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CCNEACCREDITATION.ORG

December 31, 2018

Jane Marie Kirschling, PhD, RN, FAAN
Dean and Professor
School of Nursing
University of Maryland
655 West Lombard Street, Suite 505
Baltimore, MD 21201-1579

Dear Dr. Kirschling:

The Substantive Change Review Committee (SCRC) of the Commission on Collegiate Nursing Education (CCNE) acted to approve the substantive change notification submitted on November 30, 2017 by the nursing unit at University of Maryland. The substantive change notification is in regards to the implementation of curricular revisions to the traditional BSN track, effective fall 2017.

As a reminder, programs are expected to comply with [the current CCNE standards and procedures](#) throughout the period of accreditation. This includes advising CCNE in the event of any substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE procedures.

CCNE apologizes for the delay in getting this action to you. Such a delay is unacceptable and is not consistent with CCNE practices. Over the past couple of years, CCNE has experienced a significant growth in the number of programs it accredits, and this has resulted in a heavier volume of substantive change notifications being submitted. I am pleased to share with you that additional staff have been hired to support the substantive change notification process and we have recently redesigned this process to prevent such lengthy delays from occurring in the future. We appreciate your patience.

Thank you for providing CCNE with the substantive change notification. Please do not hesitate to contact Lina Trullinger, CCNE Associate Director, at 202-887-6791 x245 or ltrullinger@ccneaccreditation.org if you have questions or need assistance.

Sincerely,

Judith H. Lewis, EdD, RN
Chair, CCNE Board of Commissioners

October 16, 2017

Susan D. Ruppert, PhD, FNP-C, FAANP, FAAN
Chair, Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001

Dear Dr. Ruppert,

Following review and analysis of student Course Evaluation questionnaire data and faculty input, the University of Maryland School of Nursing Entry Level Curriculum Committee approved a minor curriculum adjustment to the traditional BSN curriculum effective fall 2017 as follows:

- decrease NURS 314 Physiologic & Pharmacologic Considerations for Health Promotion by 1 clinical credit; from 3 credits didactic and 1 credit clinical/lab to 3 credits didactic and,
- increase NURS 317 Fundamentals of Nursing Care in the Context of Older Adults from 2 credits didactic and 1 credit clinical/lab to 2 credits didactic and 2 credits clinical/lab.

Both of these courses are in the first semester of the traditional BSN program. No other curriculum adjustments have been made. Students continue to meet the criteria to apply in Maryland for a Certified Nursing Assistant once they successfully complete NURS 314 and NURS 317 and NURS 319 Health Assessment. Please see the enclosed adjusted BSN Plan of Study Table.

Thank you in advance and please let me know if you have questions.

Sincerely,



Nina M. Trocky, DNP, RN, NE-BC, CNE, CCRA
Associate Dean for the Bachelor of Science in Nursing Program
University of Maryland School of Nursing
655 West Lombard St, Room 525B
Baltimore, MD 21201
410-706-3687- Direct Line

Full Time BSN Plan of Study for Implementation Fall 2017

Semester/Course	Theory	Clinical	Lab	Total
First Semester				
Professional Role of the Registered Nurse (N310)	3			3
Physiologic and Pharmacologic Considerations (N314)	3			3
Research and Evidenced-Based Practice (N316)	3			3
Fundamentals of Nursing Care in the Context of Older Adults (N317)	2	2 (90 hours)		4
Health Assessment (N319)	2.5		.5 (22.5 hours)	3
		90	.5	16**
Second Semester				
Pathopharmacology in Adults (N324)	3			3
Medical-Surgical Nursing in the Adult Population (N327)	3	4 (180 hours)		7
Psychiatric Mental Health Nursing (N329)	3	2 (90 hours)		5
		270		15
Third Semester				
Healthcare Delivery System and Informatics (N410)	2			2
Infant, Child, and Adolescent Nursing (N411)	3	2 (90 hours)		5
Complex Nursing Care of Patients with Co-Morbid Conditions (N414)	3			3
Maternity, Newborn and Women's Health Nursing (N417)	3	2 (90 hours)		5
		180		15
Fourth Semester				
Nursing Elective (N418)	3			3
Public Health: Population-Focused Nursing Care (N421)	3	2 (90 hours)		5
Leadership and Clinical Practicum (N429)	3	4 (180 hours)		7
		270		15
Total		810	.5	61

**Certified Nursing Assistants- lab/clinical and didactic meet by completing NURS 314, NURS 317, and NURS 319 courses. Approve by the MBON on July 26, 2017 as a Certified Nursing Assistant course equivalency

1 credit of clinical equals 45 hours and one credit of theory equals 50 minutes

General education and prerequisite courses= 59 credits

Total credits upon graduation with BSN=120

November 30, 2017

Susan D. Ruppert, PhD, FNP-C, FAANP, FAAN
Chair, Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001

Dear Dr. Ruppert,

Per the request from Ms. Guilfoyle, I am providing additional information supporting a minor curriculum revision, non-substantive change, to the BSN curriculum. The credit adjustment did not alter the program outcomes in anyway, nor did the adjustment impact our compliance with all CCNE standards.

Thank you, and please do not hesitate to contact me if additional information is needed.

Sincerely,



Nina M. Trocky, DNP, RN, NE-BC, CNE
Associate Dean for the Bachelor of Science in Nursing Program
University of Maryland School of Nursing
655 West Lombard St, Room 404
Baltimore, MD 21201
410-706-3687- Direct Line

Enclosure

Substantive Change Notification Template

Following review and analysis of student Course Evaluation questionnaire data and faculty input, the University of Maryland School of Nursing Entry Level Curriculum Committee approved a minor curriculum adjustment to the traditional BSN curriculum, effective Fall 2017, as follows:

- decrease NURS 314 Physiologic & Pharmacologic Considerations for Health Promotion by 1 clinical credit; from 3 credits didactic and 1 credit clinical/lab to 3 credits didactic and,
- increase NURS 317 Fundamentals of Nursing Care in the Context of Older Adults from 2 credits didactic and 1 credit clinical/lab to 2 credits didactic and 2 credits clinical/lab.

Both of these courses are in the first semester of the traditional BSN program. No other curriculum adjustments have been made. Students continue to meet the criteria to apply in Maryland for a Certified Nursing Assistant once they successfully complete NURS 314, NURS 317 and NURS 319 Health Assessment. We addressed both student and faculty input. Students wanted more time in the Fundamentals skills lab (NURS 317) as they felt they could better prepare for their first clinical experience in a skilled care or long term care facility. Students requested having two courses (NURS 317 and NURS 319), not three courses (NURS 314, NURS 317, and NURS 319), with clinical/lab components. Shifting 1 clinical/lab hour from NURS 314 to NURS 317 will reduce lab coordination activities for the clinical faculty and will reduce the students' feelings of being "over scheduled".

Entry-level faculty were involved in every step of the decision-making, data collection, and data analysis processes. Faculty, staff, and students were kept informed through various methods of communication. Student data and input offered the faculty a starting point to consider the credit shift. Student, faculty, and staff participated in every step of the process demonstrating program governance. Faculty, staff, and current students were notified one semester in advance of the planned credit shift. The UMSON web site was updated, alerting the potential applicants that the plan of study was altered, effective fall 2017.

Please see the enclosed adjusted BSN Plan of Study Table. The BSN program meets all of the CCNE accreditation standards for full accreditation.

I-A. The mission, goals, and expected program outcomes are:

- **Congruent with those of the parent institution; and**
- **Consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.**

The credit adjustment reflects a minor adjustment, within the first semester, to better align didactic with lab/clinical experiences. This adjustment is in alignment with the School's mission which states that, "together we shape the profession of nursing and the health care environment by developing leaders in education, research, and practice." The single credit shift, from NURS 314 to NURS 317 supports our mission, vision, and program outcomes to prepare students to pass NCLEX-RN and enter the workforce as competent professional registered nurses. The UMSON continues to meet the mission, goals, and BSN program outcomes.

II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.

No additional faculty or lab staff are needed as a result of this minor revision. Sufficient numbers of faculty members exist to teach and coordinate NURS 317 (see Appendix). The credit shift reflects faculty and staff commitment to periodically reviewing curriculum, assuring our curriculum supports students in attaining the program outcomes, and the UMSON has adequate resources dedicated to the traditional BSN program.

II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

Sufficient academic support services are available for BSN students. We have sufficient full time faculty and professional staff. Career planning, advisement, and academic support remain unchanged and remain adequate. Student needs are evaluated at least each semester using Course Evaluation Questions (CEQ) data, feedback from BSN course directors, and student feedback to advisors. The UMSON has adequate academic support services, and service options are evaluated on a regular basis.

II-D: Faculty are: (1) sufficient in number to accomplish the mission, goals, and expected program outcomes; (2) academically prepared for the areas in which they teach; and (3) experientially prepared for the areas in which they teach.

Faculty members teaching within the first semester courses, specifically NURS 314, NURS 317, and NURS 319 are sufficient, academically prepared, and experientially prepared to teach with these courses (see Appendix).

Appendix
NURS 314, NURS 317, and NURS 319 BSN Faculty List

NURS 314

Janet Armstead Wulf, MS, RN, CNL, CHPN

Clinical Instructor

- Clinical Nurse Leader, MS, Nursing, University of Maryland, Baltimore, MD
- BS, Textiles and Japanese language, University of California, Davis, CA

Karin Russ, MS, RN

Clinical Instructor

- Teaching in Nursing and Health Professions Post-Masters Certificate University of Maryland, Baltimore, MD
- Environmental Health Nursing Post-Masters Certificate, University of Maryland, Baltimore, MD
- MS, University of Maryland, Baltimore, MD
- BSN, University of Maryland, Baltimore, MD

NURS 317

Nancy B. Lerner, DNP, RN, CDONA

Associate Professor

- DNP, University of Maryland School of Nursing, Baltimore, MD
- MSN, University of Maryland School of Nursing, Baltimore, MD
- BSN, University of Maryland School of Nursing, Baltimore, MD

Nicole Smith, MS, RN

Clinical Instructor

- MS, HSLM-Nursing Education, University of Maryland School of Nursing, Baltimore, MD
- BS, Nursing, North Carolina A&T State University, Greensboro, NC

Mary Pat Ulicny, MS, MHA, RN, CNE

Clinical Instructor

Clinical Simulation Lab Director- Shady Grove

- PhD Student, Duquesne University School of Nursing, Pittsburgh, PA, Present
- MS, Health Services Leadership and Management, Education Focus, University of Maryland School of Nursing, Baltimore, MD
- MHA, Health Care Administration, University of Maryland, University College, College Park, MD
- BSN, Duquesne University School of Nursing, Pittsburgh, PA

Amy L. Daniels PhD (c), MS, RN, CHSE

Clinical Instructor

- MS, University of Maryland School of Nursing, Baltimore, MD
- BSN, University of Maryland School of Nursing, Baltimore, MD

NURS 319

Mei-Ching Lee, PhD, MSRN, CHPN

Assistant Professor

- PhD, University of Maryland School of Nursing, Baltimore, MD
- MS, Health Sciences focus, Trident University
- BSN, Monash University, School of Nursing, Sydney Australia

Jana Goodwin, PhD, RN, CNE

Assistant Professor

- PhD, Villanova University, Villanova, PA
- MS, Temple University, Philadelphia, PA
- BSN, Temple University, Philadelphia, PA

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