology professor will occur between Fall 2023 and Summer 2024, and additional faculty and staffing will be added to grow with the program thereafter. The table below displays the hiring plan for the nursing program's successful launch and implementation. See Appendix 8 for a list of current Loyola faculty who will teach BSN students the science, statistics, and Core curriculum courses incorporated in the degree.

#### **BSN HIRING PLAN FOR ADMINISTRATION, FACULTY, AND STAFF:**

POSITION	TERMINAL DEGREE	FT/PT/Affiliate	FA 23	SP 24	FA 24	FA 25	FA 26	FA 27
Program Director + one course/term	Graduate nurse, pref. Ph.D. or DNP	FT	1					
Assistant Professor, Nursing	Graduate nurse, pref. Ph.D. or DNP	FT, tenure			1		1	1
Assistant Professor, Biology	Ph.D. in physiology or other related	FT, tenure			1			
Clinical Coordinator	Bachelor's Degree	FT		1				1
Clinical Faculty, Nursing	Graduate or BSN nurse,	FT				1		
Affiliate lecturers (affiliated with Mercy)	Graduate or BSN nurses	Instructors, PT		12				
Director of Program Operations	Master's degree preferred	FT				1		
Advising, assessment, and remediation coordinator	Registered nurse, with a BSN or above	FT			1			
Program assistant	Associate's or Bachelor's degree	PT to FT		1 PT		FT		
Lab assistant	Associate's or Bachelor's degree	FT		1				

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
  - b) The learning management system
  - c) Evidenced-based best practices for distance education, if distance education is offered.

Loyola currently offers two formal university-wide teaching enhancement workshops each year for all faculty, as well as numerous less formal pedagogical opportunities throughout the year. Several workshop sessions are dedicated to pedagogical training for faculty and instructors, including discussions of best practices for promoting student learning. In 2018, Loyola established Teaching Fellows who act as learning communities to research, incorporate, and disseminate best practices. Cohorts of teaching fellows have been formed for high-impact teaching practices, equity and inclusion, and digital teaching and learning.

**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.

The Loyola Notre Dame Library (LNDL) provides students, faculty, and staff with access to over 50,000 periodical titles, over 9 million books and media items (including LNDL holdings and those of 16 other Maryland-area member libraries of the USMAI consortium), 183 databases covering a variety of subject areas, and three streaming media platforms that provide access to educational media content. These resources include article databases, such as the Cumulative Index to Nursing and Allied Health Literature, MEDLINE, Nursing Reference Center, Ovid Nursing Journals, ProQuest Nursing Journals, PsycArticles, Health Source: Nursing/Academic, and ScienceDirect, and informational databases such as the Cochrane Database of Systematic Reviews, DynaMed Plus, Gale Virtual Reference Library, and multiple drug resources supporting a pharmacy program. All of the library's materials, including print materials, are available for use by online/distance students. The majority of the collection is accessible online from any computer with an internet connection; arrangements are made for distance students to receive print items. The library building offers a variety of spaces for collaboration and quiet study, has wireless connectivity throughout, and provides 30 workstations for patron use throughout the building. The library staff supports faculty and students in the areas of research and information literacy, copyright, and educational technology. Faculty can collaborate with a librarian to design in-person or online information literacy sessions for their classes and the library has a dedicated health sciences instruction librarian. Librarians are available to assist with research via scheduled consultations, 24/7 chat, and at the Help Desk, on the phone, or by e-mail. The Copyright Information Center offers online and in-person workshops each semester and is also available for scheduled consultations. The Library's Innovation Station makerspace offers various technologies for exploration, creation, learning, and invention. Faculty can partner with Technology Services staff to implement makerspace technology into their courses, and staff

are available to provide individual training and consultations. The Archives and Special Collections provides primary source research instruction and consultations by request.

**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.

Loyola has established a strong collaborative partnership with Mercy Medical Center, which will be the site of clinicals. Mercy's expert graduate level nurses will be recruited to serve as affiliate faculty and nursing staff will serve as preceptors. Regarding physical facilities, Loyola University Maryland's existing laboratory and classroom spaces will be able to accommodate new nursing students during the first year new enrollments are accepted (fiscal year 2026). Subsequently, investments the University is making in renovating and expanding the Donnelly Science Building will accommodate additional nursing students and the expansion of its forensic science and other natural and applied science majors. With a \$17 million investment, the University will break ground on the expansion in 2024, and new laboratory, classroom, student lounge, instructional equipment storage, and faculty classroom spaces will be open in fiscal year 2027.

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

The proposed program is not a distance education program. Regardless of program delivery mode, students are provided with an electronic mailing system and other technologies listed above in section G8, upon matriculation. The institution has several computer labs and utilizes Moodle as the learning management system. The Office of Technology Services provides technical support for all student email accounts and for those using the learning management system.

- b) A learning management system that provides the necessary technological support for distance education

The program is not a distance education program. All students enrolled in the program are provided access to the University's learning management system. The Office of Technology Services provides technical support for all student email accounts and for those using the learning management system. The Office of Digital Teaching and Learning provides additional support to students and faculty specifically for distance education courses.

**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.
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.

With a \$17 million investment, the University will break ground on the expansion of the Donnelly Science Building in 2024, and new laboratory, classroom, student lounge, instructional equipment storage, and faculty classroom spaces will be open in fiscal year 2027. The proportion of this investment directly dedicated to the new BSN program will be \$1.45 million; see expenditures in Years 2 and 3 of the table.

For the initial hiring, a program director will be joined by two other nursing administrators: a clinical coordinator and advising, assessment, and remediation coordinator. The clinical coordinator will match the students to their clinical placements, collaborate with clinical site's clinical faculty, and coordinate students' clinical learning outcomes. The advising and student progression will be coordinated by an advising, assessment, and remediation coordinator who holds a baccalaureate in nursing. The program will be supported by a full-time laboratory assistant and a part-time program assistant. As the program launches and grows, a director of program operations and a second clinical coordinator will be hired, and the program assistant position will become full time. The budget plans for three new tenure/tenure-track nursing faculty, one new tenure/tenure-track biology faculty, a teaching and clinical faculty member, and lecturers to begin and grow with the program over the first five years. The BSN hiring plan for faculty, administrators, and staff is included above. Appendix 9 includes the Financial Resources Tables.

**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.

Loyola University Maryland utilizes several mechanisms for evaluating courses, including student course evaluation, faculty peer evaluations, and faculty annual updates. The latter requires faculty to perform self-evaluation of courses and teaching effectiveness, and to provide evidence of achieving student learner outcomes for evaluation by the department chair and dean.

The proposed BSN program will complete annual program learning outcome assessment reports according to the university-wide assessment plan. The associate dean reviews the report as does the University's committee for the assessment of student learning. A centralized reporting system ensures reports and assessment practices align to the criteria of the university-wide assessment plan.

Student learning outcomes will be evaluated regularly as part of the nursing program's systematic plan of evaluation (SEP). The crosswalk of program learning outcomes, AACN *Essentials* competencies and Next Generation NCLEX priorities can be referenced in Appendix 2.

2. 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.

The results of the assessment will be used for continual improvement of the program. Reports will be completed regularly and will include measures of student achievement of the program learning outcomes. The reports, an assessment cycle, and the curricular map will be recorded in a centralized software system used across the University. Institutional evaluation will occur in accordance with university timelines and will meet with Board of Nursing and CCNE accreditation expectations. The cost-effectiveness of the program will be reviewed annually by the Dean.

Each department at Loyola is required to submit an annual report, which includes progress towards previous year's goals and a complete assessment report. The reports are evaluated by the Dean's office annually, and the Dean meets with the chair each year to discuss departmental progress. The Nursing program evaluations will be conducted to meet university and program accreditor assessment requirements.

Please see Appendix 3 for an Assessment Timeline.

**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.

Loyola University Maryland has a strategic focus on enhancing equity and inclusion for the university community. The University is committed, through its mission and core values, to creating a community that embraces and celebrates the inherent value and dignity of each person. The strategic plan goal to enhance equity and inclusion guides faculty and administrators' work toward promoting inclusive academic excellence. Specifically, teaching practices identified by AAC&U as highly impactful for the success of all students are being incorporated more fully in academic and cocurricular programs across the University. The provost has invested in related professional development by funding cohorts of faculty fellows to explore, employ, disseminate, and support high-impact teaching strategies. Faculty Fellows for High-Impact Practices (HIPs) are represented in all three schools, including the Loyola College of Arts and Sciences. Following a similar model, a cohort for Equity & Inclusion Fellows and a cohort for Digital Teaching and Learning has been established.

**O. Relationship to Low Productivity Programs Identified by the Commission:**

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

This program is not a low productivity program.

**P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)**

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

Loyola University Maryland is approved to offer distance education, but this program is not a distance education program.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

Loyola University Maryland is approved to offer distance education and abides by C-RAC Guidelines, but this program is not a distance education program.

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## **Appendix 1: Letters of Support**

Letters of Support include those from the following:

Mercy Health Services President & CEO David N. Maine, M.D.

Baltimore City Council Vice President Sharon Green Middleton

Baltimore City Councilman Mark Conway

Baltimore City Health Department Acting Commissioner of Health Mary Beth Haller

Health Care for the Homeless President & CEO Kevin Lindamood



University  
Affiliated  
—  
Sponsored  
by the  
Sisters  
of Mercy

August 15, 2023

Acting Secretary Sanjay Rai  
Maryland Higher Education Commission  
Nancy S. Grasmick Building, 10th Floor  
6 North Liberty Street  
Baltimore, Maryland 21201

Re: Support- Loyola University Maryland proposal for BSN Program

Dear Secretary Rai,

I am writing to you today on behalf of Mercy Medical Center to express our strong support for Loyola University Maryland's proposal to establish a Bachelor of Science in Nursing (BSN) program.

As a community teaching hospital, Mercy is proud to join with Loyola University Maryland's efforts to establish a premier nursing program which will help expand the healthcare workforce amid an ongoing, chronic nursing shortage in Maryland.

This exciting academic partnership will help create a new pipeline of high-quality nurses committed to clinical excellence and improving community health, especially for poor and underserved communities in Baltimore.

Loyola University Maryland's and Mercy's shared mission of service, core values, and Catholic identity provide a strong foundation to build an exemplary Nursing program dedicated to academic and professional advancement.

We look forward to supporting continued engagement with Maryland higher education stakeholders as Loyola launches the public process to establish a nursing program.

Sincerely,

A handwritten signature in blue ink that reads "David N. Maine".

David N. Maine, M.D.  
President & CEO  
Mercy Health Services



**SHARON GREEN MIDDLETON**  
**VICE PRESIDENT**  
*Sixth District*

**Chair**  
*Economic and Community Development*

**Member**  
*Education, Workforce, and Youth*  
*Rules and Legislative Oversight*  
*Ways and Means*

August 3, 2023

Acting Secretary Sanjay Rai  
Maryland Higher Education Commission  
Nancy S. Grasmick Building, 10th Floor  
6 North Liberty Street  
Baltimore, Maryland 21201

Re: Support- Loyola University Maryland proposal for BSN Program

Dear Acting Secretary Rai:

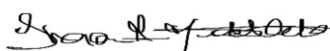
As a member of the Baltimore City Council, representing District 6, I submit this letter of support for Loyola University Maryland's proposal for a bachelor of science in nursing. This proposed program was developed in partnership with Mercy Medical Center. Given the shared mission of these two institutions, this program promises to help meet a critical workforce need which exists in Maryland and nationwide.

As you may know, The American Association of Colleges of Nursing October 2022 Fact Sheet on the national nursing shortage indicated nursing shortages already at critical levels, will grow by 6% over the next decade. Moreover, the Neighborhood Health Profiles, published by Baltimore City's Department of Public Health, lay bare the city's health needs, which reflect national trends. The National Academy of Medicine's The Future of Medicine report (2021) positioned nurses at the heart of the national goal of health equity. Given the nursing shortage and our local and national need, Loyola's proposed program is much needed and timely.

The program's educational aims are grounded in a liberal arts tradition and focus on competency-based learning aims which will help students develop clinical judgment, communication, and ethical, intentional and reflective approaches needed to meet the healthcare needs of our diverse community effectively and responsibly.

Again, I offer support for the proposed bachelor of science in nursing program. The program will have a positive impact on our community and our shared outcomes for community wellbeing.

Sincerely,



Sharon Green Middleton  
Vice President and 6<sup>th</sup> District  
SGM/tm



City Hall  
100 North Holliday Street  
Room 532  
Baltimore, Maryland 21202  
Office 410-396-4832  
Fax 410-244-5343  
Sharon.Middleton@baltimorecity.gov

**Baltimore City Council**  
**Baltimore, Maryland**



**Councilman Mark Conway**  
Baltimore City Council *Fourth District*

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100 N. Holliday Street, Suite 550 • Baltimore, Maryland 21202  
(410) 396-4830 • [mark.conway@baltimorecity.gov](mailto:mark.conway@baltimorecity.gov)

**July 31, 2023**

Acting Secretary Sanjay Rai  
Maryland Higher Education Commission  
Nancy S. Grasmick Building, 10th Floor  
6 North Liberty Street  
Baltimore, Maryland 21201

Dear Acting Secretary Rai:

It is with enthusiasm that I pen this letter of support for Loyola University Maryland's proposal for a Bachelor of Science in Nursing (BSN). This proposed program was developed in partnership with Mercy Medical Center and promises to help meet a critical workforce need which exists in our city, state, and country for competent, ethical, and caring health professionals.

The American Association of Colleges of Nursing October 2022 Fact Sheet on the national nursing shortage indicates that nursing shortages are already at critical levels, a startling statistic which will grow by 6% over the next decade. Moreover, Baltimore City's Department of Public Health published the Neighborhood Health Profiles, which laid bare the city's health needs and reflect national public health trends. The National Academy of Medicine's Future of Medicine Report (2021) positioned nurses at the heart of the national goal of health equity.

This new program at Loyola will help Maryland build on an already robust ecosystem of health professionals and nursing programs in order to achieve this health equity goal and abate our shortage of nurses. Loyola University's program has educational aims that are grounded in a liberal arts tradition and focus on competency-based learning goals. These help students develop clinical judgment processes, effective communication skills, and ethical, intentional, and reflective approaches needed to meet the healthcare needs of our diverse community effectively and responsibly.

I recognize the community need for health professionals, particularly for the residents of the 4<sup>th</sup> district of Baltimore, and applaud this Loyola-Mercy partnership. Therefore, I offer my support for the proposed Bachelor of Science in Nursing program at Loyola University Maryland. The program will have a positive impact on our community and our shared outcomes for community wellbeing.

If you have any questions, please contact me at [mark.conway@baltimorecity.gov](mailto:mark.conway@baltimorecity.gov) or (410) 396-4830.

Sincerely,

Mark S. Conway, Jr.



1001 E. Fayette Street • Baltimore, Maryland 21202  
*Brandon M. Scott, Mayor*  
*Mary Beth Haller, Acting Commissioner of Health*

August 1, 2023

Acting Secretary Sanjay Rai  
Maryland Higher Education Commission  
Nancy S. Grasmick Building, 10th Floor  
6 North Liberty Street  
Baltimore, Maryland 21201

Dear Acting Secretary Rai:

The Baltimore City Health Department is pleased to support the proposed Bachelor of Science in Nursing program at Loyola University Maryland. This program, created in collaboration with Mercy Medical Center, will align with our overall mission by meeting the critical need for skilled and compassionate health professionals in Baltimore and Maryland.

This academic partnership will help create a new pipeline of high-quality nurses committed to clinical excellence and improving community health, especially for poor and underserved communities in Baltimore City.

Grounded in a liberal arts tradition, the program's commitment to competency-based learning will equip students with the necessary skills for effective and responsible patient care. These include clinical judgment, communication, and the ability to approach healthcare needs ethically and reflectively—all vital for meeting the diverse healthcare needs of our community.

We recognize the potential positive impact this program can have on our community and our collective efforts to improve community health.

Thank you for your consideration of our support for this important initiative.

Sincerely,

A handwritten signature in black ink that reads "Mary Beth Haller". The signature is written in a cursive style and is positioned over a circular stamp or seal that is partially visible.

Mary Beth Haller  
Acting Commissioner of Health

August 1, 2023

Acting Secretary Sanjay Rai  
Maryland Higher Education Commission  
Nancy S. Grasmick Building  
10<sup>th</sup> Floor 6 North Liberty Street  
Baltimore, Maryland 21201



**Re:** Support – Loyola University Maryland proposal for BSN Program

Dear Acting Secretary Rai:

On behalf of Health Care for the Homeless, I am pleased to support Loyola University Maryland's proposal for a Bachelor of Science in Nursing (BSN). This program, created in collaboration with Mercy Medical Center, aligns with our shared goal of meeting the critical need for more skilled health professionals in Baltimore.

Health Care for the Homeless works to end homelessness through racially equitable health care, housing, and advocacy in partnership with those of us who have experienced it. Mercy Medical Center is a founding coalition member, a long-time supporter, and is a key clinical partner in Health Care for the Homeless' efforts to serve vulnerable people experiencing homelessness throughout Baltimore.

The new Bachelor of Science in Nursing (BSN) program at Loyola aligns with the strategies and recommendations outlined in MHA's State of Maryland's Healthcare Workforce Report to a build a stronger talent pipeline that enables hospitals to hire, retain, and grow while supporting improved community health.

For these reasons, Health Care for the Homeless is pleased to support Loyola University Maryland's proposal for a Bachelor of Science in Nursing (BSN) program. And we look forward to many of their future graduates seeking careers in community-based clinics like those operated by Health Care for the Homeless.

Thank you for your consideration of our support for this important initiative.

Sincerely,



Kevin Lindamood  
President & CEO  
Health Care for the Homeless, Inc.

**Everyone deserves to go home.**

421 Fallsway  
Baltimore, MD 21202  
phone: 410-837-5533  
fax: 410-837-8020  
[www.hchmd.org](http://www.hchmd.org)  
[@hchomeless](https://twitter.com/hchomeless)

## Appendix 2: Crosswalk of Curriculum and Outcomes

### BSN at Loyola Curriculum Matched to the Program's Learning Outcomes, Loyola Undergraduate Learning Aims, The American Association of Colleges of Nursing (AACN) The Essentials (2021), and The Next Generation NCLEX (2023)

Cr	Recommended Academic Term	Course Title	Existing/ New	BSN Program Learning Outcomes	Loyola UG Learning Aims	AACN The Essentials (2021)	The Next Generation NCLEX (2023)
3	Freshman Fall	Core: humanities (1/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• <i>Eloquentia perfecta</i></li> <li>• Diversity</li> </ul>	"A liberal education creates the foundation for intellectual and practical abilities within the context of nursing practice as well as for engagement with the larger community, locally and globally." <i>The Essentials: Core Competencies for Professional Nursing Education</i> (2021), p. 4.	Psychosocial integrity
3	Freshman Fall	Core: humanities (2/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> <li>• Diversity</li> </ul>	<i>The Essentials: Core Competencies for Professional Nursing Education</i> (2021), p. 4.	Psychosocial integrity
3	Freshman Fall	Core: English (humanities 3/10)	EN*101 The Art of Reading Nursing prerequisite	Communicate effectively to promote health, coordinate care, advocate for patients, and advance the values of nursing profession	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> <li>• Diversity</li> </ul>	<i>The Essentials: Core Competencies for Professional Nursing Education</i> (2021), p. 4.	Psychosocial integrity

Cr	Recommended Academic Term	Course Title	Existing/ New	BSN Program Learning Outcomes	Loyola UG Learning Aims	AACN The Essentials (2021)	The Next Generation NCLEX (2023)
3	Freshman Fall	Social Science Core: Introductory Psychology	PY 101	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> <li>• Diversity</li> </ul>	Person-centered care	Psychosocial integrity
4	Freshman Fall	Natural Science Core: Foundations of Biology I with laboratory	BL 150 & BL 151	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> </ul>	Knowledge of nursing practice	Physiological integrity
1	Freshman Fall	Nursing Professional Development in Catholic Tradition Seminar	New course NUR1XX	Communicate effectively to promote health, coordinate care, advocate for patients, and advance the values of nursing profession	<ul style="list-style-type: none"> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Personal, Professional, and Leadership Development</li> </ul>	Psychosocial integrity
4	Freshman Spring	Natural Science Core: Foundations of Biology II with laboratory	BL 152 & BL 153	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> </ul>	Knowledge of nursing practice	Physiological integrity
3	Freshman Spring	Social Science Core: Life Span Development	PY 244 Nursing Prerequisite	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world		<ul style="list-style-type: none"> <li>• Person-centered care</li> <li>• Population health</li> </ul>	Psychosocial integrity



Cr	Recommended Academic Term	Course Title	Existing/ New	BSN Program Learning Outcomes	Loyola UG Learning Aims	AACN The Essentials (2021)	The Next Generation NCLEX (2023)
3	Freshman Spring	Human Nutrition	BL 210 Nursing Prerequisite	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> </ul>	Knowledge of nursing practice	Physiological integrity
3	Freshman Spring	Mathematics Core: Statistics 200 level	ST 210 Nursing Prerequisite	Use patient information systems and technologies confidently in direct patient care and demonstrate understanding of nursing informatics	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> </ul>	Informatics and healthcare technologies	Safe and Effective Care
3	Freshman Spring	Seminar: Evidence-based Practice and Research in Nursing	New course NUR2XX	Use patient information systems and technologies confidently in direct patient care and demonstrate understanding of nursing informatics	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Diversity</li> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> </ul>	<ul style="list-style-type: none"> <li>• Scholarship for nursing practice</li> <li>• Personal, professional, and leadership development</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Effective Care</li> <li>• Health Promotion and Maintenance</li> <li>• Psychosocial integrity</li> <li>• Physiological integrity</li> </ul>
1	Freshman Spring	Nursing Professional Development in Clinical Judgment Seminar	New course NUR1XX	Communicate effectively to promote health, coordinate care, advocate for patients, and advance the values of nursing profession	<ul style="list-style-type: none"> <li>• Critical understanding</li> <li>• Wellness</li> </ul>	<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Personal, Professional, and Leadership Development</li> </ul>	Psychosocial integrity

Cr	Recommended Academic Term	Course Title	Existing/ New	BSN Program Learning Outcomes	Loyola UG Learning Aims	AACN The Essentials (2021)	The Next Generation NCLEX (2023)
4	Sophomore Fall	Human Anatomy & Physiology I with Lab	BL 206 & BL 207 Nursing Prerequisite	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> </ul>	Knowledge of nursing practice	Physiological integrity
3 or 4	Sophomore Fall	General Chemistry I	CH 101 Nursing Science Prerequisite	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> </ul>	Knowledge of nursing practice	Physiological integrity
3	Sophomore Fall	Core: humanities (4/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> <li>• Diversity</li> </ul>	<i>The Essentials: Core Competencies for Professional Nursing Education</i> (2021), p. 4.	Psychosocial integrity
3	Sophomore Fall	Core: humanities (5/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> <li>• Diversity</li> </ul>	<i>The Essentials: Core Competencies for Professional Nursing Education</i> (2021), p. 4.	Psychosocial integrity
3	Sophomore Fall	Mental Health Promotion and Psychiatric Nursing	New course NUR2XX 3 theory New course NUR2XX	Communicate effectively to promote health, coordinate care, advocate for patients, and advance the values of nursing profession	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Diversity</li> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of nursing practice</li> <li>• Person-centered care</li> <li>• Population health</li> </ul>	<ul style="list-style-type: none"> <li>• Health Promotion and Maintenance</li> <li>• Psychosocial integrity</li> </ul>

Cr	Recommended Academic Term	Course Title	Existing/ New	BSN Program Learning Outcomes	Loyola UG Learning Aims	AACN The Essentials (2021)	The Next Generation NCLEX (2023)
2	Sophomore Fall	Clinical: Mental Health Promotion and Psychiatric Nursing	2 Clinical in community health setting	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Diversity</li> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of nursing practice</li> <li>• Person-centered care</li> <li>• Population health</li> </ul>	<ul style="list-style-type: none"> <li>• Health Promotion and Maintenance</li> <li>• Psychosocial integrity</li> </ul>
4	Sophomore Spring	Human Anatomy & Physiology II with Lab	BL 208 & BL 209 Nursing Prerequisite	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> </ul>	Knowledge of nursing practice	Physiological integrity
5	Sophomore Spring	Microbiology with lab	BL 332 & BL 334 Nursing Prerequisite	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> </ul>	Knowledge of nursing practice	Physiological integrity
4	Sophomore Spring	Fundamentals of Nursing	New course NUR2XX 3 theory, 1 skills	Deliver safe and patient-centered nursing care to diverse patients across the span of their life, in various healthcare settings, and in all four spheres of care (prevention/promotion of health, chronic illness, critical/acute care, and palliative care)	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Diversity</li> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of nursing practice</li> <li>• Person-centered care</li> <li>• Quality and safety</li> <li>• Interprofessional partnerships</li> <li>• Informatics and healthcare technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Effective Care</li> <li>• Health Promotion and Maintenance</li> <li>• Psychosocial integrity</li> <li>• Physiological integrity</li> </ul>

Cr	Recommended Academic Term	Course Title	Existing/ New	BSN Program Learning Outcomes	Loyola UG Learning Aims	AACN The Essentials (2021)	The Next Generation NCLEX (2023)
3	Sophomore Spring	Nursing Health Assessment	New course NUR2XX 2 theory, 1 skills	Deliver safe and patient-centered nursing care to diverse patients across the span of their life, in various healthcare settings, and in all four spheres of care (prevention/promotion of health, chronic illness, critical/acute care, and palliative care)	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Diversity</li> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of nursing practice</li> <li>• Person-centered care</li> <li>• Quality and safety</li> <li>• Interprofessional partnerships</li> <li>• Informatics and healthcare technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Effective Care</li> <li>• Health Promotion and Maintenance</li> <li>• Psychosocial integrity</li> <li>• Physiological integrity</li> </ul>
2	Sophomore Spring	Clinical: Fundamentals of Nursing and Nursing Health Assessment	New course NUR2XX 2 clinical	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Diversity</li> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of nursing practice</li> <li>• Person-centered care</li> <li>• Quality and safety</li> <li>• Interprofessional partnerships</li> <li>• Informatics and healthcare technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Effective Care</li> <li>• Health Promotion and Maintenance</li> <li>• Psychosocial integrity</li> <li>• Physiological integrity</li> </ul>
3	Junior Fall	Pharmacology (Nursing Science Requirement)	BL 370	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> </ul>	Knowledge of nursing practice	<ul style="list-style-type: none"> <li>• Physiological integrity</li> </ul>

Cr	Recommended Academic Term	Course Title	Existing/ New	BSN Program Learning Outcomes	Loyola UG Learning Aims	AACN The Essentials (2021)	The Next Generation NCLEX (2023)
1	Junior Fall	Pharmacology Clinical Laboratory	New Course: NUR 3XX	Deliver safe and patient-centered nursing care to diverse patients across the span of their life, in various healthcare settings, and in all four spheres of care (prevention/promotion of health, chronic illness, critical/acute care, and palliative care)	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Diversity</li> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of nursing practice</li> <li>• Person-centered care</li> <li>• Quality and safety</li> <li>• Interprofessional partnerships</li> <li>• Informatics and healthcare technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Effective Care</li> <li>• Health Promotion and Maintenance</li> <li>• Psychosocial integrity</li> <li>• Physiological integrity</li> </ul>
3	Junior Fall	Pathophysiology (Nursing Science Requirement)	New course BL 2XX	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> </ul>	Knowledge of nursing practice	Physiological integrity
6	Junior Fall	Nursing Care of Adults and Older Adults 1&2	New course NUR3XX 4 theory 2 skills/simulation	Deliver safe and patient-centered nursing care to diverse patients across the span of their life, in various healthcare settings, and in all four spheres of care (prevention/promotion of health, chronic illness, critical/acute care, and palliative care)	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Diversity</li> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of nursing practice</li> <li>• Person-centered care</li> <li>• Quality and safety</li> <li>• Interprofessional partnerships</li> <li>• Informatics and healthcare technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Effective Care</li> <li>• Health Promotion and Maintenance</li> <li>• Psychosocial integrity</li> <li>• Physiological integrity</li> </ul>

Cr	Recommended Academic Term	Course Title	Existing/ New	BSN Program Learning Outcomes	Loyola UG Learning Aims	AACN The Essentials (2021)	The Next Generation NCLEX (2023)
3	Junior Fall	Clinical: Nursing Care of Adults and Older Adults	New course NUR3XX 3 clinical	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning	<ul style="list-style-type: none"> <li>Wellness</li> <li>Diversity</li> <li>Intellectual excellence</li> <li>Critical understanding</li> <li>Eloquentia perfecta</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of nursing practice</li> <li>Person-centered care</li> <li>Quality and safety</li> <li>Interprofessional partnerships</li> <li>Informatics and healthcare technologies</li> </ul>	<ul style="list-style-type: none"> <li>Safe and Effective Care</li> <li>Health Promotion and Maintenance</li> <li>Psychosocial integrity</li> <li>Physiological integrity</li> </ul>
3	Junior Spring	Core: humanities (6/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>Intellectual excellence</li> <li>Critical understanding</li> <li>Eloquentia perfecta</li> <li>Diversity</li> </ul>	<i>The Essentials: Core Competencies for Professional Nursing Education</i> (2021), p. 4.	Psychosocial integrity
3	Junior Spring	Nursing Care of Families: Maternal Health and Childbearing	New course NUR3XX 2 theory 1 simulation/skills	Deliver safe and patient-centered nursing care to diverse patients across the span of their life, in various healthcare settings, and in all four spheres of care (prevention/promotion of health, chronic illness, critical/acute care, and palliative care)	<ul style="list-style-type: none"> <li>Wellness</li> <li>Diversity</li> <li>Intellectual excellence</li> <li>Critical understanding</li> <li>Eloquentia perfecta</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of nursing practice</li> <li>Person-centered care</li> <li>Quality and safety</li> <li>Interprofessional partnerships</li> <li>Informatics and healthcare technologies</li> </ul>	<ul style="list-style-type: none"> <li>Safe and Effective Care</li> <li>Health Promotion and Maintenance</li> <li>Psychosocial integrity</li> <li>Physiological integrity</li> </ul>

Cr	Recommended Academic Term	Course Title	Existing/ New	BSN Program Learning Outcomes	Loyola UG Learning Aims	AACN The Essentials (2021)	The Next Generation NCLEX (2023)
3	Junior Spring	Clinical: Nursing Care of Families: Maternal Health and Childbearing	New course NUR3XX 3 clinical	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Diversity</li> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of nursing practice</li> <li>• Person-centered care</li> <li>• Quality and safety</li> <li>• Interprofessional partnerships</li> <li>• Informatics and healthcare technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Effective Care</li> <li>• Health Promotion and Maintenance</li> <li>• Psychosocial integrity</li> <li>• Physiological integrity</li> </ul>
3	Junior Spring	Nursing Care of Families: Children and Adolescents	New course NUR3XX 3 theory	Deliver safe and patient-centered nursing care to diverse patients across the span of their life, in various healthcare settings, and in all four spheres of care (prevention/promotion of health, chronic illness, critical/acute care, and palliative care)	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Diversity</li> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of nursing practice</li> <li>• Person-centered care</li> <li>• Quality and safety</li> <li>• Interprofessional partnerships</li> <li>• Informatics and healthcare technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Effective Care</li> <li>• Health Promotion and Maintenance</li> <li>• Psychosocial integrity</li> <li>• Physiological integrity</li> </ul>
2	Junior Spring	Clinical: Nursing Care of Families: Children and Adolescents	New course NUR3XX 1 clinical 1 simulation	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Diversity</li> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of nursing practice</li> <li>• Person-centered care</li> <li>• Quality and safety</li> <li>• Interprofessional partnerships</li> <li>• Informatics and healthcare technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Effective Care</li> <li>• Health Promotion and Maintenance</li> <li>• Psychosocial integrity</li> <li>• Physiological integrity</li> </ul>

Cr	Recommended Academic Term	Course Title	Existing/ New	BSN Program Learning Outcomes	Loyola UG Learning Aims	AACN The Essentials (2021)	The Next Generation NCLEX (2023)
3	Senior Fall	Core: humanities (7/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> <li>• Diversity</li> </ul>	<i>The Essentials: Core Competencies for Professional Nursing Education</i> (2021), p. 4.	Psychosocial integrity
3	Senior Fall	Core: humanities (8/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> <li>• Diversity</li> </ul>	<i>The Essentials: Core Competencies for Professional Nursing Education</i> (2021), p. 4.	Psychosocial integrity
3	Senior Fall	Nursing Care of Adults and Older Adults with Complex Health Problems	New course NUR4XX 2 theory 1 simulation/skills	Collaborate effectively and with professionalism in interprofessional environment and lead by using one's knowledge of patient care, healthcare systems, and nursing scholarship	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Diversity</li> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of nursing practice</li> <li>• Person-centered care</li> <li>• Quality and safety</li> <li>• Interprofessional partnerships</li> <li>• Informatics and healthcare technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Effective Care</li> <li>• Health Promotion and Maintenance</li> <li>• Psychosocial integrity</li> <li>• Physiological integrity</li> </ul>
3	Senior Fall	Clinical: Nursing Care of Adults and Older Adults with Complex Health Problems	New course NUR4XX 3 clinical	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Diversity</li> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of nursing practice</li> <li>• Person-centered care</li> <li>• Quality and safety</li> <li>• Interprofessional partnerships</li> <li>• Informatics and healthcare technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Effective Care</li> <li>• Health Promotion and Maintenance</li> <li>• Psychosocial integrity</li> <li>• Physiological integrity</li> </ul>



Cr	Recommended Academic Term	Course Title	Existing/ New	BSN Program Learning Outcomes	Loyola UG Learning Aims	AACN The Essentials (2021)	The Next Generation NCLEX (2023)
3	Senior Fall	Population Health and the Catholic Tradition of Social Justice	New course NUR4XX 3 theory	Use patient information systems and technologies confidently in direct patient care and demonstrate understanding of nursing informatics	<ul style="list-style-type: none"> <li>• Promotion of Justice</li> <li>• Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Population health</li> <li>• Scholarship for Nursing Practice</li> <li>• Systems-based Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Effective Care</li> <li>• Health Promotion and Maintenance</li> <li>• Psychosocial integrity</li> <li>• Physiological integrity</li> </ul>
2	Senior Fall	Clinical: Population Health and the Catholic Tradition of Social Justice	New course NUR4XX 2 Clinical in community health setting	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning	<ul style="list-style-type: none"> <li>• Promotion of Justice</li> <li>• Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Population health</li> <li>• Scholarship for Nursing Practice</li> <li>• Systems-based Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Effective Care</li> <li>• Health Promotion and Maintenance</li> <li>• Psychosocial integrity</li> <li>• Physiological integrity</li> </ul>
3	Senior Spring	Core: humanities (9/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> <li>• Diversity</li> </ul>	<i>The Essentials: Core Competencies for Professional Nursing Education</i> (2021), p. 4.	Psychosocial integrity
3	Senior Spring	Core: humanities (10/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world	<ul style="list-style-type: none"> <li>• Intellectual excellence</li> <li>• Critical understanding</li> <li>• Eloquentia perfecta</li> <li>• Diversity</li> </ul>	<i>The Essentials: Core Competencies for Professional Nursing Education</i> (2021), p. 4.	Psychosocial integrity



### Appendix 3: Assessment Timeline

#### Nursing BSN

Draft Assessment Cycle for the university-wide assessment plan (2 options)

The following two options have been drafted for consideration of an assessment cycle for the Nursing BSN program. The Year 1-Year 3 pattern would be repeated once more within a six-year cycle.

##### Year 1-Year 3 Pattern

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Fall</b>	NUR 1XX (PLO 1 and 4 at I)	Theory and Skills courses (PLO 2-3 at R, M)	Pathophysiology (PLO 1 at R) Pharmacology (PLO 1 at M)
<b>Spring</b>	NUR 1XX (PLO 4-5 at I)	All Clinicals (PLO 2 at I, R) NUR 2XX (PLO 3 at I, R)	NUR 4XX Capstone (PLO 1-6 at M)

Key: PLO = Program Learning Outcome; I = Introduced, R = Reinforced, M = Mastery (of the PLO)

The Year 1-Year 2 pattern would be repeated twice more within a six-year cycle.

##### Year 1-Year 2 Pattern

	<b>Year 1</b>	<b>Year 2</b>
<b>Fall</b>	NUR 1XX (PLO 1 and 4 at I) Theory and Skills courses (PLO 2-3 at R, M)	Pathophysiology (PLO 1 at R) Pharmacology (PLO 1 at M)
<b>Spring</b>	NUR 1XX (PLO 4-5 at I, R) All Clinicals (PLO 2 at I, R) NUR 2XX (PLO 3 at I, R)	NUR 4XX Capstone (PLO 1-6 at M)

Key: PLO = Program Learning Outcome; I = Introduced, R = Reinforced, M = Mastery (of the PLO)

## Appendix 4: Curriculum Map

### BSN at Loyola Curriculum Matched to Program Learning Outcomes

<b>Cr.</b>	<b>Recommended Academic Term</b>	<b>Course Title</b>	<b>Existing/ New</b>	<b>Program Learning outcomes</b>
3	Freshman Fall	Core: humanities (1/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world
3	Freshman Fall	Core: humanities (2/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world
3	Freshman Fall	Core: English (humanities 3/10)	EN*101 The Art of Reading Nursing prerequisite	Communicate effectively to promote health, coordinate care, advocate for patients, and advance the values of nursing profession
3	Freshman Fall	Social Science Core: Introductory Psychology	PY 101	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world
4	Freshman Fall	Natural Science Core: Foundations of Biology I with laboratory	BL 150 & BL 151	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world
1	Freshman Fall	Nursing Professional Development in Catholic Tradition Seminar	New course NUR1XX	Communicate effectively to promote health, coordinate care, advocate for patients, and advance the values of nursing profession
4	Freshman Spring	Natural Science Core: Foundations of Biology II with laboratory	BL 152 & BL 153	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world
3	Freshman Spring	Social Science Core: Life Span Development	PY 244 Nursing Prerequisite	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world
3	Freshman Spring	Human Nutrition	BL 210 Nursing Prerequisite	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world

<b>Cr.</b>	<b>Recommended Academic Term</b>	<b>Course Title</b>	<b>Existing/ New</b>	<b>Program Learning outcomes</b>
3	Freshman Spring	Mathematics Core: Statistics 200 level	ST 210 Nursing Prerequisite	Use patient information systems and technologies confidently in direct patient care and demonstrate understanding of nursing informatics
3	Freshman Spring	Seminar: Evidence-based practice and research in nursing	New course NUR2XX	Use patient information systems and technologies confidently in direct patient care and demonstrate understanding of nursing informatics
1	Freshman Spring	Nursing Professional Development in Clinical Judgment Seminar	New course NUR1XX	Communicate effectively to promote health, coordinate care, advocate for patients, and advance the values of nursing profession
4	Sophomore Fall	Human Anatomy & Physiology I with Lab	BL 206 & BL 207 Nursing Prerequisite	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world
3	Sophomore Fall	General Chemistry I	CH 101	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world
3	Sophomore Fall	Core: humanities (4/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world
3	Sophomore Fall	Core: humanities (5/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world
3	Sophomore Fall	Mental Health Promotion and Psychiatric Nursing	New course NUR2XX 3 theory New course NUR2XX	Communicate effectively to promote health, coordinate care, advocate for patients, and advance the values of nursing profession
2	Sophomore Fall	Mental Health Promotion and Psychiatric Nursing	2 Clinical in community health setting	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning
4	Sophomore Spring	Human Anatomy & Physiology II with Lab	BL 208 & BL 209 Nursing Prerequisite	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world

<b>Cr.</b>	<b>Recommended Academic Term</b>	<b>Course Title</b>	<b>Existing/ New</b>	<b>Program Learning outcomes</b>
5	Sophomore Spring	Microbiology with lab	BL 332 & BL 334 Nursing Prerequisite	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world
4	Sophomore Spring	Fundamentals of Nursing	New course NUR2XX 3 theory, 1 skills	Deliver safe and patient-centered nursing care to diverse patients across the span of their life, in various healthcare settings, and in all four spheres of care (prevention/promotion of health, chronic illness, critical/acute care, and palliative care)
3	Sophomore Spring	Nursing Health Assessment	New course NUR2XX 2 theory, 1 skills	Deliver safe and patient-centered nursing care to diverse patients across the span of their life, in various healthcare settings, and in all four spheres of care (prevention/promotion of health, chronic illness, critical/acute care, and palliative care)
2	Sophomore Spring	Clinical: Fundamentals of Nursing and Nursing Health Assessment	New course NUR2XX 2 clinical	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning
3	Junior Fall	Pharmacology (Nursing Science Requirement)	BL 370	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning
1	Junior Fall	Pharmacology Clinical Laboratory	New Course: NUR 3XX	Deliver safe and patient-centered nursing care to diverse patients across the span of their life, in various healthcare settings, and in all four spheres of care (prevention/promotion of health, chronic illness, critical/acute care, and palliative care)
3	Junior Fall	Pathophysiology (Nursing Science Requirement)	New course BL 2XX	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world

<b>Cr.</b>	<b>Recommended Academic Term</b>	<b>Course Title</b>	<b>Existing/ New</b>	<b>Program Learning outcomes</b>
6	Junior Fall	Nursing Care of Adults and Older Adults 1&2	New course NUR3XX 4 theory 2 skills/simulation	Deliver safe and patient-centered nursing care to diverse patients across the span of their life, in various healthcare settings, and in all four spheres of care (prevention/promotion of health, chronic illness, critical/acute care, and palliative care)
3	Junior Fall	Clinical: Nursing Care of Adults and Older Adults	New course NUR3XX 3 clinical	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning
3	Junior Spring	Core: humanities (6/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world
3	Junior Spring	Nursing Care of Families: Maternal Health and Childbearing	New course NUR3XX 2 theory 1 simulation/skills	Deliver safe and patient-centered nursing care to diverse patients across the span of their life, in various healthcare settings, and in all four spheres of care (prevention/promotion of health, chronic illness, critical/acute care, and palliative care)
3	Junior Spring	Clinical: Nursing Care of Families: Maternal Health and Childbearing	New course NUR3XX 3 clinical	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning
3	Junior Spring	Nursing Care of Families: Children and Adolescents	New course NUR3XX 3 theory	Deliver safe and patient-centered nursing care to diverse patients across the span of their life, in various healthcare settings, and in all four spheres of care (prevention/promotion of health, chronic illness, critical/acute care, and palliative care)

<b>Cr.</b>	<b>Recommended Academic Term</b>	<b>Course Title</b>	<b>Existing/ New</b>	<b>Program Learning outcomes</b>
2	Junior Spring	Clinical: Nursing Care of Families: Children and Adolescents	New course NUR3XX 1 clinical 1 simulation	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning
3	Senior Fall	Core: humanities (7/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world
3	Senior Fall	Core: humanities (8/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world
3	Senior Fall	Nursing Care of Adults and Older Adults with Complex Health Problems	New course NUR4XX 2 theory 1 simulation/skills	Deliver safe and patient-centered nursing care to diverse patients across the span of their life, in various healthcare settings, and in all four spheres of care (prevention/promotion of health, chronic illness, critical/acute care, and palliative care)
3	Senior Fall	Clinical: Nursing Care of Adults and Older Adults with Complex Health Problems	New course NUR4XX 3 clinical	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning
3	Senior Fall	Population Health and the Catholic Tradition of Social Justice	New course NUR4XX 3 theory	Use patient information systems and technologies confidently in direct patient care and demonstrate understanding of nursing informatics
2	Senior Fall	Clinical: Population Health and the Catholic Tradition of Social Justice	New course NUR4XX 2 Clinical in community health setting	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning
3	Senior Spring	Core: humanities (9/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world



<b>Cr.</b>	<b>Recommended Academic Term</b>	<b>Course Title</b>	<b>Existing/ New</b>	<b>Program Learning outcomes</b>
3	Senior Spring	Core: humanities (10/10)	Selection of existing courses	Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world
6	Senior Spring	Clinical: Transition into Professional Nursing with Health Equity Capstone Project	New course NUR4XX 4 clinical 2 capstone	Demonstrate clinical judgment and clinical decision-making skills that are informed by liberal arts studies, evidence-based nursing scholarship, and clinical learning
3	Senior Spring	Leadership and Management in Nursing	New course NUR4XX 3 theory	Collaborate effectively and with professionalism in interprofessional environment and lead by using one's knowledge of patient care, healthcare systems, and nursing scholarship
1	Senior Spring	Clinical: Leadership and Management in Nursing	New course NUR4XX 1 clinical	Collaborate effectively and with professionalism in interprofessional environment and lead by using one's knowledge of patient care, healthcare systems, and nursing scholarship

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## Appendix 5: Course Descriptions

### Bachelor of Science in Nursing, Loyola University Maryland

#### Course Descriptions

#### LOYOLA LIBERAL ARTS CORE CURRICULUM (15 three-credit courses)

##### 1. WR\*100 Effective Writing

Credits: 3

Introduces students to the discipline of writing in the university through the critical and creative study of the contemporary essay within a rhetorical framework. Students learn to conceive an original idea, develop implications of thought, use language effectively, and conduct inquiry (including basic library research). Students develop a full writing process--planning, drafting, revising based on critical feedback from peers and instructor, and editing. Provides a foundation for both faculty and students to build upon as students move across the curriculum. *Required of all students.*

Prerequisites: None

##### 2. HS\*100 Encountering the Past

Credits: 3

Why does history matter? This course explores why the study of the past is essential for understanding our present. Through the lens of a single historical topic that varies by instructor, students are introduced to what it means to think like a historian and weave compelling stories. Along the way, students learn to ask critical questions, to evaluate evidence, to make persuasive arguments, and to write clearly and cogently. The course introduces students to how and why histories are produced, but more than that, it sets out to provide new ways of thinking about the human experience and about our place in the world today. *GT*

Prerequisites: None

##### 3. EN\*101 The Art of Reading

Credits: 3

Cultivates reading, writing, thinking, and oral communication skills by investigating the kinds of attention that literary texts, in multiple genres, ask of readers. The course is writing intensive. Topics reflect the range of faculty expertise and interests and are selected to invite student curiosity. *Same course as ML115.*

Prerequisites: None

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

#### 4. History 200-Level OR English 200-Level

Credits: 3

#### 5. World Language Intermediate II Level (104\*)

Credits: 3

#### 6. PY\*101 Introductory Psychology (3 Credits)

Credits: 3

Surveys the multifaceted aspects of both the science and practice of psychology. Biological, cognitive, and social bases of behavior and mental processes are explored, as are the key features and importance of critical thinking skills and solid psychological research. *Fulfills social science core. FO/IFS*

Prerequisites: None

#### 7. PY\*244D Life Span Development (3 Credits)

Credits: 3

A study of the developmental factors that affect a person from biological, behavioral, cognitive, and social perspectives. These factors are considered across the entire life span of the individual. Summarizes and integrates material presented in the other developmental courses. *Fulfills social science core and Group IV requirement.*

Prerequisites: PY101. - Must be completed prior to taking this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

#### 8. Fine Arts

Credits: 3

#### 9. ST\*210 Introduction to Statistics

Credits: 3

A non-calculus-based course covering descriptive statistics; regression model fitting; probability; normal, binomial, and sampling distributions; estimation; and hypothesis testing. *Closed to students who have taken EC220 or PY292 or ST265 or ST/EG381. Degree credit will not be given for more than one of EG381 or ST210 or ST265 or ST381. DS/FO/GT/IDS/IFS*

Prerequisites: MA109 or a score of 48 or better on Part II of the Math Placement Test or a score of 65 or higher on ALEKS or one year of high school calculus.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

## 10. BL\*150 Foundations of Biology I

Credits: 3

An examination of the molecular and cellular basis of life, specifically how cell structure determines cell function, thereby enabling cells to adapt to their environment. Topics include chemical bonding, macromolecules, genome structure, cell structure and replication, metabolism and cellular energetics, cellular homeostasis, and cell communication. *Fulfills the natural science core requirement. Same course as BL118 FO/IFS*

Prerequisites: BL151. - Must be taken either prior to or at the same time as this course.

Comment: Pathway course to nursing bio prerequisites. Must be completed in Freshman year.

## BL\*151 Foundations of Biology I Lab

Credits: 1

An introduction to laboratory work at the cellular and molecular level, in which students demonstrate the ability to use the scientific method, design of experiments, perform laboratory techniques such as pipetting and microscopy, express and interpret data in graphs and tables, perform scientific calculations and statistics, and work in diverse teams. *Same course as BL119. FO/IFS*

Prerequisites: BL150. - Must be taken either prior to or at the same time as this course.

Comment: Pathway course to nursing bio prerequisites. Must be completed in Freshman year.

## 11. BL\*152 Foundations of Biology II

Credits: 3

An introduction to organismal structure and function, including how and why cells are organized into tissues, organs, and organ systems, transmission and expression of genetic information, the role of positive and negative feedback in maintaining homeostasis, and how organisms use different strategies to solve problems such as reproduction, repair and regeneration, response to the environment, transport of materials, and control via cellular communication. *Fulfills the natural science core requirement. Same course as BL121. FO/IFS*

Prerequisites: BL150, BL151. - Must be completed prior to taking this course.

BL153. - Must be taken either prior to or at the same time as this course.

Comment: Pathway course to nursing bio prerequisites. Must be completed in Freshman year.

**BL\*153 Foundations of Biology II Lab**

Credits: 1

A continued introduction to laboratory work at the organismal level, in which students demonstrate proper dissection techniques, express and interpret data in graphs and tables, perform scientific calculations and statistics, design, conduct, and adapt experiments and protocols, and work in diverse teams. *Same course as BL126. FO/IFS*

Prerequisites: BL150, BL151. - Must be completed prior to taking this course.

BL152. - Must be taken either prior to or at the same time as this course.

Comment: Pathway course to nursing bio prerequisites. Must be completed in Freshman year.

**12. PL\*201 Foundations of Philosophy**

Credits: 3

A one semester introduction to philosophy. Three focal points are covered: the emergence and development of rational theories on the nature of reality (metaphysics); questions concerning the grounds for distinguishing between knowledge and opinion (epistemology); and the nature and status of values (ethical, aesthetic, religious, etc.). Special attention is paid to the origins of philosophy and its historical beginnings in the ancient world.

Prerequisites: None

**13. TH\*201 Theology Matters**

Credits: 3

An introduction to the Jewish and Christian scriptures, the history of Christianity, and the way these texts and traditions challenge, and are challenged by, the contemporary world.

Prerequisites: None

**14. PL 202-299 OR TH 202-299**

Credits: 3

**15. Ethics: PL 300 – 319 (If student took TH 202 – 299) or TH 300 – 319 (If student took PL 202 – 299)**

**Diversity Course (Graduation Requirement):** The diversity course can be taken as a Diversity-designated Core Curriculum course, elective course, or major course.

## **NURSING PREREQUISITE SCIENCES AND ADDITIONAL SCIENCE COURSES**

### **BL\*206 Human Anatomy and Physiology I**

Credits: 3

The first in a two-course sequence in human anatomy and physiology designed to meet the requirements for students pursuing careers in nursing or allied health professions. The course covers basic body organization; functional biochemistry; cytology; histology; and the study of integumentary, skeletal, muscular, endocrine, and nervous systems. There is emphasis on the study of the relationship between structure (anatomy) and function (physiology) with clinical applications. *Written or electronic permission of the department chair or director of curriculum and advising. To count in the biology major or an associated interdisciplinary major with biology, Human Anatomy and Physiology I (BL206/BL207) and Human Anatomy and Physiology II (BL208/BL209) must be taken at Loyola or a consortium school. Closed to students who have taken BL260, BL301, or BL452.*

Prerequisites: BL118, BL119, BL121, BL126 or BL 150, BL 151, BL 152, BL 153 or equivalent. - Must be completed prior to taking this course. BL207. - Must be taken at the same time as this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

### **BL\*207 Human Anatomy and Physiology Lab I**

Credits: 1

A laboratory course designed to provide exercises and other activities that supplement and reinforce topics covered in BL206.

Prerequisites: BL206. - Must be taken at the same time as this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

### **BL\*208 Human Anatomy & Physiology II**

Credits: 3

The second in a two-course sequence in human anatomy and physiology designed to meet the requirements for students pursuing careers in nursing or allied health professions. A continuation of BL 206. There is emphasis placed on the study of the relationship between structure (anatomy) and function (physiology) with clinical applications. This course covers the study of the cardiovascular, digestive, urinary, immune, respiratory, and reproductive systems. *Written or electronic permission of the department chair or director of curriculum and advising. To count in the biology major or an associated interdisciplinary major with biology, Human Anatomy and Physiology I (BL206/BL207) and Human Anatomy and Physiology II (BL208/BL209) must be taken at Loyola or a consortium school. Closed to students who have taken BL260, BL301, or BL452.*

Prerequisites: BL206, BL207. - Must be completed prior to taking this course. BL209. - Must be taken at the same time as this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

**BL\*209 Human Anatomy & Physiology Lab II**

Credits: 1

A laboratory course designed to provide exercises and other activities that supplement and reinforce topics covered in BL208.

Prerequisites: BL208. - Must be taken at the same time as this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

**BL\*210 Intro to Human Nutrition**

Credits: 3

An introduction to nutrition principles including the digestive system; the six nutrients and their roles in the body; food sources with an emphasis on the anatomy, physiology, and biochemical processes; nutrient recommendations; nutritional needs during the life cycle; nutritional factors in food selection and preparation of foods with an emphasis on the nutritional and chemical properties of foods; nutrition in health and disease: weight control, diabetes, cardiovascular disease, dental health, cancer and nutrition; conducting a diet history; development of healthful recipes and menus; and evaluation of nutrition information for the public. Exercises include evaluation of the diet and recipes using computerized analysis; evaluation of body composition; and sampling of foods with healthful properties such as vegetarian items, low fat foods, and foods with particular phytochemicals.

Prerequisites: BL118, BL119, BL121, BL126, or BL 150, BL 151, BL 152, BL 153 - Must be completed prior to taking this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

**BL\*2XX Pathophysiology – A NEW BIOLOGY COURSE**

Credits: 3

Pathophysiology introduces the most common acute and chronic disease conditions as well as injuries across the human life span from cellular and systemic perspective, with attention to etiology, pathogenesis, manifestation, physiological adaptation, and principles of treatment. The role of genetics and psycho-social mechanisms, such as stress and lifestyle, will be addressed as factors that may impact development of disease and recovery from it. Includes case studies that clarify topics such as signs and symptoms of illness or injury as well as risk potential of further adverse conditions associated with existing morbidity.

Prerequisites: BL118, BL119, BL121, BL126, or BL 150, BL 151, BL 152, BL 153 - Must be completed prior to taking this course. BL 205–BL 209 – must be completed or taken concurrently.

**BL\*332 Microbiology**

Credits: 3

An introduction to the fascinating world of microorganisms. Topics for discussion include the structure and function of microbes; microbial metabolism, nutrition, and growth; the control of microorganisms in the environment and in the body; the classification of microorganisms and viruses; infection and immunity; and applied microbiology. An overview of microbial diseases by body system is also provided.

Prerequisites: BL118, BL119, BL121, BL126, or BL 150, BL 151, BL 152, BL 153 - Must be completed prior to taking this course.

BL334. - Must be taken at the same time as this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

**BL\*334 Microbiology Lab**

Credits: 2

Laboratory work focuses on microbiological technical skill development, including sterile techniques used in the cultivation of microorganisms and multiple staining procedures used in the identification of microorganisms. It also teaches students about the theory and use of differential selective media and tests to identify microbes, as well as antibiotic sensitivity testing. Students apply knowledge gained through the course to identify unknown cultures of microorganisms.

Prerequisites: BL332. - Must be taken at the same time as this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

**BL\* 370 Pharmacology**

Introduces students to the study of how drugs affect the human body (pharmacodynamics) and how the human body alters drugs (pharmacokinetics). Students examine the fundamental concepts and terminology required to understand the differences among drug effects, as well as the mechanisms of action of various drug classes used to treat common diseases in society. Topics of discussion include: drug-receptor theory, drug metabolism, common drug side effects, treatments for diabetes, and treatments for depression. *Does not fulfill the natural sciences core requirement.*

Prerequisites: BL118, BL119, BL121, BL126, or BL 150, BL 151, BL 152, BL 153 - Must be completed prior to taking this course.

Comment: See NUR 3XXX: Pharmacology Clinical Laboratory (1cr), intended for nursing students.



**CH\*101 General Chemistry I**

Credits: 3

Basic atomic structure, periodic table, chemical equations, gases, liquids, solids, electrolysis, properties of elements and compounds, rates and mechanisms of reactions. (*Fall only*)

Prerequisites: CH100 or MA109 or a score of 50 or better on ALEKS. - Must be completed prior to taking this course.

CH\*105; - Must be taken at the same time as this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

**NURSING COURSES – ALL NEW COURSES****NUR 1XX Nursing Professional Development in Catholic Tradition Seminar**

Credits: 1

Nursing Professional Development in Catholic Tradition seminar introduces values and practices that shape nursing professionalism in Jesuit tradition, especially reflective self-awareness and discernment, care of the whole person (*cura personalis*), promotion of equity and justice, and constant challenge to improve. The seminar also exposes students to the history of professional nursing, healthcare delivery systems, and Catholic healthcare. Principles of place-based learning are applied in discussions addressing social determinants of health in Baltimore.

Prerequisites/co-requisites: None.

**NUR 1XX Nursing Professional Development in Clinical Judgment Seminar**

Credits: 1

Nursing Professional Development in Clinical Judgment seminar develops students' sense of what critical reasoning means in the context of integrative nursing processes and clinical reasoning. Discussions and readings will center on what is meant with concepts such as clinical judgment, evidence-based practice, nursing process, health information privacy, and reduction of risks. Multidisciplinary communication and interprofessional partnerships will be presented in the context of integrative patient care. The seminar also introduces students to the cornerstones of professional ethics, especially as seen in the Code of Ethics for Nurses.

Prerequisites/co-requisites: None.

### **NUR 2XX Seminar: Evidence-Based Practice and Research in Nursing**

Credits: 3

Evidence-Based Practice and Research in Nursing seminar examines the role of multidisciplinary qualitative and quantitative evidence in improving patient care and outcomes. Using the skills of critical and analytical reasoning, students will summarize scholarly articles as well as use scientific evidence in their writing and oral presenting. Students demonstrate understanding of human health in a context of a broader body of ecological knowledge, including homeostasis, feedback mechanisms, response to stress and environment, and relationship between organisms. Students will organize information into summary tables, prioritize ideas and concepts, and create diagrams and models of complex processes. Students will demonstrate adaptability and innovation by giving and receiving feedback. They will also explore the field of nursing informatics and its role in quality improvement of patient care. In keeping with Jesuit focus on social justice, evidence-based practices are discussed in the context of their role in promoting diversity, equity, and inclusion.

Prerequisites/co-requisites: ST 210.

### **NUR 2XX Mental Health Promotion and Psychiatric Nursing**

Credits: 3

Mental Health Promotion and Psychiatric Nursing develops students' competency to reduce mental health stigma, advocate for patients, and support the development of healthy personal habits as means to integrate mental health maintenance and well-being in all aspects of health. Students will build clinical judgment skills to respond to grief, loss, trauma, and substance abuse. They will be introduced to psychiatric conditions, such as depression, bipolar disorder, and schizophrenia, and caring for patients with psychiatric diseases, including with the most common pharmacotherapeutics. Legal, ethical, cultural, spiritual, and social questions related to mental health are integrated.

Prerequisites/co-requisites: NUR 1XX Nursing Professional Development in Catholic Tradition Seminar, NUR 1XX Nursing Professional Development in Clinical Judgment Seminar, and PY 101.

### **NUR 2XX Clinical: Mental Health Promotion and Psychiatric Nursing**

Credits: 2

Students will develop clinical judgment and competencies for patient-centered and compassionate delivery of care through goal setting, observation, practice, feedback, self-evaluation, and reflection. Students will practice their mental health promotion and psychiatric nursing clinical reasoning and skills in a community health setting. Emphasis on incorporating safety, therapeutic communication, psychosocial integrity, and dignity into all direct patient care and professional interactions within the relevant practice setting to fulfill the course objectives.

Prerequisite/Co-requisite: NUR 2XX Mental Health Promotion and Psychiatric Nursing

**NUR 2XX Fundamentals of Nursing**

Credits: 4

Fundamentals of Nursing builds upon the concept of clinical judgment measurement model and how the skills of clinical reasoning guide nurses in their work with diverse patients and varied settings of nursing care. The emphasis will be on the sequence of nursing process, basic nursing skills, such as monitoring physiological adaptation, and principles of safe patient care, including infection control and reduction of risks. Prioritization and ergonomic techniques are addressed as means to organize the workload.

Electronic medical records systems and confidential handling of patient information will be discussed. In keeping with the Jesuit care for the whole person, *cura personalis*, cultural, spiritual, and social factors of health will be integrated into all aspects of developing clinical judgment.

Prerequisites/co-requisites: NUR 1XX Nursing Professional Development in Catholic Tradition Seminar, NUR 1XX Nursing Professional Development in Clinical Judgment Seminar

**NUR 2XX Nursing Health Assessment**

Credits: 3

Nursing Health Assessment develops student's clinical judgment and reasoning skills through physiological and psychosocial assessment of health throughout the life span, including genetic, developmental, and nutritional perspectives. The emphasis will be on taking health history, systematic physical examination, and documenting and integrating the assessment results into nursing diagnosis and plan. Documentation in electronic medical records and multidisciplinary collaboration will be practiced. In keeping with the Jesuit care for the whole person, *cura personalis*, cultural, spiritual, and social factors of health will be integrated into all aspects of developing clinical judgment.

Prerequisites/co-requisites: NUR 1XX Nursing Professional Development in Catholic Tradition Seminar, NUR 1XX Nursing Professional Development in Clinical Judgment Seminar

**NUR 2XX Clinical: Fundamentals of Nursing and Nursing Health Assessment**

Credits: 2

Students will develop clinical judgment and competencies for patient-centered and compassionate delivery of care through goal setting, observation, practice, feedback, self-evaluation, and reflection. Students will practice assessment and basic nursing care, with emphasis being on incorporation of safety, privacy, and dignity into all direct patient care and professional interactions within the relevant practice setting to fulfill the course objective.

Prerequisites/co-requisites: NUR 2XX Fundamentals of Nursing, NUR 2XX Nursing Health Assessment

**NUR 3XX Pharmacology Clinical Laboratory**

Credits: 1

Pharmacology Clinical Laboratory focuses on nursing skills and clinical judgment related to pharmacological and parenteral therapies. The laboratory complements BL 370 Pharmacology, which is taken prior or concurrently. Students will practice “the 8 rights of medication administration,” drug calculation methods, routes of medication administration, devices used in venous access, monitoring patient reaction to medications, and safe handling of controlled substances. The goal of the course is to establish practices to deliver high quality and safe patient care in regard to medication administration.

Prerequisites/co-requisites: BL 370 Pharmacology.

**NUR 3XX Nursing Care of Adults and Older Adults 1 &2**

Credits: 6

Nursing Care of Adults and Older Adults establishes the foundation to use clinical judgment in care throughout the four spheres of care, preventive, curative acute care, chronic disease care, and hospice/palliative care. The course will integrate the study of acute and chronic diseases with nursing perspectives on clinical judgment. Students will employ nursing process, teaching and learning, caring, and documentation to provide nursing care that is based on integrative processes and informed by ethics and cultural awareness. Enteral and parenteral therapies will be practiced. Legal environment, accountability, and workplace safety are discussed. Normal physiological changes of aging and impact of older age on prevalence of illnesses is studied along with palliative care and the unique psychosocial concerns of older adults. In keeping with the Jesuit care for the whole person, *cura personalis*, spiritual care resources in hospitals and during hospice are explored.

Prerequisites/co-requisites: Nursing prerequisites, NUR 2XX Fundamentals of Nursing, NUR 2XX Nursing Health Assessment, NUR 2XX Clinical: Fundamentals of Nursing and Nursing Health Assessment

**NUR 3XX Clinical: Nursing Care of Adults and Older Adults**

Credits: 3

Students will develop clinical judgment and competencies for patient-centered and compassionate delivery of care through goal setting, observation, practice, feedback, self-evaluation, and reflection. Students will practice their clinical judgment and reasoning in direct nursing care of adults and older adults with emphasis on incorporation of safety, medication administration, medical-surgical procedures, monitoring physiological adaptation, and collaborating in interprofessional environment of care within the relevant practice setting to fulfill the course objectives.

Prerequisites/co-requisites: NUR 3XX Nursing Care of Adults and Older Adults

**NUR 3XX Nursing Care of Families: Maternal Health and Childbearing**

Credits: 3

Nursing Care of Families: Maternal Health and Childbearing focuses on nursing support to women and childbearing families through the reproductive spectrum, from pre-natal care and childbirth to peri-natal care, the care of an infant, and psychosocial adaptation of the family. Emphasis will be on clinical judgment that balances the physiological needs of the mother and the newborn and responds to the psychosocial needs of the family as a whole. Topics covered include genetics, childbirth, well-woman and well-baby screenings, maternal mental health, lactation, parental risk behaviors, and domestic safety. Uniqueness of each family and cultural factors that shape families are incorporated into culturally sensitive care, and the time of childbirth is considered as an opportunity to connect families into essential services that they might need. In keeping with the Jesuit commitment to social justice, nursing interventions to reduce disparities in maternal and infant health outcomes are addressed.

Prerequisites/co-requisites: Nursing prerequisites, NUR 2XX Fundamentals of Nursing, NUR 2XX Nursing Health Assessment, NUR 2XX Clinical: Fundamentals of Nursing and Nursing Health Assessment

**NUR 3XX Clinical: Nursing Care of Families: Maternal Health and Childbearing**

Credits: 3

Students will develop clinical judgment and competencies for patient-centered and compassionate delivery of care through goal setting, observation, practice, feedback, self-evaluation, and reflection. Students will practice their clinical judgment and reasoning in direct nursing care of childbearing families with emphasis on incorporation of prevention, screenings for physiological, developmental, and mental health, neonatal safety, teaching-learning practices, and psychosocial adaptation of the whole family within the relevant practice setting to fulfill the course objectives.

Prerequisites/co-requisites: NUR 3XX Nursing Care of Families: Maternal Health and Childbearing

**NUR 3XX Nursing Care of Families: Children and Adolescents**

Credits: 3

Nursing Care of Families: Children and Adolescents places emphasis on a child's growth and development in health and illness, including preventative well-child primary care, vaccinations, and developmental screenings from infancy and through adolescence. Pediatric adaptations to medication practices are reviewed and practiced. Students develop clinical judgment skills in the context of care and communication that incorporates families and community. Care of acutely or chronically ill children is addressed. Students develop competency to provide collaborative patient education and address the family's need of supportive services. In keeping with Jesuit educational tradition, the health of the children is viewed in the context of their learning and development of their potential.

Prerequisites/co-requisites: Nursing prerequisites, NUR 2XX Fundamentals of Nursing, NUR 2XX Nursing Health Assessment, NUR 2XX Clinical: Fundamentals of Nursing and Nursing Health Assessment

**NUR 3XX Clinical: Nursing Care of Families: Children and Adolescents**

Credits: 2

Students will develop clinical judgment and competencies for patient-centered and compassionate delivery of care through goal setting, observation, practice, feedback, self-evaluation, and reflection. Students will practice their clinical judgment and reasoning in direct nursing care in the context of child's development and learning, preventative care, and care of an acutely or chronically ill child, with an attention on interprofessional collaboration and establishing referrals to supportive services that the child or the family may need within the relevant practice setting to fulfill the course objectives.

Prerequisites/co-requisites: NUR 3XX Nursing Care of Families: Children and Adolescents

**NUR 4XX Nursing Care of Adults and Older Adults with Complex Health Problems**

Credits: 3

Nursing Care of Adults and Older Adults with Complex Health Problems addresses curative and rehabilitative care of patients with dual or multiple diagnoses and/or complicated social circumstances, such as homelessness or lack of health insurance. The students will learn about coordination of care across agencies, role of nurses in rehabilitative care, and establishing effective interprofessional partnerships. The emphasis will be on dignity of the patient, patient advocacy, patient's psychosocial adaptation, and continuum of quality care. The implications of social determinants of health and aging populations will be addressed. Patients with complex health problems are among the most vulnerable, and thus at the heart of the Jesuit ethical commitment.

Prerequisites/co-requisites: Nursing prerequisites, NUR 3XX Nursing Care of Adults and Older Adults

**NUR 4XX Clinical: Nursing Care of Adults and Older Adults with Complex Health Problems**

Credits: 3

Students will develop clinical judgment and competencies for patient-centered and compassionate delivery of care through goal setting, observation, practice, feedback, self-evaluation, and reflection. Students will practice their clinical judgment and reasoning in direct nursing care in the context of patients with complex health problems, with emphasis on patient safety, establishing evidence-based priorities, coordinating care, and advocating for the patient within the relevant practice setting to fulfill the course objectives.

Prerequisites/co-requisites: NUR 4XX Nursing Care of Adults and Older Adults with Complex Health Problems

### **NUR 4XX Population Health and the Catholic Tradition of Social Justice**

Credits: 3

Population Health and Catholic Tradition of Social Justice examines health systems and economics, culture, health legislation, and current issues in nursing. The emphasis will be on developing clinical judgment and patient education that is informed by systems level public and community health measures, such as injury prevention, harm reduction, and nutrition and physical activity guidelines. Ecological model of health promotion will be discussed. Infectious disease prevention and management of infectious disease outbreaks are also addressed. In keeping with the Jesuit commitment to social justice, nursing interventions that remove barriers to care and reduce disparities are emphasized. Principles of place-based learning are applied in discussions addressing social determinants of health in Baltimore.

Prerequisites/co-requisites: Nursing prerequisites, NUR 2XX Fundamentals of Nursing, NUR 2XX Nursing Health Assessment, NUR 2XX Clinical: Fundamentals of Nursing and Nursing Health Assessment

### **NUR 4XX Clinical: Population Health and the Catholic Tradition of Social Justice**

Credits: 2

Students will develop clinical judgment and competencies for patient-centered and compassionate delivery of care through goal setting, observation, practice, feedback, self-evaluation, and reflection. Students will practice their clinical judgment and reasoning in direct nursing care in the context of population health, with emphasis on targeted and innovative nursing interventions that promote health, reduce risk and harm, and prevent disease within the relevant practice setting to fulfill the course objectives.

Prerequisites/co-requisites: NUR 4XX Population Health and the Catholic Tradition of Social Justice

### **NUR 4XX Clinical: Transition into Professional Nursing with Health Equity Capstone Project**

Credits: 6

Transition into Professional Nursing with Health Equity Capstone Project focuses on actualizing the student's professional identity through an immersive clinical experience in a nursing placement of the student's choice. Students will deepen their ethical commitment to the patient and the common good through their application of clinical judgment in direct patient interactions and nursing interventions. Their health equity capstone will underscore the values of social justice in all forms of nursing professionalism. As a Jesuit educated, soon-to-be nurse, the student reflects on lasting value of *Magis* ("to do more") and constant challenge to improve.

Prerequisites/co-requisites: Nursing prerequisites, NUR 4XXX Nursing Care of Adults and Older Adults with Complex Health Problems and NUR 4XXX Clinical: Nursing Care of Adults and Older Adults with Complex Health Problems, NUR 3XX Nursing Care of Families: Maternal Health and Childbearing, NUR

3XX Clinical: Nursing Care of Families: Maternal Health and Childbearing, NUR 3XX Nursing Care of Families: Children and Adolescents, and NUR 3XX Nursing Care of Families: Children and Adolescents

### **NUR 4XX: Leadership and Management Nursing**

Credits: 3

Leadership and Management in Nursing examines leadership theories and leadership in a range of areas, such as advocacy, management, teaching, and research. Safe delegation of care, best practices in staffing, giving and receiving feedback as well as evidence-based management of conflicts will be discussed. Diversity, equity, and inclusion are viewed as hallmarks of just leadership in Catholic tradition. Jesuit practices of discernment, constant challenge to improve, and life-long learning are presented as ways to lead and serve in a changing world.

Prerequisites/co-requisites: Nursing prerequisites, NUR 2XX Fundamentals of Nursing, NUR 2XX Nursing Health Assessment, NUR 2XX Clinical: Fundamentals of Nursing and Nursing Health Assessment

### **NUR 4XX: Clinical: Leadership and Management in Nursing**

Credits: 1

Students will develop clinical judgment and competencies for patient-centered and compassionate delivery of care through goal setting, observation, practice, feedback, self-evaluation, and reflection. Students will practice their clinical judgment and reasoning in direct nursing care in the context of leadership, with emphasis on prioritizing, safe delegation practices, giving and receiving feedback, and exploring quality improvement projects and nursing research within the relevant practice setting to fulfill the course objectives within the relevant practice setting to fulfill the course objectives.

Prerequisites/co-requisites: NUR 4XX Leadership and Management in Nursing

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## Appendix 6: Curriculum Timeline

### BSN at Loyola Curriculum Sample Timeline

Modes of Learning	Disciplines of Learning	Nursing Modes of Learning
THEORY: 97 credits 32 nursing 26 natural sciences 3 statistics 6 psychology 30 humanities core  SCIENCE LAB: 6 credits NUR SKILLS: 9 credits NUR CLINICAL: 21 credits <b>TOTAL: 133 credits</b>	NURSING: 61 credits  PREREQS & other science: 42 credits 30 biology 3 chemistry 3 statistics 6 psychology  HUMANITIES: 30 credits (incl. prereq English) <b>TOTAL: 133 credits</b>	NURSING THEORY: 32 credits NURSING SKILLS LAB: 9 credits (includes simulation) CLINICAL/PRACTICUM: 21 credits  <b>TOTAL: 61 credits</b>

Credits	Recommended Academic Term	Course Title	Existing/ New
3	Freshman Fall	Core: humanities (1/10)	Selection of existing courses
3	Freshman Fall	Core: humanities (2/10)	Selection of existing courses
3	Freshman Fall	Core: English (humanities 3/10)	EN*101 The Art of Reading Nursing prerequisite
3	Freshman Fall	Social Science Core: Introductory Psychology	PY 101
4	Freshman Fall	Natural Science Core: Foundations of Biology I with laboratory	BL 150 & BL 151 Pathway course to bio prereqs.
1	Freshman Fall	Nursing Professional Development in Catholic Tradition Seminar	New course NUR1XX
Total 17 (16 theory, 1 lab), incl. Messina enrichment)			
4	Freshman Spring	Natural Science Core: Foundations of Biology II with laboratory	BL 152 & BL 153 Pathway course to bio prereqs
3	Freshman Spring	Social Science Core: Life Span Development	PY 244 Nursing Prerequisite
3	Freshman Spring	Human Nutrition	BL 210 Nursing Prerequisite
3	Freshman Spring	Mathematics Core: Statistics 200 level	ST 210 Nursing Prerequisite
3	Freshman Spring	Seminar: Evidence-based Practice and Research in Nursing	New course NUR2XX
1	Freshman Spring	Nursing Professional Development in Clinical Judgment Seminar	New course NUR1XX
Total 17 (16 theory, 1 lab)			

<b>Credits</b>	<b>Recommended Academic Term</b>	<b>Course Title</b>	<b>Existing/ New</b>
4	Sophomore Fall	Human Anatomy & Physiology I with Lab	BL 206 & BL 207 Nursing Prerequisite
3	Sophomore Fall	General Chemistry I	CH 101 Nursing Science Prerequisite
3	Sophomore Fall	Core: humanities (4/10)	Selection of existing courses
3	Sophomore Fall	Core: humanities (5/10)	Selection of existing courses
3	Sophomore Fall	Mental Health Promotion and Psychiatric Nursing	New course NUR2XX 3 theory New course NUR2XX
2	Sophomore Fall	Clinical: Mental Health Promotion and Psychiatric Nursing	2 Clinical in community health setting
Total 18 (15 theory, 2 clinical, 1 lab)			
4	Sophomore Spring	Human Anatomy & Physiology II with Lab	BL 208 & BL 209 Nursing Prerequisite
5	Sophomore Spring	Microbiology with lab	BL 332 & BL 334 Nursing Prerequisite
4	Sophomore Spring	Fundamentals of Nursing	New course NUR2XX 3 theory, 1 skills/simulation
3	Sophomore Spring	Nursing Health Assessment	New course NUR2XX 2 theory, 1 skills/simulation
2	Sophomore Spring	Clinical: Fundamentals of Nursing and Nursing Health Assessment	New course NUR2XX 2 clinical
Total 18 (11 theory, 2 skills, 2 clinical, 3 lab)			
3	Junior Fall	Pharmacology	BL 370 Nursing Science Requirement
1	Junior Fall	Pharmacology Clinical Laboratory	NUR 3XX Skills Lab (Lab focused on nursing skills in drug therapies)
3	Junior Fall	Pathophysiology	BL2XX NEW Nursing Science Requirement
6	Junior Fall	Nursing Care of Adults and Older Adults 1&2	New course NUR3XX 4 theory 2 skills/simulation
3	Junior Fall	Clinical: Nursing Care of Adults and Older Adults	New course NUR3XX 3 clinical
Total: 16 (10 theory, 3 clinical, 3 skills)			
3	Junior Spring	Core: humanities (6/10)	Selection of existing courses
3	Junior Spring	Nursing Care of Families: Maternal Health and Childbearing	New course NUR3XX 2 theory 1 skills/simulation

Credits	Recommended Academic Term	Course Title	Existing/ New
3	Junior Spring	Clinical: Nursing Care of Families: Maternal Health and Childbearing	New course NUR3XX 3 clinical
3	Junior Spring	Nursing Care of Families: Children and Adolescents	New course NUR3XX 3 theory
2	Junior Spring	Clinical: Nursing Care of Families: Children and Adolescents	New course NUR3XX 1 clinical 1 skills/simulation
Total 15 (8 theory, 5 clinical, 2 skills)			
3	Senior Fall	Core: humanities (7/10)	Selection of existing courses
3	Senior Fall	Core: humanities (8/10)	Selection of existing courses
3	Senior Fall	Nursing Care of Adults and Older Adults with Complex Health Problems	New course NUR4XX 2 theory 1 skills/simulation
3	Senior Fall	Clinical: Nursing Care of Adults and Older Adults with Complex Health Problems	New course NUR4XX 3 clinical
3	Senior Fall	Population Health and the Catholic Tradition of Social Justice	New course NUR4XX 3 theory
2	Senior Fall	Clinical: Population Health and the Catholic Tradition of Social Justice	New course NUR4XX 2 Clinical in community health setting
Total 16 (11 theory, 4 clinical, 1 skills)			
3	Senior Spring	Core: humanities (9/10)	Selection of existing courses
3	Senior Spring	Core: humanities (10/10)	Selection of existing courses
6	Senior Spring	Clinical: Transition into Professional Nursing with Health Equity Capstone Project	New course NUR4XX 4 clinical 2 capstone
3	Senior Spring	Leadership and Management in Nursing	New course NUR4XX 3 theory
1	Senior Spring	Clinical: Leadership and Management in Nursing	New course NUR4XX 1 clinical
Total 16 (9 theory, 2 capstone, 5 clinical)			
<b>Total for BSN 133 credits</b>			
Contact: Maiju Lehmijoki Wetzel <a href="mailto:mlwetzel@loyola.edu">mlwetzel@loyola.edu</a> , updated 6/16/2023			



## CLINICAL ROTATION AGREEMENT

THIS AGREEMENT is made and entered into as of the date of last signature below ("Effective Date") by and between ("School") and **Mercy Medical Center, Inc.** (the "Facility").

1. Clinical Rotations. The School shall arrange clinical rotation experience ("Clinical Rotations") for its students ("Students") at the Facility. The School and the Facility shall mutually determine the scope of the Clinical Rotation programs, the schedule of student assignments and the number of Students who may participate in the Clinical Rotations. The clinical programs and facilities that are covered under this Agreement are described in **Exhibit A** attached hereto and made a part of this Agreement.

2. Term. The term of this Agreement shall be for a period of five (5) years commencing on the Effective Date unless terminated earlier as provided in this Agreement.

3. Responsibilities of the School.

a. The School shall provide the Facility with the clinical learning experience program and objectives. The School and the Facility shall cooperate to plan the schedules and assignment, including the number of students assigned to a clinical area.

b. The School shall provide a sufficient number of qualified Faculty members for teaching and supervision of the Students. In the event the Faculty member is off-site, he or she shall be available by phone to the Student and the Facility liaison. For purposes of this Agreement, the term "Faculty" shall be used to indicate clinical instructors, clinical supervisors, and faculty employed by the School.

c. The School shall designate a School employee or another individual retained by the School to serve as the coordinator for the Clinical Rotations to work directly with Facility personnel and coordinate the activities of Students.

d. The School shall provide a roster of the names of the Faculty and Students (the "Roster"), along with a rotation schedule, to the Facility before the Clinical Rotations begin. The School and Facility will mutually agree upon the number of students and dates for each Clinical Rotation.

e. The School will inform all Students and Faculty of their duty to abide by the rules, regulations, policies, procedures, and standards of conduct, including religious, ethical and professional standards of the Facility and to conduct themselves in a professional manner and to wear an appropriate uniform or attire and display proper identification at all times while on Facility premises.

f. For each Faculty member and Student who will participate in the Clinical Rotations, the School shall provide to the Facility upon request verification of the following immunizations and tests as per CDC guidelines prior to the beginning of their Clinical Rotations: (i) a complete Hepatitis B vaccination series (series of three or waiver); (ii) annual TB screening; (iii) MMR vaccination(s) or positive titer(s); (iv) varicella vaccination or a varicella titer and (v) influenza vaccine.

g. The School shall require that each Student and Faculty member before beginning the Clinical Rotations have current BLS provider certification that meets standards acceptable to the Facility.

h. The School shall require that each Student who wishes to participate in a Clinical Rotation submit to a criminal background check and review no earlier than one year before beginning a Clinical Rotation. The School shall inform Students that they will not be permitted to participate in a Clinical Rotation at Facility until the criminal background check and review is complete. The School shall facilitate the background check process for Students, either by conducting the background checks or hiring a vendor to do so. The School shall be responsible for informing the Students about the criminal background check process and shall require Students to release results

of the background check to the Facility. The School shall not permit any student to participate in a Clinical Rotation upon receiving notification from Facility that the student has not been accepted on the basis of the criminal background check and review. The School shall inform students excluded from clinical placement on the basis of a criminal background check of the review or appeal process available through the Facility pursuant to the FCRA or any other law or policy, if any.

i. The School will assign for Clinical Rotations only those students who (i) have successfully met proper pre-clinical learning experiences; (ii) have completed training in universal precautions and infection control, fire safety, TB and disaster safety; and (iii) have received training on the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and the Facility's policies and procedures with respect to protected health information that is necessary and appropriate for them to carry out the activities contemplated by this Agreement. The School will provide to the Facility upon request documentation showing completion of these tasks.

j. The School shall inform Students they must provide their own transportation to and from the Facility, arrive and depart promptly, and, if applicable, park in areas designated by the Facility.

k. The School shall be responsible for all actions, activities and affairs of Students and the Faculty during the Clinical Rotations to the extent permitted by law, including State Government Article, Title 12 and Courts and Judicial Proceedings Article of the Annotated Code of Maryland.

l. The School shall be responsible for planning and implementing the educational program, including administration, programming, curriculum content, books and materials, faculty appointments, eligibility and admission criteria, Student selection, matriculation, promotion, graduation, Student performance evaluation, Faculty performance evaluation, references and all academic aspects of the Clinical Rotation programs.

m. The School will require each Faculty member participating in the Clinical Rotation programs to have a valid and unrestricted license from the appropriate licensing body and the experience, qualifications, and current competence in the clinical subject matter to provide the services required of them in the Clinical Rotations and under this Agreement. The School will promptly notify the Facility if any Faculty member's license is withdrawn, suspended, or revoked, and will remove that Faculty member from participation in the Clinical Rotation and assign another, currently licensed Faculty member to the Clinical Rotation.

n. The School shall require each Faculty member to have completed (i) annual training in universal precautions, infection control, TB, fire and disaster safety; and (ii) to have received training on the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and the Facility's policies and procedures with respect to protected health information that is necessary and appropriate for them to carry out the activities contemplated by this Agreement. The School will provide this documentation to the Facility upon request.

o. The School will assure that all Students and Faculty are covered by professional liability insurance in the amount of at least \$1 million per occurrence and \$3 million in the aggregate.

p. The School will assure that Faculty are responsible for making arrangements for and/or attending Facility orientation.

#### 4. Responsibilities of the Facility.

a. The Facility, when possible, will provide clinical experience situations as prescribed by the School's objectives. The School at the beginning of each Clinical Rotation will provide these objectives to the Facility.

b. The Facility shall retain the discretion to remove from and deny access to its facilities to any Student or Faculty member. Such action shall be reported to the School's program director. The Facility shall also retain the discretion to limit or otherwise direct the scope of any Student's care.

c. The Facility shall not be responsible for conducting criminal background checks on Students. Notwithstanding the foregoing, the Facility shall communicate to the School its eligibility standards so that School may communicate them to its third-party vendor and/or to the Students. Facility shall be responsible for applying the standards to the results of the background checks. The Facility will review the results of all reviews on a case-by-case basis. If the Facility determines that a student will not be allowed to participate in a Clinical Rotation because of the results of the background check, the Facility will notify the School that the student cannot be accepted for clinical placement.

d. If a Student is also an employee of Facility, Facility will allow the student to participate in the Clinical Rotation

at the Facility without the need for an additional criminal background check.

e. Facility agrees to accept for review the report results of student criminal background checks performed by any qualified background check vendor designated under the Maryland Hospital Association Criminal Background Check Program.

f. The parties understand that, if a third-party vendor is used to conduct the criminal background checks, that vendor is responsible for ensuring compliance with the Fair Credit Reporting Act ("FCRA"), 15 U.S.C. § 1681 et seq. The School shall inform students excluded from clinical placement on the basis of a criminal background check of the review or appeal process available through the Facility pursuant to the FCRA or any other law or policy, if any.

g. The Facility shall designate a Facility employee to serve as its coordinator for the Clinical Rotations and to work directly with the School to plan and coordinate the Clinical Rotations.

h. The Facility shall provide the Faculty and Students with access to copies of the Facility's policies, rules, regulations and procedures that are applicable to Student and Faculty participation in the Clinical Rotations, including, but not limited to, information related to safety procedures and patient confidentiality under HIPAA.

i. The Facility shall provide an orientation to the Faculty prior to the start of each Clinical Rotation that includes a tour of the Facility and addresses any facilities and policies/procedures of the Facility and any particular Facility department pertinent to the Clinical Rotations.

j. The Facility shall permit Students and Faculty to assist in the provision of direct patient care services to Facility patients, but the Facility may restrict their activities, including any patient care activities, at the Facility. The Facility retains the sole responsibility for patient treatment at all times.

k. The Facility shall permit the School and its accreditation agencies to visit, tour and inspect the Facility's premises and records relating to the Clinical Rotations on reasonable notice during the Facility administration's regular business hours, subject to requirements of patient confidentiality, legal compliance requirements of the Facility, and minimizing disruption or interference with Facility operations, including patient care activities.

l. The Facility shall make its classrooms, conference rooms and library facilities available to the School for the Clinical Rotations, without charge, subject to availability and to Facility policies regarding use of its facilities.

m. The Facility shall make available emergency care and treatment to Students and Faculty, as necessary, subject to its usual charges. Persons receiving care are responsible for payment of the care.

n. The Facility will inform the School of any changes in its operations, policies, personnel, or service delivery, which will affect the Clinical Rotation or the number of Students.

o. The Facility agrees that at all times, during this Agreement, it shall have appropriate licensure to do business as a health care facility and that it complies with all appropriate federal, state, and local laws, regulations, and other similar requirements.

p. The Facility agrees to promptly inform the School of any changes which would affect Students' clinical experience, to maintain appropriate accreditation throughout the term of this agreement, and not to reduce staff as a result of the presence of Students and/or Faculty.

q. The Facility agrees to provide an assessment of each Student to School at its request.

5. Conflicts and Removal of Students or Faculty. If a conflict arises between an employee of the Facility, on the one hand, and a Faculty member or Student, on the other, the School and Facility liaisons shall intervene in an attempt to resolve the matter. In addition, upon receipt of the Roster or at any time after a Clinical Rotation begins, the Facility may refuse to allow any Student or Faculty member to participate in the Clinical Rotation if the individual has an unfavorable record with the Facility from previous employment, another Clinical Rotation, or any other reason in the Facility's discretion.

6. Representations and Understandings of the School. The School agrees as follows:

a. The School is an accredited institution offering an educational program that includes the subject matter of the Clinical Rotations.

b. Student may only perform duties and procedures for which he or she has been prepared academically and under appropriate supervision.

c. The School shall continuously monitor and evaluate the competence and performance of each Student and shall remove from a Clinical Rotation any Student who is not competent or qualified to participate in the Clinical Rotation.

d. All information that has been furnished to the Facility concerning the School, Students and Faculty is true and correct in all respects to the best of the School's knowledge.

e. If any of the representations become inaccurate in any way, the School shall immediately notify the Facility.

7. Employees of the School. The School, and not the Facility, is the employer of the Faculty. The School shall be responsible for (a) the compensation and benefits payable and made available to the Faculty and (b) withholding any applicable federal and state taxes and other payroll deductions as required by law.

8. Insurance and Indemnification.

a. School.

1. Subject to the limitations contained in this section, the School agrees to indemnify and hold harmless the Facility, its trustees, agents, officers and employees from and against any losses, claims, damages, liability, expenses, and costs, including attorney's fees arising out of any services performed under or pursuant to this Agreement and resulting from the negligence or willful misconduct of the School or any of its officers, agents, employees, Faculty, or Students. The School retains the right to defend any such claims, actions and/or suits at its option, and to approve any proposed settlements. The Facility agrees to notify the President of the School, in writing by registered mail, return receipt requested, of any such claims, actions and/or suits by the Facility.

**FOR MARYLAND-BASED SCHOOLS:** The Facility agrees that any obligation of a Maryland-based School to indemnify the Facility under this section shall be limited to the liability of the State under the Maryland Tort Claims Act, 12-101 et seq., of the State Government Article, Maryland Annotated Code. The Facility further agrees and expressly understands that the School's obligation to indemnify shall not arise and shall be expressly conditioned upon a supplemental appropriation of funds to the School specifically for the purpose of providing the indemnification hereunder, as required by the State Finance and Procurement Article, of the Annotated Code of Maryland.]

2. The School shall secure and maintain through the State of Maryland insurance policies covering Students and Faculty for professional liability insurance in the amounts of One Million Dollars (\$1,000,000.00) per occurrence and Three Million Dollars (\$3,000,000.00) in the aggregate arising out of the acts or omissions of any of its Students or Faculty in connection with this Agreement, including (i) claims of patients or others for health care professional liability, malpractice or other civil liability; and (ii) workmen's compensation insurance in amounts as required by applicable state law. The School shall provide to the Facility a certificate of insurance evidencing the insurance coverage upon execution of the Agreement and shall provide current certificates upon request.

b. Facility.

1. The Facility agrees to indemnify and hold harmless the School, its trustees, officers, agents, and employees from and against any losses, claims, damages, liability, expenses, and costs, including attorney's fees, arising out of this Agreement and any act of negligence or willful misconduct by the Facility or its agents or employees undertaken in connection with this Agreement.

2. The Facility will secure and maintain throughout the term of the agreement insurance policies covering the following types of liability in the following minimum amounts: (i) comprehensive general and professional liability insurance in the amounts of One Million Dollars (\$1,000,000.00) per occurrence and Three Million Dollars (\$3,000,000.00) in the aggregate arising out of the acts or omissions of any of its employees in connection of this Agreement; and (ii) workmen's compensation insurance in amounts as required by applicable state law. The Facility shall provide to the School a certificate of insurance evidencing the insurance coverage upon execution of the Agreement.

c. Responsibility for Actions. Each party shall be responsible for its own acts and omissions and the acts and omissions of its employees, officers, directors, agents, and affiliates. [In the case of a MD-based School, School's liability shall be governed exclusively by Title 12 of the State Government Article and Section 5-522 of the Courts and Judicial Proceedings Article of the Annotated Code of Maryland. A party shall not be liable for any claims, demands, actions, costs expenses and liabilities, including reasonable attorneys' fees, which may arise in connection with the failure of the other party or its students, employees, officers, directors, or agents to perform any of their obligations under this Agreement.]

9. Termination.

a. Termination for Cause. The Facility may immediately terminate this Agreement for cause upon notice to the School upon the occurrence of any of the following events: (i) the failure of the School to maintain insurance coverage as required by this Agreement; or (ii) the failure of the School to bar a Student or Faculty member from participating in a Clinical Rotation after the Facility has informed the School to remove a Student for reasons permitted under this Agreement.

b. Termination for Material Breach. If either party fails to comply in a material respect with the terms of this Agreement, the other party may terminate this Agreement by giving at least 30 days' prior written notice to the breaching party, specifying in reasonable detail the nature of the breach, unless the breaching party remedies the breach within the 30-day period. This provision shall not constitute an election of remedies by either party, and each party shall have and retain all rights and remedies that may be available at law or in equity in the event of breach or default by the other party.

c. No Cause Termination. Either party may terminate this Agreement by providing ninety (90) days' prior written notice.

d. Effect of Termination. Termination of this agreement shall not take effect with regard to Students currently enrolled and participating in Clinical Rotations until such Students have completed their current rotation.

10. Disclaimer of Intent to Become Partners. The Facility and the School shall not by virtue of this Agreement be deemed to be partners or joint venturers. Neither party shall incur any financial obligation on behalf of the other. Students and Faculty shall not be entitled to compensation or remuneration from Facility for activities or services performed in connection with the Clinical Rotations. In no event shall any Student or Faculty member be deemed to be an employee, servant, representative, or agent of Facility for any purpose whatsoever, or replace or substitute for an employee of the Facility. The School shall inform Students and Faculty of the contents of this paragraph.

11. Notices. Any and all notices, consents, or other communications required to be made by one party to the other shall be deemed to have been properly given if made in writing and (a) personally delivered, (b) transmitted by electronic means (facsimile or e-mail) with documentation of transmission or receipt, or (c) delivered by United States first class mail, postpaid, to the addresses or numbers set forth below:

If to School:     [Name]  
                          [Title]  
                          [Address]  
                          [Phone]  
                          [Email]

If to Facility:     [Name]  
                          [Title]  
                          [Mercy Medical Center]  
                          [Phone:]  
                          [Email:]

12. Confidentiality. The School shall inform the Faculty and Students of their duty to keep confidential and not divulge to anyone else any of the proprietary, confidential information of the Facility, including patient and peer review information, unless such information (a) is or becomes generally available to the public other than as a result of disclosure by the School, the Faculty, or any of the Students, or (b) is required to be disclosed by law or by a judicial, administrative or regulatory authority. The School, Faculty, and Students shall not use the Facility's confidential information except as required to provide patient care services in the Clinical Rotations.



The Facility shall ensure it and its employees maintain as confidential all information they receive under Sections 3f, 3g, 3i, 3n, 4c, 4e, and 4q that contain personally identifiable information about Faculty and/or Students and to limit access to such information to those of Facility's employees who require access to fulfill their responsibilities under this Agreement. Facility agrees not to re-disclose such student information to any third party without the prior written consent of Students except as authorized by the Family Educational Rights and Privacy Act ("FERPA").

13. HIPAA Compliance.

a. Both parties are committed to complying with the standards contained in HIPAA, as it may be amended from time to time and the federal Privacy Rule concerning the use and disclosure Protected Health Information ("PHI") as that term is defined in HIPAA.

b. With respect to PHI obtained or accessed at or received from the Facility, the School shall, and the School shall inform Students and Faculty, to: (i) not use or further disclose PHI other than as permitted or required by this Agreement or as required by law; (ii) use appropriate safeguards to prevent use or disclosure of PHI other than as provided for by this Agreement; and (iii) report to the Facility any use or disclosure of the information not provided for by this Agreement of which the School, Faculty, or Students become aware.

c. The Students and Faculty participating in the Clinical Rotations (collectively, the "Participants") may have access to individually identifiable health information and PHI of Facility's patients on a "need to know" basis in accordance with Facility's privacy policies and HIPAA's minimum necessary standard. The parties agree that the Participants shall not remove any PHI from the premises of the Facility. The parties acknowledge that the Participants may use information from medical records in classroom presentations provided that Participants do not remove from the Facility or use in classroom presentations any identifiable information. All information must be de-identified in accordance with HIPAA's de-identification standard at 45 C.F.R. § 164.514(a)-(b). Other than as set forth in this Agreement, the School shall not require or request access to any PHI.

d. The School and Facility agree that Students in providing treatment-related services to Facility patients, operate as a workforce arrangement with the Facility for purposes of HIPAA.

14. Rights in Property. All supplies, fiscal records, patient charts, patient records, medical records, imaging documents, computer-generated reports, pharmaceutical supplies, drugs, drug samples, memoranda, correspondence, instruments, equipment, furnishings, accounts, and contracts of the Facility shall remain the sole property of the Facility.

15. Non-Discrimination. The School and the Facility agree not to discriminate against any employee, applicant, or Student enrolled in the clinical experience because of age, color, national or ethnic origin, race, political affiliation, religion, physical or mental disability, gender, or sexual orientation, marital status, genetic information, gender identity or expression, status as a disabled veteran or veteran of the Vietnam era.

16. Severability. The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision.

17. No Assignment. Neither party may assign its rights or delegate its duties under this Agreement without the prior written consent of the other.

18. Binding Effect. This Agreement shall be binding upon, and shall inure to the benefit of, the parties and their respective legal representatives, successors and permitted assigns.

19. Governing Law. This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland without reference to its conflicts of laws rules. The venue and conduct of any court action or arbitration shall be in, and in accordance with, the laws of the State of Maryland, at a court of competent jurisdiction within Baltimore City, Maryland.

20. Rights Cumulative; No Waiver. No right or remedy conferred in this Agreement upon or reserved to the Facility is intended to be exclusive of any other right or remedy. Each and every right and remedy shall be cumulative and in addition to any other right or remedy provided in this Agreement. The failure by either the Facility or the School to insist upon the strict observance or performance of any of the provisions of this Agreement or to exercise any right or remedy shall not impair any such right or remedy or be construed as a waiver or relinquishment with respect to subsequent defaults.

21. No Third-Party Beneficiaries. This Agreement is not intended to confer any right or benefit upon, or permit enforcement of any provision by, anyone other than the parties to this Agreement.

22. Entire Agreement. This Agreement constitutes the entire understanding and agreement of the parties with respect to its subject matter and supersedes any prior agreements, oral or written, and all other communications between the parties relating to such subject matter.

23. Modification. This Agreement may be modified or amended by mutual consent of the parties, provided that no modification shall be effective until reduced to writing and signed by both parties.

24. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute one and the same instrument. The Parties agree to accept electronic delivery of the signed agreement.

IN WITNESS WHEREOF, the parties have duly executed this Agreement.

For: **MERCY MEDICAL CENTER**

For: **xxxxxxx UNIVERSITY**

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## **EXHIBIT A**

### **AFFECTED CLINICAL PROGRAMS**

[list of clinical programs and facilities/offices to be used should be described here]

## Appendix 8: Faculty

### BSN at Loyola Core, Prerequisites, and Other Science Requirements

Course Title	Course Number	Professor	Academic Degree/Rank
Core: humanities (1–10)		Professors from Writing, English, Global Languages, History, Philosophy, and Fine Arts	A selection of multiple courses and sections offered
Foundations of Biology I with laboratory	BL 150 & BL 151	Professors from Biology Department	A selection of multiple sections offered
Foundations of Biology 2 with laboratory	BL 152 & BL 153	Professors from Biology Department	A selection of multiple sections offered
Human Nutrition	BL 210	Andrew Schoeffield	Ph.D., Associate Professor, Biology
Human Anatomy & Physiology I and 2 with Lab	BL 206 & BL 207 BL 208 & BL 209	Derek Kendig	Ph.D., Associate Professor, Biology
Pharmacology	BL 370	Derek Kendig	Ph.D., Associate Professor, Biology
General Chemistry I	CH 101	Professors from Chemistry Department	
Microbiology with lab	BL 332 & BL 334	Andrew Schoeffield	Ph.D., Associate Professor, Biology
Microbiology with lab	BL 332 & BL 334	Christopher Thompson	Ph.D., Professor, Biology
Introductory Psychology	PY 101	Professors from Psychology Department	A selection of multiple sections offered
Life Span Development	PY 244D	Carolyn Barry	Ph.D., Professor
Life Span Development	PY 244D	Michiko Iwasaki	Ph.D., Associate Professor
Introduction to Statistics	ST 210	Professors from Mathematics/ Statistics Department	A selection of multiple sections offered

## Appendix 9: Resources and Expenditures - Loyola University Maryland BSN Proposal

<b>TABLE 1: PROGRAM RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$ 700,800	\$1,410,882	\$2,252,120	\$3,497,175	\$4,807,524
a. Number of F/T Students	32	66	104	157	212
b. Annual Tuition/Fee Rate	\$ 21,900	\$ 21,377	\$ 21,655	\$ 22,275	\$ 22,677
c. Total F/T Revenue (a x b)	\$ 700,800	\$1,410,882	\$2,252,120	\$3,497,175	\$4,807,524
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 – 4)</b>	<b>\$ 700,800</b>	<b>\$1,410,882</b>	<b>\$2,252,120</b>	<b>\$3,497,175</b>	<b>\$4,807,524</b>

### Assumptions/Notes:

**2.a. Projected new enrollments:** 32 incoming students in year 1, 40 in year 2, 50 in year 3, 70 in year 4, 100 in year 5, and then a maximum of 110 in subsequent years. Projected retention rates: 80% between years 1 and 2, 85% between 2 and 3, and 90% between 3 and 4. The projected retention rates take into account the rigor of a nursing program, so they are lower than the typical third- and fourth-year rates at Loyola.

### BSN Enrollment Plan

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
New Students	32	40	50	70	100
Returning Students	-	26	54	87	112
Total	32	66	104	157	212
Estimated Retention Rate Notes:	80% second-year retention	80% second-year retention	80% second-year retention	80% second-year retention	
		85% third-year retention	85% third-year retention	85% third-year retention	
			90% fourth-year retention	90% fourth-year retention	

<b>TABLE 2: PROGRAM EXPENDITURES:</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	\$0.00	\$ 207,840	\$ 282,100	\$ 399,828	\$ 523,913
a. Number of FTE	0.00	2.00	2.80	3.80	4.80
b. Total Salary	\$0.00	\$ 160,000	\$ 217,000	\$ 307,560	\$ 402,700
c. Total Benefits	\$0.00	\$ 47,840	\$ 65,100	\$ 92,268	\$ 121,213
2. Admin. Staff (b + c below)	\$ 244,212	\$ 251,538	\$ 339,950	\$ 350,149	\$ 463,431
a. Number of FTE	2.00	2.00	3.00	3.00	4.00
b. Total Salary	\$ 188,000	\$ 193,640	\$ 261,500	\$ 269,345	\$ 356,211
c. Total Benefits	\$ 56,212	\$ 57,898	\$ 78,450	\$ 80,804	\$ 107,220
3. Support Staff (b + c below)	\$ 80,538	\$ 140,292	\$ 172,250	\$ 177,418	\$ 182,881
a. Number of FTE	1.50	2.50	3.00	3.00	3.00
b. Total Salary	\$ 62,000	\$ 108,000	\$ 132,500	\$ 136,475	\$ 140,569
c. Total Benefits	\$ 18,538	\$ 32,292	\$ 39,750	\$ 40,943	\$ 42,311
4. Technical Support and Equipment	\$ 40,000	\$ 70,000	\$ 73,500	\$ 77,175	\$ 81,034
5. Library	\$ 38,000	\$ 39,520	\$ 41,101	\$ 42,745	\$ 44,455
6. New or Renovated Space	\$0.00	\$ 950,000	\$ 500,000	\$0.00	\$0.00
7. Other Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL (Add 1 – 7)</b>	<b>\$ 402,750</b>	<b>\$ 1,659,190</b>	<b>\$ 1,408,901</b>	<b>\$1,047,314</b>	<b>\$1,295,712</b>

### **Assumptions/Notes:**

**1.a.** Year 1: per course instructor; Year 2: 1 TT Biology hire and 1 other TT line (Nursing); Year 3: 1 Clinical faculty line added; Years 4 and 5: TT lines (or equivalent) added. Note: "Other expenses" includes 12 per course instructors/year for potential needs in nursing and/or STEM prerequisites

**1.b.** ~3% salary increase each year; Year 2 two TT; Year 3 add Clinical faculty line; Year 4 and 5 add TT line or equivalent as needed

**1.c.** 29.9% FICA and average fringe benefits; increases to 30% in year 3 and 30.1% in Year 5

**2.a.** Program Director (E13, FT) and Clinical Coordinator (E10, FT) in Year 1; DPO (E9, FT) added in Year 3; Second Clinical Coordinator added in Year 5

**2.b.** ~3% salary increase each year

**2.c.** 29.9% FICA and average fringe benefits; increases to 30% in Year 3 and 30.1% in Year 5

**3.a.** Lab Assistant (NE5, FT), Program Assistant (NE4, 1/2-time); Assessment & Remediation Coordinator (NE5, FT) added in Year 2; Year 3 Program Asst moves to FT

**3.b.** ~3% salary increase each year

**3.c.** 29.9% FICA and average fringe benefits; increases to 30% in Year 3 and 30.1% in Year 5

**4.** Estimates for technology, furniture for faculty, staff, and students, laboratory equipment, software, and maintenance.

**5.** Library estimates 4% increase in costs each year

**6.** New addition to Donnelly Science Building estimated to cost \$17M. Nursing lab and storage space represents 8.52% of the estimated space, or \$1.45M. Occupancy to occur Fall 2026.

**7.** Operational Costs per student for Loyola courses; Recruitment costs; Consultant; Promotional materials; includes cost of 12 per course instructors/year