New Program Proposal
Bachelor of Science in Nursing
The Citadel

Summary

The Citadel requests approval to offer a program leading to the Bachelor of Science in Nursing (generic) to be implemented in January 2017. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	1/15/16	Not Applicable
ACAP Consideration	2/18/16	The Citadel's representative discussed the need for the proposed program, especially in providing nurses for the military, and explained that the program will offered as a traditional program for cadets as well as a 2+2 evening program through an articulation agreement with Trident Technical College. The representative also addressed concerns raised by MUSC about clinical placements and stated that they are adding new clinical sites such as the Naval Health Clinic to avoid displacing programs utilizing other local clinical sites. Staff and ACAP members also discussed the competing trends of greater demand but fewer available clinical placements for students in nursing and other healthcare programs, and best means to secure placements for their students. The members agreed that this issue merits discussion at a policy level and recommended a statewide study of access to clinical placements. Staff stated that a request for revisions to the proposal would be forthcoming. ACAP members voted to approve the program proposal.
Comments and suggestions from CHE staff sent to the institution	2/26/16	Staff requested the following proposal revisions: • Clarify that the 2+2 option is not an RN to BSN completion program (it is an AS to BSN, not an ADN to BSN) as well as explain why that option was pursued instead of an ADN to BSN option, particularly since Trident Technical College offers the ADN. • Clarify that the Board of Nursing approval was for the feasibility study for establishing the program.

Stages of Consideration	Date	Comments
		• Include details about how the program will prepare more nurses for the military in particular as discussed at the ACAP meeting. • Describe the plan for clinical placements and state whether there are any formal arrangements in place for clinicals as well as explain how clinical experiences were chosen so as to not impact existing programs offered in the area, as discussed at the ACAP meeting. • Include letters for clinical support, if available. • Discuss how this proposed program may potentially impact The Citadel's recruitment into its Corps of Cadets. • Provide more information about the evening division and the students who will be enrolled in the program through this division. • Consider raising the GPA requirements because the SC Board of Nursing does not review favorably GPA requirements less than 2.75 for admission. • Include the total credit hours for the evening division • Provide two curriculum charts: one for the traditional program and one for the AS to BSN program. • Explain the plan and timeline to develop and implement these new courses as well as how the development of the new courses affects faculty load. • Identify the new faculty hires expected and when they will be hired. • Review the amounts and totals listed in the cost chart for accuracy as well as update the amount provided for equipment to include the simulation lab. • Provide more detail about the sources of financing as well as more information about the total costs, especially for equipment, facilities, and new faculty. • Explain how the program assessment information will be used to make changes, if needed. Also, state whether the program be assessed using feedback from the Board of Nursing and accrediting body. • Provide citations for all data sources included. Staff also recommend a review of the curricula of comparable programs and requested a copy of the final, signed articulation agreement with Trident Technical College when it becomes available.
Revised Program Proposal Received	3/10/16	The revised proposal satisfactorily addressed the requested revisions. Staff received a draft of the articulation agreement and were assured that the final,

Stages of Consideration	Date	Comments
		signed agreement would be available at the CAAL meeting on April 7, 2016. Staff received the signed articulation agreement on April 6, 2016.
CAAL Consideration	4/7/16	Commissioners asked for clarification about the following topics: • the clinical experiences needed to support the program; and • the discussion references in the materials about the competing trends of greater demand but fewer available clinical placements for students in nursing and other healthcare programs. Representatives from The Citadel provided the following responses: • that clinical agreements are in place to ensure sufficient experiential learning opportunities for students; • that the need for the program is substantial and the financial support is available; • in addition, institutions are becoming more enterprising in that they now have to generate revenue to support programs and The Citadel's representative then described. Commissioners commended The Citadel for its evaluation plan and The Citadel's representative agreed to share evaluation information with the Commission as it becomes available. Commissioners also encouraged staff to consider how best to conduct a statewide study of access to clinical placements.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Bachelor of Science in Nursing (generic) to be implemented in January 2017 provided that the program receives State Board of Nursing approval prior to the matriculation of students into the program.

NEW PROGRAM PROPOSAL

Name of Institution
The Citadel

Name of Program (include concentrations, options, and tracks)
Bachelor of Science in Nursing (BSN)

Program Designation

☐ Associate's Degree ☐ Master's Degree

☒ Bachelor's Degree: 4 Year ☐ Specialist

☐ Bachelor's Degree: 5 Year ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

☒ Yes

☐ No

Proposed Date of Implementation
January 2017

CIP Code
51.3801

Delivery Site(s)
Courses offered on-site, with clinical rotations at hospitals/clinics

Delivery Mode

☒ Traditional/face-to-face*
*select if less than 50% online

☐ Distance Education
☐ 100% online
☐ Blended (more than 50% online)
☐ Other distance education

Program Contact Information (name, title, telephone number, and email address)
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Institutional Approvals and Dates of Approval
Institutional Approval: January 14, 2016
Academic Board: December 15, 2015
Department of Health, Exercise, and Sports Science: December 1, 2015

NEW PROGRAM PROPOSAL

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

This proposal is for a traditional four-year Bachelors in Nursing Science (BSN) program at a public institution in Charleston. No such program currently exists. In addition to a daytime program with the Corps of Cadets, an evening program will be established offering a 2+2 program for students who have completed the general education requirements and wish to pursue a Bachelor's Degree in Nursing. The Citadel, as South Carolina's senior military college and one of only seven in the nation, have a distinctive mission to provide qualified officers to our military branches. All military branches are experiencing a shortage of ROTC nurses largely due to the competing demands of educating nurses that result in an extended timeline of 5-years to graduation (see sections on Assessment of Needs and Employment Opportunities and U.S. Army Letter of Support dated August 12, 2015). The Citadel's four year ROTC based proposed nursing program will be a highly sought after offering with guaranteed employment for the ROTC graduate within the armed services nursing corps. Additionally, as the veteran population returns to civilian life, there is a strong desire that nursing education be provided with transition to the Veterans Administration healthcare system. Veterans typically enter the workforce upon return to civilian life and the evening 2+2 program proposed will be a critical opportunity that allows them to work during the day and extend school part-time as they transition to a lifelong career in nursing. Our feasibility study has received unanimous approval for further development from the SC Board of Nursing.

The daytime program will benefit from the strong core curriculum at The Citadel. The BSN will be offered within the SC Corps of Cadets (SCCC), ROTC students, officer candidates, and Veteran students. Supporting the Nurse Corps would be an important component of this program as the federal service academies do not offer nursing. The evening program would serve several populations: Veterans working during the day, civilian Charleston area residents who have a daytime job and/or students with an Associate's in Science degree from Trident Technical College (TTC) and other community college graduates seeking a BSN. We had pursued both the ADN to BSN and AS to BSN ideas with TTC and it was their decision to propose developing the AS to BSN route first. The first reason is that there is currently no local option for their AS students to get into an evening nursing program. Second, an ADN to BSN route would be a very different academic program since the ADN students would already have had many nursing courses. Third, these ADN students could easily be licensed as RN and pursue an RN to BSN program. There are a handful of online RN to BSN programs available, and three physically based in the area (Charleston Southern University, MUSC College of Nursing, and Francis Marion along with for-profit programs). While each of these programs are experiencing waiting lists, the Citadel does not believe a duplicative additional RN-BSN program is needed in the market. However, a BSN degree to support the military focused undergraduate, as well as an evening 2+2 BSN for veterans and civilians is clearly a need in the Lowcountry area.

Since the Institute of Medicine's (IOM) 2010 report on the Future of Nursing, emphasizing a highly educated nursing workforce, there has been progress made with BSN programs partnering with nursing programs at technical colleges. Currently in South Carolina, only Coastal Carolina and Horry-Georgetown Technical College have developed such a program. The Citadel has articulated an agreement with Trident Tech should the CHE and SC Board of Nursing approve our submitted proposals.

The BSN program will also build upon The Citadel's strategic plan, Leadership Excellence and Academic Distinction (LEAD) 2018 Objective 2 (academic programs of distinction), and Objective 8 (provide outreach to the region and serve as a resource in its economic development) and will increase our partnerships with the community. The new BSN program will also increase our ability to gender diversify the South Carolina Corps of Cadets, currently at about 8% female, and as a result the armed forces.. The program will be attractive to Veterans and this will benefit from our strong interaction with the VA Medical Center in Charleston. Finally, together with the proposed evening program, the BSN will keep our curriculum relevant and financially solvent.

List the program objectives. (2000 characters)

The program has the following objectives:

1. Offer state supported traditional and completion BSN programs for our armed forces, veterans returning to civilian careers and SC residents in the Charleston area;
2. Increase the number of BSN prepared nurses in the Charleston area consistent with the Institute of Medicine recommendations from the 2010 Future of Nursing study;
3. Emphasis the leadership role that nurses will play in healthcare in the 21st century;
4. Increase the diversity of the South Carolina Corps of Cadets and stage a relevant curriculum for service and employment.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

An assessment of the need for a BSN for the military has recently been conducted (*National Surveys of Military Personnel, Nursing Students and the Public: Drivers of Military Nursing Careers*, K. Donelan et al., Mil Med 179, 565 (2014) since the "National Defense Authorization Act (NDAA) for 2010 requested a plan to address the need to have a sufficient number of prepared nurses who could serve as members of the armed forces." They found that the Nurse Corp Chiefs of the Army, Navy and Air Force supported partnerships with "civilian schools of nursing … as a means of recruiting new nurse graduates, who would accept an undergraduate education in return for a commission and service obligation as an officer in the Armed Forces." In the survey conducted by the authors, 59% of respondents said that the number of military nurses was less than needed. It was found that, among nursing students within a 50 miles radius of a major military base, 7% are paying tuition through an ROTC or other military program. Indications are that this number is currently lower in Charleston; they also found that 74% of military personnel "have strongly or somewhat considered a career as a registered nurse." Hence, the potential to attract more of these nursing students with a program at The Citadel is significant.

The SC Office of Healthcare Workforce Analysis and Planning (http://officeforhealthcareworkforce.org) predicts a nurse shortage of at least at 6400 Registered Nurses in the state starting in the next few years. The forecast for RNs in SC produced by the Board of Labor Statistics estimates a total increase of 26% to be employed between 2010 and 2020 (**www.bls.gov)**.

Our BSN program would assist in fulfilling this workforce need with the added advantage of increasing the supply of nurses with a baccalaureate education. Our evening degree completion program would be unique in the region and take advantage of little used clinical rotations in the evening and on weekends. The evening program offers an opportunity for those who are interested in a career in nursing but are unable to attend a traditional daytime program. The SC Nurse Supply Fact Sheet (2011) reports 32% of RN in SC currently hold a BSN (**www.sc.edu**/.../2011**nursefactsheet**.pdf).

The Enrollment and Graduate Programs in Nursing Report by the American Association of Collegiate Nursing (AACN) (http://www.aacn.nche.edu/media-relations/FacultyShortageFS.pdf) reports that nursing schools turned away 68,938 qualified applicants from nursing programs in 2014. Exact numbers for SC and Charleston are not available. Only Charleston Southern University (CSU), a private school, has a traditional BSN program. While students enroll in this program, tuition costs can make it prohibitive. Alternatively, students apply to TTC's Associate Degree in Nursing (ADN) program which is over capacity at 2000 applicants per year, with a waitlist for entry. An ADN does not meet the goal established by the Institute of Medicine (IOM) for a highly educated nursing workforce to meet the complexity of the health care environment. IOM recommends that 80% of the nursing workforce be prepared at the BSN or higher by 2020 (http://iom.nationalacademies.org/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx).

The Citadel has the capacity to add a nursing program to address the above issues, with a cumulative total enrollment of 128 students (restricted by availability of clinical sites). A nursing program will substantially increase gender diversity at the Citadel. It is expected that The Citadel would be provided with a military mission by the Nurse Corps, which would increase the commissioning rates. Currently, any individual in our region interested in ROTC and nursing have had to turn to either the program at CSU or at MUSC (if they qualify) for their nursing program and to The Citadel for their ROTC component. There is an occasional such student each year. However, our ROTC recruiters tell us that, each year, ROTC scholars choose not to attend The Citadel because we do not have a nursing program. An informal survey of our current students reveals that a number of our biology and exercise science majors would switch to nursing if such a program were available. Nationally, the majority of ROTC nursing scholarships are being allocated to Norwich University, a private senior military college in rural Vermont; we believe The Citadel would be a much more attractive option, not just for the students but also due to the lower cost, at a public institution, to the military. Our ROTC programs, and the military services contacted (please see attached letters of support), are supportive of this program and its ability to meet nursing demands in the military.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

☒ Yes

☐ No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

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Employment Opportunities			
Occupation	**Expected Number of Jobs**	**Employment Projection**	**Data Source**
Registered nurse	526,800	By 2022	Bureau of Labor Statistics' Employment Projections 2012-2022
Registered nurse	6,400 (SC)*	By 2028	SC Office of Healthcare Workforce Analysis and Planning
Registered nurse	7000+	annually	U.S. military sources

* Expected deficit in workforce based on current supply.

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

A study conducted in 2015 of Chief Nursing Officers (CNO) in hospitals in the state of South Carolina demonstrated that 95% had hired newly graduated nurses and felt that the demand for registered nurses was greater than the supply, particularly for experienced nurses. CNOs reported that approximately 36% of their current work force was prepared at the baccalaureate level or higher, far short of the IOM recommended goal of 80% BSN or higher by 2020. Sixty percent of hospitals in the Charleston area reported a requirement for nurses to complete their BSN within a specific time frame to maintain employment.

According to a recent study published in *Military Medicine*, "While military nursing services recently have been able to meet their nursing recruitment quotas in the short term, national nursing studies have predicted a long term nursing shortage as the economy recovers. This shortage may affect future recruitment for the Nurse Corps of the three military services." (K. Donelan et al., Mil Med 179, 565 (2014)).

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

☒Yes

☐No

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If yes, explain. (500 characters)

Each year The Citadel loses qualified students to other military colleges (all operating out of state) because we do not offer the BSN degree. Of the seven military colleges, four are offering nursing and only one guarantees the ability to graduate in four years. Graduation in four years is a built in requirement to a ROTC scholarship. The ROTC programs provide several hundred scholarships to nursing students each year. Through the addition of nursing, The Citadel, will be able to be able to recruit students with these scholarships and provide a military ready, well qualified nurse to our nation's military branches. Additionally, every other year The Citadel participates in the Admitted Survey Questionnaire (ASQ+) on why admitted students did not eventually attend The Citadel. This data finds that one of the primary reasons students choose not to attend The Citadel is the lack of a specific degree program and when drilling down, nursing is identified as one of the missing majors. Several of our alumni who graduate in Biology and Exercise Science go on to a BSN completion program after graduating from The Citadel. Many ROTC nursing scholarships are awarded to women, so we anticipate The Citadel will be more attractive to women and improve our institution's gender diversity.

We also anticipate that both the daytime and evening program will be attractive to Veterans, particularly those who have served during Operation Enduring Freedom/Operation Iraqi Freedom as medics and corpsmen. The Citadel will offer them the opportunity to further their medical skills and knowledge. The evening program will be particularly attractive to Veterans who have returned to the workforce but wish to pursue further education.

The proposed program will add additional students to the evening division and provide an opportunity for members of the community to pursue a nursing degree in a non-traditional approach in the evening. This offering should be particularly attractive to working students and would be the only program in the Charleston area that is offered in the evening. In conversations with area health agencies regarding clinical experiences for students, the response was very positive (letters of support attached). For adult health courses, a large number of patients are admitted on the evening shift, providing strong opportunities for the student to develop patient assessment skills. In addition, patients return from the operating room in the afternoon, offering the students experience in the care of the immediate postoperative patient. For mental health, the Recovery program, a national program for veterans, will provide the students with experience in participating in and eventually leading nurse managed groups. Hence, the Evening Undergraduate program will grow.

The nursing program will impact other departments. Additional students will be added to the Anatomy and Physiology courses (BIOL 317,318) currently offered, but this increase volume can be accommodated as it is expected to be no more than one additional section per semester. The Biology department will develop two additional courses, pathophysiology and pharmacology, which will be available to other students, such as biology and health majors, along with nursing. This will promote interprofessional education as well as enhancing our pre-med program, with professional schools being the largest career choice of the biology majors. Already, medical school acceptance rate by first-time applicants averages over 80% (national average being in the 40% range). The College has the capacity to make these adjustments to additional enrollment.

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List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
BSN	Charleston Southern University (CSU)	Academically a similar program.	Cost: CSU is private. Our program is residential and incorporates leadership training. The missions of the institutions are different.
Accelerated BSN	MUSC	Leads to a BSN.	80% of the MUSC students already have a bachelor's degree in another area (MUSC website). Our daytime program would be for new college students. Our degree completion program will only be offered in the evening and benefit from small class size; it will also benefit from a 2+2 articulation with Trident Technical College. The MUSC program is 16 months long; ours would be 4 years and residential.
BSN	USC Columbia, Beaufort, Aiken, Upstate and Lancaster	Academically similar programs	Location is outside of the Charleston area. Traditional daytime program
BSN	Clemson, Lander, Francis Marion, Newberry and Coastal Carolina	Academically similar programs	Location is outside of the Charleston area. Traditional daytime program.

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Description of the Program

Projected Enrollment – Corp of Cadets						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017-18	12	216	12	204		
2018-19	24	440	24	416		
2019-20	40	748	40	684		
2020-21	56	1040	56	940		
2021-22	64	1188	64	1064		

Projected Enrollment – Evening Division						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-17			16	128		
2017-18	16	224	16	176	16	128
2018-19	32	448	32	336	16	128
2019-20	32	448	32	336	16	128
2020-21	32	448	32	336	16	128
2021-22	32	448	32	336	16	128

We anticipate the ability to grow the evening division beyond a total enrollment of 32 students. Currently, demand for evening clinical rotations at area health care facilities is low. If this availability persists over time, then The Citadel will be able to increase admission to the evening division. In addition, The Citadel will offer both full and part time options for students in the evening division with a goal of 60 students by 2022.

Most of the students currently in the Citadel's Evening Undergraduate program are from the Charleston area, work during the daytime, and transferred from Trident Tech. A number are veteran students (74 currently). Hence, we expect a very similar demographics for the evening nursing program. The evening program will offer flexibility to students who may have other life obligations, such as a job or family. While the articulation agreement with TTC will assist their graduates with a fairly seamless transition to a baccalaureate program, the evening program will also be attractive to Veterans who have completed general education requirements and other individuals with the appropriate coursework.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

☒Yes

☐No

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If yes, explain. (1000 characters)

As a health care profession, very stringent success requirements are imposed on academic programs by the SC Board of Nursing and accreditation bodies (e.g., pass rate on the licensing (NCLEX) exam and retention rate).

Admission criteria for the SCCC will apply for the daytime students. An overall GPA of 3.0 with a C grade in science and mathematics courses taken to date will be required for the cadet to progress to nursing courses.

Students accepted into the evening division must have an overall 3.0 GPA for admission to The Citadel and a minimum of a C grade in science and mathematics courses taken prior to admission.

Are there any special articulation agreements for the proposed program?

☒Yes

☐No

If yes, identify. (1000 characters)

A transfer articulation agreement has been drafted and is currently being routed for institutional approval. We will have it available for the April 7 CAAL meeting. While students from any public, accredited institution who have the necessary coursework and GPA requirements could be admitted, we are developing a special articulation agreement with Trident Technical College (TTC) for their students with an Associate in Science degree and the appropriate coursework. We have attached a letter of intent for developing such an articulation with TTC.

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Daytime program

Curriculum by Category*					
Core Curriculum		**Other Requirements**		**Nursing and Additional Biology**	
ENGL 101 Composition and Literature	3	LDRS 101 Intro to Citadel Experience	1	NUR 200 Introduction to Nursing	2
ENGL 102 Composition and Literature	3	LDRS 111 Ethics Fitness Seminar	0	NUR 201 Fundamentals of Nursing	4
ENGL 201 Major British Writers	3	LDRS 201 Sophomore Seminar in Principled Leadership	1	NURS 203 Health Assessment	4
ENGL 202 Choose From: Major British Writers II/215 Masterpieces of American Literature/218 Masterpieces of World Literature I/219 Masterpieces of World Literature II	3	LDRS 211 Sophomore Seminar Service Learning Lab	0		
Foreign Language 101	3	LDRS 311 Junior Ethics Enrichment Experience	0	NUR 301 Adult Health I	3
Foreign Language 102	3	LDRS 411 Senior Leadership Integration Seminar	0	NUR 311 Adult Health Clinical I	2
Foreign Language 201	3	RPED 250 Contemporary Health Foundations	2	NUR 302 Adult Health II	3
Foreign Language 202	3	RPED 251 Foundations of Physical Fitness and Exercise	2	NUR 312 Adult Health Clinical II	2
HIST 103/104 Western Civilization	3	RPED 100 Level Activity Course	0	NUR 401 Maternal Child Health	5
HIST 105/106 World Civilization	3	RPED 100 Level Activity Course	0	NUR 402 Mental/Community Health	5
				NUR 403 Evidence-based Practice	3
SOCI 101 Introduction to Sociology	3	PSYC 201 General Psychology	3	NUR 404 Leadership	3
MAT 104 Elementary Mathematical Modeling	3	PSYC 203 Research Design in Psychology	3	NUR 405 Capstone	2
MAT 105 Finite Mathematics	3	BIOL 310 Microbiology	3	BIOL 4xx Pharmacology	3
CHM 103 Introduction to Chemistry I	4	AERO 101 ROTC Training	1	BIOL 4xx Pathology	3
CHM 104 Introduction to Chemistry II	4	AERO 102 ROTC Training	1		
BIOL 130 Introduction to Biology I	4	AERO 201 ROTC Training	2		

BIOL 317 Anatomy & Physiology I	4	AERO 202 ROTC Training	2	HLED 401 Nutrition	3
BIOL 318 Anatomy & Physiology II	4	AERO 301 ROTC Training	3		
		AERO 302 ROTC Training	2		
		AERO 401 ROTC Training	3		
		AERO 401 ROTC Training	2		
	59		31		47

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)
Total Credit Hours Required: 137 (daytime)

Evening program

Courses Taken prior to admission to The Citadel evening program: 60 hours	
English Requirement ENG 101 English Composition I ENG 102 English Composition II	**6 hours** 3 3
Core Mathematics MAT 120 Probability and Statistics	**3 hours** 3
Social Science PSY 201 General Psychology	**3 hours** 3
Oral Communication SPC 205 or SPC 209	**3 hours** 3
Computing Course CPT 101 or CPT 102	**3 hours** 3
Second Mathematics MAT 110 College Algebra	**3 hours** 3
Lab Science CHM 110 College Chemistry I	**4 hours** 4
Math/Science Electives CHM 111 College Chemistry II BIO 210 Anatomy and Physiology I BIO 211 Anatomy and Physiology II BIO 225 Microbiology	**16 hours** 4 4 4 4
Humanities PHI 110 Ethics	**3 hours** 3

Humanities/Social Sciences/ Languages	**6 hours**
SOC 101 Introduction to Sociology	3
HIS XXX	3
General Electives	**10 hours**
PSY 203 Human Growth and Development	3
HIS XXX	3
Electives	**4**
Courses taken at The Citadel (60 hours)	
Introduction to The Citadel Experience	**1 hour**
Required Major Courses	**9 hours**
BIOL Pathophysiology	3
BIOL Pharmacology	3
HESS Nutrition	3
Required Nursing Courses	**40 hours**
NURS 200 Introduction to Nursing	2
NURS 201 Fundamentals of Nursing	4
NURS 203 Health Assessment	4
NURS 301 Adult Health I	3
NURS 311 Adult Health I Clinical	2
NURS 302 Adult Health II	3
NURS 312 Adult Health II Clinical	2
NURS 401 Maternal Child Health	5
NURS 402 Community and Mental Health	5
NURS 403 Evidence Based Practice	3
NURS 404 Leadership	3
NURS 405 Capstone	2
Electives	**12 hours**

Total Credit Hours Required: 120 (evening)

The science and nursing courses were developed using best practices in nursing education from other BSN programs including, but not limited to: Medical University of South Carolina; Francis Marion; University of South Carolina; and Charleston Southern University. Med-Surg courses are titled “Adult Health” and are designed to synchronize with the pathophysiology and pharmacology courses. Lower level courses, such as NURS 201 and Anatomy and Physiology are designed to give the student and understanding of wellness and normal body system functions. The student then builds on this knowledge through gaining and understanding of the pathology of specific organ systems, disease associated with the pathology, the nursing science that addresses care of these individuals, and pharmacotherapies designed to assist with disease management. Care of the older adult will be incorporated throughout the curriculum and will not be offered as a separate course. There is an opportunity for electives for the evening student.

New faculty (full-time and part-time, 3.75 total) will be hired for all nursing courses. A timeline is further explained under the faculty section. Nursing faculty will meet Board of Nursing requirements: hold an active, unrestricted nursing license in South Carolina, have education and experience consisted with course requirement. Additionally, full time faculty will be prepared at the doctoral level (PhD or DNP). Clinical instructors may hold a Master’s in Nursing degree, consistent with Board of Nursing requirements.

Timeline for new courses:

Fall 2016 – NURS 200, 201 and 203 will be completely developed to be available for offering in the Spring 2017 for our undergraduate evening students.
Spring 2017 – NURS 301, 311 and BIOL Pharmacology and Pathophysiology will be completely developed to be offered in the Fall, 2017.
Fall 2017 – NURS 302,313 will be completely developed to be offered in the Spring 2018.
Spring 2018 – NURS 401, 402 and 403 will be completely developed to be offered in the Fall 2018.
Fall 2018 – NURS 404 and 405 will be completely developed to be offered in the Spring 2019.

Course Descriptions for New Courses

Course Name	Description
Fundamentals of Nursing	Introduces students to the methods of the assessment of the healthy adult, which includes obtaining the health history, physical examination skills, health promotion strategies and clinical assessment tools while incorporating communication skills. This course introduces the student to the nursing process, concept of critical thinking, evidence-based practice, and fundamental skills necessary for the provision of safe and effective nursing care. Professional behaviors are learned and practiced.

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Introduction to Nursing	Introduces the student to the nursing profession. This course provides an overview of Nursing Science to the student. The history of nursing is explored as well as theoretical frameworks that establish nursing as an independent discipline. Students are exposed to trends in healthcare that transforms the role and responsibilities of the nurse in population health.
Health Assessment	Introduces students to the methods of the assessment of the healthy adult, which includes obtaining the health history, physical examination skills, health promotion strategies, and clinical assessment tools while incorporating communication skills. Professional behaviors are learned and practiced.
Adult Health I	The first of two courses that will focus on critical thinking and the nursing process that addresses the specific needs of the hospitalized adult with medical and/or surgical disorder. The roles and responsibilities of the professional nurse will be explored The student will apply knowledge gained through the fundamentals course and the pathophysiology/pharmacology course to the care of inpatients that promotes maintenance, promotion and restoration of physiological/psychosocial function. The student will use an interprofessional approach to care incorporating principles of caring.
Adult Health II	The second course designed to expand the knowledge of the student in the care of the hospitalized patient. Students apply critical thinking skills to the care of complex patients including patient and family teaching and planning across the continuum of care. The student again uses knowledge gained in previous course and continues to build a professional knowledge base using evidence and analytical decision-making.
Care of Special Populations: Behavioral Health and Communities	This is an integrated course that allows the student to understand population health as well as focus on behavioral issues. Students will focus on the dynamics of the client with behavioral issues within the larger population and the special needs associated with these clients. The student will employ a biopsychosocial approach to care. The student will also work with interprofessional groups on general population health and healthy communities and focus on assessing needs and promoting health of vulnerable individuals, groups, and communities. Family and community assessments will be performed utilizing public health concepts and principles. .
Care of Special Populations II: Maternal and Child Health	A second integrated course designed to assist the student in caring for families rather than individuals. This course covers the Application of the nursing process with women and families in the childbearing phase of development in hospital and community settings is emphasized. Care will focus on the health needs related to the normal and abnormal prenatal, intrapartal and postpartal physiological changes and psychosocial needs related to new family structure and dynamics. Emphasis will be on health promotion and maintenance.

Pathophysiology/Pharmacology	A course that examines the basic pathophysiological concepts and commonly occurring acute and chronic health problems utilizing a body systems approach. There will be focus on selected diseases, disorders, and treatment processes with the emphasis on coping and adaptation. The pharmacology component will focus on major drug classification and pharmacological concepts, which includes the therapeutic actions, indications, pharmacokinetics, contraindications, significant adverse reactions and important drug-to-drug interaction associated with selected diseases and disorders.
Evidence-based Practice	Students are exposed to the use of evidence in daily practice. Research and performance improvement activities are learned. Students identify a problem statement and search the literature for supporting evidence. Basic data analysis skills are developed with the emphasis on the review and critique of published research with consideration of the application of research finding in the healthcare.
Leadership	Students are exposed to effective leadership and management skills both within the health care profession as well as the community at large. Although bioethics is emphasized in each individual course, organizational ethics are presented to the student where the impact of legal, social, political and economic forces impact the profession of nursing, the healthcare systems and society as a whole.
Capstone	An independent practicum for students to gain experience in preparation for assuming a novice nurse role in the work setting.

NEW PROGRAM PROPOSAL

Faculty

Faculty and Administrative Personnel					
Rank	**Full- or Part-time**	**Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours**	**Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major**	**Other Qualifications and Comments (i.e., explain role and/or changes in assignment)**	**Timeline for hiring**
Director	FT	Fall: NUR403 Evidence Based Practice (3) Spring: NUR 404 Leadership (3)	PhD	One course per semester (daytime only) for Director given their administrative duties to include managing and leading the program, including oversight of the clinical rotations.	Advertise Summer 2016 Hire – January 2017
Assistant Professor	FT	Fall: NUR 301 Adult Health I (3) NUR 201 Fundamentals of Nursing (4) Spring: NUR 302 Adult Health II (3) NUR 200 Introduction to Nursing Science (3)	PhD or DNP	Both daytime and evening sections	Adjunct will be hired for Spring 2017 to teach NURS 201 FT: Advertise Fall 2016 Hire for Fall semester 2017
Assistant Professor	FT	Fall: NUR 402 Community and Mental Health (5) NUR 403 Evidence Based Practice (3) Spring: NUR 402 Community and Mental Health (5) NUR 404 Leadership (3)	PhD or DNP	Community and Mental Health would be day in Fall and evening in Spring. The other two courses will both be evening ones. Total contact hours is estimated at 14 hours per semester but the Community and Mental Health would have half the standard enrollment.	Advertise Fall 2017 Hire for Fall semester 2018

NEW PROGRAM PROPOSAL

Instructor	PT	Fall: NUR 401 Maternal Child Health (5) Spring: NUR 401 Maternal Child Health (5)	PhD or DNP	Fall is daytime and Spring is evening only. Contact hours is estimated at 11 hours each semester.	Advertise Fall 2017 Hire for Fall semester 2018
Clinical instructor #1	PT	Fall: NUR 311 Adult Health I clinical (2) Spring: NUR 312 Adult Health II clinical (2)	MSN	Clinical: 8 students twice per week for 6 hours Daytime	Establish MOU with clinical agencies – Spring 2017
Clinical instructor #1	PT	Fall: NUR 311 Adult Health I clinical (2) Spring NUR 312 Adult Health II clinical (2)	MSN	Clinical: 8 students twice per week for 6 hours Evening	Establish MOU with clinical agencies – Spring 2017

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

NEW PROGRAM PROPOSAL

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	Staff	Administration
3.75	2.0	1.0

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Library acquisitions are based largely on faculty and student requests, and teaching faculty occasionally participate in weeding projects. Each information services librarian (MLS qualified) is a liaison to a discipline or disciplines. For nursing, the library liaison will be the same as for science in general. A faculty liaison will be chosen from one of the full-time nursing faculty to work with the librarian. During the planning process, both the nurse administrator and nurse faculty will work with the librarian to finalize the initial collections and periodicals. When the program is active, the students will automatically interact with the librarian during the First-Year Experience course.

The Daniel Library at The Citadel already has some collections in its base budget. Budget allocation is largely according to departments. In this case of a new program, the School of Science and Mathematics and the library director will work together to secure separate funding for nursing. The Citadel's library already has access to the 2014 top 10 ranked journals according to SCImago Journal & Country Rank (2007, retrieved August 27, 2015, from http://www.scimagojr.com). The Citadel's library also has access to the *CINAHL Plus with Full Text* nursing database, 50+ journals from Mary Ann Liebert Publishing, Gale's *Nursing and Allied Health Collection*, and 16 *Lippincott Premier Nursing Journals*. We purchase the complete Wiley electronic package annually which includes nursing books. The Citadel's library subscribes to a streaming video service called *Films on Demand*. The interdisciplinary package includes 100 titles related to nursing. Regarding print materials, the library has 585 books with subject headings containing the word "nursing"; 126 of these are physical books or documents on microfilm. Online resources are available on and off-campus 24/7.

The library is part of the Partnership Among South Carolina Academic Libraries (PASCAL) consortium, which has a joint catalog of over 12 million items. Students and faculty may request materials from other libraries directly, for delivery to the Citadel within a few days. The Citadel's library also offers traditional interlibrary loan (ILL) services for articles, books, and media not available locally.

We will plan for an increase in the library budget by $5000 annually to account for ebooks and ejournals beyond what is currently available.

NEW PROGRAM PROPOSAL

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

The Citadel's student support programs, services, and activities promote student learning and enhance the total growth and development of students by emphasizing the college's core values – honor, duty, and respect. Specifically, they are unified and governed by The Citadel's Philosophy of Student Support Programs, Services, and Activities, an overarching statement of purpose that commits them "to encourage the development and integration of personal values and habits that will remain with the individual for life," published in both The Citadel's *Undergraduate Catalog* and The Citadel's Student Support Services Brochure. This is their common goal.

The Citadel's numerous student support programs, services, and activities are categorized and listed in the Student Support Services Inventory. The comprehensiveness of this list highlights their appropriateness and consistency with the college's Philosophy of student Support Programs, Services, and Activities. However, for illustrative purposes, the outline below demonstrates how selected programs, services, and activities are consistent with specific elements of the statement of philosophy.

The Citadel's Philosophy of the Student Support Programs, Services, and Activities specifies seven ways in which student support programs, services, and activities may promote student growth and development in accordance with its mission statement. In the outline below, a handful of the college's many programs and activities are used to illustrate how, as a group, they integrate within that philosophy.

NEW PROGRAM PROPOSAL

Philosophy of Student Support Programs, Services and Activities	Examples of College Services and Activities
Student support programs, services, and activities offered by The Citadel complement and support students' academic development by:	
o Promoting discipline, responsibility, character development, and self confidence	o The Corps of Cadets (Every cadet is challenged to accept significant responsibility within the Corps) o Military Interest Clubs o Intramural Athletics o Religious Activities o The Regimental Band o Commandant's Programs: Cadet Leadership Seminar, Athletic and full Cadre Training Program, Sophomore NCO training, Junior advanced NCO training, Senior cadet advanced leadership training o Krause Center for Leadership and Ethics: Academic Leadership/Character/Ethics Programs (LDRS 111, LDRS 201/211, Sophomore Leadership/Service Learning; LDRS 311, Junior Ethics Enrichment Experience; LDRS 411, Senior Leadership Seminar
o Equipping students with skills necessary for academic success	o Citadel Academic Support Center (Learning Strategies Program, Services for Students with Disabilities, Subject Area Tutoring, Supplemental Instruction, Writing Lab, and Corps Squad Program) o LDRS 101: Freshmen Transition Course o Counseling Center o Oral Communications Lab
o Developing leadership skills	o The Corps of Cadets (The Corps is operated as a leadership laboratory) o Degree Requirements (Every cadet is required to take one ROTC course each semester for four years and participate in academic leadership courses LDRS 111, LDRS 201, LDRS 211, LDRS 311, and LDRS 411) o Krause Center for Leadership and Ethics

o Enhancing moral and spiritual development	o The Corps of Cadets (The Corps administers its own honor system, and the regiment and each battalion have a Religious Affairs Officer) o Religious Activities (15 religious organizations)
o Increasing cultural awareness and the appreciation of diversity	o Office of Multicultural Student Services and International Studies o National Coalition Building Team o Citadel Inter-Religious Council o Fine Arts Series administered by Office of Cadet Activities
o Encouraging students to become responsible professionals in their chosen fields	o Office of Career Services o M.B.A. Association and Mentor Program o Graduate School Counseling Association o Inn of Court (Pre-law society) o American Society of Civil Engineers o Psi Chi
o Providing activities that promote personal health and physical fitness	o The Corps of Cadets (prescribed physical fitness standards are maintained, and each company fields a number of intramural athletics teams) o Sports and Recreational Clubs (over 21 clubs) o Counseling Center o Degree Requirements (Every cadet is required to take two two-credit courses on the fundamentals of health and physical fitness, plus two noncredit activity courses)
The intent of student support programs is to encourage development and integration of personal values and habits that will remain with one for life.	

Student support services are also annually assessed to ensure they are fully supporting the institutional mission and attaining high student satisfaction ratings.

The Citadel also provides a robust array of academic support services.

A. The Citadel Academic Support Center's mission is to aid students in their transition to college life and to help them achieve individual academic success culminating in graduation. To further this mission, the Center provides support to Citadel students through the following programs:

- Corps Squad Program (Athletic Academic Services)
- Learning Strategies Programs

- Mathematics Lab
- Reading Strategies Program
- Subject-Area Tutorial Program
- Supplemental Instruction Program
- Writing Lab

B. The Office of Multicultural Student Services and International Studies promotes an appreciation for diversity among students, faculty, and staff and provides students with information on a variety of study abroad opportunities.

C. The Citadel places a great deal of emphasis on providing its students with general instruction in the use of the library, and encourages faculty across disciplines to schedule instructional sessions in the library. Librarians present a two-hour block of focused instruction within 30 sections of LDRS 101 Freshmen Transition Course every year, which focuses on use of the library and its resources.

D. Two offices are dedicated to supporting students with academic projects or assignments that require the use of technology or training in oral presentations. Multimedia Services helps students with such things as video and audio production, web page design, and graphics production. The Oral Communications Lab offers support services for students who wish to improve their presentation skills.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

The primary new instructional equipment needed would be a skills and simulation lab. They would be fitted with a total of six beds, two low fidelity mannequins and two high fidelity ones; storage space will be designed into the laboratory space. We plan on the simulation lab to have patient rooms, a home health area, and a control room.

The construction and equipping of the simulation lab will be supported through private donor funds.

Clinical placements:

Adult Health Courses: Ralph H. Johnson VA Medical Center.

SCCC: two clinical days per week. Currently clinical space is available on Monday and Tuesdays. Saturday is also available.

Evening students: two clinical evenings per week. Currently there are no students on the evening shifts at RHJ VAMC.

An affiliation agreement is currently under development between The Citadel and RHJ VAMC. A letter of agreement has already been signed.

Maternal Child Health (MCH): Roper St Francis Mt Pleasant; East Cooper Medical Center; Joint Base Charleston

To facilitate clinical placements, The Citadel is teaching this course in the fall and spring semesters to that there are only 8 day students and 8 evening students in each semester

that will require clinical placement.

SCCC: four students will experience inpatient services (labor and delivery, post partum) at RSF Mt. Pleasant or East Cooper Medical Center. Both facilities indicated that they can accommodate 4 day students per semester. The other four students will focus on well woman and child care at the Women's Clinic and Pediatric Clinic at Joint Base Charleston. Currently, no school of nursing uses this facility. Students will change sites mid-semester so that all students experience the entire continuum of Maternal Child Health.

Evening students: evening students will follow a similar pattern to the SCCC except using evening clinical time in the hospital setting. Students will have to arrange to come to the day time hours for their clinicals at Joint Base Charleston.

An affiliation agreement is currently under development between The Citadel and Joint Base Charleston. A letter of agreement is already signed.

Community and Mental Health (CMH): RHJ VA Medical Center and community experiences

Similar to MCH, CMH will be taught in the fall and spring semester so that there will only be 8 day students and 8 evening students each semester.

SCCC: For inpatient mental health care, the students will go to RHJ VAMC. One day per week is needed for this affiliation and RHJ VAMC has confirmed that Monday and Tuesday are open for students. A variety of different veteran centric community services affiliated with the VA will be used for community experiences.

Evening students: For inpatient mental health care, the students will go to RHJ VAMC. Currently there are no evening students at the facility. A variety of different veteran centric community services affiliated with the VA will be used for community experiences. Some of these experiences may require the students to work some day time hours.

Will any extraordinary physical facilities be needed to support the proposed program?

☐Yes

☒No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Adequate space is available for the nursing program until enrollment reaches 100. Each full-time faculty and the administrative assistant will have their own office. Adjuncts and part-time faculty typically share office space. Nursing courses will be taught in regular classrooms. At least one currently unused lab with over 1800 sf in an academic building has been identified and could be renovated to house the simulation and skills lab.

During the initial year(s) of the program, designated space for the nursing program will not be available and offices and class room space will be across the campus. However, with approval from accrediting and certifying bodies, and initial success from early student cohorts, private donor funds will be available to construct a new building for Nursing with a state of the art simulation laboratory.

NEW PROGRAM PROPOSAL

Financial Support

Estimated New Costs by Year						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Program Administration	$180,000	$180,000	$180,000	$180,000	$180,000	$900,000
Faculty and Staff Salaries	$245,000	$495,000	$495,000	$495,000	$495,000	$2,225,000
Graduate Assistants						
Equipment (simulation center)	$350,000					$350,000
Facilities (simulation center)	$250,000					$250,000
Supplies and Materials	$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
Library Resources	$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
Other*						
Total	$1,035,000	$685,000	$685,000	$685,000	$685,000	$3,775,000
Sources of Financing						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Tuition Funding	$190,000	$465,000	$1,700,000	$2,200,000	$2,500,000	$7,055,000
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*	$50,000	$42,000	$42,000	$42,000	$42,000	$218,000
Federal Funding*						
Other Funding*	$800,000	$185,000	$185,000	$65,000	$65,000	$1,300,000
Total	$1,040,000	$692,000	$1,927,000	$2,307,000	$2,607,000	$8,573,000
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	$5,000	$7,000	$1,242,000	$1,622,000	$1,922,000	$4,798,000

*Provide an explanation for these costs and sources of financing in the budget justification.

NEW PROGRAM PROPOSAL

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

An alumnus has pledged to cover some of the start-up costs of the program. Year 1 commitment would be for $800,000 to cover the cost of the simulation/skills lab needed and for funding staff positions (fully) and the administrative position (partly). Years 2-4 would be further one-time funds for the staff and administrative positions. Subsequently, they will be establishing an endowment to partially fund the administrator position. Total signed pledge is for $4,000,000 in Years 1-5 which include, in addition to the expenses in the Table, funds for two endowments: one for the director position and another for scholarships ($2,700,000 total).

Actual construction costs to renovate the space for the sim lab are currently being calculated and are not available as this proposal is being submitted. An estimate for the cost of the simulation equipment (manikins, computers, cameras, etc) has been received and is approximately $300,000. Additional supplies, durable medical equipment (medication cart, IV poles and pumps), and room décor (beds, curtains, linens) is expected to be less than $50,000. The $600,000 designated by the donor for the simulation lab should adequately cover all of these expenses but additional donor funds (e.g., Fullerton Foundation) would be sought if needed.

Projected equipment costs for the simulation lab:

Item	Accessories, Warranty, Training	Cost
SimMan Essential Bleeding Manikin and Ac (1)		$46,870.00
	Tablet-PC Instructor - Pat.Monitor	$2,210.00
	Patient Monitor LLEAP Instructor	$3,155.00
	Intro SimMan Essential Bleeding 2 Con Day training	$4,540.00
	Teaching w Scenarios SimMan Essent Bleed	$2,375.00
	Refresher Course SimMan Essential Bleed	$2,375.00
	SimMan Essential Bleeding ValuePlus Plat (installation, warranty, etc.)	$23,670.00
SimJunior Simulator Manikin Only (1)		$14,590.00
	Laptop LLeap Instructor	$2,000.00
	Patient Monitor LLEAP Instructor	$3,155.00
	SimPad Link Box	$552.00
	LLEAP Software License	$5,255.00
	Network Switch (US)	$210.00
	Lithium-Ion Battery	$295.00
	Manikin Strap (Attaches Link Box and battery)	$35.80
	Headset + Mic USB Connector	$79.00
	Intro SimJunior LLEAP 2 Cons Days training	$4,540.00
	SimJunior Advanced ValuePlus Platinum 5 (installation, warrant, etc.)	$17,595.00

Nursing Anne (2) (SimPad Capable)		$10,090.00
	SimPad System (US and Canada)	$7,950.00
	SimPad Protection Plan - 2 Year	$1,824.00
	Patient Monitor LLEAP Instructor	$6,310.00
	Nursing Anne Extended Warranty 1 Yr	$1,066.00
	Breast Exam Module	$1,440.00
	Mastectomy Module	$1,036.00
	Nursing Anne Prev Maint Customer Site	$3,400.00
	Nursing Anne Installation	$2,910.00
Nursing Kelly (2) (SimPad Capable)		$9,940.00
	SimPad System (US and Canada)	$7,950.00
	SimPad Protection Plan - 2 Year	$1,824.00
	Patient Monitor LLEAP Instructor	$6,310.00
	Introduction to Nursing and MegaCode Using SimPad Platform 1 Day Training	$2,375.00
	Nursing Kelly Prev Maint Customer Site	$3,400.00
	Nursing Kelly Extended Warranty 1 YR	$1,066.00
	Nursing Kelly Installation	$2,910.00
	Refresher Course to Nursing and MegaCode Using SimPad Platform 1 Day Training	$2,375.00
	Teaching w Scenarios SimPad 1 Day Training	$2,375.00
Video Capabilities	SimStore Points	$10,000.00
	SimView Server PC- Digital Only- US Version	$16,185.00
	SimView Fixed Camera (4)	$4,896.00
	SimView IP PTZ Cam	$3,570.00
	SimView General Area Microphone	$578.00
	SimView Advanced Set Up	$2,635.00
ITEM TOTAL		$247,916.80
ESTIMATED TAX		$17,305.42
SHIPPING & HANDLING		$340.92
TOTAL		$265,563.14

The simulation center will also offer specific trainers to assist the student in learning task specific activities, such as airway management, fundus assessment, catheterization and IV and IO skills. The estimated cost for these items is $30,315.12.

The additional recurring costs of library subscriptions, faculty and staff salary, and operating budget for the nursing program will come from the tuition revenue. Cohorts of 16 students in the evening (i.e., enrollment of 32) would bring in a tuition of over $400,000 at current tuition charge; this does not include additional lab fees revenue. Cohorts of 16 for the daytime program are estimated to bring in a tuition revenue of over $2,100,000 a year.

Additional funding through the reallocation of funds will be through funding associated with the strategic plan (LEAD) funds.

NEW PROGRAM PROPOSAL

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The Citadel is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The College received reaccreditation in 2015 with no concerns. The program will track accomplishment of Program Outcomes through the Taskstream software. Taskstream's platforms provide a centralized information and communication hub for assessment, accreditation, and planning activities across an institution. These include academic and non-academic outcomes assessment, planning, and program review. Taskstream offers specialized tools that enable users to document learning outcomes, align outcomes to institutional goals and standards, develop assessment plans, create curriculum maps, manage faculty credentials, and improve education based on findings. Taskstream's suite of tools facilitates the collection of student work, student reflections on the learning process, and faculty or peer rubric-based assessment. Rubrics, which are used to clarify expectations and scoring criteria, may also be aligned with established learning outcomes, standards, and competencies. The software provides reporting capabilities to support the aggregation and analysis of student performance data for the review of program and institutional effectiveness, as well as for reporting to accrediting agencies and other external stakeholders. In accordance with The Citadel's faculty manual, each degree program is required to submit an annual assessment report within the Taskstream Accountability Management system that communicates specific examples of how the faculty and program leadership have used assessment data and feedback from professional boards (in this case, SC Board of Nursing) and/or accrediting agencies (SACS and CCNE) to make continuous improvements within the curriculum.

General Education Learning Outcomes:

- *Written Communication*: Student can effectively communicate ideas in a logical sequence, demonstrating control of syntax and mechanics and the ability to integrate credible and relevant sources.
- *Quantitative Reasoning*: Student can use quantitative-reasoning skills to successfully make calculations, interpret data, communicate results, and evaluate an issue or solve a problem.
- *Critical Thinking*: Student can analyze complex issues that have varying positions and assumptions using information from credible sources. Student has the ability to state positions, create new positions, and acknowledge other positions including implications and consequences.
- *Ethical Reasoning*: Student can recognize ethical issues when presented in a complex, multilayered (gray) context, analyze cross-relationships among the issues, and evaluate ethical perspectives and concepts, including his or her own.

In addition to standardized tests like the CLA and national survey instruments, The Citadel's General Education program is assessed through assignments embedded in its required E-Leadership Portfolio. The Citadel was awarded the 2014 Council of Higher Education Accreditation (CHEA) Award for assessment of the general education program.

For the overall nursing program evaluation, an Advisory Board (to include the program director and a nurse faculty) will be established that will have oversight for assuring that the Program meets all credentialing and certifying standards. The Advisory Board, at least annually, will

review all feedback from involved stakeholders. In addition, faculty will formally evaluate the Program annually using the same feedback. The program will be evaluated in a number of ways:

1. Student evaluation: will occur at the conclusion of each nursing course and findings will be trended and used to make adjustments to specific courses. Students will also be asked to evaluate the program as a whole prior to graduation. Again, findings will be trended and used to make adjustments to the overall program.

2. Alumni evaluation: graduates will be asked to evaluate the program one year and five years post-graduation, with specific emphasis on the ability of the program to adequately prepare them for the role of the novice nurse, new to practice.

3. Faculty evaluation: faculty will evaluate the program annually using student findings and other outcome data and make evidence based changes to the program, as indicated.

4. Clinical site evaluations: Staff nurses and managers at the sites where the students conduct their clinical education will be asked to evaluate the effectiveness with which the students were prepared to care for patients as well as the support of the clinical faculty member(s). These findings will be used to make adjustments to the program as needed.

5. Employer evaluations: Annually, employers of graduates from the program will be surveyed for their opinions on the quality of the graduate and ability to easily assimilate into the work environment in a safe and quality manner.

6. Other sources: program retention rates, graduation rates, first-time test taker NCLEX pass rates, SC Board of Nursing feedback, and CCNE reviews will be used to make programmatic changes as indicated.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	**Methods of/Criteria for Assessment**
The student will apply the principles of liberal education to nursing practice	Student will be able to analyze knowledge built from the theoretical foundations of the liberal education in order to provide comprehensive nursing care. Courses specific to this learning outcome are: SOCI 101; PSYC 201; PSYC 203. Assessment will occur by formative and summative evaluations in all nursing courses according to the specified learner's outcome of each course. Method of assessment may include testing, clinical reflective journals, plan of care, case studies, lab practicums, and simulation. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to asses this learning outcome.
The student should demonstrate a basic understanding of the leadership role of the nurse in patient quality and safety	Student will demonstrate personal commitment and leadership accountability for the delivery and monitoring of care processes that improve quality and safety of diverse systems. Assessment occurs by formative and summative evaluation directed by learner outcomes in NURS 404 and all clinical nursing courses. LDRS 101 also supports the role of the nurse as a leader. Method of assessment may include testing, reflective journals case studies, oral presentations, and written papers. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to asses this learning outcome.
Student will demonstrate scholarship in applying scientific evidence to clinical practice.	Student will translate current evidence along with clinical expertise and patient/family values to provide the best clinical practice. The student will examine evidence and explore strategies for altering systems to improve quality and safety. This will be assessed in all clinical nursing courses and NURS 403 by formative and summative evaluation of the learner's outcomes of these courses. Also supporting this learning outcome is MAT 104, MAT 105 and PSYC 203. Methods of assessment may include testing, written assignments, research projects, online collaboration, case studies, clinical reflective journals, and plan of care. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to asses this learning outcome.

The student will use information and technology to facilitate the care of the patient.	Student will utilize technology to manage and allocate resources, communicate, education; manage knowledge, decrease error, and support decision-making in the delivery of safe and quality care. This will be assessed throughout all clinical nursing courses directed by learner outcomes of each individual course. Methods of assessment may include plan of care, care mapping, and clinical evaluation tools. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to asses this learning outcome.
The student will have a understanding of health care policy, finance and regulatory policies and the effect on nursing practice and the impact on the health of the individual, families, and communities	Student will be able to analyze effectiveness of multiple nursing roles, financial, and regulatory health care policies and appreciate the continuous processes, and collaborative nature of designing, testing and evaluating methods to improve quality and safety required to meet the changing health care needs of a complex society as well as culturally diverse. This will be assessed in NURS 404 directed by learner outcomes as well as all nursing didactic and clinical courses. Method of assessment may include testing, case studies, oral presentation, written papers, and reflective journals. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to asses this learning outcome.
The student will use interprofessional communication and collaboration to improve patient health outcomes	Student will demonstrate interprofessional communication and collaborative partnerships with clients and other health care professionals, recognizing the value of every team member and partnerships with clients and other health care professionals and participating in systems solutions that support a safe and quality outcome are based on current evidence-based nursing knowledge. Assessment will occur in all nursing NURS 404 and all clinical courses directed by learner outcomes in each course. The student will also learn to work in an interprofessional environment through courses that are shared with students in other health-related courses including: BIOL pathophysiology I and II; BIOL pharmacology I and II. Method of assessment may include testing, case studies, oral presentation, written papers, plan of care, care mapping, and reflective journals. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to asses this learning outcome.
The student will understand and apply principles of clinical prevention and population health	The student will analyze and promote health and prevent disease through the use of the nursing process with culturally diverse individuals, groups, families and society experiencing multiple and complex health stressors. Assessment will occur in all nursing didactic and clinical courses with an emphasis in NUR 402 and NUR 404. Method of assessment may include testing, case studies, written papers, plan of care, care mapping, and reflective journals. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to asses this learning outcome.

The students will demonstrate professionalism and the integration of professional values into nursing practice	The student will characterize professional values of altruism, autonomy, human dignity, integrity, and social justice within the legal ethical boundaries to minimize risk of harm to patients and systems and value own role in preventing hazards and errors. This will be assessed in NURS 404 directed by learner outcomes as well as all nursing didactic and clinical courses. Method of assessment may include testing, case studies, oral presentation, written papers, and reflective journals. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to asses this learning outcome.

NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

☒Yes

☐No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

The program will seek accreditation from the American Association of Collegiate Nursing (AACN). The Commission on the Collegiate Education (CCNE) is the certifying body within AACN who will conduct the certification review based on the Essentials of Baccalaureate Nursing Education. The Citadel will apply for accreditation by January, 2017 with the expectation that CCNE will evaluate the program immediately after the first class graduates.

Will the proposed program lead to licensure or certification?

☒Yes

☐No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Students will take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). NCLEX-RN material and question types will be incorporated into all class work and tests to familiarize the student with test questions that require application of subject matter and decision making. The nursing program will enter into a contract with a commercial study program, such as Kaplan or ATI, and materials for the program will be incorporated throughout the curriculum and will include periodic testing using NCLEX type questions. A final review course will be offered at the end of the senior year. Results from this course will be reviewed with the student prior to certifying that the student is ready for NCLEX testing.

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

☐Yes

☒No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

EAST COOPER
MEDICAL CENTER

Embracing your health. Embracing your life.

September 2, 2015

South Carolina Board of Nursing
110 Centerview Drive #202
Columbia, SC 29210

To Whom in May Concern,

I am pleased to write a letter of support for the proposed baccalaureate in nursing (BSN) program at The Citadel, both the traditional four-year program as well as the evening two-plus-two program, with a planned start in 2017. These programs will add to the supply of BSN-prepared nurses for the Charleston area, in keeping with the recommendations by the Institute of Medicine.

East Cooper Medical Center will be able to provide clinical experiences for students in the areas of (maternal-child health, medical-surgical nursing, mental health, community). We anticipate the ability to provide space for at least one cohort of students with 8 students per cohort. We will work collaboratively with The Citadel to assure that the students will have the hands-on experience in patient care that is required, understanding that for some specific experiences subsets of the cohorts will be assigned during different weeks.

Please feel free to contact me if there are further questions.

Sincerely,

Jason Alexander
Chief Executive Officer

Terri Harris
Chief Nursing Officer

2000 Hospital Drive • Mount Pleasant, South Carolina 29464 • (843) 881-0100 • www.eastcoopermedctr.com

DEPARTMENT OF VETERANS AFFAIRS
Ralph H. Johnson Department of
Veterans Affairs Medical Center
109 Bee Street
Charleston, SC 29401-5799

July 9, 2015

In Reply Refer To: 534/002

South Carolina Board of Nursing
110 Centerview Drive #202
Columbia, SC 29210

To Whom It May Concern:

I am pleased to write a letter of support for the proposed baccalaureate nursing program at the Citadel. Education of students is one of the missions of the Ralph H. Johnson VA Medical Center, and we have a rich tradition of providing quality clinical experiences for nursing students. In reviewing our current commitments with area schools of nursing, we have the capacity to add additional students. We will be able to provide clinical support to the Citadel for experiences in Adult Health, Mental Health and Community Health courses. With creative scheduling, we will also be able to provide precepted practicums for students during the capstone course.

If you have additional questions, please feel free to contact me at 843-789-7411.

Sincerely,

Mary C. Fraggos

Mary C. Fraggos, MSN, RN, NEA-BC
Associate Director, Nursing and
Patient Care Services

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 628TH AIR BASE WING (AMC)
JOINT BASE CHARLESTON, SC

26 Aug 15

MEMORANDUM FOR STATE BOARD OF NURSING FOR SOUTH CAROLINA

FROM: 628 MDG/SGN
204 West Hill Blvd
Joint Base Charleston SC 29404-4704

SUBJECT: Letter of Support for proposed nursing program at The Citadel

1. I am pleased to write a letter of support for the proposed baccalaureate nursing program at The Citadel. Advancing nursing practice, developing nursing leaders and promoting health for all we serve is the mission of the Total Nursing Force. We have a rich history of providing quality training experiences to advance safe quality nursing practice.

2. It would be our pleasure to provide support for The Citadel nursing program depending on our mission capabilities at the time of the request. In reviewing our current commitments, we have the capacity to support nursing students. We are able to provide The Citadel nursing students clinical rotation opportunities in our outpatient Family Health, Pediatric Clinic and Flight Medicine Clinic.

3. If you have any additional questions, please feel free to contact me at 843-963-6602.

LAURA C. LIEN, Lt Col, USAF, NC
Chief Nurse

1st Ind, 628 MDG/CC

27 Aug 15

MEMORANDUM FOR STATE BOARD OF NURSING FOR SOUTH CAROLINA

I concur with letter of support for the proposed nursing program at The Citadel.

MARGRET M. JONES, Colonel, USAF, NC
Commander

"Serving All"

4 September 2015

South Carolina Board of Nursing
110 Centerview Drive #202
Columbia, SC 29210

To Whom in May Concern,

I am pleased to write a letter of support for the proposed baccalaureate in nursing (BSN) program at The Citadel, both the traditional four-year program as well as the evening two-plus-two program, with a planned start in 2017. As the average age of nurses continues to increase and approach retirement, these programs will add to the supply of BSN-prepared nurses for the Charleston area, in keeping with the recommendations by the Institute of Medicine and the American Association of Colleges of Nursing.

Memorandums of Agreement and Training agreements require higher authority for approval than this office. Our interest in supporting this program is sincere. If Naval Health Clinic Charleston participates, we would provide clinical experiences for students in the areas of Community and Pediatric nursing in an ambulatory clinic setting. We anticipate space for two cohorts of students with 3 to 4 students per cohort. We will work collaboratively with The Citadel to assure the students have a high quality hands-on experience, understanding that for some specific experiences subsets of the cohorts will be assigned during different weeks.

Please feel free to contact me if you have any further questions at elizabeth.j.french4.mil@mail.mil or (843)794-6663.

Sincerely,

E. J. French

Elizabeth J French, CAPT, NC, USN
Senior Nurse Executive
Naval Health Clinic Charleston

ROPER ST. FRANCIS

8/29/2015

To: South Carolina Board of Nursing
110 Centerview Drive #202
Columbia, SC 29210

From: Tavia Buck, RN, MSN, MHA, CNO – Interim CEO
Vice President Nursing
Mount Pleasant Hospital

To Whom in May Concern,

I am pleased to write a letter of support for the proposed baccalaureate in nursing (BSN) program at The Citadel, both the traditional four-year program as well as the two-plus-two program. These programs will add to the supply of BSN-prepared nurses for the Charleston area, in keeping with the recommendations by the Institute of Medicine.

Mount Pleasant Hospital will be able to provide clinical experiences for students in the areas of maternal-child health and medical-surgical nursing. We anticipate the ability to provide space for 1 cohort of 8 students. We will work collaboratively with The Citadel to assure that the students have the hands-on experience in patient care that is required, understanding that for some specific experiences subsets of the cohorts will be assigned during different weeks, different shifts and potentially at our sister hospitals, Bon Secours St Francis or Roper hospitals.

Please feel free to contact me if there are further questions.

Tavia Buck

RSF Mount Pleasant Hospital

DEPARTMENT OF THE ARMY
HEADQUARTERS, U.S. ARMY MEDICAL DEPARTMENT CENTER AND SCHOOL
U.S. ARMY HEALTH READINESS CENTER OF EXCELLENCE
3630 STANLEY ROAD
JBSA FORT SAM HOUSTON, TEXAS 78234-6100

August 12, 2015

SUBJECT:

Dr. Lok C. Lew Yan Voon
Dean, School of Science and Mathematics
The Citadel

Dear Dr. Lok C. Lew Yan Voon:

Thank you for your interest in Army Nursing and your pursuit in developing a School of Nursing (SoN) at the Citadel, one of only six Senior Military Colleges recognized by Congress.

Quality nursing programs that help to alleviate the nation-wide nursing shortage while also serving as another portal for well-educated and trained Army Nurses are welcomed. Moreover, an accredited nursing program at the Citadel supports the Army's "Soldier for Life" concept, which facilitates educational opportunities throughout a Soldier's career and into civilian life.

If you or other decision makers involved in this process have any questions please feel free to contact me at (614) 260-1228, or via e-mail at denise.l.hopkinschadwick.mail.mil.

Sincerely,

Denise L. Hopkins-Chadwick, RN, Ph.D.
Colonel, U.S. Army
Vice President and Director of Training and Academic Affairs; Army Nurse Corps Consultant for Nurse Education and Enlisted Training

AGREEMENT BETWEEN
THE CITADEL GRADUATE COLLEGE
AND
TRIDENT TECHNICAL COLLEGE

Leading to a Bachelor of Science Degree in Nursing

I-INTRODUCTION

This agreement establishes a formal academic transfer mechanism between Trident Technical College and The Citadel. Its purpose is to promote and facilitate the transfer of academic credit for specified courses taken by students while enrolled at Trident Technical College in the Associate in Science program, who desire to enter into the baccalaureate degree program in Nursing offered by The Citadel through its Evening Undergraduate Studies program.

II-TERMS OF THE AGREEMENT

Under the terms of this agreement, Trident Technical College agrees to join with The Citadel in a mutual effort to provide for enhanced educational opportunities for their students. This agreement will enable academically qualified students to pursue a Bachelor of Science degree in Nursing subsequent to the completion of their studies at Trident Technical College. For its part, Trident Technical College agrees to offer courses that are academically equivalent to the lower division requirements (i.e. freshman and sophomore levels) of The Citadel's general education requirements and selected courses for Evening Undergraduate Studies students. The offering of courses is subject to the proviso that such offerings can be economically justified through sufficient student enrollment at each respective institution.

The Citadel's Nursing program agrees that whenever any of the courses listed on the enclosed attachment are taught at Trident Technical College by suitably qualified faculty members, such courses shall be adjudged as academically equivalent to the corresponding component courses contained in the Nursing degree.

Pending CHE and Board of Nursing approval, this agreement shall become effective on the first day of Spring semester 2017. It shall be jointly reviewed annually by representatives of each institution, prior to the anniversary date of the agreement. Internally, the review shall be conducted by the Associate Provost and Dean of The Citadel Graduate College to assess the overall range of courses (both in the major and for general education credit) and the Dean of The Citadel's School of Science and Mathematics, or designee, to ensure continuity within the major.

III-DUTIES AND RESPONSIBILITIES

Trident Technical College agrees that faculty teaching general education courses which are part of this transfer agreement will have completed at least eighteen graduate semester hours in the respective discipline and hold at least a master's degree.

Students from Trident Technical College who wish to continue their studies in Nursing must make a formal application for admission to The Citadel through The Citadel Graduate College prior to their official acceptance into that program. This involves a completed application, including an official copy of their transcripts from Trident Technical College. A student will be eligible to be admitted into the Nursing program upon receipt and evaluation of these transcripts by The Citadel Graduate College's Evening Undergraduate Studies Program, provided they are

in good standing at Trident Technical College, have at least a 3.0 overall GPA and a minimum of a C grade in science and mathematics courses, and as long as they are not otherwise ineligible to attend The Citadel for disciplinary or behavioral reasons.

The Citadel will accept the application and official transcripts and will grant transfer credit for those courses shown on the enclosed Attachment. If the student has credits for courses which are not part of this agreement, but for which the student wishes to be granted transfer credit, an application for transfer credit for those courses must be completed, along with a copy of official transcripts from the institutions at which the courses were originally taken.

Students who have not completed all the courses outlined in this agreement may make an individual application to The Citadel. In these cases, the application will be evaluated and transfer credit granted, based on the transcript(s) from the institutions at which courses were originally taken and according to transfer credit policies in effect at the time.

Upon successful completion of the approved curriculum at The Citadel, Trident Technical College transfer students shall be awarded a Bachelor of Science in Nursing from The Citadel.

Trident Technical College shall designate appropriate members of their faculty as student advisors to counsel and assist students enrolled in the program for eventual transfer to The Citadel's Evening Undergraduate Studies program. The Director of the Nursing program, or other designee, at The Citadel shall assist and cooperate in the advisement process as required to ensure close liaison with Trident Technical College.

IV- TERMINATION

Either institution may terminate its participation in this agreement by submitting written notification to the other institution at least three months prior to termination, but subject to the proviso that such termination shall not become effective until the end of the current academic semester at the terminating member's institution. Students currently enrolled will be given up to four academic years to complete their program of study.

V-AMENDMENTS TO THIS AGREEMENT

The Citadel and Trident Technical College agree that this agreement constitutes the sole, full, and complete agreement between these institutions. No amendments, changes, additions, deletions, or modifications to or of this agreement shall be valid unless reduced to writing, signed by each institution's representative, and attached to this document.

APPROVED

For The Citadel

John W. Rosa, President

6 APR 16

Date

For Trident Technical College

Mary Thornley, President

3/11/16

Date

ACKNOWLEDGED

For The Citadel

Provost/Dean of the College

Associate Provost/Dean of the Graduate College

Dean, School of Science and Mathematics

For Trident Technical College

Vice President for Academic Affairs

Dean, Science and Mathematics

Attachment
Trident-Citadel 2 Plus 2 Program
Nursing Major
Total Hours for the Baccalaureate Degree is 120 hours

Courses Taken at Trident Technical College: 60 hours

English Requirement	**6 hours**
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Core Mathematics	**3 hours**
MAT 120 Probability and Statistics	3
Social Science	**3 hours**
PSY 201 General Psychology	3
Oral Communication	**3 hours**
SPC 205 or SPC 209	3
Computing Course	**3 hours**
CPT 101 or CPT 102	3
Second Mathematics	**3 hours**
MAT 110 College Algebra	3
Lab Science	**4 hours**
CHM 110 College Chemistry I	4
Math/Science Electives	**16 hours**
CHM 111 College Chemistry II	4
BIO 210 Anatomy and Physiology I	4
BIO 211 Anatomy and Physiology II	4
BIO 225 Microbiology	4
Humanities	**3 hours**
PHI 110 Ethics	3
Humanities/Social Sciences/ Languages	**6 hours**
SOC 101 Introduction to Sociology	3
History*	3
General Electives	**10 hours**
PSY 203 Human Growth and Development	3
History*	3
Electives	4

*Choose from the following:
HIS 101 or 102 Western Civilization
HIS 104 or 105 World History
HIS 201 or 202 American History

Courses Taken at The Citadel: 60 Hours

Introduction to The Citadel Experience	**1 hour**
Required Major Courses	**15 hours**
Pathophysiology	6
Pharmacology	6
Nutrition	3
Required Nursing Courses	**35 hours**
NURS 200 Introduction to Nursing	3
NURS 201 Fundamentals of Nursing	4
NURS 301 Adult Health I	3
NURS 311 Adult Health Clinical I	2
NURS 302 Adult Health II	3
NURS 312 Adult Health Clinical II	2
NURS 401 Maternity/Pediatrics	5
NURS 402 Mental/Community Health	5
NURS 403 Evidence-based Practice	3
NURS 404 Leadership	3
NURS 405 Capstone	2
Electives	**9 hours**