

March 15, 2024

Dr. Sanjay Rai  
Secretary of Higher Education Maryland Higher Education Commission  
6 North Liberty Street Baltimore, MD 21201

Dear Secretary Rai,

McDaniel College is submitting a substantial change proposal to deliver a portion of our newly approved Bachelor of Science in Nursing (BSN) program (54-62 credits of upper level nursing courses) at an offsite facility located four miles from campus.

As you may know, our new BSN program has been developed at the request of LifeBridge Health's Carroll Hospital in response to a workforce shortage of entry level nurses, particularly baccalaureate prepared nurses. We have been offered the opportunity to deliver our our clinical nursing courses in 10,400 sq. ft of space on the hospital campus, located four miles from our main campus. This opportunity not only provides some cost efficiencies for space development, but it also improves the student experience by providing early and frequent exposure to a hospital environment, enhancing our students' transition from clinical training to professional practice.

We are also excited about the additional opportunities this site provides to develop innovation in our curriculum delivery and design and to develop interprofessional education opportunities. All these benefits will strengthen and improve nursing education and are directly aligned to our goal to increase the nursing workforce in the state, particularly Carroll County.

I would like to highlight the importance of the timeline for this submission since it is directly related to our ability to meet the milestones required for progressing the development and implementation of this program. We anticipate the first nursing cohort on campus this fall 2024, with the first nursing courses offered at the offsite location in fall 2026. For this reason, I urge MHEC not to delay its consideration of this proposal.

We have the full commitment and support of Carroll Hospital and have signed an MOU outlining our collective intention to lease space. A letter of support is included in this proposal. Carroll Hospital also remains steadfast with their commitment to their other partner schools to continue their current relationship to provide access to clinical site placements. This agreement will not have a negative impact on this access no matter where the McDaniel courses are delivered.

We very much appreciate your review of this application and if you have any questions, please do not hesitate to contact me at [jjasken@mcdaniel.edu](mailto:jjasken@mcdaniel.edu)

Sincerely,



Julia Jasken, Ph.D.  
President, McDaniel College

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



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

Institution Submitting Proposal | McDaniel College

Each action below requires a separate proposal and cover sheet.

- Radio button options for program types: New Academic Program, New Area of Concentration, New Degree Level Approval, New Stand-Alone Certificate, Off Campus Program, Substantial Change to a Degree Program, Substantial Change to an Area of Concentration, Substantial Change to a Certificate Program, Cooperative Degree Program, Offer Program at Regional Higher Education Center.

Payment Submitted: Yes No | Payment Type: Check # 372281 | Payment Amount: \$250.00 | Date Submitted: 3.15.24

Department Proposing Program: Nursing
Degree Level and Degree Type: Bachelor of Science in Nursing (BSN)
Title of Proposed Program: Nursing (pre-licensure)
Total Number of Credits: 128
Suggested Codes: HEGIS: 1203.00 | CIP: 513801.0000
Program Modality: On-campus
Program Resources: Requiring New Resources
Projected Implementation Date: Fall Year: 2024
Provide Link to Most Recent Academic Catalog: URL: www.mcdaniel.edu

Preferred Contact for this Proposal
Name: Vickie Mazer
Title: Dean Graduate and Professional Studies
Phone: (410) 857-2500
Email: vmazer@mcdaniel.edu

President/Chief Executive
Type Name: Julia Jasken
Signature: [Handwritten Signature] Date: 3/15/24
Date of Approval/Endorsement by Governing Board: 10.8.22

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Julia Jasken, Ph.D.  
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Institution Submitting Proposal	McDaniel College
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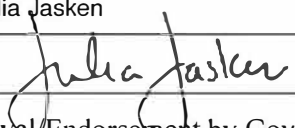
*Each action below requires a separate proposal and cover sheet.*

- New Academic Program
- New Area of Concentration
- New Degree Level Approval
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- Off Campus Program
- Substantial Change to a Degree Program
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Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS # <input checked="" type="radio"/> Check # 372281	Payment Amount: \$250.00	Date Submitted: 3.15.24
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Total Number of Credits	128
Suggested Codes	HEGIS: 1203.00   CIP: 513801.0000
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="http://www.mcdaniel.edu">www.mcdaniel.edu</a>

Preferred Contact for this Proposal	Name: Vickie Mazer
	Title: Dean Graduate and Professional Studies
	Phone: (410) 857-2500
	Email: <a href="mailto:vmazer@mcdaniel.edu">vmazer@mcdaniel.edu</a>

President/Chief Executive	Type Name: Julia Jasken
	Signature:  Date: 3/15/24
	Date of Approval/Endorsement by Governing Board: 10.8.22



**Bachelor of Science in Nursing (Pre-Licensure)  
Substantial Change Program Proposal  
McDaniel College**

**A. Centrality to Institutional Mission and Planning Priorities:**

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

McDaniel College is a premier liberal arts higher education institution located in Westminster, Maryland (Carroll County) with over 150 years of history working collaboratively with state and regional partners as an educational partner to contribute to the overall health and economy of our community. The college offers 70 undergraduate majors, including pre-professional specializations and student-designed majors, and over 29 master's degrees and post-bachelor's certificates. Nearly 1700 undergraduate students and 1200 graduate students are served, 73% and 75% of whom, respectively, are Maryland residents. The remaining students represent over 36 states and 14 countries.

McDaniel College is submitting this substantial change application seeking approval to offer a portion of our newly approved Bachelor of Science in Nursing major (approved in August 2023) at an **off-campus site** located four miles from the McDaniel campus. The site will house active learning classrooms, nursing skills and simulation labs, student support spaces and faculty and staff offices. McDaniel received initial Maryland Higher Education Commission on August 23, 2023 and Board of Nursing approval on November 15, 2023. We are expecting our first cohort of students in fall of 2024, with the first nursing courses scheduled to be offered in fall 2026. Our plan is to offer 54-62 of the nursing major's 102 credits at this off-campus location and will be submitting to Middle States Commission on Higher Education for an additional location pending the decision of this proposal.

The facility plan for our BSN program included in our initial program approval proposal was to renovate or build a new building to accommodate the delivery of upper level nursing on the McDaniel campus. The renovation of an existing building proved to be challenging and costly due to the age of the facility and infrastructure challenges which would make the project costs significantly more than anticipated and would provide space design challenges to meet the unique needs of this program. We were then planning to build a new facility but were recently presented with an opportunity to renovate and lease space on the Carroll Hospital campus located just four miles from our main campus.

This McDaniel BSN program would maintain operational oversight and will remain independent and separate from the hospital and McDaniel will renovate and lease at least 10,400 sq. ft of space to house our nursing education facility. McDaniel will be responsible for all operations, faculty, staff, maintenance and equipment located in the facility. This opportunity provides both fiscal efficiency as well as opportunities for an enhanced student experience which meets our goal to develop a highly qualified nursing workforce pipeline for the state and particularly for Carroll County.

Pending this proposal's approval and implementation, students will take the first two years of coursework on the McDaniel campus (approximately 62–70 credits) where they will complete nursing prerequisite courses and general education courses. Beginning in the third year of study, students will take and complete nursing courses (54 – 62) at McDaniel's off-campus nursing

facility located four miles from main campus. Students will have access to transportation to attend class on the hospital campus provided by McDaniel College through our fleet of vans which will run between the hospital and the McDaniel main campus on an established transit schedule which will align with our course schedule.

The off-campus facility will offer clinical education space located in the heart of the hospital facility on a unit that is no longer being utilized for patient care but is centrally located in the hospital and adjacent to other operating units and departments. Faculty and staff offices and additional program support space will be located in an adjacent medical office building, a short distance away from the clinical and classroom spaces. Combined, the space is approximately 10,400 sq. ft. Details of the space are outlined in the facilities section outlined later in this proposal.

There are no other requested substantial changes from our originally approved program proposal. We stand committed to offering a quality BSN degree program that prepares students for entry into the nursing profession and to our liberal arts foundation. This substantial change proposal simply requests approval to deliver up to 62 credits of our upper-level nursing courses required for the four-year BSN program in an off-campus site located four miles from our main campus. Like all other bachelor's degrees offered at McDaniel, this degree will require 128 credits and will include McDaniel's required courses within our general education program (called the McDaniel Plan). The degree itself requires 40 credits within the major that are prerequisites for the 62 credits of upper-level nursing courses, combined for a total of 102 required credits for the nursing major. The 62 credits of upper-level nursing courses will be delivered at the new off-campus location. All other credits required for the BSN degree, including the remaining 40 required for the nursing major, will be delivered on McDaniel's main campus.

**Alignment to Mission:**

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

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

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

*We are led by our first principles to provide:*

- *a foundation of knowledge about the past and present so that students may be informed about the world.*

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

### **Alignment to Planning Priorities**

As the only four-year higher education institution in Carroll County, McDaniel College was approached by Carroll Hospital, who requested that we consider the development of a Bachelor of Science in Nursing program. Their expressed need requires a long-term solution to increase a nursing workforce pipeline — specifically, a pipeline of bachelor’s prepared nurses who would want to live and work in Carroll County and the surrounding region. The development of the BSN program and now this subsequent substantial change proposal to offer a portion of our program on the hospital campus aligns with goals 1, 3, and 4 of our strategic plan. This change proposal is particularly aligned with goal 3 of our plan which speaks to partnerships that will enhance and improve our student experience. Through this plan, our students will have early and frequent exposure to a hospital environment which will not only improve their educational experience but will also enhance their transition from clinical training to professional practice upon graduation.

Strategic Plan Goals:

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

McDaniel College is committed to ongoing administrative, financial, and technical support of the BSN program. We have invested significant time and resources to conduct a comprehensive feasibility study which identified the long-term administrative, financial, and technical support needs required to fully develop a BSN program. The institution has also developed a five-year budget model which considers institutional needs, including faculty positions, as well as infrastructure needs for start-up and ongoing operational support for the proposed BSN program. As a result, McDaniel’s decision to pursue development of this nursing program was made with

significant forethought and commitment at all levels of the institution, including having received full support and approval from the Board of Trustees and McDaniel faculty.

Additionally, we have spent the past several months completing the required due diligence related to adding an off campus location. We have worked with architects to conduct space planning studies, create design plans, and obtain renovation cost estimates. We have also engaged internal stakeholders and the hospital to address operational needs and approval processes required for delivering our courses at an off-campus site which will be located within the hospital. To that end, we have signed an MOU with Carroll Hospital which outlines our collective intentions to move forward with a lease agreement upon approval of this application and have worked through the financial and operational terms of our lease which will provide a ten-year rental option with terms for renewal. Please see the letter of support in the Appendix which outlines Carroll Hospital's commitment to our agreement.

One of the benefits of this new off-site location is the opportunity it presents for cost savings for development of our clinical education space. While the space will require some design and renovation, the costs associated with this location are anticipated to be far less than that with renovating a McDaniel campus building or building a new facility. Additionally, the early and frequent exposure to the hospital environment and opportunities for interprofessional education that this site provides will improve the student and faculty experience and will enhance the students' transition from clinical training to professional practice.

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

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

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

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

1. *The need for partnerships which lead to long-term strategies addressing the growing nurse workforce shortages statewide, and more particularly the shortages in Carroll County.*

McDaniel's proposed program is built on the foundation of community partnerships to recruit and educate students who will choose to work and live in the state, more specifically in Carroll County. While McDaniel's BSN program will operate independently and separate from Carroll Hospital, offering courses at a site on the



hospital location will enhance the student experience and will improve our ability to recruit and retain students who want to study, live and work in communities like Carroll County. The early and frequent exposure to a hospital setting will also enhance a student's transition from training to professional practice.

2. *The need to advance diversity within nursing.*  
Currently, only 19.4% of RNs nationally represent minority populations. The need for nursing schools to provide a curriculum that represents and prepares a workforce who will understand racial, ethnic, and cultural differences and beliefs is critical to delivering quality patient-centered care.<sup>1</sup> McDaniel's program focus is on transcultural nursing and health equity, and as such responds to this need throughout curriculum. Further, McDaniel has been successful in recruiting students of color, with nearly 40% of our entering first year students identifying as BIPOC. This new program will improve access for students of color and underrepresented minority groups who are looking to enter the nursing profession.
3. *The need to produce more bachelor's prepared nurses.* As recommended by the Institute of Medicine, the need for increasing the number of bachelor's prepared nurses will have an impact on quality care. Evidence has shown that improved patient outcomes are directly related to higher levels of nursing education.<sup>2</sup> Carroll Hospital, our local hospital, reports that currently only 50% of their workforce is bachelor's prepared. McDaniel's new proposed program will respond to the need for an increase in the number of bachelor's prepared nurses by increasing the number of students who graduate with a BSN. McDaniel, upon receiving MHEC approval, will also be exploring the feasibility of offering an associate to bachelor's option in partnership with Carroll Community College to increase the number of BSN prepared nurses in Carroll County.

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

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

### *Priority 1: Access*

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

### *Priority 2: Student Success*

*Promote and implement practices and policies that will ensure student success*

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

### *Partnerships for Developing Pathways from High School to College*

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

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

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

#### *Affordability and Financial Literacy*

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

#### *Access for Students of Color, First Generation Students and Students with Demonstrated Need*

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

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

### *Student Success*

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

Delivering nursing courses at the hospital location provides the benefit of introducing a hospital environment to our students early and exposing them to this environment on a daily basis, rather than only when attending clinical rotation. This early and frequent exposure to a “real world” hospital environment will build a student’s comfort and confidence level which will have a positive impact on student success and retention for our program and will enhance the student’s transition to professional practice.

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

- 1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**
- 2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
- 3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**
- 4. Provide data showing the current and projected supply of prospective graduates.**

#### **Market Demand**

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

The most recent in-depth review of the nursing shortage in Maryland conducted by GlobalData and commissioned by the Maryland Hospital Association indicates that one in every four nursing positions in Maryland hospitals is vacant. This same study indicates that

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

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

without intervention, the nursing shortage in Maryland is expected to grow from 5,200 vacancies in 2021 to 13,800 in 2035— nearly three times the current number.<sup>5</sup>

Closer to home, Carroll Hospital reports nursing shortages that have only worsened with COVID-19. They currently have 100 open positions annually within their hospital alone and are utilizing 275 travel nurses on a daily basis to meet nursing shortages across the LifeBridge Health System, the health system of which Carroll is a member. There are many concerns with this short-term solution, but those of top priority are cost, sustainability, and patient outcomes.

Carroll Hospital has enjoyed a strong relationship with Carroll Community College's nursing program and has experienced firsthand the positive impact that a local nursing program has on the nursing workforce pipeline. However, the current and future demand of nurses far outweigh the supply, which is the impetus behind the hospital's request for McDaniel to develop a BSN program. Additionally, McDaniel's program will also fulfill Carroll Hospital's desire to hire more BSN prepared nurses. According to AACN, 41% of hospitals require BSN degrees, while 77% prefer to hire BSN prepared nurses. The hospital's interest in having a larger number of bachelor's prepared nurses is in direct response to the evidence that links better patient outcomes to nurses with higher levels of educational preparation.<sup>6</sup> Currently, only 50% of Carroll Hospital's nursing workforce hold bachelor's or higher degrees.<sup>7</sup>

### **Supply vs. Demand**

According to the *Maryland Higher Education Program 2022 Trends in Degree and Certificates by Program* data, the 10 four-year institutions with BSN programs and 17 community colleges in Maryland graduated 1318 and 1466 students respectively for a total number of 2784 new graduates prepared for career entry in 2021.<sup>8</sup> This number can be further distilled by looking at the number of students who have passed the NCLEX exam, a requirement of licensure and employment as an entry level nurse. According to the Maryland Board of Nursing, a total of 2276 students graduating from pre-licensure programs in Maryland took and passed the NCLEX exam in 2022. This includes 747 BSN graduates, 324 entry level MSN graduates, and 1205 associate degree graduates.<sup>9</sup>

When juxtaposed with the number of nursing vacancies reported in the latest MHA commissioned report from 2021, the number of students graduating from Maryland schools and passing the NCLEX exam is insufficient by approximately 3,000. This gap will only widen without consideration of other strategies to improve the number of students entering the pipeline. McDaniel's new BSN program would be an asset to the state, regional, and local community by

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

<sup>6</sup> American Association of Colleges of Nursing. (2021). *Employment of New Nurse Graduates and Employer Preferences for Baccalaureate-Prepared Nurses*. Retrieved from <https://www.aacnnursing.org/News-Information/Research-Data-Center/Employment/2021>.

<sup>7</sup> Carroll Hospital Human Resources Data.

<sup>8</sup> Maryland Higher Education Commission (MHEC). Trends in Degrees and Certificates 2021. Retrieved from <https://mhec.maryland.gov/publications/Pages/research/index.aspx>.

<sup>9</sup> Maryland Board of Nursing (MBON). (2022, November 18). *NCLEX Exam Pass/Fail Rates by Education Programs in the State of Maryland*. Retrieved from <https://mhec.maryland.gov/publications/Pages/research/index.aspx>.

expanding the number of available nursing seats and providing an option for students looking to attend college at a small, geographically rural, liberal arts institution.

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

### Enrollment in BSN Programs by Institution

School Name	2017	2018	2019	2020	2021	2022
Bowie State University	610	610	488	536	543	514
Coppin State University	639	624	571	505	447	322
Hood College	54	72	75	68	41	61
Morgan State University	237	285	387	454	666	827
Notre Dame of Maryland	305	279	333	341	419	345
Salisbury University	554	539	557	510	500	462
Stevenson University	715	688	727	713	739	698
Towson University	1479	1591	1663	1597	1527	1359
University of MD. – Baltimore	841	834	816	818	868	915
Washington Adventist University	197	248	283	268	216	148
<b>Total</b>	<b>5631</b>	<b>5770</b>	<b>5900</b>	<b>5810</b>	<b>5966</b>	<b>5651</b>

Source: MHEC Fall Trends in Enrollment by Program<sup>10</sup>

### BSN Degrees Awarded by Institution

	2017	2018	2019	2020	2021	2022	2023
Bowie State University	50	58	55	47	35	25	30
Coppin State University	67	66	70	66	62	66	53
Hood College	5	13	24	20	16	18	12
Morgan State University	7	14	16	12	23	20	27
Notre Dame of Maryland	208	46	95	69	108	158	151
Salisbury University	97	87	89	89	83	99	93
Stevenson University	189	202	182	196	219	187	220
Towson University	272	270	271	312	325	288	237
University of MD. - Balt.	378	398	411	396	389	392	408
Washington Adventist University	14	32	57	40	67	65	43
<b>Total</b>	<b>1287</b>	<b>1186</b>	<b>1270</b>	<b>1247</b>	<b>1327</b>	<b>1318</b>	<b>1274</b>

<sup>10</sup> Maryland Higher Education Commission. Fall Trends in Enrollment by Program 2021. Retrieved from <https://mhec.maryland.gov/publications/Pages/research/index.aspx>.



Source: Maryland Higher Education Commission. Trends in Degrees and Certificates Awarded by Program <sup>11</sup>

#### Number of Students Passing NCLEX by Maryland Institution

	2017	2018	2019	2020	2021	2022	2023
Bowie State University	55	38	39	30	15	36	25
Coppin State University	38	36	53	43	44	39	24
Hood College	0	4	11	13	18	14	9
Morgan State University	14	9	17	7	4	10	17
Notre Dame of Maryland University	35	27	21	17	45	66	122
Salisbury University	84	82	72	81	91	73	92
Stevenson University	72	59	61	50	92	70	75
Towson University	164	136	150	143	136	148	157
University of Maryland - Baltimore	215	261	286	227	272	251	262
Washington Adventist University	5	15	29	34	31	40	13
<b>Total</b>	<b>682</b>	<b>667</b>	<b>739</b>	<b>645</b>	<b>748</b>	<b>747</b>	<b>796</b>

Source: Maryland Board of Nursing. NCLEX Exam Pass/Fail Rates by Education Program in Maryland <sup>12</sup>

#### Student Demand

According to the American Association of Colleges of Nursing, enrollment in baccalaureate nursing programs grew in 2020 by 5.6% and 3.3% in 2021, despite the pandemic. However, nursing schools are not meeting the increase in student demand, denying admission into baccalaureate nursing programs to over 91,938 qualified applicants in 2021. The reasons for the denial range from ability to secure clinical site placement, seat capacity, resource limitations, and faculty shortages.<sup>13</sup>

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

#### D. Reasonableness of Program Duplication:

<sup>11</sup> Maryland Higher Education Commission (MHEC). Trends in Degrees and Certificates 2021. Retrieved from <https://mhec.maryland.gov/publications/Pages/research/index.aspx>.

<sup>12</sup> M Maryland Board of Nursing (MBON). (2022, November 18). *NCLEX Exam Pass/Fail Rates by Education Programs in the State of Maryland*. Retrieved from <https://mhec.maryland.gov/publications/Pages/research/index.aspx>.

<sup>13</sup> AACN. (2022, October). *Nursing Shortage*. Retrieved from <https://www.aacnursing.org/News-Information/Fact-Sheets/Nursing-Shortage>.

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

An environmental scan of the market shows that there are currently 11 four-year higher education institutions (4 private, 3 of which are liberal arts, and 7 public institutions) in Maryland which offer a four-year Bachelor of Science in Nursing program to prepare graduates for entry into nursing. The list of programs is included in the tables in the above section.

McDaniel's new program is the fifth private institution to offer the degree and one of only three liberal arts institutions. Differentiating our program even more is the fact that we are one of only four programs located outside of a metropolitan area and one of only two programs located in a small, private, liberal arts institution located outside of a metropolitan area.

In comparing McDaniel College to other institutions that offer a BSN degree, there is only one other institution, Hood College, which is comparable in terms of institution type, size, and geographical location. Hood College is in Frederick County, and until recently, with the approval of Frostburg State University's program, Hood was the only BSN program located west of the Baltimore-Washington corridor region. While McDaniel is located about 30 miles west of the Baltimore-Washington region, we align more closely with the western region of the state in terms of geography, population size, and demographics. Students who choose McDaniel do so for its focus on the liberal arts, location in a small geographically rural community, and quality academic programs. Having a BSN program at McDaniel provides one of only two options in the state to get a BSN at a small, geographically rural, liberal arts college. We believe this provides significant differentiation from most other programs in the state.

With the exception of Hood College and the two programs located in the most eastern and western ends of the state, all IHEs offering BSN programs are in metropolitan areas which service the Baltimore-Washington area and have strong primary affiliations with metropolitan hospitals and facilities for clinical sites. McDaniel's program will have a strong primary clinical site affiliation agreement with our local, geographically rural community hospital: Carroll Hospital. This affiliation for clinical site placements also sets us apart from most other nursing programs in the state who have primary affiliations with hospitals located in metropolitan areas.

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

McDaniel's proposal to deliver a portion of our nursing major courses at an off-campus location within a hospital facility located close to main campus is an innovative and unique distinctive component of our program. As stated previously in this proposal, this model provides students with early and frequent exposure to a health care environment. This delivery model provides exciting opportunities for enhancing the student and faculty experience through interprofessional

teaching and learning and we believe it will positively influence our student retention and success, and will meet our goal to provide a pipeline of nurses who want to live, serve and work in Maryland and specifically in Carroll County.

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

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

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

This substantial change proposal to offer a portion of our nursing major courses at an off-campus location four miles from McDaniel's main campus will not encroach or have negative impact on other programs in the state, including HBI 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.**

While there are HBI's in Maryland which offer BSN programs, McDaniel does not believe our program will impact the uniqueness and institutional identity of any of these programs. While McDaniel serves a healthy population of students of color, we attract students who are choosing McDaniel for the small, geographically rural, liberal arts experience. The HBIs which offer BSN programs are in the Baltimore metropolitan area, and these institutions have strong primary affiliation agreements with metropolitan hospitals, providing a very different educational experience than what McDaniel's program will provide by being located in a geographically rural area and having strong primary affiliation agreements with Carroll Hospital.

This substantial change proposal to offer a portion of our nursing major courses at an off-campus location four miles from McDaniel's main campus will have no impact on the unique identity or mission of other programs in the state, including HBI institutions.

**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.**

This substantial change proposal will not change the curricular design, program modality or related student learning outcomes outlined and approved in our original new program proposal. The substantial change proposal outlines only an intention to offer 54-62 of the upper-level nursing courses in an off-campus location. The curricular design, modality and learning outcomes will not be altered and the process for design and oversight is outlined below.

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

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

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

Professional programs, such as nursing, that lead to licensure must also be approved by the Maryland Board of Nursing (BON), which McDaniel received in November of 2023. The BON regulates certain elements of program design, including the curriculum and specific required content to be included in both the theoretical and clinical components of the nursing courses and the natural, behavioral, and social science courses. Additionally, nursing programs seek accreditation from national organizations, and these agencies also mandate prescriptive standards that influence curriculum development. The nursing program at McDaniel will seek accreditation through the Commission on Collegiate Nursing Education (CCNE), the free-standing accreditation agency of the American Association of Colleges of Nursing (AACN). This body requires certain elements of the curriculum to be consistent with their standards. To that end, the nursing program curriculum was designed in alignment with and informed by McDaniel's mission and liberal arts foundation, our McDaniel Plan requirements and learning outcomes, a review of literature, the Board of Nursing and COMAR requirements, and the standards of accreditation set forth by the CCNE.

McDaniel has developed a new department of nursing being led by our Nursing Program Director, who oversee the BSN program. We have developed a comprehensive hiring plan which be implemented by the Director. The Nursing Director has the credentials and experience that align with the requirements of CCNE and [COMAR 10.27.03.07](#).

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

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

The BSN program's student learning outcomes flow from the college mission and the nursing program mission and philosophy, which provide the basis for the development of the nursing program curriculum. A critical step in developing learning outcomes is also the need to examine current literature that provides information about the overall learning outcomes a graduate should achieve for entry-level practice. To ensure an evidence-based curriculum, the literature was examined and analyzed to inform the development of the program learning outcomes. These nursing program learning outcomes and competencies represent what the graduates of the BSN program need for entry level practice. For this reason, they are also aligned with the American Association of Colleges of Nursing (AACN) standards. Developing learning outcomes in this manner ensures that program expectations are realistic, attainable, and able to prepare students for successful entry into the profession. McDaniel College will be implementing a competency-based curriculum in agreement with the AACN's support of competency-based education as written in the *Essentials*.<sup>14</sup>

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

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

### **Program Vision**

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

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<sup>14</sup> American Association of Colleges of Nursing. (2021). *The Essentials: Core competencies for professional nursing education*. Retrieved from <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>.



## **Program Mission**

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

## **McDaniel's BSN Program Learning Outcomes**

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

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

### **3. Explain how the institution will:**

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

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

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

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

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

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

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

<b>Student Achievement of Program Learning Outcomes Overview:</b> Evidence that graduates are achieving the stated program learning outcomes and competencies. This metric is measured in several different ways.	
<b>Component</b>	<b>Explanation</b>
What is evaluated.	Cohort achievement of course student learning outcomes and competencies for the last course which reflect program SLOs.
ELA	Each cohort will perform at 78% or higher on measures of each program student learning outcome measured in the final semester of the nursing program as measured in Nursing Care of Complex Patients and Nursing Capstone and Leadership courses. Each student earns a 78% or higher on the capstone project.
What data are collected and how the data are collected.	Using the final exam in Nursing Care of Complex Patients, the group's performance on items aligned to each specific learning outcome are aggregated to determine if students answered the questions at a level of 78% or higher. The clinical evaluation tool grades of the Nursing Care of Complex Patients course of the cohort are examined to determine if all students scored Satisfactory on all required criteria. Each student in the Nursing Capstone course earns a passing grade on the leadership project assignment aligned to specific learning outcomes.
When the data are collected.	At the completion of the semester in the Spring and reported at the first Full Faculty Committee meeting each fall.
Who is responsible for collecting the data.	Nursing faculty teaching the applicable courses report to the <b>Nursing Curriculum and Evaluation Committee</b> .

How the data are analyzed and processed.	Nursing faculty review student performance in the last semester courses to determine which, if any, course learning outcomes meet, and which do not meet the ELA. The learning outcomes and competencies of these courses align with the program learning outcomes.
Actions to take if the ELA is not met.	<p>If students perform at less than the expected level on any of the learning outcomes, faculty review content that aligns with the underperforming course learning outcome to determine:</p> <ul style="list-style-type: none"> <li>• Weak areas in content delivery</li> <li>• Misunderstandings student may have had about the content</li> <li>• Difficulties thinking at the cognitive level required</li> <li>• Consistency of underperforming course learning outcomes from prerequisite nursing course learning outcomes</li> <li>• By comparing performance on the related course learning outcomes from previous courses, faculty attempt to determine where in the program performance declined, determine causes of the decline, and take measures to correct the problem.</li> <li>• Example interventions may include an increased focus on the content, an increased focus on the level of thinking, changing teaching/learning strategies, reviewing test items used in prerequisite courses that measure student achievement of the underperforming learning outcome, review of the test items and item analysis data</li> </ul>

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

**BSN Nursing Curriculum 102 credits total**  
**Total Prerequisite Credits 40 credits**  
**Total Nursing Course Credits 62 credits**

Please note that new course numbers delineated by XXX will be assigned course numbers by our Registrar's office prior to the catalog publish date. All other courses currently exist.

Number	Title	Credits
BIO 1111 & BIO 1101 (lab)	Principles of Biology & Lab	4
BIO XXXX	Microbiology for Health Care Professionals	4
BIO 1120 & BIO 1104 (lab)	Human Anatomy & Lab	4
BIO 2211 & BIO 2011 (lab)	Human Physiology & Lab	4
CHE 1103 & CHE 1001	General Chemistry 1	4
KIN 2325	Nutrition	4
STA 2215	Introduction to Statistics	4
SOC 1104	Introduction to Sociology	4
PSY 1106	Introduction to Psychology	4
PSY 2209	Developmental Psychology	4
NUR 3XXX	Health Assessment	3

NUR 3XXX	Clinical Judgment in Nursing	2
NUR 3XXX	Fundamentals of Professional Nursing	7 (3 lecture, 2 skills lab, 2 clinical)
NUR 3XXX	Pathophysiology	3
NUR 3XXX	Pharmacology	3
NUR 3XXX	Adult Health Nursing	7 (4 lecture, 3 clinical/simulation)
NUR 3XXX	Mental Health Nursing	3 (2 lecture, 1 clinical)
NUR 4XXX	Understanding Transcultural Nursing	3
NUR 4XXX	Nursing Care of the Reproducing Family	3 (2 lecture, 1 clinical/simulation)
NUR 4XXX	Nursing Care of Children	3 (2 lecture, 1 clinical/simulation)
NUR 4XXX	Leadership & Management in Nursing/Healthcare Systems	3
NUR 4XXX	Population Health	3 (2 lecture, 1 clinical)
NUR 4XXX	Nursing Research: Evidence-Based Practice	3
NUR 4XXX	Nursing Capstone and Leaderships	3 (2 lecture, 1 clinical)
NUR 4XXX	Nursing Care of Complex Patients	8 (3 lecture, 5 clinical/simulation)
NUR 4XXX	Transition to Nursing Practice	3
NUR 4XXX	Nursing Practice to Improve Patient Outcomes	2
<b>Number of Credits for Nursing Major (including prerequisites)</b>		<b>102</b>

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

### **Admission and Graduation Requirements**

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

We strongly encourage all interested Nursing candidates to have their application submitted by November 15 for admission for the following fall. Candidates may be considered throughout the recruitment cycle but for the best possible chance of admission, earlier application is preferable.

Though there are no minimum GPAs to be considered for Nursing, average GPAs for admitted students are generally 3.5+ or higher, a high school preparation should include the following to be considered a competitive candidate:

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

The application requirements include:

- Application;
- Application essay;

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

Candidates applying to McDaniel College for consideration of direct entry into the nursing pathway will undergo a holistic review of their application materials, which includes review of academic performance, the rigor of high school course curriculum, letters of reference, quality of written expression, co-curricular activities (including work and family responsibilities), other submitted material and interview. Please note that not all students are selected for interview. Interview selection criteria is based off of the holistic review process but relies heavily on the student's GPA and academic background.

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

### **Progression Requirements**

#### **First Year**

- Cumulative grade point average of 3.0 by the end of freshmen year (minimum 24 credits).
- Grade of B- or better in the following courses:
  - ENG 1101
  - CHEM 1103 (if taken in year 1)
  - BIO 1111 with lab
  - BIO 1120 with lab
  - STA 2215
- Grade of B- or better in all remaining non- science prerequisite courses if taken in year 1.
  - PSY 1106
  - PSY 2209
  - SOC 1104

#### **Second Year**

- Cumulative grade point average of 3.0 by the end of sophomore year in order to progress to Junior year nursing curriculum.
  - Students who do not have a 3.0 overall GPA at the end of the sophomore year will not be able to progress to the Junior year nursing courses. They will work closely with an advisor to identify another academic pathway or remediation plan for future entry into nursing courses.
  - Students ending the sophomore year with a GPA between 2.8-3.0 may be considered for progression but will be asked to complete the TEAS test. Though this may not delay a student's progress into the nursing courses; results will be used to help identify academic support services for the student, which could be a requirement for a student to progress to nursing courses and remain in the nursing major.
- Grade of B- or better in the following courses:
  - BIO 2211 with lab
  - BIO XXXX (Medical Microbiology)
  - CHEM 1103
  - KIN 2325



- Grade of B- or better in all remaining non- science prerequisite courses if taken in year 1.
  - PSY 1106
  - PSY 2209
  - SOC 1104

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

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

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

The application requirements include:

- Minimum 3.0 McDaniel GPA;
- Completion of the following courses with no grades below a B- in the following courses: ENG 1101 CHEM 1103 (if taken), BIO 1111 , BIO 1120 , STA 2215, BIO 2211
- McDaniel nursing application;
- Application essay;
- Copy of McDaniel College transcript;
- Letter of reference from a McDaniel faculty member (recommended, not required)

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

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

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

The application requirements include:

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

#### **Graduation Criteria**

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

## **Course Descriptions**

### **Required Prerequisite Courses**

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

#### **BIO 1111 Principles of Biology (with Lab BIO 1101)**

##### **Credits: 4**

This course is intended for prospective science majors and is required before all Biology courses at the 2000 level or above. It focuses on unifying themes and principles including evolution and the relationship of structure to function. The laboratory emphasizes basic skills and is an integral component of the semester. Course includes laboratory. Co-requisite 1101.

#### **BIO 1101 Principles of Biology Lab**

##### **Credits: 0**

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

#### **BIO 1120: Human Anatomy**

##### **Credits: 4**

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

### **BIO 1104 Human Anatomy Lab**

#### **Credits: 0**

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

### **BIO 2211: Human Physiology (with Lab BIO 2011)**

#### **Credits: 4**

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

### **BIO 1104 Human Physiology Lab**

#### **Credits: 0**

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

### **BIO 2XXX: Medical Microbiology**

#### **Credits: 4**

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

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

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

### **CHEM 1101: General Chemistry I**

#### **Credits: 0**

Laboratory for General Chemistry I

Co-requisite CHE -1103

**PSY 1106: Introduction to Psychology**

**Credits: 4**

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

**PSY 2209: Developmental Psychology**

**Credits: 4**

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

**KIN 2325: Nutrition**

**Credits: 4**

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

**STA 2215: Intro to Statistics**

**Credits: 4**

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

**First Semester of Nursing Courses (Junior Level)**

**Please note that course numbers are currently being assigned by our registrar office since this program was approved to begin in the 2024 -2025 catalog.**

**NUR 3XXX: Health Assessment Across the Lifespan,**

**Credit: 3 (2 theory; 1 skills lab)**

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

**NUR 3XXX: Clinical Judgment in Nursing,**

**Credits: 2**

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

### **NUR 3XXX: Fundamentals of Professional Nursing**

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

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

### **NUR 3XXX: Pathophysiology**

**Credits: 3**

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

## **Second Semester of Nursing Courses (Junior Level)**

### **NUR 3XXX: Pharmacology for Nursing**

**Credits: 3**

Nursing Pharmacology provides nursing theory used in the study of pharmacology. The course introduces foundational content related to pharmacotherapeutics that applies in all nursing courses. The course connects nursing theory, pathophysiology, and foundational knowledge for safe pharmacological care to diverse patients across the lifespan. Prerequisite: Admission to the nursing major. All required prerequisites to enter 1<sup>st</sup> term junior year, NUR 3XXX Pathophysiology. Recommended Co-requisite: NA

### **NUR 3XXX: Adult Health Nursing**

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

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



### **NUR 3XXX: Understanding Transcultural Nursing**

**Credits: 3**

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

### **NUR 3XXX: Mental Health Nursing**

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

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

## **Third Semester of Nursing Courses**

### **NUR 4XXX: Nursing Care of the Reproducing Family**

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

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

### **NUR 4XXX: Nursing Care of Children**

**3 (2 theory, 1 simulation/clinical)**

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

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

**Credits: 3**

Leadership and Management in Nursing/Healthcare Systems applies nursing content to the nurse's role as a leader at the institutional, system, state, and national levels. This course provides an overview of healthcare policy, legislative and regulatory issues and responses, healthcare equity, and social justice in the healthcare system as they relate to the leadership role.

Comparison between the USA and selected low- and middle-income countries selected by students will be emphasized to allow students the opportunity to relate their learning to their own educational and healthcare setting and develop a better understanding of how health policy and systems impact health and health equity. Prerequisite: Admission to the Nursing Major, 1<sup>st</sup> and second term junior level nursing courses.

**NUR 4XXX: Population Health**

**Credits: 4 (3 theory, 1 clinical)**

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

**NUR 4XXX: Nursing Research: Evidence-based Practice**

**Credits: 3**

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

**Fourth Semester of Nursing Courses**

**NUR 4XXX: Nursing Capstone**

**Credits: 3 (2 theory, 1 clinical)**

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

**NUR 4XXX: Nursing Care of Complex Patients**

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

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

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

**Credits: 3**

This advanced, comprehensive course provides students the opportunity to use high level clinical judgment in the application of nursing content taught throughout the program. This course

enables the individual student to recognize areas of nursing and thinking that need enhancement prior to entering professional nursing practice. Also included is a review of content and strategies for success on the NCLEX-RN® and exploration and preparation for nursing career options. Prerequisite: Admission to the Nursing Major. All 1<sup>st</sup> and 2<sup>nd</sup> term junior level nursing courses, all 1<sup>st</sup> term senior level nursing courses.

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

**Credits: 2**

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

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

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

**General Education Requirements**

Type of Course	Details of Requirement	Fulfilled by a Course in the Major	Credits
First Year Seminar	All students complete a first-year seminar		4
ENG 1101 (English Composition)	Introduction to College Writing		4
Writing in the Discipline	All students take course(s) which are designated as Writing in the Discipline courses to learn how to write in the discipline of their major.	NUR 3XXX Health Assessment Across the Lifespan, and NUR 3XXX Clinical Judgment in Nursing, and NUR 3XXX Fundamentals of Professional Nursing, and NUR 4XXX Nursing Research	Credits included in major
Second Language 1	Students must complete 2 semesters in the same language or demonstrate placement/proficiency above the 2 <sup>nd</sup> semester level.		4
Second Language 2	Students must complete 2 semesters in the same language or demonstrate placement/proficiency above the 2 <sup>nd</sup> semester level.		4

Multicultural ( <i>Social &amp; Behavioral Sciences</i> )	Students select 1 course from this general education category	NUR 4XXX Population & Community Health	Credits included in major
International Nonwestern ( <i>Social &amp; Behavioral Sciences</i> )	Students select 1 course from this general education category	SOC 1104 Introduction to Sociology	Credits included in major
International Western OR Nonwestern ( <i>Social &amp; Behavioral Sciences</i> )	Students select 1 course from either of these 2 general education categories	NUR 4XXX Understanding Transcultural Nursing & NUR 4XXX Learning & Management in Nursing/Healthcare Systems	Credits included in major
Quantitative Reasoning ( <i>Mathematics</i> )	Students select 1 course from this general education category	STA 2215 Introduction to Statistics	Credits included in major
Scientific Inquiry with Lab ( <i>Biological &amp; Physical Sciences</i> )	Students select 1 course from this general education category	BIO 1111 & BIO 1101 (lab)	Credits included in major
Quantitative Reasoning OR Scientific Inquiry ( <i>Mathematics or Biological &amp; Physical Sciences</i> )	Students select 1 course from either of these 2 general education categories	CHE 1103 & CHE 1001 (lab)	Credits included in major
Textual Analysis ( <i>Arts &amp; Humanities</i> )	Students select 1 course from this general education category		4
Creative Expression ( <i>Arts &amp; Humanities</i> )	Students select 1 course from this general education category		4
Social, Cultural, Historical Understanding ( <i>Social &amp; Behavioral Sciences</i> )	Students select 1 course from this general education category	PSY 1106 Introduction to Psychology	Credits included in major
My Design	All students take the My Design course, MDC 1100		2
My Career	All students take the My Career course, MDC 3100, or a Career Course in their Major	NUR 4XXX Transition to Nursing Practice	Credits included in major
Experiential Learning	General education requirement is that students complete credited or non-credited experiential learning which could include courses, internships, experiential independent studies, or study abroad.	NUR 3XXX Adult Health Nursing, NUR3XXX Mental Health Nursing, NUR4XXX Nursing Care for the Reproducing Family, NUR4XXX , NUR4XXX Nursing Care of Children, NUR4XXX Nursing Care of Complex Patients, NUR4XXX Population Health, NUR4XXX Nursing Capstone and Leadership	Credits included in major

<b>Total number of general education credits outside of the major</b>	<b>26</b>
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**Composition of all credits required for graduation**

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

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

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

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

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

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

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

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

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

The website and other materials used to market our nursing program will clearly identify the off-campus location and requirements for students to attend nursing courses in the third and fourth of study at this site. Additionally, this information will be shared with prospective students and parents at recruitment events and will have the opportunity to tour both the McDaniel campus and the off-site nursing facility.

**H. Adequacy of Articulation**

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

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

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

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

The prerequisite courses within the nursing major will be taught in the first two years of study by full-time faculty holding the terminal degree in their field. These courses will be taught on the McDaniel campus. The table below shows the current full-time faculty at McDaniel who will teach the prerequisite courses required in this program. Prerequisite courses will be held on the McDaniel campus during the first two years of the student's time as enrolled student.

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

Name	Terminal Degree and Field	Academic Title/rank	Status	Courses taught in Nursing major
Cheng Huang	Ph.D., Molecular Genetics	Associate Professor of Biology	Full-time	BIO 1111: Principles of Biology
Allison Kerwin	Ph.D., Molecular and Cell Biology	Assistant Professor of Biology	Full-time	BIO 1111: Principles of Biology & BIO 3XXX Medical Biology
Holly Martinson	Ph.D., Behavior, Ecology, Evolution, and Systematics	Assistant Professor of Biology	Full-time	BIO 1111: Principles of Biology
Randall Morrison	Ph.D., Cellular, Developmental, and Evolutionary Biology	Professor of Biology	Full-time	BIO 1111: Principles of Biology
Maureen Williams	Ph.D., Zoology, Parasite Ecology	Lecturer in Biology	Full-time	BIO 1111: Principles of Biology
Kristin Beil	Ph.D., Physical Therapy	Adjunct Lecturer	Part-time	BIO 1120: Human Anatomy
Stephen McCole	Ph.D., Kinesiology	Professor of Kinesiology	Full-time	BIO 1104: Human Anatomy Lab BIO 2211: Human Physiology
Tara Spicer-Bartolain	M.S., Kinesiology	Lecturer in Kinesiology	Full-time	BIO 2011: Human Physiology Lab
Stephanie Homan	Ph.D., Chemistry	Assistant Professor of Chemistry	Full-time	CHE 1103: Intro to Chemistry
Michael Polen	Ph.D., Chemistry	Lecturer in Chemistry	Full-time	CHE 1103: Intro to Chemistry
Peter Craig	Ph.D., Chemistry	Associate Professor of Chemistry	Full-time	CHE 1103: Intro to Chemistry
Kimberly Higgins	M.S., Kinesiology	Adjunct Lecturer	Part-time	KIN 2325: Nutrition
Sarah Lippy	M.S., Counseling	Lecturer in Psychology	Full-time	PSY 1106: Intro to Psychology PSY 2209 Developmental Psychology
Stephanie Madsen	Ph.D., Psychology	Professor of Psychology	Full-time	PSY 1106: Intro to Psychology PSY 2209 Developmental Psychology
Rebekah Phillips Dezalia	Ph.D., Psychology	Lecturer in Psychology	Full-time	PSY 1106: Intro to Psychology
Debra Lemke	Ph.D., Sociology	Professor of Sociology	Full-time	SOC 1104: Intro to Sociology
Linda Semu	Ph.D., Sociology	Professor of Sociology	Full-time	SOC 1104: Intro to Sociology



Nicholas Kahn	Ph.D., Economics	Assistant Professor of Economics	Full-time	STA 2215: Intro to Statistics
Kevin McIntyre	Ph.D., Economics	Professor of Economics and Business Administration	Full-time	STA 2215: Intro to Statistics
Amy Ramnarine	Ph.D., Economics	Assistant Professor of Economics	Full-time	STA 2215: Intro to Statistics

The upper-level nursing courses taught in the last two years of study will be taught by nursing faculty hired to support this program according to the below hiring plan. The Program Director, Clinical Coordinator, principal nursing faculty, adjuncts, and clinical nurse faculty will all be required to hold Maryland license and will meet the requirements of experience and background required by both the Board of Nursing and the CCNE, the nursing accrediting organization. This includes minimum credential levels, minimum years of experience, and content area expertise appropriate for teaching courses in the program. The Program Director has been hired and is currently working full-time in the program. We have also hired an Assistant Director/Professor who has started with us part-time and will join us full-time on June 28, 2024.

The hiring plan for nurse faculty was adopted as part of the program development plan and we have been successful in hitting our hiring goals for year 1. The plan called for hiring two faculty in year one and we have met this goal. Our initial proposal called for hiring our Program Director and Clinical Coordinator in year 1 but due to opportunities for hire that were presented through our Program Director search process we hired a Program Director and a Principal faculty member who will serve as an Assistant Director as well. Our plan to hire 7 full-time nursing faculty and three full-time support staff over the next five years remains in place. We will begin the search process for the next two faculty in August with the goal of hiring a Clinical Coordinator and principal faculty member by the end of academic year 2024/25.

We anticipate enrolling the first group of 25 students in the upper-level nursing courses in year 3 (AY 26/27) and will increase each year as follows: 30 (AY 27/28), 36 (AY 28/29), 36 (AY 29/30). Please refer to the enrollment plan in the budget narrative section of this proposal.

<b>BSN Program Hiring Plan</b>						
	<b>Planning</b>	<b>Year 1 Program Launch, Admit first freshman cohort</b>	<b>Year 2</b>	<b>Year 3 First Upper- level nursing courses begin</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Academic Year</b>	<b>23/24</b>	<b>24/25</b>	<b>25/26</b>	<b>26/27</b>	<b>27/28</b>	<b>28/29</b>
Program Director (Total 1) <b>Hired - Heather Gable, DNP, RN, LNHA, CNE, NEA-BC</b>	1					
Clinical Coordinator/Faculty (Total 1 FTE)	0	1				
Principal Nurse Faculty (Total 5 FTE)	1	1	1	1		

<b>Hired - Jennifer Ort, DNS, MS, BSN, RNC MN-N</b>						
Remediation and Assessment Coordinator (Total 1 FTE)			1			
Lab Manager (Total 1 FTE)			1			
Administrative Support Staff (Total 1 FTE)		1				
Please note that clinical nurse faculty and adjunct faculty will be hired to meet the needs of the program beginning in year 3 and will expand as the number of enrolled students grow. In total the program will have 7 full-time faculty to include the Director, Assistant Director, Clinical Coordinator and 3 additional principal faculty.						

### Faculty Teaching in the Nursing Program

Name	Terminal Degree and Field	Academic Title/rank	Status	Courses taught in Nursing major
Heather Gable	DNP, RN, LNHA, CNE, NEA-BC	Assoc. Professor/ Program Director	Hired	Population Health, Leadership & Management in Nursing/Healthcare Systems, Fundamentals of Professional Nursing, Adult Health Nursing, Health Assessment, Nursing Capstone and Leadership
Jennifer Ort	DNS, MS, BSN, RNC MN-N	Assoc. Professor/ Asst. Director	Hired	Nursing Care for the Reproducing Family, Nursing Care for Children, Transition to Nursing Practice, Nursing Practice to Improve Patient Outcomes
4 Principal Faculty will be hired in specialty areas that are aligned with courses in the program.  One faculty will also serve in the role of Clinical Coordinator but will also have staff support to support this function.			See hiring plan above	Mental Health Nursing, Nursing Research: Evidence-based Practice, Pathophysiology, Pharmacology, Understanding Transcultural Nursing, Nursing Care of Complex Patients

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

**a) Pedagogy that meets the needs of the students**

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

**b) The learning management system**

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

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

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

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

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

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

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

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

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

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

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

The off-site location at the hospital will have a small library of books and resources which will be used in the program's courses available to student on site. Quiet space for studying will be available on the site in the computer lab, and in various rooms that students can reserve for study space and group work.

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

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

As part of the initial feasibility study process conducted for this program, facilities, infrastructure, and equipment were recognized as a critical element and significant influencing factor in the decision to pursue development and initial approval of this program. To that end, several options for facilities were evaluated including renovation of a current campus building and construction of a new facility.

Our new program approval application outlined a plan to renovate a current campus building, however; initial architect and engineering studies showed that the age and infrastructure limitations of the building we planned to renovate would not be the most effective use of resources and would have design limitations that would be expensive to overcome to meet the unique space needs of this program. As a result, we began to work with our architect to plan a new construction project which would be located on campus.

However, recently we were presented with an exciting opportunity to consider renovating and leasing space from Carroll Hospital, located just four miles from our main campus. This opportunity presented itself during conversations occurring between Carroll Hospital and McDaniel College as we continued to explore opportunities to work together to develop our nursing program with the goal of recruiting and retaining nursing students who would seek to learn, live and work in Carroll County.

While McDaniel's nursing program is and will continue to be independent and separate from Carroll Hospital, this facility plan will allow us to renovate 10,400 sq. ft. of leased space which will be located on the hospital campus. This space will be used to deliver the nursing courses that students will take during the last two years of their degree program. Students will complete all prerequisite courses and courses required for our general education program on the McDaniel campus during their first two years of study. The main college campus currently has adequate classroom space and laboratories to accommodate these courses. This includes classrooms, computer labs, science labs and student support spaces.

The space available for development of the nursing clinical education classrooms and labs will be located in the heart of the hospital on a unit that is no longer being utilized for patient care and is centrally located and adjacent to other operating units and departments. Faculty and staff offices and additional support space will be located in an adjacent medical office building, a short distance away from the clinical and classroom spaces.

This space, while in need of some redesign and renovation to accommodate a nursing education program, provides the benefit of current patient rooms for simulation and clinical training space and integration of our program into a hospital environment – providing early and frequent exposure to a hospital environment for our students which we believe will enhance our students transition from clinical training to professional practice.

Classrooms and clinical labs that will be located in the hospital space have been designed to accommodate a nursing cohort of 36 students which is our projected nursing cohort when reaching full capacity. The space also allows for growth of up to 12 additional students through scheduling design should we choose to increase our enrollment to 48 students per cohort. Architectural drawings have been completed as part of the space planning process and are available for review in the Appendix for review. This space will also meet all requirements for delivery of the clinical nursing courses and will include.

- a. Dedicated classrooms designed for flexibility to allow for large and small group learning and equipped with state-of-the art teaching and learning equipment
- b. Simulation lab with audio and video recording and control area, and equipment to accommodate medical surgical, pediatrics, and mother and baby using mid and high-fidelity manikins
- c. Clinical skills lab
- d. Faculty and staff office suite with conference room
- e. Student lounge
- f. Storage areas
- g. Small debrief/study rooms

Nursing faculty will have primary office space at the hospital location but will also have office space for use when needed on the McDaniel campus.

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

The schedule for facility development is outlined in the below timeline. This proposed additional off-campus site will not delay or negatively impact our originally approved facilities plan to complete renovation/construction for nursing courses to be offered in fall 2026. McDaniel has also identified costs for renovation and rent for this facility which have been included in the budget outlined in following sections of this proposal.

#### **Timeline for Facility Development**

Engage Architect Space Design	Spring 2022 - present
Space Renovation	Spring 2025-Spring 2026
Purchase Equipment and Furnishings	Spring 2026
Complete Renovations	Spring/Summer 2026
First Nursing Courses Offered	Fall 2026

Additionally, Carroll Hospital, has completed the renovation of a state-of-the art, high-fidelity simulation center in spring 2023 that McDaniel will have access to for augmenting our simulation experiences for students to include emergency and surgery simulation. The hospital simulation lab will provide advanced simulation experiences as well as additional opportunity for interprofessional education.

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

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

Upon admission to McDaniel College, students are issued a student ID and email account which utilize single sign on to access all McDaniel systems to include Colleague, our Enterprise Resource Planning system; Blackboard Learn®, the college's learning management system; and their McDaniel email account. Students utilize these systems for learning and conducting day-to-day business with the college to include registration, bill payment, checking grades, accessing the library portal, and accessing other services and information provided by the college. Blackboard Learn® is the learning management system used for all online courses and for supplemental instruction for any face-to-face course.

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

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

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

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

**Resource Budget Narrative:**

1. Reallocation of Resources:  
There are no reallocation of resources for this program
2. Tuition/Fee Revenue
  - a. Number of F/T Students: The number of FT students is based on enrollment for cohorts sizes as follows: Year 1 (25), Year 2 (30), Year 3 (36), Year 4 (36), Year 5 (36). Enrollment projections also consider 80% attrition from year 3 to 4. The number

of FT students enrolled in nursing courses each year is as follows: Year 1 (0), Year 2 (0), Year 3 (25), Year 3 (50), Year 4 (60 ), Year 5 (68). The total number entering upper-level nursing courses each year is anticipated to be 36 when the program reaches full capacity.

**Enrollment Projections**

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

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

3. Grants, Contracts, and Other External Sources: There are no other identified external resources at this time.
4. Other Sources: There are no other sources of revenue identified outside of the tuition and fees outlined in item b above at this time.

**2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**



**TABLE 2: PROGRAM EXPENDITURES:**

<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3 (First Nursing Courses)</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>AY 24/25</b>	<b>AY 25/26</b>	<b>AY 26/27</b>	<b>AY 27/28</b>	<b>AY 28/29</b>
1. Faculty (b + c below)	\$556,400	\$1,066,120	\$1,258,654	\$1,296,413	\$1,335,305
a. Number of FTE	4	6	7	7	7
b. Total Salary	\$428,000	\$820,092	\$968,195	\$997,241	\$1,027,158
c. Total Benefits	\$128,400	\$246,028	\$290,459	\$299,172	\$308,147
2. Admin. Staff (b + c below)	\$0	\$210,925	\$217,253	\$223,770	\$230,270
a. Number of FTE	0	2	2	2	2
b. Total Salary	\$0	\$162,250	\$167,118	\$172,131	\$177,131
c. Total Benefits	\$0	\$48,675	\$50,135	\$51,639	\$53,139
3. Support Staff (b + c below)	\$54,600	\$56,238	\$57,925	\$59,663	\$61,453
a. Number of FTE	1	1	1	1	1
b. Total Salary	\$42,000	\$43,260	\$44,558	\$45,895	\$47,271
c. Total Benefits	\$12,600	\$12,978	\$13,367	\$13,768	\$14,181
4. Technical Support and Equipment	\$30,000	\$20,000	\$20,000	\$20,000	\$20,000
5. Library	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
6. New or Renovated Space	\$267,972	\$2,685,071	\$0	\$0	\$0
7. Other Expenses (operational)	\$165,000	\$215,000	\$492,500	\$513,800	\$515,789
<b>TOTAL (Add 1 – 7)</b>	<b>\$1,108,972</b>	<b>\$4,288,354</b>	<b>\$2,081,332</b>	<b>\$2,148,646</b>	<b>\$2,197,817</b>

**Expenditures Narrative:**

1. Faculty (a.b.c.)

Faculty budget reflects Year 1: Director (1), Principal Faculty (1), Principle Faculty (2). Please note that the Director and one principal faculty have been hired and are currently in place. A Clinical Coordinator is also planned to be hired in the year prior to launch as well as an additional principal faculty member prior to nursing courses being offered in fall 2026. A search for 2 additional principle faculty will begin in August 2024. Additional faculty each year after reflects addition of principal faculty. Faculty will not be teaching nursing courses until AY 26/27. Please note that McDaniel plans faculty investment for this program prior to launch year as reflected in the hiring plan below. Salaries for faculty positions were reviewed and benchmarked by our HR office. Salaries assume a 3% increase annually. Benefits are calculated at 30% of salary

<b>BSN Program Hiring Plan</b>						
	<b>Planning</b>	<b>Year 1 Program Launch, Admit first freshman cohort</b>	<b>Year 2</b>	<b>Year 3 First Upper- level nursing courses begin</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Academic Year</b>	<b>23/24</b>	<b>24/25</b>	<b>25/26</b>	<b>26/27</b>	<b>27/28</b>	<b>28/29</b>
Program Director (Total 1)  <b>Hired - Heather Gable, DNP, RN, LNHA, CNE, NEA-BC</b>	1					
Clinical Coordinator/Faculty (Total 1 FTE)	0	1				
Principal Nurse Faculty (Total 5 FTE)  <b>Hired - Jennifer Ort, DNS, MS, BSN, RNC MN-N</b>	1	1	1	1		
Remediation and Assessment Coordinator (Total 1 FTE)			1			
Lab Manager (Total 1 FTE)			1			
Administrative Support Staff (Total 1 FTE)		1				
Please note that clinical nurse faculty and adjunct faculty will be hired to meet the needs of the program beginning in year 3 and will expand as the number of enrolled students grow. In total the program will have 7 full-time faculty to include the Director, Assistant Director, Clinical Coordinator and 3 additional principal faculty.						

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

The program anticipates hiring 2 administrative staff. The first will be a registered nurse who will be hired as the Assessment and Remediation Coordinator and the second will be a Lab Manager who will work with the faculty in both the skills and simulation lab. All salaries were reviewed

and benchmarked by our HR office and assume a 3% increase annually. Benefits were calculated at 30% of salary.

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

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

4. Technical Support and Equipment

Year 1 includes estimated cost of technology and furniture purchase for faculty and staff. Year 2 includes purchase of technology and furniture for faculty and software purchases. Years 2 through 5 reflects estimated cost for software licenses and maintenance contracts.

5. Library Resources

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

6. New or Renovated Space

Space has been identified for renovation to create classrooms, skills and simulation lab space, faculty and staff offices, storage, student study rooms and other common spaces. Space is approximately 10,400sq. ft. Costs for the new space include construction, equipment, furnishings, technology and equipment for teaching in active learning classrooms and laboratories, and medical equipment. Estimates have been compiled and are reflected below.

<b>Description</b>	<b>Costs</b>
Design and Engineering	\$267,972 (Year 1)
Construction Hard Costs	\$1,057,494 (Year 2)
Construction Soft Costs	\$57,500 (Year 2)
Furniture - nonmedical	\$253,442 (Year 2)
Technology	\$317,432 (Year 2)
Simulation and Skills Technology and Equipment	\$590,928 (Year 2)
Other Medical Equipment and Furnishings for Clinical Skills Training	\$408,275 (Year 2)
<b>Total Project Cost</b>	<b>\$2,953,042</b>

7. Other Expenses

Estimated operational costs include cost per student estimated at \$500 per student for medical disposable supplies for students who are in year three and four of upper-level clinical nursing courses. Other expenses include ancillary costs related to accreditation and memberships, faculty recruitment and training, faculty development, student recruitment and marketing, adjunct stipends, and other miscellaneous expenses to include student support funds for transportation, tutoring, and other support needs. This line item also includes our lease costs which begin in year 3. See below estimates:

Estimated Operational Costs	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students	25	55	91	122	132
Operational Cost per student	\$0	\$0	\$12,500	\$27,500	\$33,000
Estimated Accreditation and Dues	\$10,000	\$25,000	\$10,000	\$10,000	\$10,000
Consultant	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Student Recruitment and Marketing	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Faculty recruitment and training	\$30,000	\$30,000	\$20,000	\$20,000	\$10,000
Adjunct	\$35,000	\$70,000	\$150,000	\$150,000	\$150,000
Misc.	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Rent	\$0	\$0	\$210,000	\$216,300	\$222,789
	\$165,000	\$215,000	\$492,500	\$513,800	\$515,789

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

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

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

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

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

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

In addition to the annual assessments of student learning outcomes conducted by the nursing department and overseen by the Academic Assessment Committee described earlier (see G.3), the program will engage in a periodic program review. The program review process is overseen by the Academic Planning Committee (APC) – a standing committee that is part of our faculty governance system. Faculty who teach in the program will prepare a self-study that includes data about course and program enrollment, faculty professional activity, student retention/graduation

rates, assessments of student learning outcomes, alumni outcomes and satisfaction, a comparison of the program to similar programs at other colleges, nationwide trends in the discipline, an evaluation of the current strengths and challenges of the program, and a five-year strategic plan. The self-study is reviewed by the APC and feedback is provided. External consultants review the self-study and make an on-site visit to further evaluate the program's educational effectiveness and make recommendations for improvement. The last step of this year-long review process is the revision of the five-year plan to address any weaknesses or areas of improvement.

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

Regarding cost effectiveness, McDaniel College engages in a strategic planning process to determine the viability of its programs. This process involves developing a unique Strategic Enrollment Plan (SEP) for the program. As defined by Ruffalo Noel Levitz, Strategic Enrollment Planning is "a data-informed process that aligns an institution's fiscal, academic, co-curricular, and enrollment resources with its changing environment to accomplish the institution's mission and ensure the institution's long-term enrollment success and fiscal health." At McDaniel, this means each proposed academic program is reviewed through the lens of not only curricular innovation and mission alignment, but also program demand, departmental costs, investment needs, and long-term viability. This data is reviewed by the provost and a faculty committee whose focus is strategic planning and the budgetary health of the institution.

At the program level, which informs the institutional level assessment process and program review process, the nursing department will evaluate the below areas annually as part of the program's systematic evaluation plan. A full view of the plan can be found in Appendix.

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

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

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

McDaniel College is committed to minority student access and success. In accordance with this commitment, the College has created a diversity statement, requires general education courses

related to cultural diversity, and offers co-curricular student programming, and faculty and staff development regarding working with a diverse student body.

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

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

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

The faculty members who will teach in the proposed program participate in multiple professional development events focused on teaching and supporting students from diverse groups. Every August, McDaniel College holds a faculty development retreat and requires that faculty attend at least one session focused on diversity-related issues. Our newest full-time faculty members participate in a year-long orientation series which includes sessions about teaching our diverse student body as well. In addition, throughout the academic year, professional development sessions focused on diversity-related issues are open to all faculty and staff.

**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.**

Not applicable

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

While we are eligible to provide distance education as an institution, this proposed program will not be offered in distance education format.

McDaniel has been offering online graduate programs for several years and offers some undergraduate courses online, primarily during summer and winter sessions. All graduate online programs are approved through MHEC and MSCHE. To support all distance education and the use of Blackboard Learn®, our institution has an instructional design team (IDT) which provides training in best practices for online and hybrid delivery which is aligned with Quality Matters and C-RAC guidelines. All faculty who teach hybrid or online are required to complete this training. Additionally, the instructional design team offers monthly training on emerging technologies for online instruction and various other training to support online teaching pedagogy. An instructional designer is also available to work individually with faculty to design courses to meet the best practices guidelines and to incorporate online technologies appropriate for the delivery of instruction in the content area. McDaniel is a member of NC-SARA which requires our compliance with C-RAC guidelines and federal regulations related to licensure programs. We are confident that McDaniel has a solid onboarding and training support infrastructure to adequately support new nursing faculty in teaching both face-to-face and online.

## Appendix

Carroll Hospital - Sub Change for Off-Campus Location Support Letter

Facility Space Drawings

3W Nursing Education Space

Billingslea Faculty, Staff and Other Support Space

Competencies Aligned to Program Outcomes

Competencies Aligned to Learning Outcomes

Crosswalk to Essentials

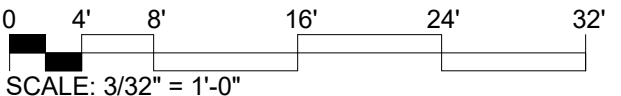
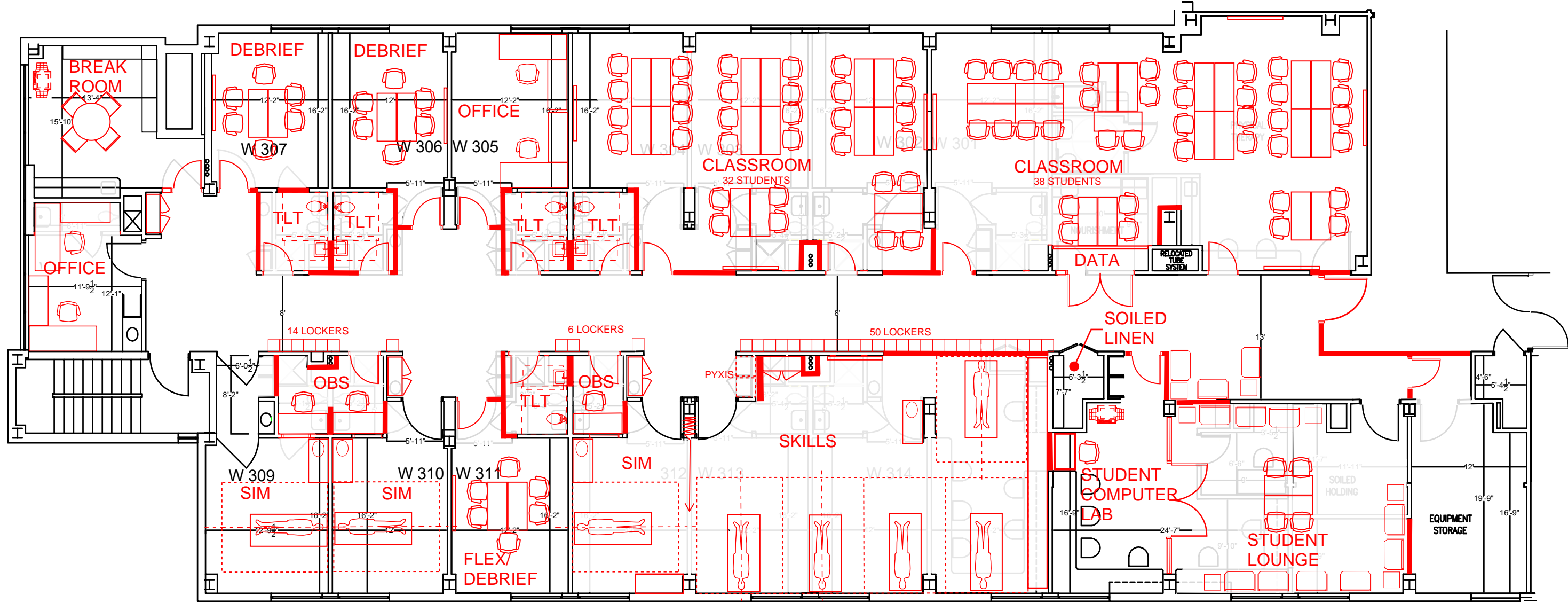
Original New Program Proposal Support Letters

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

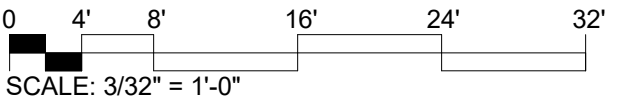
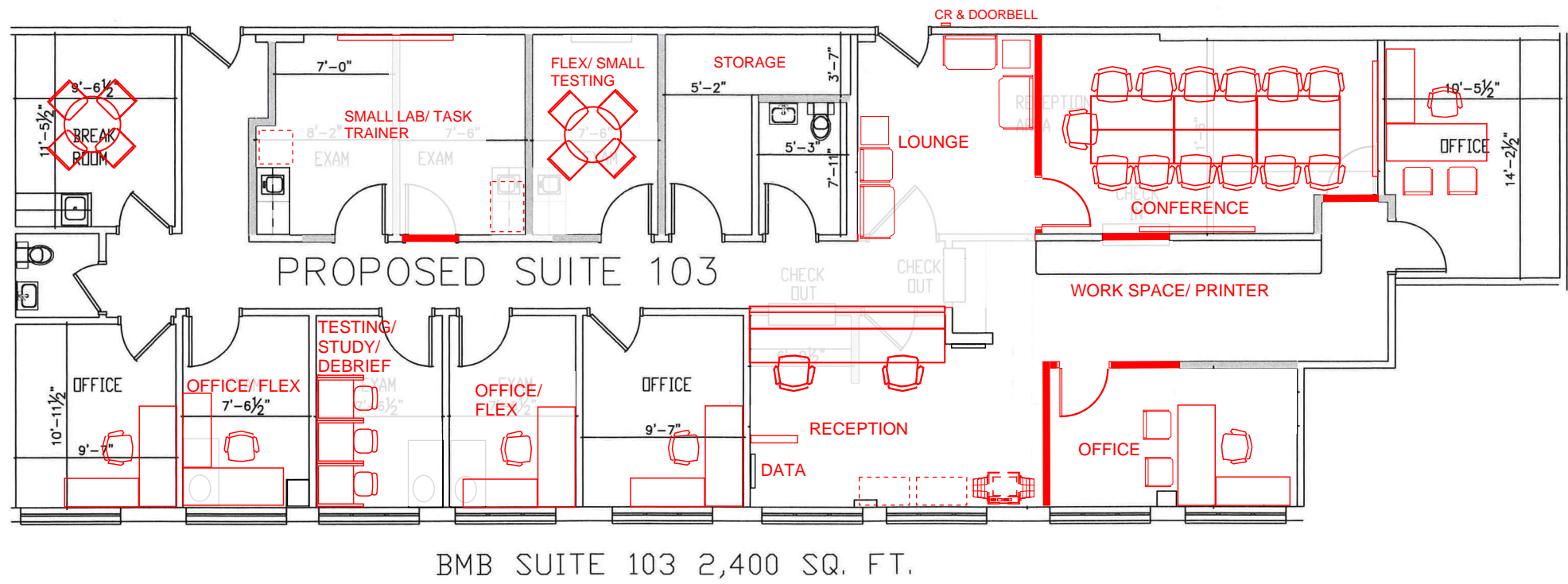


# NURSING PROGRAM - CARROLL HOSPITAL

MCDANIEL COLLEGE



Three West  
02.05.2024



March 13, 2024

Dr. Sanjay Rai  
Secretary of Higher Education Maryland Higher Education Commission  
6 North Liberty Street Baltimore, MD 21201

Dr. Rai,

On behalf of Carroll Hospital and LifeBridge Health, please accept this letter of support for McDaniel College's substantial change application for their recently approved Bachelor of Science in Nursing program. This proposal outlines McDaniel's intention to deliver the final two years of their BSN program in approximately 10,400 sq. ft of space rented from Carroll Hospital. Carroll Hospital is fully committed to this plan, and we have signed an MOU with McDaniel College outlining our intention to enter a lease agreement that we are fully committed to have in place within the next month for the foreseeable future.

Carroll Hospital is excited about this opportunity. We believe it will improve the students' experience and enhance the students' transition from clinical training to professional practice by offering early and frequent exposure to the hospital environment. It is the goal of Carroll Hospital and McDaniel College to work collaboratively to seek innovative ways to increase the nursing workforce. While McDaniel's nursing program will be independent and separate from Carroll Hospital and LifeBridge Health, we are excited about our possibilities for collaboration and future opportunities to improve and support the student experience, such as access to our state-of-the-art Simulation Center.

Carroll Hospital has also enjoyed a longstanding relationship with Carroll Community College (CCC) and other nursing schools in our region. We remain steadfast in our commitment to these partnerships as well. McDaniel's presence in our facility will not impact this commitment. We will support McDaniel's new program and continue the current level of support to our current school partners to accommodate clinical site placements no matter where the McDaniel students will be located.

Currently, Carroll Hospital has 100 vacant nursing positions each year which has forced us to utilize short-term, expensive options such as travel nurses, as well as recruiting international nurses. LifeBridge Health in total is currently relying on 200 travel nurses daily to address our staffing crisis. These options are not only costly, but they are not a sustainable long-term solution, nor do they address our total unmet needs. In response to the shortage, we approached McDaniel College, a highly regarded four-year higher education institution located in our backyard and requested they develop a BSN program to help improve the workforce pipeline. We believe our partnership with McDaniel and other nursing schools is an important component of our overall workforce development strategy.

We are in full support of McDaniel's substantial change proposal and stand ready to welcome them to our facility.

Thank you,

  
Garrett Hoover, MA, MHA, FACHE

President & COO, Carroll Hospital  
SVP LifeBridge Health

**CARE BRAVELY**

## Competencies Aligned to Program Learning Outcomes

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

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

## Competencies Aligned to Program Learning Outcomes

1. Deliver safe, quality, compassionate, evidence-based, patient-centered nursing care to diverse patients across the lifespan, populations, and communities in various healthcare settings.
  - a. Conduct an initial and ongoing comprehensive and/or focused assessment for diverse patients across the lifespan and in a variety of healthcare settings.
  - b. Use assessment data to identify patient, population, and/or community healthcare needs related to the maintenance or restoration of mental and physical health, and cultural and spiritual aspects of the human experience.
  - c. Plan nursing care based on evidence-based practice considering needs of each individual patient, population, or community.
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  - e. Implement care in a nonjudgmental and nondiscriminatory manner sensitive to patient diversity in a variety of healthcare settings.
  - f. Promote a culture of safety and caring implementing National Patient Safety Goals at the point of care in a variety of healthcare environments.
  - g. Provide individualized patient, population, and community education.
  - h. Deliver care within expected timeframe.
  - i. Monitor patient outcome data to evaluate the effectiveness of nursing care used as the basis for care revisions.
  - j. Provide patient-centered transitions of care and hand-off communications.
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  - a. Follow a systematic approach to decision-making using a clinical judgment framework that supports the nursing process.
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3. Employ quality improvement processes and data to improve patient outcomes and system effectiveness.
  - a. Analyze quality improvement processes and data, including nurse sensitive indicators, to identify opportunities for improving care.
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  - e. Use knowledge of healthcare organizations including financial and payment processes when planning patient care.
  - f. Engage in legislative processes that support nursing care and the nursing profession.
  - g. Advocate for the health of vulnerable populations recognizing the impact of health disparities and social determinants of health on care outcomes.
  - h. Develop a plan for ongoing professional development and lifelong learning.

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



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

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

### Jan Term Year 1

My Design – 2 Credits

### Second Year (General Ed and Prerequisites)

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

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

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

### Nursing Courses – Year 3 and 4

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

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

**Copies of Support Letters for Original New Program Proposal**

December 13, 2022

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

Dear Secretary Fielder,

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

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

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

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

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

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

Sincerely,

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

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



December 29, 2022

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

Dear Dr. Jasken,

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

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

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

Sincerely,

A handwritten signature in pink ink, appearing to read 'Amanda Shrou'.

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

**Director of Clinical Excellence**

**Sinai Hospital**

2401 W. Belvedere Ave. | Baltimore, MD 21215  
410-601-6993 office | 410-601-5475 fax  
[ashrou@lifebridgehealth.org](mailto:ashrou@lifebridgehealth.org)



December 16, 2022

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

Dear Dr. Jasken

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

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

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

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

Sincerely,

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

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

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

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



# Carroll County Health Department

Susan M. Doyle, R.N.  
Health Officer

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



**Public Health**  
Prevent. Promote. Protect.

290 South Center Street  
Westminster, Maryland 21157

Main: 410-876-2152

FAX: 410-876-4988

Toll-Free: 800-966-3877

Website: [cchd.maryland.gov](http://cchd.maryland.gov)

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

12 December 2022

Dr. Jaskin,

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

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

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

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

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

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

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

Regards,

Susan Doyle, RN  
Health Officer  
Carroll County Health Department



Maryland  
Hospital Association

December 21, 2022

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

Dear Secretary Fielder:

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

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

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

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

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

Please contact me if you have any questions.

Sincerely,

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



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## Carroll County Public Schools

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125 N. Court Street | Westminster, MD 21157

410-751-3000

410-751-3034 TTY

410-751-3003 FAX

Cynthia McCabe  
*Superintendent*

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December 15, 2022

To Whom it May Concern:

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

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

Sincerely,

Nicholas R. Shockney  
Assistant Superintendent of Instruction  
Carroll County Public Schools  
[nrshock@carrollk12.org](mailto:nrshock@carrollk12.org)

SENATOR JUSTIN READY



DELEGATE SUSAN W. KREBS  
DELEGATE APRIL ROSE  
DELEGATE HAVEN SHOEMAKER

THE MARYLAND GENERAL ASSEMBLY  
LEGISLATIVE DISTRICT 5  
CARROLL COUNTY

December 12, 2022

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

Re: Support - McDaniel College application for BSN program

Dear Secretary Fielder,

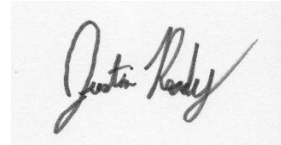
It is with enthusiasm that we submit this letter of support for McDaniel College's proposal to develop a new Bachelor of Science in Nursing program. As you know, the state's nursing workforce projections have been a looming concern for some time; however, COVID-19 has significantly exacerbated this concern,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

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

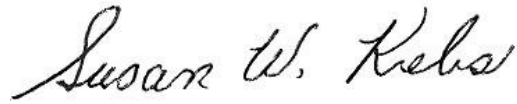
We understand that there are challenges to addressing nursing education, particularly related to clinical site placements. However, with the committed local partnership between McDaniel College and Carroll Hospital, in addition to support from other local and regional health care providers, this should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

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

Sincerely,



Senator Justin Ready



Delegate Susan Krebs



Delegate April Rose



Delegate Haven Shoemaker

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



## Board of County Commissioners

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



## Carroll County Government

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

December 22, 2022

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

Dear Secretary Fielder:

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

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

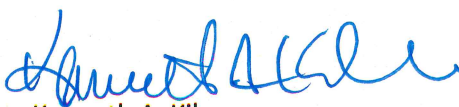
We fully support a program that would allow not only our healthcare community to flourish, but also our county's economy. We also appreciate McDaniel's holistic plan to also partner with middle and high-school students in Carroll County to increase the number of students interested in the nursing profession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

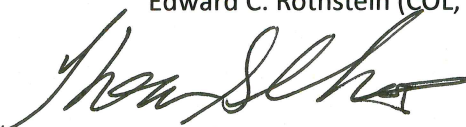
The approval of this program will be an asset to students, healthcare workers, and the county partnerships that have already developed to address the nursing shortage impacting our state. We appreciate your careful consideration of our request and are happy to address any additional questions you may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

Sincerely,

THE BOARD OF COUNTY COMMISSIONERS OF CARROLL COUNTY

  
Edward C. Rothstein (COL, Ret.)

  
Kenneth A. Kiler

  
Thomas S. Gordon III

  
Michael R. Guerin

  
Joseph A. Vigliotti

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**CITY OF WESTMINSTER**  
45 West Main Street  
Westminster, Maryland 21157

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

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December 15, 2023

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

Dear Secretary Fielder,

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

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

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

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

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

Sincerely,



Dr. Mona Becker, Mayor

City of Westminster, Maryland



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**BB&T**

Branch Banking and Trust Company  
WESTMINSTER, MARYLAND

**McDANIEL COLLEGE**

Westminster, Maryland 21157

372281

65-330/550  
24301

DATE  
03/15/24

AMOUNT  
\*\* \*\*\*\*\*\$250.00

PAY

**EXACTLY 250 Dollars 00 Cents**

VOID AFTER 90 DAYS

TO THE ORDER OF Maryland Higher Education Comm  
6 N. Liberty Street  
10th Floor  
Baltimore MD 21201

PLUG RED IMAGE  
FRAGILE WITH HEAT

*Judith Fisher*  
TREASURER

⑈ 3 7 2 2 8 1 ⑈ ⑆ 0 5 5 0 0 3 3 0 8 ⑆ 5 1 5 0 4 1 6 8 7 8 ⑈

McDANIEL COLLEGE / Westminster, Maryland 21157

372281

INVOICE DATE	INVOICE NUMBER	ITEM DESCRIPTION	ACCT. CODE	PURCHASE ORDER NO.	INVOICE AMOUNT	DISCOUNT TAKEN	OTHER DEDUCTIONS
03/13/24		BS NURSI/MCDANIEL COLLEG			250.00		
DETACH THIS VOUCHER BEFORE DEPOSITING CHECK				SUBTOTALS ▶ 250.00	0.00		
0558453 VENDOR NO.		03/15/24 DATE ISSUED:		NET AMOUNT OF VOUCHER ▶		250.00	

Security Features Included Details on back

