



TOPIC: Frostburg State University: Master of Science in Nursing (MSN) – Nurse Practitioner with Concentrations in Family Nurse Practitioner and Psychiatric & Mental Health Nurse Practitioner

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 28, 2017

SUMMARY: The University is proposing a new MSN Nurse Practitioner program with two areas of concentrations: Family Nurse Practitioner and Psychiatric & Mental Health Nurse Practitioner. “Both concentrations within the proposed new program are the first to explicitly target seasoned, experienced registered nurses (RNs) who live and work in rural, medically underserved areas. The goal is that these students will remain in their rural, medically underserved communities providing a higher level of care that is so desperately needed. Special needs of rural health populations will be an explicit focus woven through the tapestry of both concentrations.”

The proposed program is targeted to serve working professionals and will utilize a blended instruction model – online and face-to-face delivery. It is anticipated that students will be drawn from Maryland as well as areas in Pennsylvania, West Virginia, Virginia, and the District of Columbia. While four USM institutions currently offer a Family Nurse Practitioner concentration, the proposed program will be the only blended option at the Master’s degree level. Frostburg State University would be only the second USM institution to offer the Psychiatric & Mental Health Nurse Practitioner concentration, the only one offered at the Master’s degree level, and the only blended instruction program.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fees revenue.

CHANCELLOR’S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Frostburg State University to offer the Master of Science in Nurse Practitioner with concentrations in Family Nurse Practitioner and Psychiatric & Mental Health Nurse Practitioner.

COMMITTEE RECOMMENDATION:

DATE: March 28, 2017

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992

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UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program
- Within Existing Resources, or
- Requiring New Resources

Frostburg State University
Institution Submitting Proposal

Masters of Science in Nursing – Nurse Practitioner Program – with concentrations in
Psychiatric and Mental Health Nurse Practitioner (PMHNP) and Family Nurse
Practitioner (FNP) Concentration

Title of Proposed Program

M. S. in Nursing

Fall 2018

Award to be Offered

Projected Implementation Date

1203-00

51.3805 (FNP) & 51.3810 (PMHNP)

Proposed HEGIS Code

Proposed CIP Code

Department of Nursing

Dr. Kelly Rock

Department in which program will be
located

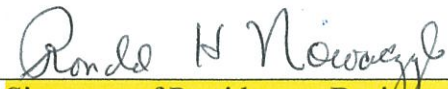
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Signature of President or Designee

2/17/2017

Date

**Frostburg State University
Master of Science in Nursing (M.S.N.)
Nurse Practitioner Program with Concentrations in
Family Nurse Practitioner &
Psychiatric & Mental Health Nurse Practitioner
MHEC Program Proposal**

A. Centrality to institutional mission statement and planning priorities:

Frostburg State University (FSU) has provided paths to success for students for over 100 years. Founded in 1898 to prepare teachers, the institution today is a public, comprehensive, largely residential regional university offering a wide array of affordable programs at the undergraduate and graduate levels. The University is, primarily, a teaching institution in which students are guided and nurtured by dedicated, highly qualified faculty and staff. Faculty members engage in wide-ranging research and scholarly activity with the ultimate goal of enhancing student learning. The University provides numerous opportunities for students to engage in community service, leadership development activities, undergraduate and graduate research and internships. These activities serve as experiential laboratories in which students apply what they have learned in the classroom to real-world situations.

The mission of FSU Graduate Studies is to encourage lifelong learning, develop intellectual curiosity, the capacity for scholarship and applied research, and mastery of subject matter in advanced and professional programs. FSU currently offers master's degree programs in business, education, liberal arts and sciences, and nursing (education and administration tracks) that provide specialized instruction for students involved in or preparing for professional careers. Additionally, FSU offers one doctoral program in Educational Leadership. These programs enhance and enrich the academic environment of the University while seeking to meet local and regional workforce needs by offering opportunities for advanced learning for the employees of area businesses and professions. In response to local and regional challenges across healthcare provider services, an RN-B.S. in Nursing (RN-BSN) was developed in 2008 and a Master of Science in Nursing (MSN) in nursing education and administration was approved and implemented in 2014.

Frostburg State University president, Dr. Ronald Nowaczyk, has expressed a commitment to growing and expanding health science programs. Specifically, the University has begun the process of planning for future growth specific to rural health care. Developing and implementing the proposed nurse practitioner (NP) concentrations is explicitly identified as an action priority according to the College of Liberal Arts and Sciences' 2016-2017 strategic plan (Goal #1: Develop new programs to respond to emerging needs and to workforce shortage areas); Action Priority #1 a and c: (a) Continue planning for Nurse Practitioner Program and (c) Plan future growth in additional rural health care programming). This particular action priority correlates with the University's strategic plan to develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization (Goal #1).

Frostburg State University is proposing an additional Master of Science in Nursing program with two concentrations (Family Nurse Practitioner [FNP] and Psychiatric and Mental Health Nurse Practitioner [PMHNP] concentrations) to further meet local, regional, and state workforce needs. If approved, the new program would begin in fall 2018. The University will become one of two institutions in the University System of Maryland to offer the Psychiatric & Mental Health Nurse Practitioner programs. It will be the only one offered at the Master degree level and will be the only blended program. Frostburg State will become one of 5 institutions in the University System of Maryland to offer the Family Nurse Practitioner option. It will be the only blended option at the Master degree level offered in the state. Both concentrations within the proposed new program are the first to explicitly target seasoned, experienced registered nurses (RNs) who live and work in rural, medically underserved areas. The goal is that these students will remain in their rural, medically underserved communities providing a higher level of care that is so desperately needed. Special needs of rural health populations will be an explicit focus woven through the tapestry of both concentrations.

Therefore, in response to these local and regional challenges, FSU's proposed new program will build upon the undergraduate curriculum of the B.S. in Nursing in the content areas of health assessment, physiology, pathophysiology and pharmacology to strengthen candidates' scientific background and facilitate their understanding of nursing and health related information (American Association of Colleges of Nursing, 2010). This will expand educational and professional opportunities while addressing rural applications, with a focus in rural population physical and mental health.

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

The curriculum for the NP program is based on the *AACN's Essentials of Master's Education for Advanced Practice Nursing* and the *National Organization of Nurse Practitioner Faculties (NONPF) 2016 Criteria for Evaluation of Nurse Practitioner Programs* (5th ed.). The goal of each concentration is to prepare experienced baccalaureate nurses for the complexities of providing primary care or mental health care in today's contemporary rural care environment (but will not exclude urban populations) with a broad understanding of the discipline of nursing and the expanding role of the NP. The ability to communicate effectively both orally and in writing is also essential to transmit the outcomes of these processes (MHEC, 2006).

Mission

The Master of Science, Nurse Practitioner program at Frostburg State University provides a comprehensive experiential program to prepare experienced RNs to expand their role in the health care paradigm. This program provides the necessary education for a holistic approach using science and evidenced based practices to assume positions with the complexity of primary care or mental health care to meet the needs of the people in the communities impacted by the growing health care shortage. The focus of the program is to facilitate academic knowledge and expert clinical skills necessary for health promotion, disease prevention, advanced assessment, accurate diagnosis and evidenced based management of acute and chronic illness. Upon completion of this program, the

NP will be prepared to assume a leadership position, manage complex clinical care and take responsibility and accountability for primary health care or mental health care within the communities across the nation.

Vision

The Master of Science, Nurse Practitioner program at Frostburg State University aims to increase the number of specialized practitioners in primary care and mental health care settings to be able to serve communities in Western Maryland, the surrounding region, and surrounding states by preparing graduates with the expert knowledge, experience and skills that build upon experienced baccalaureate nursing practice. This degree program will prepare the RN to assume the position of leadership and accountability in a health care team to engage in higher level of practice to provide primary care or mental health care by health promotion as well as disease prevention, identification and management to people across their lifespan.

Program Objectives

Objectives parallel AACN's *The Essentials of Master's Education in Nursing* (2011) as well as *The Essentials of Master's Education for Advanced Practice Nursing* (1996).

Upon completion of the program, students will be able to:

1. Identify and integrate evidenced based outcomes from a multi-disciplinary approach into clinical practice to provide continual expert care across the life span;
2. Utilize the relationship between organizational and systems leadership to promote ethical and critical decision making to provide safe and effective care;
3. Continuously adapt current practice standards to reflect evidenced based methods, tools, and performance measures to integrate quality principles for patient care safety;
4. Integrate multi-disciplinary research outcomes within the primary or mental health care setting to resolve practice issues and improve patient care outcomes;
5. Serve as a member, leader and coordinator for inter-disciplinary patient-care teams utilizing communication and patient-care technologies;
6. Take an active role at the system level for development and improvement of policies and practice standards to enhance health and health care delivery;
7. Effectively and appropriately communicates and consults with other inter-professionals as a member of a healthcare team to manage and coordinate patient care;
8. Utilize evidenced based concepts to provide patient focused integrative care across the life-span to diverse populations and cultures through continual planning, delivery, management and evaluation, and
9. Understand, develop and implement advanced nursing practice interventions and relevant sciences to facilitate direct and indirect care improvements at the individual, population and system levels.

Current NP student learning outcomes are based on the AACN Master's Essentials and link seamlessly with the FSU graduate student learning outcomes as evidenced by the consistency in language.

AACN Essentials	NP Student Learning Goals	Frostburg State Graduate Learning Goals	Course Examples
<ul style="list-style-type: none"> Essential I: Background for Practice from Sciences and Humanities Essential IX: Master's-Level Nursing Practice 	<p>The NP graduate student learning outcomes require that students:</p> <ul style="list-style-type: none"> Identify and integrate evidenced based outcomes and provide continual expert care Understand, develop, and implement advanced nursing practice 	<p>The Frostburg State graduate student learning outcomes require that students:</p> <ul style="list-style-type: none"> Access and evaluate the literature of the discipline Advancement of knowledge 	<p>NURS603, 605, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 650, 651, 652, 653, 662, 663, 664, 665, 666, 668 & 669</p>
<ul style="list-style-type: none"> Essential V: Informatics and Healthcare Technologies Essential VII: Inter-professional Collaboration for Improving Patient and Population Health Outcomes 	<ul style="list-style-type: none"> Appropriately communicate and consult Serve as a member, leader, and coordinator for inter-disciplinary patient-care teams 	<ul style="list-style-type: none"> Write and speak about current issues Demonstrate knowledge in the discipline 	<p>NURS 504 & 603, 605, 638, 639, 660, 662, 663, 664, 665, 666, 668 & 669, 701</p>
<ul style="list-style-type: none"> Essential III: Quality Improvement and Safety Essential VI: Health Policy and Advocacy 	<ul style="list-style-type: none"> Practice standards to reflect evidenced based methods, tools, and performance measures Active at the system level for development and improvement of practice standards 	<ul style="list-style-type: none"> Identify and understand critical issues Challenge and evaluate information as well as Synthesize and integrate new knowledge 	<p>NURS 605, 603, 653 & 664</p>
<ul style="list-style-type: none"> Essential II: Organizational and Systems Leadership 	<ul style="list-style-type: none"> Ethical and critical decision making 	<ul style="list-style-type: none"> Understand and exhibit professional behaviors Understand the values and ethics of the practicing profession 	<p>NURS 603 & 660</p>
<ul style="list-style-type: none"> Essential IV: Translating and Integrating Scholarship into Practice Essential VIII: Clinical Prevention and Population Health for Improving Health 	<ul style="list-style-type: none"> Research outcomes and resolve practice issues Evidenced based concepts to provide patient focused integrative care. 	<ul style="list-style-type: none"> Possess the ability to apply knowledge and solve sophisticated problems 	<p>NURS 602 & 605</p>

Admission/Graduation Requirements

Admission Requirement	Graduation Requirement
<ul style="list-style-type: none"> • Unencumbered Registered Nursing license • Bachelor of Science Degree in Nursing <ul style="list-style-type: none"> ○ Accredited Nursing Program ○ GPA of 3.0 on the last 60 hours of course work • Official transcripts for all prior undergraduate study, regardless of whether a degree was earned • Successfully completed a 3 credit undergraduate statistics course with a minimum grade of “B”. • Current Curriculum Vitae • Essay pertaining to personal career objectives, what it means to be a Nurse Practitioner and why they feel that they will succeed as a Nurse Practitioner • Three professional letters of recommendation • Personal, face to face interview • Criminal background check • Child abuse clearance • Two years minimum of clinical experience <ul style="list-style-type: none"> ○ Family Nurse Practitioner Concentration <ul style="list-style-type: none"> ▪ Acute care setting preferred but not required ▪ Clinical experience evaluated on a case by case basis ○ Mental Health Nurse Practitioner Concentration <ul style="list-style-type: none"> ▪ One year in medical-surgical setting ▪ One year in a mental health setting 	<ul style="list-style-type: none"> • Completion of all coursework with a minimum cumulative GPA of 3.0. • Completion of all courses with a grade of “B” or better to count towards the M.S. in Nursing.

Curricular Overview

According to the *AACN's Essentials (1996, 2011)*, master's programs prepare nurses for flexible leadership and critical action within complex, changing systems, including educational and organizational systems. Master's prepared NPs are equipped with advanced nursing knowledge and higher level skills to lead change, promote health, and provide comprehensive, holistic direct patient care across health care environments.

Family Nurse Practitioner Concentration 55 Credits

Graduates will be eligible to sit for national certification as a family nurse practitioner (FNP). Family nurse practitioners provide a wide range of primary, secondary and tertiary healthcare services to patients across the lifespan in a wide variety of healthcare settings.

Psychiatric & Mental Health Nurse Practitioner Concentration 61 Credits

Graduates will be eligible to sit for national certification as a psychiatric & mental health nurse practitioner (PMHNP). Psychiatric & mental health nurse practitioners provide a wide range of psychiatric & mental health services to patients across the lifespan in a wide variety of healthcare settings.

M.S.N. Nurse Practitioner Core Courses - 29-30 credits (30 credits FNP; 29 credits PMHNP)

NURS 504	Nursing Informatics	3 cr.
NURS 602	Research and Systematic Analysis	4 cr.
NURS 603	Roles and Issues In Advanced Practice Nursing	3 cr.
NURS 605	Health Systems and Populations	3 cr.
NURS 650	Advanced Physiology and Pathophysiology Across the Lifespan	4 cr.
NURS 651	Advanced Health Assessment & Diagnostic Reasoning Across The Lifespan – Theory	4 cr.
NURS 652	Advanced Health Assessment & Diagnostic Reasoning Across the Lifespan – Practicum	1-2 cr.
NURS 653	Advanced Pharmacology: Essential Concepts Across the Lifespan	3 cr.
NURS 701	Transitional Role Course For the Nurse Practitioner	1 cr.
NURS 675	Quality Improvement in Advanced Nursing Practice	3 cr.

Family Nurse Practitioner (FNP) Concentration Courses - 25 credits

NURS 660	Primary Care Management Across the Lifespan	4 cr.
NURS 662	Primary Care Management Across the Lifespan Practicum I	2 cr.
NURS 663	Primary Care Management Across the Lifespan Practicum II	2 cr.
NURS 664	Primary Care Management Across the Lifespan Practicum III	3 cr.
NURS 665	Pediatrics in Primary Care	3 cr.
NURS 666	Pediatrics in Primary Care Practicum I	2 cr.
NURS 668	Women's Health in Primary Care Across the Lifespan	3 cr.
NURS 669	Women's Health in Primary Care Across the Lifespan Practicum	2 cr.
NURS 670	Mental Health in Primary Care Across the Lifespan	3 cr.
NURS 671	Mental Health in Primary Care Across the Lifespan Practicum	1 cr.

Psychiatric & Mental Health Nurse Practitioner (PMHNP) Concentration Courses - 32 credits

NURS 625	Neurobiology of Psychiatric Disorders Across the Lifespan	2 cr.
NURS 626	Psychopharmacology Across the Lifespan	2 cr.
NURS 627	Psychiatric Diagnostic Reasoning Across the Lifespan – Theory	2 cr.
NURS 628	Psychiatric Diagnostic Reasoning Across the Lifespan – Practicum	3 cr.
NURS 629	Physical Health Issues Common In Psychiatric Disorders Across the Lifespan	2 cr.
NURS 630	Therapeutic Management of Adult/Geriatric Psychopathology I - Theory	2 cr.
NURS 631	Therapeutic Management of Adult/Geriatric Psychopathology I - Practicum	3 cr.
NURS 632	Adult/Geriatric Focused Brief Individual and Group Psychotherapy for the Psychiatric NP – Theory	2 cr.
NURS 633	Adult/Geriatric Focused Brief Individual and Group Psychotherapy for the Psychiatric NP – Practicum	1 cr.
NURS 634	Therapeutic Management of Child/Adolescent Psychopathology II – Theory	2 cr.
NURS 635	Therapeutic Management of Child/Adolescent Psychopathology II – Practicum	3 cr.
NURS 636	Child/Adolescent Focused Brief Individual and Family Psychotherapy for the Psychiatric NP – Theory	2 cr.
NURS 637	Child/Adolescent Focused Brief Individual and Family Psychotherapy for the Psychiatric NP – Practicum	1 cr.
NURS 638	Therapeutic Management of Vulnerable Populations Psychopathology Across the Lifespan III - Theory	2 cr.
NURS 639	Therapeutic Management of Vulnerable Populations Psychopathology Across the Lifespan III - Practicum	3 cr.

Course descriptions

CORE:

NURS 504 – Nursing Informatics (3 cr.)

Prepares the nurse to integrate and translate selected technologies and their application, the electronic health record, and policies governing privacy, confidentiality, and security as it relates to complex decision making and the promotion of safe, quality and effective care. Lecture. Summer.

NURS 602 – Research and Systematic Analysis (4cr.)

Discussion of clinical, management and education leadership roles in health care. Analysis and synthesis of research with applications within specialization. Lecture. Varied.

NURS 603 – Roles and Issues in Advanced Practice Nursing (3 cr.)

Examination of the theoretical basis, scope and status of professional roles and legal and ethical responsibilities of nurses prepared for advanced clinical and managerial placements in diverse health care settings. Lecture. Varied.

NURS 605 – Healthcare Systems and Populations (3 cr.)

Health promotion of diverse populations. Critical analysis of health promotion initiatives from the perspective of improving health outcomes, impact of health policy, system organization, and financial structures. Exploration of public health and program development to address identified deficits in the community to promote public wellness. Development of a health promotion plan based on epidemiology, risk stratification, social determinants of health, regulatory and policy regulations, and funding opportunities. Lecture. Spring.

NURS 650 – Advanced Physiology and Pathophysiology Across the Lifespan (4 cr.)

Provides fundamental and comprehensive core knowledge of normal and abnormal body system functioning across the lifespan with emphasis on scientific basis of illness and disease. Presented in a body systems format. Includes diseases known to occur in specific populations. Lecture. Fall.

NURS 651 – Advanced Health Assessment and Diagnostic Reasoning Across the Lifespan – Theory (4cr.)

Expand the baccalaureate prepared nurses assessment skills to the expert level providing a firm foundation for identification of normal, variations of normal and abnormal physical examination findings across the lifespan. Provides a deeper understanding of the implications of abnormal examination findings to fully analyze and interpret the signs and symptoms of disease to formulate diagnosis. Lecture. Spring. Co-Requisite: NURS 652

NURS 652 – Advanced Health Assessment and Diagnostic Reasoning Across the Lifespan – Practicum (1-2 cr.)

Provides experiential knowledge in advanced assessment skills and the opportunity to develop proficiency in a clinical lab setting. Utilizes simulated and live model situations to allow the advanced practice nurse to develop competency in assessment skills. 2 Credits FNP; 1 Credit PMHNP, 45-90-hour practicum (skills lab). Spring. Co-Requisite: NURS 651

NURS 653 – Advanced Pharmacology: Essential Concepts Across the Lifespan (3cr.)

Teaches the essential concepts for prescribing therapeutic, supplemental and preventative medicines across the lifespan. Provides core concepts of pharmacology to ensure an understanding of drug classifications, metabolism, interactions and appropriate therapeutic prescribing. Includes legal, ethical and safe prescribing considerations. Lecture. Fall.

NURS 675 – Quality Improvement in Advanced Practice Nursing (3 cr.)

Focuses on theory, methods, processes and tools of quality improvement to develop, implement, evaluate and adapt evidence-based health care practices in diverse settings. Includes focus on vulnerable populations and cultural diversity across the lifespan. Activities will include quality improvement processes at the office, organizational and systems levels. Application of theories and processes to validate critical decision making outcomes. Lecture. Fall.

NURS 701 – Transitional Role Course for The Nurse Practitioner (1cr.)

Assist the student nurse practitioner transition to the role of the graduate and professional nurse practitioner. Emphasis will be on preparing for certification, licensure, credentialing, malpractice/liability, and other required elements of professional practice. Lecture. Summer, Fall. FNP Pre-requisites: Permission of Program Coordinator

FNP Concentration:

NURS 660 – Primary Care Management Across the Lifespan (4cr.)

Enhances the core knowledge of the advanced practice nurse by providing the information, education and resources to provide primary care at an expert level. It is presented in a systems format with emphasis on health promotion, disease prevention and management. Lecture. Fall. Pre-Requisites: NURS 650, 651, 652, 653. Co- Requisite: NURS 662, NURS 663 (optional).

NURS 662 – Primary Care Management Across the Lifespan Practicum I (2cr.)

Practicum course ensures FNP students are experientially prepared to competently perform comprehensive physical examinations to accurately formulate diagnosis and differential diagnosis. Focuses on development and execution of treatment plans for health promotion, disease prevention and management of acute and chronic illness across the lifespan. 90-hour practicum. Fall. Pre-Requisites: NURS 650, 651, 652, 653. Co-Requisite: NURS 660, NURS 663 (optional).

NURS 663 – Primary Care Management Across the Lifespan Practicum II (2cr.)

Practicum course ensures FNP students are experientially prepared to competently perform expert level comprehensive physical examinations to accurately formulate diagnosis and differential diagnosis. Focuses on development and execution of treatment plans for health promotion, disease prevention and management of acute and chronic illness across the lifespan. 90-hour practicum. Fall. Pre-Requisites: NURS 650, 651, 652, 653. Co-Requisite: NURS 660 and 662 can be taken as pre- or co- requisites.

NURS 664 – Primary Care Management Across the Lifespan Practicum III (3cr.)

Practicum course ensures FNP students are experientially prepared for independent practice utilizing all skills developed during the program. This course must be taken in the students last semester of attendance. Requires active participation in the clinical care of patients in a family practice setting. 135-hour practicum. Varied. Pre-requisites: NURS 670, 671 with a “B” or higher. Co-requisite: NURS 701

NURS 665 – Pediatrics in Primary Care (3cr.)

Provides core knowledge for providing primary health care for the special population of pediatrics. It is presented in a developmental format with emphasis on health promotion, disease prevention, childhood illnesses and their management. Includes information on diseases more prevalent in the pediatric population well as acute illness/injury and chronic care concerns. Lecture. Spring. Pre-Requisites: NURS 660, 662, 663. Co-Requisites: NURS 666.

NURS 666 – Pediatrics in Primary Care Practicum (2cr.)

Provides the opportunity to experientially develop proficiency in clinical skills unique to pediatric care, from birth to adolescence. It requires the student to participate in clinical care in a pediatric office setting. 90-hour practicum. Spring. Pre-Requisites: NURS 660, 662, 663. Co-Requisites: NURS 665.

NURS 668 – Women’s Health in Primary Care Across the Lifespan (3cr.)

Addresses the special, inherent needs of women throughout stages of development across the lifespan. Provides core knowledge on gynecology, obstetrics and family planning. Discusses sexually transmitted disease identification, treatment and prevention. Discusses the developmental stages of pregnancy and specialized care as well as identification of the critical concepts in providing primary care to the pregnant patient. Lecture. Summer. Pre-Requisites: NURS 650, 651, 652, 653. Co- Requite: NURS 669.

NURS 669 – Women’s Health in Primary Care Across the Lifespan Practicum (2cr.)

Provides the opportunity to experientially develop proficiency in clinical skills unique to gynecology and obstetrics in an office setting. Prepares the advanced practice nurse to perform common, basic gynecology procedures, counsel and educate patients on contraception, identify and treat sexually transmitted infections and provide appropriate health promotion and disease prevention recommendations across the lifespan with sensitivity to cultural diversity, personal beliefs and lifestyle situations. 90-hour practicum (74 in clinical setting; 16 skills lab). Summer. Pre-Requisites: NURS 650, 651, 652, 653. Co-Requisite: NURS 668.

NURS 670 – Mental Health in Primary Care Across the Lifespan (3cr.)

Building upon the advanced health assessment & diagnostic reasoning across the lifespan course, focuses on the development of skills in conducting comprehensive psychiatric evaluations and making informed DSM 5 diagnoses with differentials. A biopsychosocial, patient-centered perspective is emphasized across the lifespan. Lecture. Summer. Pre-requisites: 650, 651, 652, 653 Co-requisite: 671

NURS 671 – Mental Health in Primary Care Across the Lifespan Practicum (1cr.)

Focuses on the experiential preparation to perform a comprehensive psychiatric evaluation across the lifespan and make treatment decisions that are based on best practice guidelines in the primary care setting, as well as scopes and standards of practice for FNPs. Emphasis will be on ethical and legal considerations and scope and standards of practice in the primary care setting. 45-hour practicum. Summer. Pre-requisites: 650, 651, 652, 653 Co-requisite: 670

PMHNP Concentration:

NURS 625 – Neurobiology of Psychiatric Disorders Across the Lifespan (2cr.)

Transition students from general concepts utilized in advanced practice to specific theories that are unique to the role of the psychiatric NP. Focus is on the current and evolving biological theories as a major dimension in understanding the etiology, course, and outcomes of selected psychiatric disorders. Major biological theories of psychiatric disorders in relationship to their respective technologies, neuroanatomical structures, neurochemical pathways, specific behaviors and symptomatology are explored. Lecture. Summer. Pre-requisites: NURS 504, 602, 603 (may be taken concurrently), 605, 650, 651, 652, 653.

NURS 626 – Psychopharmacology Across the Lifespan (2cr.)

Transition students from general advanced pharmacology concepts to specific theories regarding psychotropic medication. Develop an understanding of psychotropic medication mechanism of action, indications, acute vs. chronic dosing strategies, risks and benefits, short and long-term side effects, safe management practices, interactions, and discontinuation strategies. Lecture. Summer. Pre-requisites: NURS 504, 602, 603, 605, 625, 627 (may be taken concurrently), 628 (may be taken concurrently) 629, 650, 651, 652, 653.

NURS 627 – Psychiatric Diagnostic Reasoning Across the Lifespan – Theory (2cr.)

Builds upon the advanced health assessment & diagnostic reasoning across the lifespan course. Designed to prepare psychiatric NP students to develop skills in conducting comprehensive psychiatric evaluations and in the preparation of case formulations. A biopsychosocial, patient-centered perspective is emphasized. Lecture. Fall. Pre-requisites: NURS 504, 602, 603, 605, 625, 626 (may be taken concurrently), 629, 650, 651, 652, 653. Co-requisite: NURS 628.

NURS 628 - Psychiatric Diagnostic Reasoning Across the Lifespan – Practicum (3cr.)

Practicum course ensures that psychiatric NP students are experientially prepared to competently perform comprehensive psychiatric evaluations across the lifespan and develop case formulations using a

biopsychosocial, patient-centered approach. 135-hour practicum. Fall. Pre-requisites: NURS 504, 602, 603, 605, 625, 626 (may be taken concurrently), 629, 650, 651, 652, 653. Co-requisite: NURS 627.

NURS 629 - Physical Health Issues Common in Psychiatric Disorders Across the Lifespan (2cr.)

Enhances the core knowledge of the psychiatric NP student in navigating complex physical health problems commonly co-morbid in mental health population. Provides information, education and resources to identify primary care management issues for conditions commonly seen in patient population and the implications for co-managing multiple morbidities. Lecture. Fall. Pre-requisites: NURS 650, 651, 652, 653.

NURS 630 – Therapeutic Management of Adult/Geriatric Psychopathology I - Theory (2cr.)

Focus on theory and concepts relevant to management of psychopathology in adult and geriatric populations. Principles from physical, behavioral and social sciences are central in this course. Comprehensive, patient-centered care plans will be developed, implemented, then evaluated in accordance with the scope and standards of practice of psychiatric-mental health nursing. Lecture. Spring. Pre-requisites: NURS 504, 602, 603, 605, 625, 626, 627, 628, 629, 632 (may be taken concurrently), 633 (may be taken concurrently), 650, 651, 652, 653. Co-requisite: NURS 631.

NURS 631 – Therapeutic Management of Adult/Geriatric Psychopathology I-Practicum (3cr.)

Practicum course ensures that psychiatric NP students are experientially prepared to develop, implement, then evaluate comprehensive, patient-centered care plans in adults and geriatric with psychopathology. Advanced skills will be further developed in case management, psychopharmacology, psychobiological interventions, psychoeducation, crisis intervention and consultation/liaison. 135-hour practicum. Spring. Pre-requisites: NURS 504, 602, 603, 605, 625, 626, 627, 628, 629, 632 (may be taken concurrently), 633 (may be taken concurrently), 650, 651, 652, 653. Co-requisite: NURS 630.

NURS 632 – Adult/Geriatric Focused Brief Individual and Group Psychotherapy for the Psychiatric NP – Theory (2cr.)

Focus on the theory relevant to conducting brief individual and group therapy within the scope and standards of the psychiatric nurse practitioner role. The emphasis is on preparing the student to provide appropriate brief models of psychotherapy within various mental health care environments. Lecture. Spring. Pre-requisites: NURS 504, 602, 603, 605, 625, 626, 629, 650, 651, 652, 653. Co-requisite: NURS 633.

NURS 633 – Adult/Geriatric Focused Brief Individual and Group Psychotherapy for the Psychiatric NP – Practicum (1cr.)

Practicum course ensures that psychiatric NP students are experientially prepared to competently perform brief, time-limited individual and group psychotherapy with adult and geriatric patients with psychopathology in accordance with scopes & standards of practice. 45-hour practicum. Spring. Pre-requisite: NURS 504, 602, 603, 605, 625, 626, 629, 650, 651, 652, 653. Co-requisite: NURS 632.

NURS 634 – Therapeutic Management of Child/Adolescent Psychopathology II – Theory (2cr.)

Focus on the theory and concepts relevant to management of psychopathology in the child and adolescent populations. Principles from physical, behavioral and social sciences are central in this course. Comprehensive, patient and family-centered care plans will be developed, implemented, then evaluated in accordance with the scope and standards of practice of psychiatric-mental health nursing. Lecture. Summer. Pre-requisites: NURS 504, 602, 603, 605, 625, 626, 627, 628, 629, 630, 631, 632, 633, 636 (may be taken concurrently), 637 (may be taken concurrently), 650, 651, 652, 653. Co-requisite: NURS 635.

NURS 635 – Therapeutic Management of Child/Adolescent Psychopathology II – Practicum (3cr.)

Practicum course ensures that psychiatric NP students are experientially prepared to develop, implement, then evaluate comprehensive, patient and family-centered care plans in children and adolescents with psychopathology. Advanced skills will be further developed in case management, psychopharmacology, psychobiological interventions, psychoeducation, crisis intervention and consultation/liaison. 135-hour practicum. Summer. Pre-requisites: NURS 504, 602, 603, 605, 625, 626, 627, 628, 629, 630, 631, 632, 633, 636 (may be taken concurrently), 637 (may be taken concurrently), 650, 651, 652, 653. Co-requisites: NURS 634.

NURS 636 – Child/Adolescent Focused Brief Individual and Family Psychotherapy for the Psychiatric NP – Theory (2cr.)

Focus on the theory relevant to conducting child/adolescent individual and family therapy within the scope and standards of the psychiatric nurse practitioner role. The emphasis is on preparing the student to provide appropriate time-limited individual and family interventional models of psychotherapy within various mental health environments. Lecture. Summer. Pre-requisites: NURS 504, 602, 603, 605, 625, 626, 629, 632, 633, 650, 651, 652, 653. Co-requisite: NURS 637.

NURS 637 – Child/Adolescent Focused Brief Individual and Family Psychotherapy for the Psychiatric NP – Practicum (1cr.)

Practicum course ensures that psychiatric NP students are experientially prepared to competently perform individual and family-based psychotherapy with child and adolescent patients with psychopathology, and their families, in accordance with scopes & standards of practice. 45-hour practicum. Summer. Pre-requisites: NURS 504, 602, 603, 605, 625, 626, 629, 632, 633, 650, 651, 652, 653. Co-requisite: NURS 636.

NURS 638 – Therapeutic Management of Vulnerable Populations Psychopathology Across the Lifespan III – Theory (2cr.)

Focus on the theory and concepts relevant to management of psychopathology in vulnerable sub-populations experiencing psychopathology across the lifespan. Principles from physical, behavioral and social sciences are central in this course. Comprehensive, patient-centered care plans will be developed, implemented, then evaluated in accordance with the scope and standards of practice of psychiatric-mental health nursing. Lecture. Fall. Pre-requisites: NURS 504, 602, 603, 605, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 650, 651, 652, 653. Co-requisite: NURS 639.

NURS 639 – Therapeutic Management of Vulnerable Populations Psychopathology Across the Lifespan III – Practicum (3cr.)

Practicum course ensures that psychiatric NP students are experientially prepared to holistically care for any manage psychopathology in vulnerable patient populations across the lifespan. Advanced skills will be further developed in population health, psychopharmacology, psychobiological interventions, psychoeducation, crisis intervention and consultation/liaison. Comprehensive, patient-centered care plans will be developed, implemented, then evaluated in accordance with the scope and standards of practice of psychiatric-mental health nursing. 135-hour practicum. Fall. NURS 504, 602, 603, 605, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 650, 651, 652, 653. Co-requisite: NURS 638.

Practicum courses in FNP and PMHNP concentrations

The required practicums in both the FNP and PMHNP concentrations will be completed in the student's local community, unless there are no local sites that meet eligibility criteria. Students will identify practicum sites of interest through a formalized process facilitated by the Clinical Placement Coordinator. The Clinical Placement Coordinator will work closely with the faculty member (course instructor) and the legal department at Frostburg State University to ensure that an affiliation agreement is finalized prior to the practicum experience that is mutually agreeable to both parties. The Clinical Placement Coordinator will also verify that all preceptors meet standards as outlined by the *AACN Standards* (2013). Students will be required to complete all written assignments, specific to each practicum course.

In accordance with the Center for Disease Control and Prevention (CDC) recommendations (<http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>), Maryland state immunization laws (<http://phpa.dhmh.maryland.gov/OIDEOR/IMMUN/Pages/back-to-school-immunization-requirements.aspx>; <http://phpa.dhmh.maryland.gov/OIDEOR/IMMUN/Shared%20Documents/COMAR-School-Vax-Regulations-2013.pdf>), and Frostburg State University Nursing Department policies, NP students will be required to provide documentation, through Castle Branch® document management system, of the following prior to beginning clinical practicums:

- Measles, mumps, rubella:
 - 2 vaccinations OR a positive antibody titer for all 3 components
 - If any titer is negative or equivocal, one booster is required with documentation.
- Varicella (chicken pox):
 - 2 vaccinations OR a positive antibody titer
 - If titer is negative or equivocal, one booster is required with documentation.
- Hepatitis B:
 - Positive antibody titer OR documentation of a series of 3 vaccinations
 - If titer is negative or equivocal, submit the Hepatitis B immunization and waiver form.
- Tetanus, Diphtheria & Pertussis (Tdap):
 - Submit documentation of a Tdap booster within the past 10 years
- Tuberculosis (TB):
 - 2-step TB skin test (administered 1-3 weeks apart) within the last 12 months OR QuantiFERON®-TB test OR T-SPOT®.TB test. For students who have had positive PPD testing in the past, provide documentation of a clear chest x-ray (CXR) within 1 year of admission to the NP concentrations
- Influenza (flu):
 - Documentation of a flu shot administered during the current flu season or within the last 12 months
- Health Questionnaire
 - Health care provider statement on school form must be signed by MD, DO, NP or PA
- CPR Certification
 - Documentation of valid American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers. Front and back of card are required and card must be signed.
- Health insurance
 - Provide a copy of current health insurance card/proof of coverage. Name on card must match student's legal name according to school records.

The above requirements are in addition to the NP concentrations admission requirements.

Specialized Accreditation

The new program will require outside accreditation from the American Association of Colleges of Nursing's (AACN) accrediting agency, the College on Collegiate Nursing Education (CCNE) that ensures the quality and integrity of baccalaureate and graduate programs in nursing to contribute to the improvement of the public's health.

The Commission serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement in collegiate professional education and post-baccalaureate nurse residency programs (AACN, *The Essentials of Master's Education in Nursing*, 2011).

- **Quality in Curriculum and Teaching-Learning Practices:** The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes (NONPF, *Criteria for Evaluation of Nurse Practitioner Programs* (5th ed.), 2016; AACN, *The Essentials for Master's Education for Advanced Practice Nursing*, 1996; AACN, *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs*, 2013).
- **Assessment and Achievement of Program Outcomes:** The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement (NONPF, *Criteria for Evaluation of Nurse Practitioner Programs* (5th ed.), 2016; AACN, *The Essentials for Master's Education for Advanced Practice Nursing*, 1996; AACN, *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs*, 2013).

C. Critical and compelling regional or Statewide need as identified in the State Plan:

According to the Maryland Area Health Education Centers (AHEC) (<http://medschool.umaryland.edu/ahec/health-care-disparities-md.asp>), over 50 million people in America lack access to health care. Much like in other parts of the country, Maryland struggles to recruit and retain health care workers in rural areas. On the Eastern Shore all nine counties are listed wholly or in part as Health Physician Shortage Areas (HPSAs) and/ or Medically Underserved Areas (MUAs). While none of the three counties in Southern Maryland are HPSA designated, all three meet the criteria for MUA designation.

Table #: Maryland Occupational Projection 2012 - 2022							
Occupational Code	Occupational Title	Employment Openings					Education Value
		2012	2022	Change	Replacement	Total	
29-1171	Nurse Practitioners	1,944	2,229	285	377	662	Master's Degree
29-1141	Registered Nurses (includes Advanced Practice Psychiatric Nurses/29-1141-02)	48,337	54,567	6,230	9,372	15,602	Bachelor's/Master's Degree
29-1062	Family and General Practitioner	3,088	2,920	-168	773	773	Doctoral or Professional Degree
29-1063	General Internists	1,239	1,170	-69	310	310	Doctoral or Professional Degree
29-1066	Psychiatrists	508	521	13	127	140	Doctoral or Professional Degree
Total Primary/Psychiatric Healthcare Providers Needed by 2022 in Maryland						17,487	

In addition, Maryland is facing both physician and other health workforce shortages. A comprehensive 2008 study conducted by the Maryland Hospital Association (MHA) and Med Chi (the Maryland State Medical Society), revealed that Maryland is 16% below the national average for the number of physicians in clinical practice. The most severe problems occur in rural parts of the state and will worsen by 2015, based on the study's findings. The situation in Southern Maryland, Western Maryland, and the Eastern Shore-rural areas of the State--is the most alarming. All three regions fall significantly below national levels in currently practicing physicians. Southern Maryland at present has critical shortages in 25 of the 30 physician categories (83.3%); Western Maryland 20 of 30 (66.7%) and the Eastern Shore 18 of 30 (60%)" (<http://medschool.umaryland.edu/ahec/health-care-disparities-md.asp>)

Again according to the Maryland Area Health Education Centers (AHEC) (<http://medschool.umaryland.edu/ahec/health-care-disparities-md.asp>), 18 of Maryland's 24 county jurisdictions (all but Anne Arundel, Baltimore, Howard, Montgomery, Prince George's counties and Baltimore City) meet Maryland State designation as rural and 10 rural counties have partial or full designations as primary health care professional shortage areas. All of the 10 state counties and all federally designated rural areas are located in the Western or Eastern parts of the state. According to the most recent report of the Maryland Health Regulatory Commission, Maryland's rural communities differ greatly from the urban counties; specifically, they have fewer healthcare providers, higher rates of chronic disease and mortality, significant disparity of socioeconomic characteristics and low levels of health literacy.

Additionally, one of the two top advocacy priorities of the Maryland Rural Health Association (MRHA) in 2015 was to “eliminate healthcare workforce shortages and create a rural workforce pipeline ensuring an adequate network of providers in rural areas” (http://www.mdruralhealth.org/wp-content/uploads/2015/11/MRHA_Advocacy-2015.pdf). One specific goal noted is to develop “creative and innovative approaches to increasing the supply of

rural homegrown students interested; prepared; and supported through their training for healthcare careers”. This goal aligns perfectly with the proposed NP program at Frostburg. Also noteworthy was another one of MRHA’s goals in 2015 which was to ensure full practice authority for NPs in the state. That goal was realized when it was signed into law by Governor Larry Hogan on 5/12/15 and went into effect in October of the same year.

As a final point, in recent months Frostburg State University was approved as an Institutional Member of SARA. Frostburg is uniquely located and serves a region that includes western Maryland as well as areas in Pennsylvania, West Virginia, Virginia, and the District of Columbia. This new program will attract students from all of these areas due to the limited number of similar programs as described above as well as the affordability of Frostburg State’s tuition and the convenience and accessibility of a blended option. All of these states have been contacted to ensure that Frostburg State can operate by placing nurse practitioner students in clinical rotations in each of these states. Due to the clinical nature of these concentrations, each Board of Nursing was contacted as an extra requirement under SARA to ensure that the concentrations being proposed met the requirements for nursing programs operating in each of these states and territories. We have received two return replies from our initial inquiries and are actively pursuing the submission of program documentation as requested by each state.

D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

According to the Health Resources and Services Administration (HRSA), there is a projected shortage of 20,400 primary care physicians by the year 2020. Additionally, The Affordable Care Act (ACA) of 2010, upon full implementation, is projected to expand health insurance coverage to an estimated 30 million to 34 million people. Unfortunately, American health care infrastructure has struggled with workforce shortages for decades and is not prepared to meet this need effectively or efficiently. In Maryland alone, it is estimated that a minimum of 1,052 additional primary care providers are going to be needed in order to meet the primary care needs across the state by 2030 as a direct result of the ACA (Heritage Foundation March 18, 2014). Moreover, the shortage of primary care providers is significantly higher in rural locations. The U.S. Department of Health and Human Services (HHS) currently projects the need for 7,987 primary care providers nationally in rural areas alone. Despite the federal government’s establishment of the Health Professional Shortage Areas (HPSAs) to increase the number of health care workers in rural and underserved areas, access to care remains grossly unequal between urban and rural locations throughout the country. Nationally, only 10 percent of physicians and 18 percent of NPs practice in rural areas, disproportionate to the 25% of all Americans who reside in rural areas.

The shortage of mental health providers is even more startling, especially for our youngest and most vulnerable. The demand for the services of child and adolescent psychiatric services is projected to increase by 100% between 1995 and 2020, and for general psychiatry by 19% (U.S. Bureau of Health Professions, DHHS, 2000). According to the National Research Council and the Institute of Medicine (IOM), approximately 20 percent of children and adolescents under the age of 18 suffer from a mental, behavioral, or emotional disorder. Sadly, nearly three-quarters of them go without treatment. Suicide is the third leading cause of death among Americans ages 10 to 24, with most attempts occurring during adolescence (CDC). Nationwide, approximately 96.5

million Americans live in areas with known shortages of mental-health providers (HRSA, 2014). Federal health authorities have designated about 4,000 areas in the U.S. as having a shortage of mental health professionals – areas with more than 30,000 people per psychiatrist. According to the American Academy of Child and Adolescent Psychiatry, there are only about 8,500 child psychiatrists in American; not nearly enough for the estimated 15 million kids who need one. The *only* other advanced practice mental health professional that can help meet this specific need is the psychiatric & mental health nurse practitioner who can perform the vast majority of services traditionally performed by psychiatrists for patients across the lifespan.

There are currently approximately 117 programs across the nation offering a family psychiatric & mental health nurse practitioner option (master's level and doctoral level combined) (*Policy, Politics, & Nursing Practice*). This is a 61% increase in total PMHNP programs in the U.S. over the last 3 years, largely in response to the critical need for advanced practice psychiatric and mental health providers in the United States. Even with this more assertive effort, the shortage of advanced practice psychiatric providers remains a significant problem.

To date, FSU has obtained letters of support for the FNP and PMHNP concentrations from Western Maryland Health System, Garrett County Health Department, AHEC West Nurse Practitioner Caucus, the Maryland Rural Health Association, Frostburg State University's Counseling & Psychological Services Center, in addition to multiple psychiatric care providers who practice in Western Maryland. FSU has obtained letters of support from MHM, Inc., a leading national provider of healthcare services to state and local government agencies in the state of Maryland.

E. Reasonableness of program duplication:

As previously stated:

The University will become one of 5 institutions in the University System of Maryland to offer the Family Nurse Practitioner concentration. It will be the *only* blended option at the Master degree level. The following universities offer the Family Nurse Practitioner concentration at the Master degree level: Bowie, Coppin. The following universities offer the Family Nurse Practitioner concentration at the Doctor of Nursing Practice level: University of Maryland at Baltimore, Salisbury.

The University will become one of two institutions in the University System of Maryland to offer the Psychiatric & Mental Health Nurse Practitioner concentration. It will be the *only* one offered at the Master degree level and will be the *only* blended program option. The University of Maryland, Baltimore offers the Psychiatric & Mental Health Nurse Practitioner specialty at the Doctor of Nursing Practice level.

This new program aims to admit and retain seasoned, experienced RNs who live and work in rural, medical underserved regions in Maryland with the goal of graduates being able to deliver expert, higher-level care in the communities in which they already live and work. The University is committed to offering these two nurse practitioner concentrations at the Master's level until national regulations dictate otherwise. For the vast majority of the history of the advanced practice nursing role, NPs have been educated at the Master's level. It has only

been fairly recently that NP education has gravitated from the Master's degree level to the doctoral level due to a wide variety of influences. To date, there is no published evidence to suggest that doctoral level training of NPs improves the quality of care provided directly to patients. Post-master's doctoral level coursework in nursing is largely focused on research, health policy, and leadership. Doctoral level courses rarely, if ever, include clinical components. Until national regulations dictate that NP programs be offered only at a doctoral level, Frostburg State University is committed to offering every student choices in higher education.

Nonetheless, Frostburg State University is committed to developing a future Doctor of Nursing Practice (DNP) degree for students who choose to pursue doctoral level education. The department has solidified plans to develop a future post-baccalaureate NP option at the DNP level as well as a post-master's DNP option. Frostburg State University acknowledges the intent of the American Association of Colleges of Nursing (AACN) to transition NP education from master's to doctoral level in the future. As such, NP faculty will begin immediate preparation for the transition upon implementation of these new master's program.

According to *The Registered Nurse Population Findings* for the 2008 National Sample Survey of Registered Nurses published in September 2010 by the U.S. Department of Health and Human Services (HHS) Health Resources and Services Administration (HRSA), the data supported the following findings on nurses in the workforce:

- Three-quarters (74%) are married or have a domestic partner.
- 15.2% of married nurses have dependent adults in the home and 51.7% have dependent children.
- Of those not married, 18.1% have dependent adults in their home and 25.3 have dependent children in the home.
- More than half (66.3%) of nurses in the workforce are primarily staff nurses.
- These nurses are employed 63.2% of the time in full-time positions at 32+ hours per week. The breakdown of hours worked per week:
 - 24.2% work 32-39 hours per week
 - 34.9% work 40-47 hours per week
 - 13.2% work 48-55 hours per week
 - 6% work more than 56 hours per week
 - 12% of these nurses also report working additional shifts in various settings. (On average, the second job is 15.2 hours per week.)

By providing experienced RNs with a flexible, blended program that is affordable and accessible, graduates will be able to enter the workforce to combat the health care provider shortage 2-3 years sooner than their doctoral prepared counterparts, with a focused emphasis on comprehensive, rural, holistic direct patient care.

F. Relevance to Historically Black Institutions (HBIs).

No Historically Black Institutions in Maryland offer a comparable blended program to FSU's proposed FNP concentration. Neither Morgan State nor University of Maryland Eastern Shore

offer an FNP program. According to Coppin State University's website, their FNP program's purpose "is to prepare nurses to provide advanced Primary Health Care to underserved populations in an urban setting". Coppin does not offer a blended or online option. Bowie offers a traditional FNP program as well, with no stated specific population focus. The focus at FSU will be on rural populations and will be blended in delivery.

No Historically Black Institutions in Maryland offer a psychiatric & mental health nurse practitioner of any kind.

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

As previously stated, FSU is proposing a blended nurse practitioner program. Blended, in this instance, indicates that some content will be delivered online asynchronously, some online synchronously, and some traditional (live, on campus). Each concentration has been developed to ensure that time on campus is limited to what is required to learn and demonstrate specific skills that require a traditional (live, in person) approach given our target student demographic.

For online delivery components, the NP concentrations will utilize the Blackboard™ learning management system, Blackboard Collaborate™ synchronous classroom and planning application, a Program Resource Center, tutorials on various applications and tutoring services.

The Instructional Design and Delivery Department at FSU provides training and technical support on the use of technology in teaching and supports distance education by providing professional development opportunities to faculty. The CIT also works closely with individual faculty members whose course development needs require special technical assistance by providing guidance in the use of multimedia and other technologies supporting the development of quality teaching materials. In addition, the CIT unit works in conjunction with the Helpdesk to assist students and faculty in troubleshooting technical problems that involve hardware, software, email, and other applications. These support systems of the online learning have been successfully used in the RN-BSN and current MSN programs (education and administration) at FSU.

Mirroring the RN-BSN and current online MSN programs in administration and education, Quality Matters™ (QM) Certification will be employed to select NP courses that will be delivered in online, asynchronous formats. QM is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses and online components. Colleges and universities across and beyond the U.S. use the tools in developing, maintaining and reviewing their online courses and in training their faculty.

Under the University's faculty governance system, the Distance Education Advisory Group includes faculty and administrators and serves as the University's principal body for distance education planning and development. The Distance Education Advisory Group: (1) recommends ways the University can take advantage of opportunities for different and better teaching through distance learning technologies; (2) reviews instructional efficiencies that can

be realized through the use of distance learning technologies; (3) evaluates and makes recommendations regarding the application of distance learning technologies to specific instructional areas; (4) recommends ways to use distance learning to bring outside instructional programming to campus; and (5) serves as an advisory group on scheduling, registration, technical, and other issues associated with the use of distance learning technologies on campus. Recommendations of the Distance Education Advisory Group are forwarded to the Provost for appropriate action.

H. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

FSU is primarily a teaching institution. The faculty is expected to provide 24 credit hours of teaching per academic year and service to the department, institution, community, and profession/practice. In respect to this discipline, it is expected that faculty continue to practice in their field of expertise to keep up their skills and provide real-world application of course content to students through the curriculum ultimately meeting CCNE standards.

Current full-time tenure track faculty that are both academically and experientially qualified to instruct at the graduate level and adjunct faculty with expertise in respective fields will instruct the nurse practitioner students. These faculty members have been identified as follows:

Jill S. Buterbaugh, Assistant Professor in the Department of Nursing. RN, Associate Degree, Allegany College of Maryland; B.S. in Nursing, University of Pittsburgh at Johnstown; M.S. in Nursing, Widener University; Student in DNP program, Salisbury University. ANCC Board Certified Family Nurse Practitioner; development and coordination of FNP concentration. Course load: NURS 650, 651, 652, 658, 660, 662, 663, 664, 675, 701.

Carla Creekmore, Adjunct Professor in the Department of Nursing, R.N, B.S. in Nursing, and M.S. in Nursing (Pediatric Nurse Practitioner) University of Maryland, Baltimore; Expertise in pediatric primary care. Course load: 665, 666.

Sherilyn S. Crist, Adjunct Professor in the Department of Nursing. RN, Associate Degree, Community College of Allegheny County; B.S. in Family Resources/Child Development, West Virginia University; M.S. in Nursing/Nurse Midwifery, Frontier Nursing University. ACMB Board Certified Nurse Midwife; development of select courses within FNP concentration. Course load: NURS 668, 669.

A. Kate Eby, Lecturer. RN, A.D.N., Excelsior College; B.S. in Nursing Excelsior College, M.N. (Family Nurse Practitioner) Montana State University - Bozeman. D.N.P. University of Colorado - Denver. Expertise in advanced practice nursing, patient assessment and diagnosis, and initiating and managing treatment plans. Course load: NURS 603, 626, 657.

Stefanie E. Hay, Assistant Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing, M.S. in Nursing, Thomas Edison State College, New Jersey, Ed.D, expected fall 2016, Frostburg State University. Expertise is in nursing education and informatics. Course load: NURS 504.

Kara N. Platt, Assistant Professor in the Department of Nursing, RN, B.S. in Nursing Shenandoah University, M. S. in Nursing University of Maryland, Baltimore; D. N. P Johns Hopkins University. Expertise in obstetrical nursing, rural prenatal addictions program, and coordinator of the MSN programs (administration and education). Course load: 602, 605.

Kelly M. Rock, Assistant Professor in the Department of Nursing. RN, nursing diploma, Mercy Hospital School of Nursing; B.S. in Nursing, M.S. in Nursing University of Pittsburgh; D.N.P Carlow University. Expertise is as psychiatric & mental health nurse practitioner; coordinator of NP programs. Course load: NURS 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 670, 671, 701.

I. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

The Lewis J. Ort Library at FSU provides resources for the current online RN-BSN and MSN students. The library holds licensure for CINAHL Plus with Full Text, HealthSource: Consumer Edition, HealthSource: Nursing/Academic Edition, JSTOR Life Sciences Collection, MEDLINE/PubMed, Nursing & Allied Health Source, PsycARTICLES, PsycINFO, and ProQuest. Additionally, the library also subscribes to several multidisciplinary databases such as Academic Search Complete, Dissertations & Theses Global, LexisNexis Academic and Web of Science that contain articles related to nursing and medicine. The library also maintains current subscriptions to 6 nursing journals specific to the current M.S. administration and education tracks. Through the library, students also have online access to specialty journals pertinent to the NP concentrations that include, but are not limited to:

- Journal of the American Medical Association
- Journal of Family Practice
- Journal of the American Board of Family Medicine
- American Family Physician
- Family Practice Management
- Annals of Family Medicine
- Pediatrics
- American Journal of Psychiatry
- Journal of Clinical Psychology
- International Journal of Neuropsychopharmacology
- Brown University Psychopharmacology Update
- Brown University Child and Adolescent Psychopharmacology Update
- Journal of the American Academy of Child and Adolescent Psychiatry

Also important to note, NP students will be required to purchase student membership in concentration-specific national NP organizations, which will entitle them to a number of peer reviewed concentration-specific NP journals. Detailed information can be found in individual course syllabi. The need for additional electronic journals will be considered on a yearly basis and will be discussed with the library supported by the revenue generated by enrollments.

Through the University System of Maryland (USM) and the Maryland Digital

Library Project, the Library has access to over 60 electronic databases that include approximately 43,000 full-text journals, magazines, newspapers and e-books, and provide direct links to more than 40,000 additional open access periodicals. The OneSearch interface supporting the databases is accessible through the Internet and is available to all registered Library users from anywhere in the world on a 24 hour/7 day basis. The cooperative sharing program between USM institutions provides students, faculty, and staff with borrowing privileges from any USM library. Additionally, a RapidILL interlibrary loan service is available to provide expedited processing of research materials from other libraries.

The library provides a dedicated librarian liaison to the Nursing Department who maintains an online nursing subject guide that will allow NP students to have easy access to library services, databases and journals, and various nursing and medicine specific websites. The Ort Library also provides video tutorials on how to use various services as well as how to access and effectively use the databases. In the event students need further assistance with accessing resources, they may call, email, or use a 24 hour/7 day chat service to connect with a reference librarian.

J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13).

Frostburg State University has adequate facilities, infrastructure and instructional equipment to support a blended NP program. On-campus requirements in both concentrations will be extremely limited. The vast majority (approximately 95%) of instruction will take place in the online environment through asynchronous and synchronous activities.

The Department of Nursing is scheduled to relocate from its current location in Lowndes Hall to the new Education and Health Science (EHSC) building upon completion in or around 2021. Within this new building, the Department of Nursing has been afforded 2,365 square feet of space that will include ample room for offices, filing/storage, classrooms, conferences, fully functional simulation lab, and multimedia accommodations. This is ample space to accommodate the fully online RN-BSN and current MSN programs, the proposed NP program, and the future Doctor of Nursing Practice (DNP) program (not yet proposed).

The Department of Nursing has full support of Frostburg State University for relocation into the new building and has been proactive in helping to plan department specific needs. The University has agreed with this department's recommendations to house both Brady Health Center (Brady) and the Counseling & Psychological Services Center (CAPS) within the EHSC. It is proposed that both Brady and CAPS will serve as practicum sites for NP students. Being located in a single building on campus will cultivate an interdisciplinary, collaborative environment for NP faculty, Brady staff, CAPS staff, and all nursing students.

If the NP program receives all required approvals, the institution will be prepared to admit students beginning in the fall of 2018. Prior to the completion of the EHSC building, the NP program will be housed in the current location of Lowndes Hall. NP faculty are actively identifying funding sources for the remodeling of 2 large rooms which will be used as a

temporary simulation lab as well as smart classroom space until the EHSC is completed. Nursing faculty have consulted with a reputable architectural firm related to remodeling plans.

Future plans to deliver these concentrations at satellite campuses have been discussed during the development of the program. The USMH campus is one of the proposed sites to be used to deliver the face-to-face component once the programs have graduated the first cohort of students and is CCNE accredited.

As previously stated, the vast majority of instruction will take place in the online environment. The University currently uses Blackboard™ to deliver online course content as well as Blackboard Collaborate™ for live and recorded presentations. Dedicated instructional designers will be used in regards to support of instructions design, training, and technical assistance to a higher degree than currently utilized in the RN-BSN and current MSN programs.

K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14).

TABLE 1: RESOURCES

Resources					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds					
2. Tuition/ Fee Revenue (c+g)	\$106,752	\$219,640	\$387,400	\$515,760	\$709,968
a. Number of F/T Students	1	2	2	3	4
b. Annual Tuition/Fee Rate	\$15,708	\$16,184	\$16,688	\$17,192	\$17,724
c. Total F/T Revenue (axb)	\$15,708	\$32,368	\$33,376	\$51,576	\$70,896
d. Number of P/T Students	9	18	33	42	56
e. Credit Hour Rate	\$562	\$578	\$596	\$614	\$634
f. Annual Credit Hour Rate	18	18	18	18	18
g. Total P/T Revenue (dxexf)	\$91,044	\$187,272	\$354,024	\$464,184	\$639,072
3. Grants, Contracts & Other External Sources	\$616,554	\$431,896	\$399,468	\$398,022	\$376,042
4. Other Sources	\$9,480	\$18,960	\$23,700	\$23,700	\$28,440
TOTAL (Add 1 – 4)	\$732,786	\$670,496	\$810,568	\$937,482	\$1,114,450
					\$4,265,782.00

¹Grant Funding: Nurse Support Program II (NSP II) NP Implementation Proposal will be submitted in January, 2017 and awards notification will be May, 2017. Award may be pending new program approval if selected for funding.

1. **Reallocated Funds**

None

The university currently employs two full-time tenure track nurse practitioner faculty members. One will be the program coordinator for the NP program. These two faculty members have been dedicated to planning and developing the concentrations for the past year and a half while teaching in the RN-BSN program. The university fully supports one of the faculty salaries while the other is currently supported by a Nurse Support Program II (NSP) grant through the Maryland Higher Education Commission (MHEC).

The library currently holds licensure for multiple databases including CINAHL Plus with Full Text, HealthSource: Consumer Edition, HealthSource: Nursing/Academic Edition, JSTOR

Life Sciences Collection, MEDLINE/PubMed, Nursing & Allied Health Source, PsycARTICLES, PsycINFO, and ProQuest. Additionally, the library also subscribes to several multidisciplinary databases such as Academic Search Complete, Dissertations & Theses Global, LexisNexis Academic, and Web of Science that contain articles related to nursing and medicine. Current subscriptions are maintained for six nursing journals as well as access to online specialty journals pertinent to the NP concentrations. These resources will continue to be shared between the RN-B.S. in Nursing and the M.S. in Nursing non-clinical and clinical programs.

At the end of five years there is potential for the program to grow beyond 60 students annually. However, it will take a commitment of permanent positions in the form of full-time staff (as outlined in the budget above) and tenure track faculty as well as an increase in the Department of Nursing operational budget to include, but not limited to accreditation fees and memberships, travel support for the recruiter and NP faculty development, advertising and marketing support, and faculty licensure and certification costs. These funding commitments will be necessary to recruit and retain both students and faculty. It will also be necessary to have these supports in place to expand the Department of Nursing to potentially include doctoral level programs. As the Department of Nursing grows, offering degrees at the undergraduate, graduate, and in the future doctoral level, the organizational structure of the department will evolve to allow for overlap of positions to recruit, deliver, and coordinate efforts across all programs resulting a cost effective model that will serve a total of soon to be three programs and two pathways at the undergraduate and graduate level. The Department of Nursing has benefited from NSP II funding since its inception. However, this funding cannot be relied upon in the future as a primary source to support the Department of Nursing programs and programmatic growth as in the past. As evidence by the resource table data, the program will be able to sustain itself through tuition dollars and programmatic fees once the grant funding ends after year five.

2. Tuition and Fee Revenue

Due to the demand for nurse practitioner programs, similar program enrollments, and current RN-B.S. and M.S. in Nursing enrollment at FSU, the expected number of students will reach 60 by year five. We expect that the majority of M.S. in Nursing students will be part-time students (full-time nurses). The concentrations are designed to assume a year-round plan of study at the rate of four to eight credits per term (fall, spring, and summer). However, students will be able to take nine or more credits in the fall, spring, and summer to achieve full-time student status. Students will initially be accepted only in the fall term in years one and two, but will begin accepting students fall and spring by year three. In the first year, it is estimated that 10 students will enroll with all 10 starting in the fall. Since past enrollments in the RN-B.S. and M.S. in nursing programs from out of state have been low, it is conservatively calculated that less than 5% of students are expected non-residents. The program will likely reach beyond the state of Maryland, once accreditation is achieved, which will increase the number of out of state students.

As a professional health science program, tuition differential is in keeping with other universities including universities within USM. The tuition for this program supports Frostburg State's goal to remain affordable at \$450 per credit hour which is an increase of \$56 (14.2%) for in-state tuition. Students in this program will come to campus periodically during the semester resulting in a \$111 per credit hour FSU on-campus fee. Out-of-state tuition would include a \$72 (14.2%) increase from \$506 to \$578 per credit hour.

3. Grants and Contracts

The Department of Nursing at FSU secured a planning grant from MHEC which started July, 1, 2015. This grant continues through June 30, 2017 and ends a year prior to the expected start date of this new program. These funds totaling over \$252,630 supported the planning and development of the program as well as provided course release time to current faculty to write the proposal and curriculum for both concentrations.

Currently the faculty are securing funding from the Appalachian Regional Commission (ARC) for campus lab equipment and structural renovations to be completed in Lowndes Hall where the lab will be housed until the new Education and Health Sciences building is completed. The ARC proposal was ranked #1 for a full proposal invitation just this summer, 2016. In addition, the faculty will apply for an implementation grant from MHEC in the form of Nurse Support Program II (NSP II) funding in January, 2017 as reflected in the revenue table above. This request will be for over \$1,506,257. Funding approval may be recommended pending the new program approval. Final notice of funding approval will be May 10, 2017. If approved funding would begin July 1, 2017. There are no other grants supporting the implementation of this program at this time.

4. Other Sources

Due to the clinical nature of both NP concentrations an additional program fee at the rate of \$474 per academic semester (fall and spring) is being assessed to each student to support campus lab fees for high and low fidelity simulation equipment use, consumable lab equipment, attorney fees for practicum contract negotiations as each student will require at least six contracts during their time in either concentration, use of professional patients, guest lecture honorariums, and additional student liability insurance.

TABLE 2: Expenditures

Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$218,429	\$224,982	\$231,732	\$238,683	\$245,844
a. # FTE	3	3	3	3	3
b. Total Salary	\$167,240	\$172,257	\$177,425	\$182,748	\$188,230
c. Total Benefits	\$51,189	\$52,725	\$54,307	\$55,936	\$57,614
2. Admin. Staff (b + c below)	\$19,950	\$20,549	\$21,165	\$42,329	\$43,598
a. # FTE	0.5	0.5	0.5	1	1
b. Total Salary	\$15,000	\$15,450	\$15,914	\$31,826	\$32,781
c. Total Benefits	\$4,950	\$5,099	\$5,251	\$10,503	\$10,818
3. Support Staff (b + c below)	\$223,294	\$229,993	\$236,892	\$243,999	\$251,319
a. # FTE	4	4	4	4	4
b. Total Salary	\$167,890	\$172,927	\$178,115	\$183,458	\$188,962
c. Total Benefits	\$55,404	\$57,066	\$58,778	\$60,541	\$62,357
4. Equipment	\$126,753	\$4,175	\$5,513	\$4,175	\$4,175
5. Library	\$2,786	\$2,925	\$3,348	\$3,515	\$3,691
6. New or Renovated Space	\$100,000	\$0	\$0	\$0	\$0
7. Other Expenses	\$38,500	\$42,500	\$30,000	\$29,500	\$30,000
TOTAL (Add 1 – 7) (Exp)	729,712	525,123	528,649	562,201	578,627
Revenue	732,786	670,496	810,568	937,482	1,114,450
Surplus	3,074	145,373	281,919	375,281	535,823
					2,924,312

1. Faculty (#FTE, Salary, and Benefits)

The FTE requirements for the program remain consistent from year one through year five (3 FTEs) as there is an accreditation requirement for a nurse practitioner coordinator and concentration specific faculty. These FTE represent both full-time and adjunct faculty.

The nurse practitioner coordinator will be dedicated to coordinating both concentrations, but will also teach in the family mental health concentration currently 100% funded by Frostburg. The additional full-time faculty member, 100% funded by a current NSP II grant, will oversee the family nurse practitioner concentration as well as develop and teach various courses. NSP II Funding will be requested to continue to support this faculty member's salary.

Adjunct faculty will be hired to develop and teach specialty specific courses such as pediatrics, women's health, and pharmacology. Current full-time faculty teaching in the administration and education tracks of the MSN will continue to teach the core courses that span across both programs. A portion of the adjunct salaries will be request as part of the NSP II grant funding.

Benefits are included at 33% of an average base salary of \$75,620 per year for master or doctorate level nurse practitioner faculty. Current adjunct salary rates of \$2,000 per course were used with an 8% benefits calculation. If specialized faculty are necessary to deliver content beyond what the full-time faculty can provide, a request will be made for a part-time contractual position to fulfill this need. A portion of the benefits will be request as part of the NSP II grant funding.

2. Administrative Staff (#FTE, Salary, and Benefits)

There will be a need for a part-time (0.5 FTE) administrative assistant in the first through third year, but this position must become full-time (1.0 FTE) in year four to help support the growth of these concentrations over the five-year period. This position will require administrative assistant responsibilities such as clerical duties, working with the program coordinator on special projects (printed material development, student handbooks, new student orientation, policies and procedures, and admission applications) related to this new program.

3. Support Staff (#FTE, Salary, and Benefits)

New support staff will be needed to support the development and growth of this new program. Support staff will include a recruitment and retention specialist, clinical site coordinator, instructional designer, and instructional design assistant. The role of the recruitment and retention specialist will be to develop a comprehensive marketing campaign targeting experienced working nurses, travel to hospitals to recruit perspective nursing students, and to assist new students with the application process. This position will help students in terms of progressing through the nurse practitioner concentrations and follow-up throughout the program to help retain students to degree completion. This position would eventually take on the role of recruitment and retention for all nursing programs after year five as there are recruiters in place for specific initiatives within the Department of Nursing that are fully grant funded, but those funds will be depleted in four years.

The clinical site coordinator will work with students to secure appropriate clinical placement in the rural areas in which the students live. This position will be responsible for helping students to secure six clinical sites over the course of the program that will target sites serving patients across the lifespan as well as vulnerable populations. This position will require a dedicated full-time individual due to having 60 students across both concentrations by year five. It will be imperative in the earlier years for this individual to be full-time to develop a significant amount of initial clinical site contracts as well as policies and procedures for assisting students to work through this process.

The instructional designer will be needed on a full-time basis due to the volume of courses that will need created. The nurse practitioner faculty will need instructional design support to ensure Quality Matters™ (QM) standards are met for the online learning environment as well as provide technical support and training. Technical support and training will include, but is not limited to simulation lab support as well as training for the students to use the simulation equipment. There will be a total of 31 new courses that will need developed and designed for the online learning environment due to the blended nature of this program. The instructional designer will not only ensure QM™ standards, but also ensure best online teaching/learning strategies, curriculum design, and assessment practices to meet the student learning outcomes for each course as well as both concentrations.

An instructional design assistant will be hired to support the full-time instructional designer due to the volume of courses that need developed for the online learning environment. The full-time instructional designer has the added duties of technical assistance and training for the simulation lab. As a result of the instructional designer's added simulation duties, an assistant is necessary to fully support the faculty. The duties of the assistant will be to facilitate development of online courses according to QM™ standards, support faculty to select online modalities that support various learning styles and facilitate engagement, assist with online lecture video capture, and facilitate Blackboard Collaborate™ sessions with students as technical support.

The Office of Information Technology is in full support of these added positions due to the continual growth of online courses and programs at Frostburg State University. Currently there are only two full-time instructional designers supporting the entire campus. To alleviate the financial constraints for these new hires, NSP II funding will support the salaries and benefits at 100% during the first two years and then will taper off to 75% in year three, 50% in year four, and 25 % in year five. It is expected that by year five there will be a clear profit whereby these positions could be sustained.

4. Equipment

Due to the new hires that are being proposed, new office set-ups are needed and include office furniture, desktop or laptop computer, and phone. A total of 4 new offices set-ups are

included to accommodate the additional staff in the department for this new program in year one.

ARC funding is being sought for the specialized equipment that is needed for the NP concentrations. The specialized equipment needed includes, but is not limited to examination tables and stools, otoscopes/ophthalmoscopes, Doppler (vascular and obstetrical), electrocardiogram machine, nebulizer/compressor, microscope, adult and pediatric mannequins (high fidelity simulation), and training models for various parts of the anatomy (low fidelity simulation). These funds, if granted, would be available as soon as 2017.

Due to the blended nature of these concentrations, state of the art audio/visual equipment is needed to facilitate student learning during on campus simulation sessions and online. This type of equipment will allow for recording simulations, post simulation debriefing, and simulation peer review, online lecture video capture, and the ability to record on campus lectures for archiving and student access at a later date. Students will have a more engaged online experience and a purposeful on campus experience to demonstrate competency as future nurse practitioners. The funds needed to purchase this type of equipment total \$6,417.71.

Equipment maintenance fees will be supported for the high fidelity simulation mannequins to ensure regular maintenance of the equipment, access to software updates, and technical support for the equipment.

5. Library

The Lewis J. Ort Library is in full support of purchasing the requested electronic journals in addition to the current nursing resources as well as resources across other disciplines that will help to support the NP new program. The additional electronic journals that have been requested are Pediatrics and Journal of the American Academy of Child and Adolescent Psychiatry. A five percent annual increase in the cost of these electronic journals was added in the table above in years two through five.

6. New and/or Renovated Space

The Department of Nursing is scheduled to relocate from its current location in Lowndes Hall to the new Education and Health Science (EHSC) building upon completion in or around 2021. Within this new building, the Department of Nursing has been afforded approximately 2,285 square feet of space that will include ample room for offices, filing/storage, classrooms, conferences, fully functional simulation lab, and multimedia accommodations. This is ample space to accommodate the fully online RN-BSN and current MSN program, the proposed blended NP program, and the future Doctor of Nursing Practice (DNP) program (not yet proposed).

Since the new building is not slated to be completed until 2021, ARC funding is being sought to provide structural renovation for two classrooms in Lowndes Hall to accommodate a campus lab and classroom space for the first small cohorts of students. By year three of the implementation of these new concentrations the new building will provide ample space for the growing cohorts of students.

7. Other Expenses

A \$2,500 annual budget is included to cover year to year operating expenditures which includes but is not limited to office supplies, printing and postage, and phone budget.

Faculty development funds are necessary to keep faculty up-to-date and provide education as well as travel funds are needed for the recruiter to market the new program. The accrediting agency's (CCNE), parent organization the American Association of Colleges of Nursing (AACN), provides workshops and trainings throughout the year across the country. It is necessary to send at least two faculty members to these types of trainings to ensure faculty members are up-to-date on current standards and changes to nursing education at the master's level. The funds requested are to cover the average cost of seminars, lodging, and potential airfare for two faculty members to attend face-to-face semi-annual workshops and online webinars.

The travel funds will be used for faculty professional development and the recruiter to advertise and market the new program that Frostburg State has to offer to various rural areas around the region and state.

A marketing/advertising budget of \$10,000 for the first year and \$5,000 for each additional year is included to cover the cost of online and print advertisements which has been the most successful advertising venue for the current RN-B.S. and M. S. in Nursing.

In order to recruit and maintain both experiential and academically qualified nurse practitioner faculty, licensure and certification fees must be paid by the university. This is an expense that is typically absorbed by nurse practitioner employers. These fees will be paid for full-time nurse practitioner faculty only.

CCNE is the accrediting agency that will be invited to accredit the program. This will take place after both concentrations have been in place for a full year or two semesters. The initial invitation fee is \$2,500; the year in which they make a site visit, the fee is approximately \$9,000, and after accreditation is granted, the annual cost of an additional program is approximately \$2,500 annually. Due to the nature of clinical concentrations an approved AACN consultant is needed to review the program prior to the self-study submission as well as during the CCNE review process. The cost will total \$8,000 in years one and two.

Liability insurance has been included in this line item as students are required to carry additional liability insurance in the practicum setting. This cost will be charged to the student as part of their annual fees.

L. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

On the institutional level, FSU's academic program review provides departments an opportunity to assess and improve the quality of program offerings. The program review process occurs every seven years for each distinct undergraduate and graduate program and is mandated by USM's Board of Regents.

The program review schedule serves as the foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle, the Office of Assessment, and Institutional Research (AIR) collects information on the status of assessment activities using a midterm review template. Programs undergoing review in any given year must submit the Program Review Self-Study, External Review Report, and Certificate to AIR.

In respect to review by the accrediting agency, AACN holds nursing programs accountable to the community of interest – the nursing profession, consumers, employers, higher education, students and their families, nurse residents – and to one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfill their expected roles (AACN, *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs*, 2013). The institution must demonstrate the following:

- **Mission and Governance:** The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.
- **Quality in Institutional Commitment and Resources:** The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty enables the achievement of the mission, goals, and expected program outcomes.
- **Quality in Curriculum and Teaching-Learning Practices:** The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.
- **Assessment and Achievement of Program Outcomes:** The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

As of July 1, 2016, CCNE instituted a pre-approval process for the development of all NP programs. NP faculty have attended CCNE webinars and trainings regarding this process and will be prepared to submit a pre-approval application within the defined timeframe. Additionally, the NP implementation plan calls for contracting with a CCNE accreditation specialist to assist faculty in meeting all mandatory and compulsory requirements.

The NP concentrations at Frostburg will be required to run for a full year (two semesters) before a letter of intent to CCNE is sent to request an accreditation review of the program. CCNE accreditation decisions are retroactive to the first day of that degree program's most recent CCNE on-site evaluation. This review addresses courses, pedagogical effectiveness, and student learning outcomes. At this time the Department of Nursing is fully accredited by CCNE for both current programs (RN-BSN and MSN).

M. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Frostburg State University is a public institution that is committed to a campus environment that values human diversity and respects individuals who represent diversity. The online format for the delivery of this new program will reach a diverse student population at various locations regionally and throughout the state. It is important to note that the current RN-B.S. in Nursing has become increasingly diverse as the result of recruiting strategies aimed at minority nurses as evidenced by these statistics:

	Fall 2014		Fall 2015		Fall 2016	
	RN-BSN	MSN*	RN-BSN	MSN**	RN-BSN	MSN**
Total Students	376	10	457	23	445	31
American Indian or Alaskan Native	0	0	0	0	0	0
Asian (not of Hispanic origin)	19		25	0	28	0
Black or African American (not of Hispanic origin)	71	1	84	4	79	4
Hispanic or Latino	14	0	20	0	29	1
Native Hawaiian or Other Pacific Islander	1		1	0	1	0
White (not of Hispanic origin)	263	8	312	15	292	21
Two or More Races	3	0	8	0	9	1
Race/Ethnicity Unknown	5	1	5	4	4	4
Males	40	0	50	0	39	0

*Note: The MSN program did not begin until fall of 2014.

**Note: The MSN program is becoming more diverse, but enrollment remains low. CCNE accreditation was just received fall, 2016, for the MSN program which will likely increase enrollments.

The RN-BSN program has seen an increase in the number of culturally and linguistically diverse (CALD) students (averaging 29%) and has been successful in assisting these students through the program by way of faculty support through advising and other student support services such as the writing center. A CALD workgroup was formed in the fall of 2015 and has continued to meet regularly to investigate, explore, and implement strategies to meet the unique needs of CALD students specific to online learning. Regular faculty meetings are held to discuss curriculum in terms of content, course design, assignments, grading, and rubrics.

Additional support such as supplemental instruction programming is provided on an individual basis as needed by the instructors, tutoring services, and other kinds of academic support. Faculty provide Blackboard Collaborate™ sessions, Podcasts/video in Blackboard™, face-to-face meetings, and phone assistance as needed that is individualized for each student.

Admission criteria for both NP concentrations are clearly defined as per Section B. Admission will be granted without regard to gender, race, religion, or national origin. Most admission criteria are objective and/or quantifiable in nature (having an unencumbered nursing license, undergraduate statistics course, producing documentation of having 2 years of experience as R.N., etc). Admission criteria that are more subjective or qualitative in nature will be assessed using a standardized rubric to ensure that the same standards are being utilized with each prospective student.

N. Relationship to low productivity programs identified by the Commission:

Not applicable