



**TOPIC:** University of Maryland University College: Bachelor of Science in Nursing for Registered Nurses

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** January 16, 2013

**SUMMARY:** The proposed program is intended for registered nurses (RNs) who have earned an associate's degree in nursing from a community college in Maryland and who hold an unencumbered or unrestricted RN license. The program is designed to address a shortage of seats in existing RN to BSN programs in the State of Maryland.

The U.S. Bureau of Labor Statistics indicates that employment opportunities for registered nurses are expected to grow 26% from 2010 to 2020, faster than the average for all occupations, and that registered nurses with at least a bachelor's degree in nursing will have better job prospects than registered nurses without a bachelor's degree. Additionally, advanced practice nurses (clinical nurse specialists, nurse anesthetists, nurse practitioners, and nurse midwives) will be in high demand. These specialties most often require graduate-level education, which requires a bachelor's degree in preparation. There is an estimated shortfall of 300 to 400 seats in RN to BSN programs in Maryland, creating a challenge for registered nurses who graduate from a Maryland community college. Those nurses who cannot secure a seat in a Maryland BSN program either have to go out of state to earn a BSN or will not be able to further their education.

UMUC's proposed program is designed to meet this shortfall of seats, and is being created at the request of the Chancellor of the University System and the presidents of community colleges in Maryland, who approached UMUC to suggest this proposed program. The program is intended to provide greater access for graduates of community colleges to continue their education in Maryland in an affordable and accessible manner. The RN to BSN program at UMUC will draw upon the special relationship that UMUC has with the community colleges in Maryland to ensure that student needs are met. The program will be especially focused on Maryland and surrounding areas, although it would be accessible to individuals outside of the region.

The proposed program will provide registered nurses with the ability to earn additional credentials essential to career growth and advancement. With a Bachelor of Science in Nursing, registered nurses can receive higher compensation and gain eligibility for advancement to preferred positions in management, research, and teaching. Nurses aiming for supervisory positions are in need of leadership and management training, which will be addressed in the BSN curriculum. There is a shortage of nursing administrators, and the BSN curriculum will provide the knowledge to help nurses learn management skills. In the future, a growth area might be a joint MSN/MBA to further alleviate the shortage of skilled nurse-managers and nurse-educators.

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

**FISCAL IMPACT:** No additional funding is necessary. The program will be supported through tuition.

**CHANCELLOR'S RECOMMENDATION:** That the Committee on Education Policy recommend that the Board of Regents approve the proposal from the University of Maryland University College to offer the Bachelor of Science in Nursing for Registered Nurses.

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COMMITTEE RECOMMENDATION:

DATE:

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BOARD ACTION:

DATE:

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SUBMITTED BY: Joann A. Boughman

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**UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR**

- New Instructional Program  
 Substantial Expansion/Major Modification  
 Cooperative Degree Program

**University of Maryland University College**

Institution Submitting Proposal

**Bachelor of Science in Nursing for Registered Nurses (Revised Version)**

Title of Proposed Program

**Bachelor of Science in Nursing**

Degree to be Awarded

**Fall 2013**

Projected Implementation Date

**1203.10**

Proposed HEGIS Code

**51.3801**

Proposed CIP Code

**The Undergraduate School**

Department in which program will be  
located

**Cynthia Davis, Acting Dean**

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Signature of President or Designee

**1/3/13**

Date

**University of Maryland University College**  
**Bachelor of Science in Nursing for Registered Nurses**

University of Maryland University College (UMUC) proposes to offer a new degree program, the Bachelor of Science in Nursing for Registered Nurses (RN to BSN). The degree will require successful completion of 120 semester hours of coursework including at least 30 semester hours taken at UMUC. This program is intended for registered nurses (RNs) who have earned an associate's degree in nursing from a community college in Maryland and who hold an unencumbered or unrestricted RN license. The program is designed to address a shortage of seats in existing RN to BSN programs in the State of Maryland.

The proposed program has been reviewed by Dr. Christy Dryer, Dean of Nursing and Health Professions at Cecil College, who has supplied a letter of support (Appendix A). Dr. Dryer is also the President of the Maryland Association of Associate Degree Nursing Directors.

### **Mission**

The mission of University of Maryland University College is to offer top-quality educational opportunities to adult students in Maryland, the nation, and the world, setting the global standard of excellence in adult education. By offering academic programs that are respected, affordable and accessible technologically and through a variety of face-to-face formats, UMUC broadens the range of career opportunities available to students, improves their lives, and maximizes their economic and intellectual contributions to Maryland, the nation, and the world.

This mission is rooted in UMUC's institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2012)); specifically that the university shall:

- (1) Operate as Maryland's open university, serving nontraditional students who reside in Maryland, the United States and around the world;
- (2) Provide the citizens of Maryland with affordable, open access to higher education;
- (3) Continue as a leader in distributed education.

As the public state and national leader in distance and distributed education, UMUC awards associate's, bachelor's, master's and doctoral degrees, as well as undergraduate and post-baccalaureate certificates. The university's academic inventory offers programs that are core to any public university, but UMUC's mission to the adult student results in an emphasis on workforce relevant programs. Consequently, the university awards degrees and certificates in the arts and humanities, behavioral and social sciences, business and management, health-related fields, computing, education and technology, including degrees in fields facing critical shortages, such as cybersecurity, information assurance and graduate level teacher training in STEM areas. As part of its emphasis on workforce needs, UMUC offers non-credit professional development programs such as those in executive leadership and, through its Inn and Conference Center and its Largo facility, hosts professional conferences and meetings that support the economic and societal needs of the State.

This program is in line with UMUC's mission as an open university and will fulfill an unmet need in the State of Maryland. The BSN at UMUC will give nurses in the State of Maryland the opportunity to further their education, to earn a Bachelor of Science in Nursing and subsequently advance in their careers and provide Maryland with valuable and needed nursing skills.

### **Rationale and Need for the Proposed Program**

The U.S. Bureau of Labor Statistics indicates that employment opportunities for registered nurses are expected to grow 26% from 2010 to 2020, faster than the average for all occupations, and that registered nurses with at least a bachelor's degree in nursing will have better job prospects than registered nurses without a bachelor's degree. Additionally, advanced practice nurses (clinical nurse specialists, nurse anesthetists, nurse practitioners, and nurse midwives) will be in high demand. These specialties most often require graduate-level education, which requires a bachelor's degree in preparation.<sup>1</sup>

There is an estimated shortfall of 300 to 400 seats in RN to BSN programs in Maryland<sup>2</sup>, creating a challenge for registered nurses who graduate from a Maryland community college. Those nurses who cannot secure a seat in a Maryland BSN program either have to go out of state to earn a BSN or will not be able to further their education.

UMUC's proposed program is designed to meet this shortfall of seats, and is being created at the request of the Chancellor of the University System and the presidents of community colleges in Maryland, who approached UMUC to suggest this proposed program. The program is intended to provide greater access for graduates of community colleges to continue their education in Maryland in an affordable and accessible manner. The RN to BSN program at UMUC will draw upon the special relationship that UMUC has with the community colleges in Maryland to ensure that student needs are met. The program will be especially focused on Maryland and surrounding areas, although it could be used by individuals outside of the region.

The proposed program will provide registered nurses with the ability to earn additional credentials essential to career growth and advancement. With a Bachelor of Science in Nursing, registered nurses can receive higher compensation and gain eligibility for advancement to preferred positions in management, research, and teaching.

Nurses aiming for supervisory positions are in need of leadership and management training, which will be addressed in the BSN curriculum. There is a shortage of nursing administrators, and the BSN curriculum will provide the knowledge to help nurses learn management skills. In the future, a growth area might be a joint MSN/MBA to further alleviate the shortage of skilled nurse-managers and nurse-educators.

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<sup>1</sup> Occupational Outlook Handbook, <http://www.bls.gov/ooh/healthcare/registered-nurses.htm#tab-6>, retrieved on September 14, 2012.

<sup>2</sup> From personal conversation with Christy Dryer, DNP, RN, CNE, Dean of Nursing and Health Professions, Cecil College on 9/26/2012

As envisioned, the RN to BSN program will be of extremely high quality, have employer and practitioner input on program outcomes, and meet external standards.

### **Market Demand**

Nursing shortages and increasing demand for educational credentials will drive enrollments for the BSN program.

The American Association of Colleges of Nursing (AACN) has expressed concern about the shortage of nurses:

“The United States is projected to have a nursing shortage that is expected to intensify as baby boomers age and the need for health care grows. Compounding the problem is the fact that nursing colleges and universities across the country are struggling to expand enrollment levels to meet the rising demand for nursing care.

The American Association of Colleges of Nursing (AACN) is working with schools, policy makers, kindred organizations, and the media to bring attention to this health care crisis. AACN is working to enact legislation, identify strategies, and form collaborations to address the nursing shortage.”<sup>3</sup>

The American Nurses Association notes factors that are further accelerating the shortage:

“The median age of nurses is 46. More than 50% of the nursing workforce is close to retirement. America is seeing vast increases in the number of people over 65. This age group has many medical and health needs, and will put a strain on our health system.”<sup>4</sup>

A January, 2012 article from The Advisory Board discusses how the “BSN in 10” movement may mandate all RNs to get BSNs:

“The push for RNs to have BSNs (“BSN in 10”) is still being debated and is currently a state by state issue. A New York bill that would require new RNs to obtain a Bachelor of Science in Nursing (BSN) degree within 10 years has rekindled the debate over minimum nurse licensure requirements. Federal statistics show that as of 2008, only about one-third of RNs had a bachelor's degree or higher, with most earning two-year associate's degrees, the AP/San Francisco Chronicle reports. Although no state requires a four-year degree for initial licensing or afterward, New Jersey and Rhode Island also have considered similar “BSN in 10” bills in recent years.”<sup>5</sup>

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<sup>3</sup> American Association of Colleges of Nursing, *Nursing Shortage*, <http://www.aacn.nche.edu/media-relations/factsheets/nursing-shortage>, retrieved on November 27, 2012.

<sup>4</sup> American Nurses Association, *Nursing World*, <http://www.nursingworld.org/nursingshortage>, retrieved on November 27, 2012.

<sup>5</sup> The Advisory Board Company, *The Daily Briefing*, <http://www.advisory.com/Daily-Briefing/2012/01/04/BSN-in-10>, retrieved on November 27, 2012.

In a 2011 article on *nurse.com* entitled “It's Academic: Studies Spur Push To BSN-in-10” experts suggest, however, that employers are moving toward BSNs even without the legislative mandate:

“What is changing is employer preference for nurses with BSN and higher education. We know from our recent study of all hospitals in Pennsylvania, New Jersey, California and Florida that there are an increasing number of hospitals in which BSN nurses constitute 60% or more of bedside nurses; some hospitals have over 90% BSN nurses.”<sup>6</sup>

On the national front, data from the BLS National Occupation Outlook projects very strong growth in the nursing profession from 2010-2020:

- 39% growth - Nursing, Psychiatric, and Home Health Aides
- 22% growth - Licensed Practical and Licensed Vocational Nurses

Similarly, the Maryland Department of Labor Occupation Outlook yields very strong results for the State of Maryland from 2010-2020:

- 34% growth - Nursing, Psychiatric, and Home Health Aides
- 23% growth - Licensed Practical and Licensed Vocational Nurses
- 16% growth - Nursing Instructors and Teachers, Postsecondary

### **Student Audience and Potential Careers**

The target population consists of registered nurses holding an associate’s degree in nursing from a community college in Maryland and who have an unencumbered or unrestricted license, and who seek to further their education and career opportunities by earning a Bachelor of Science in Nursing. Because there is a large pool of currently employed RNs who will most likely need a BSN to be competitive, UMUC will concentrate on marketing to this well-defined group.

The Bachelor of Science in Nursing is appropriate for registered nurses wishing to advance their careers in Maryland. The need for nurses with a Bachelor of Science in Nursing is growing, as registered nurses with a BSN are required or preferred by 55% of hospitals in Maryland.<sup>7</sup> This makes earning a BSN a good career move for RNs in the State of Maryland.

Nurses may be employed within clinics, hospitals, physician practices, nursing homes, rehabilitation centers and skilled nursing facilities.

### **Program Duplication**

In Maryland there are six University System of Maryland institutions already offering an RN to BSN degree: Bowie State University, Coppin State University, Frostburg State University

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<sup>6</sup> Nurse.com, *It's Academic: Studies Spur Push to BSN-in-10*, <http://news.nurse.com/article/20110307/national01/103070046/-1/frontpage>, retrieved November 27, 2012.

<sup>7</sup> From personal conversation with Christy Dryer, DNP, RN, CNE, Dean of Nursing and Health Professions, Cecil College on 9/26/2012.

(online), Salisbury University, Towson University, and University of Maryland, Baltimore (online).

The RN to BSN programs at Bowie State University, Coppin State University, Salisbury University, and Towson University are all offered primarily in face-to-face formats, and the target audience consists of traditional students. These four schools also have extensive entrance requirements, including minimum GPAs of 2.5 or above, proficient scores on the Test of Essential Academic Skills Version IV or V (TEAS IV or TEAS V), submission of entrance essays/narratives, a curriculum vitae or résumé, and a physical examination, test of communicable diseases, and letters of recommendation may also be required.

In contrast, as an open-access university, UMUC will not require a cumulative GPA over 2.0 and will not require the additional TEAS testing, narrative, résumé, letters of recommendations, or physical examination and health assessments. UMUC's program will be fully available online in order to serve RNs who are already in the workplace.

RN to BSN programs at Frostburg State University and at University of Maryland, Baltimore are both offered online, like UMUC's proposed programs, but there are still notable differences in delivery and audience.

The Frostburg's courses are delivered in a part-time plan of study with an entirely online format, using synchronous online classrooms periodically throughout each semester. In contrast, UMUC's RN to BSN program will not require a synchronous component, allowing students who are employed to complete their coursework at times convenient for them. UMUC's program is designed to avoid direct competition with the Frostburg program, given the large documented need for BSN-prepared nurses.

The RN to BSN program at the University of Maryland, Baltimore, also available online, requires that entering students have a minimum GPA of 3.0; a science GPA of 3.0; submit a résumé, a statement of goals and objectives, and two recent academic letters of recommendation; and complete the Test of Essential Academic Skills (TEAS), Version IV or V. The entrance requirements indicate that University of Maryland, Baltimore is targeting only the upper tier of academically successful registered nurses. In contrast, as an open university, UMUC will not require a cumulative GPA of over 2.0 and will not require the TEAS exam. UMUC's program will be available to all competent registered nurses, regardless of their previous level of academic achievements. UMUC will also award credit toward degree completion in recognition of the unencumbered RN license, a practice not followed by University of Maryland, Baltimore, although credits are awarded by Bowie, Coppin, Frostburg and Towson. Awarding credit for the license accelerates degree completion, putting qualified nurses into the workforce sooner, while it also lowers the cost of the degree for the student.

In addition, three private colleges in the state also offer an RN to BSN program: Hood College, Stevenson University, and the Notre Dame of Maryland University. These programs differ from UMUC's proposed program in terms of mode of delivery, entrance requirements, and in some cases, curriculum:



- The Hood College BSN program is entirely face-to-face, and requires that all students transferring to the program have a 2.5 cumulative GPA for all prior coursework.
- Stevenson University requires that students must have completed all prerequisites to the program with a cumulative GPA of 2.5, submit two professional recommendations by a supervisor or peer, and have an interview with an admissions counselor.
- Notre Dame's program is considered an accelerated RN-BSN program, and students are allowed a one- to two-week study abroad opportunity that will not be available at UMUC. Students at UMUC will have the opportunity to accelerate through the RN to BSN program, but will not be required to do so. The Notre Dame program requires that prospective students for the RN to BSN program be at least 22 years of age and students must have a cumulative GPA of 2.5 or higher.

Nationally, there are RN to BSN programs that are 100% online, including programs through Drexel University, Excelsior University, Western Governor's University, and University of Delaware. However, even these programs do not meet the shortage of seats in RN to BSN programs for Maryland residents, and so the presidents of Maryland community colleges approached UMUC to request the creation of an RN to BSN program to provide the seats necessary to accommodate students wishing to progress and to do so at a tuition level that would be attractive to Maryland students. UMUC's in-state tuition is the second lowest among four-year institutions in the state, higher only than that of Coppin State University.

### **Relevance to Historically Black Institutions (HBIs)**

Among Historically Black Institutions (HBIs) in Maryland, Coppin State University and Bowie State University both offer an RN to BSN. The other two HBIs in Maryland, University of Maryland Eastern Shore and Morgan State University, do not offer an RN to BSN program.

The target audience for UMUC's proposed program is different than that of Bowie and Coppin. UMUC seeks to attract students who have graduated with an associate's degree in nursing from a community college in Maryland who are already working in the field and are seeking a degree that they can complete entirely online. The Bowie and Coppin programs are not available through online delivery and thus are less accessible to nurses already in the workforce.

The UMUC proposed RN to BSN program is not duplicative of other schools, and will not harm enrollments at other Maryland schools, including the HBIs.

### **Characteristics of the Proposed Program**

#### ***Description of Proposed Program***

The proposed Bachelor of Science in Nursing for Registered Nurses will build on the clinical and practical experiences of registered nurses, and provides the skills and knowledge necessary for a successful career in nursing. The program will include studies in global health, community and

family nursing, nursing leadership and management, nursing research, information technology, and business principles. Graduates will be prepared to take leadership roles in diverse and challenging settings, be accountable for their client care, provide exceptional evidence-based nursing care to all patients, and be equipped for graduate study.

### ***Student Learning Outcomes***

The student who completes the Bachelor of Science in Nursing will be able to:

- Provide nursing care that adheres to ethical, legal and professional standards in a variety of health care settings
- Communicate effectively to establish relationships and deliver information in a manner that is cognizant of diversity and respectful of the audience
- Evaluate, select and apply appropriate management and leadership strategies to plan and implement nursing care
- Apply scientific and evidence-based knowledge to deliver effective nursing care
- Develop an action plan that includes continuous pursuit of lifelong learning to contribute to the nursing profession

The program outcomes will be refined by an advisory group consisting of nursing educators, nurses currently practicing in Maryland, and nursing administrators, using an approach that the UMUC's Undergraduate School has successfully used in the past. This advisory group is currently being organized and will assist in designing the nursing courses for the program, including the course outcomes and assessments within the courses. Evaluation and learning outcomes assessment for the program will take place in the required courses, and will include regular course evaluations, review of grade distributions, and faculty review of student performance on embedded course assessments. Additional review includes tracking of student course completion and program completion rates.

### ***General Requirements for the Degree***

Students enrolled in the RN to BSN program will be required to complete 30 semester hours of courses, as follows:

- HMG 372 Legal and Ethical Issues in Healthcare (3)
- IFSM 305 Information Systems in Healthcare Organizations (3)
- NURS 300 Science and Research in Nursing (3)
- NURS 310 Family and Community Health Nursing (3)
- NURS 350 Global Health and Policy Issues (3)
- NURS 380 Business Principles and Nursing (3)
- NURS 390 Advocacy and Politics in Nursing (3)
- NURS 400 Diversity in Nursing (3)
- NURS 410 Applying Evidence-Based Practice in Nursing (3) or NURS 486A Workplace Learning in a Clinical Setting (3)
- NURS 495 Leadership and Management in Nursing (3)

All of these courses will be new at UMUC. The HMGMT and IFSM courses are pre-existing. No new resources will be needed for course development. Course descriptions are included in Appendix B.

The remainder of the 120 semester for the BSN degree will be awarded for transfer courses from the associate degree program and for licensure:

- In fulfillment of general education requirements, students may transfer up to 60 semester hours in the liberal arts and sciences, to include:
  - 12 semester hours in writing/communication
  - 6 semester hours of humanities
  - 6 semester hours of computer courses
  - SOCI 100 Introduction to Sociology (3 semester hours)
  - PSYC 100 Introduction to Psychology (3 semester hours)
  - Anatomy and Physiology (8 semester hours)
  - Microbiology (4 semester hours)
  - Statistics (3 semester hours)
- Unencumbered RN license, 30 semester hours

The awarding of credit for the unencumbered license is an established practice in RN to BSN programs. In Maryland, Bowie State University, Coppin State University, Frostburg State University, and Towson University all award such credit.

### **Enrollment Projections**

The following table shows projected unduplicated student headcounts for the first five years of the program:

	<b>AY 2013-14</b>	<b>AY 2014-15</b>	<b>AY 2015-16</b>	<b>AY 2016-17</b>	<b>AY 2017-18</b>
<b>Projected Headcount</b>	<b>50</b>	<b>95</b>	<b>104</b>	<b>113</b>	<b>122</b>

It is anticipated that approximately 75 degrees will be awarded each year after the degree is established and reaches steady state. The program can easily grow as there is additional student demand. It is anticipated that part-time students will be able to complete the 30 semester hours required for degree completion in two years of study, taking 15 semester hours per year.

### **Program Delivery and Principles of Good Practice**

The nursing content for this major will be offered online, or in the hybrid format at UMUC facilities in Adelphi or Largo.

### ***Curriculum and Instruction***

UMUC is committed to providing the best online teaching and learning possible and to excellence in all of its programs. There is no difference in coherence, cohesiveness, or academic rigor between programs offered in traditional instructional formats and those offered from a distance. Each program is designed to result in learning outcomes appropriate to the rigor and breadth of the program and all programs assess student achievement of defined learning outcomes through regular and formal assessment planning. Online and onsite courses and programs are fully aligned and integrated—designed around the same learning outcomes and principles, overseen and taught by the same faculty, held to the same standards, and assessed in the same way.

All of UMUC's online courses have been designed by faculty members in appropriate disciplines in collaboration with instructional designers and other experts in the field. Course learning outcomes and course descriptions are the same for every section of the course. The learning outcomes for each course are the foundation of the course; the learning activities, assessments and content of the course are in alignment with the outcomes and provide a clear pathway for mastery of the outcomes.

### ***Role and Mission***

All programs at UMUC are designed to be consistent with the mission of the institution. Each program has a mission and program outcomes aligned to the university mission as described in the catalog.

All existing UMUC programs are subject to periodic academic program reviews, including the review of the appropriateness of the technology being used to meet a program's objectives. The results of periodic academic program reviews are reported to the University System of Maryland (USM).

### ***Demonstrable Quality of Program Faculty***

UMUC has a roster of faculty with expertise in areas related to health care management. A master's degree is the minimum requirement to teach, but over 80% of UMUC faculty members hold terminal degrees. Teaching effectiveness is monitored by class observation and student course evaluations.

For the proposed BSN program, representing a new discipline, UMUC does not already have a roster of qualified faculty and will be actively recruiting for faculty members who hold credentials that meet standards and criteria of *The Commission on Collegiate Nursing Education* (CCNE) or *The National League for Nursing Accrediting Commission, Inc.* (NLNAC).

### *Faculty Support*

All UMUC faculty are required to receive training to teach online, including training in the use of the learning management system used to deliver the courses, as well as in the pedagogy of distance education. Additionally, faculty have the opportunity for additional trainings throughout the course of their employment with UMUC. All faculty have 24/7 access to support services for both on-site and on-line courses, including support for technical issues with the learning management system. New faculty are provided with experienced faculty mentors.

Undergraduate School faculty are trained in the School's learning model, which includes seven principles of best practice:

- **Faculty engagement**, including faculty's active and motivating presence, outreach to students, and facilitation of interaction with students.
- **Student collaboration**, including group activities and assignments guided by clear direction and evaluation criteria.
- **Active learning**, including application, summary and reflection, and connection to real-world experience.
- **Frequent and prompt feedback** on all assignments and activities, including comments on performance, criteria for success, encouragement and referrals for further support.
- **Time on task**, meaning focus on activities directly related to learning outcomes, adequate guidance, and clear connection of assignments to outcomes.
- **High expectations**, in keeping with UMUC's standards for academic rigor and the faculty member's responsibility to challenge and motivate students.
- **Respect for diversity**, including diversity of culture, ethnicity, academic backgrounds, and individual needs as well as learning styles.

The full Undergraduate School learning model is found online and is available to all faculty, students, and interested parties at <http://www.umuc.edu/connect/learningmodel.cfm>.

A Teaching Guide is provided for each course and offers learning activities and assignments appropriate to different instructional formats. Additional support is provided through workshops offered by the University's Center for Teaching and Learning, as well as through online coaching and mentoring programs for faculty (<http://www.umuc.edu/faculty/facsupport/>).

UMUC's learning management system provides appropriate real-time and asynchronous interaction between faculty and students in online classes, as well as access to course materials and a wide array of online library resources. All online classes have conferences and discussions in which students interact with faculty and with each other.

### *Student Support*

UMUC provides all students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and

payment policies. Students have access to the complete range of student services available at UMUC in support of their distance education activities. All students are provided with the academic support they need to be successful in the online environment.

All advertising, recruiting, and admissions materials are the same for all students, and accurately represent programs and services available. Full information is available at [www.UMUC.edu](http://www.UMUC.edu).

### ***Evaluation and Assessment***

Students have the opportunity to evaluate courses and faculty through a standard evaluation of every course. In addition, faculty are evaluated by their supervisors on a pre-determined schedule using a standard evaluation instrument, on the basis of direct observation.

Formal assessment planning in the Undergraduate School ensures assessment of student learning in alignment with program and course learning outcomes. The Undergraduate School approach to assessment begins with alignment of missions at institutional and program levels, alignment of mission with learning outcomes, then program outcomes with curriculum, flowing down to course outcomes and assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement.

Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness, and regular academic program reviews consider these factors, including comparisons between online and face-to-face formats.

### ***Consistency with the State's Minority Student Achievement Goals***

UMUC's student body is diverse. In fall 2010, 35% of UMUC's stateside students were African American, and minority students comprised 44% of total enrollment. UMUC enrolls more African American students than any single one of the four historically black colleges and universities in Maryland. UMUC annually awards more degrees to African American students than any other institution in Maryland.

Consistent with the State's goals for minority student achievement, the proposed program is designed to serve a diverse population of students and to prepare them for employment in a highly paid sector of the health care field, which is a key factor in Maryland's economy.

### **Technology Fluency**

Technology fluency is a core learning area for UMUC students and is assessed at the institutional level as well as being incorporated into all degree programs. Most courses in this program will be taught entirely online, and the remainder will be hybrid classes combining both face-to-face and online delivery, so that all students will be required to use enhanced technology to complete assignments. Students will also use the online databases and the UMUC library's other extensive online holdings to fulfill course requirements. The program will thus require students to acquire and maintain a high level of technological proficiency.

## **Library Requirements**

UMUC Information and Library Services currently subscribes to databases with which students in an RN to BSN program can conduct extensive research in completion of course assignments. The Library's science and health science databases are comparable to or exceed the databases held by other institutions that offer the RN to BSN degree. Among the UMUC Library's more than 125 databases are the following, which are especially relevant to an RN to BSN program:

- Academic Search Complete
- CINAHL
- Dissertations and Theses
- Health Source: Consumer Edition
- Health Source: Nursing/Academic Edition
- LexisNexis Academic
- Medline (EBSCO)
- PsycARTICLES
- PsycINFO
- ScienceDirect
- Web of Science

Additionally, the Library will add to its list of research databases the following open access Web sites:

- BioMed Central
- PubMed

To enhance its support of the proposed RN to BSN program, the Library will research the feasibility of adding these resources to its list of subscription databases:

- CINAHL with Full Text
- Medline with Full Text

Lastly, the Library is prepared to offer an array of support services for an RN to BSN program, including information literacy instruction, document delivery, and the creation of online subject guides, which function as research portals and will be tailored to the needs of nursing students.

## **Facilities and Equipment**

Physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and online and technology resources.

## **Finances**

No new general funds will be required for implementation of the proposed revision to this program. The program is expected to be self-supporting, as shown in the following tables.

**Resources and Expenditures**

<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	\$300,000	\$570,000	\$624,000	\$678,000	\$732,000
a. #F.T. Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	N/A	N/A	N/A	N/A	N/A
c. Annual Full Time Revenue (a x b)	N/A	N/A	N/A	N/A	N/A
d. # Part Time Students	50	95	104	113	122
e. Credit Hour Rate	\$400	\$400	\$400	\$400	\$400
f. Annual Credit Hours per student per year	15	15	15	15	15
g. Total Part Time Revenue (d x e x f)	\$300,000	\$570,000	\$624,000	\$678,000	\$732,000
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
<b>TOTAL (Add 1 - 4)</b>	<b>\$300,000</b>	<b>\$570,000</b>	<b>\$624,000</b>	<b>\$678,000</b>	<b>\$732,000</b>

<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Total Faculty Expenses (b + c below)	\$126,753	\$167,883	\$188,448	\$188,448	\$188,448
a. Total sections taught	10	20	25	25	25
b. Adjunct Salary <sup>a</sup>	0	\$41,130	\$61,695	\$61,695	\$61,695
c. Full time faculty salary (1 FTE) <sup>b</sup>	\$100,200	\$100,200	\$100,200	\$100,200	\$100,200
d. Total Benefits (26.5%)	\$26,553	\$26,553	\$26,553	\$26,553	\$26,553
2. Total Administrative Staff Expenses (b + c below)	\$145,475	\$145,475	\$145,475	\$145,475	\$145,475
a. # FTE	1	1	1	1	1
b. Total Salary	\$115,000	\$115,000	\$115,000	\$115,000	\$115,000
c. Total Benefits (26.5%)	\$30,475	\$30,475	\$30,475	\$30,475	\$30,475
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits (26.5%)	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses (Course development, marketing, overhead) <sup>c</sup>	\$5,636	\$8,386	\$4,536	\$4,536	\$4,536
<b>TOTAL (Add 1 - 7)</b>	<b>\$277,864</b>	<b>\$321,744</b>	<b>\$338,459</b>	<b>\$338,459</b>	<b>\$338,459</b>

Note a. Adjunct faculty salary is based on an average adjunct faculty salary of \$1371 per credit hour or \$4113 for a three-credit course, for an associate professor with terminal degree at pay step 11 on UMUC's longevity scale for adjunct faculty. Adjuncts will be assigned to teach courses that are in excess of the teaching load of the full-time lead faculty member.

Note b: One full-time faculty member will be hired as lead faculty for this program.

Note c: Other expenses include costs associated with nursing accreditation.



## Appendix A

## Letter of Support from Cecil College



One Seahawk Drive | North East, MD 21901 | 410-287-6060 | Fax: 410-287-1026 | [www.cecil.edu](http://www.cecil.edu)

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December 3, 2012

To whom it may concern:

I have reviewed the initial proposed curriculum/course listings for the University of Maryland University College RN to BSN program. It is my understanding that further, detailed, course development and program outcomes will occur with nurse educator experts, potential nurse employers and other stakeholders.

Many health care institutions across the state, while supporting the Associate degree as a safe and valid entry into nursing practice credential, encourage nurses to continue their education, particularly in acquiring a BSN. The concept of educational growth and moving registered nurses towards the BSN credential is supported by the Institute of Medicine's 2010 report, *The Future of Nursing: Leading Change, Advancing Health*, with a stated goal of 80% of RN workforce with a BSN by 2020. As a result, a growing number of Maryland's hospitals and healthcare organizations have indicated a preference for BSN credentialed registered nurses.

The ability of the community college nursing programs to meet this employment demand continues to be a concern. Approximately 60% of the nursing graduates in Maryland are associate degree graduates. Currently, several Maryland institutions offer RN to BSN programs. Most of these institutions have articulation agreements with the community colleges. However, capacity is limited and affordability is a significant factor. Maryland's community colleges graduate approximately 1500 students annually with the associate degree credentials; the majority of these nurses remain in Maryland to practice as nurses.

The majority of out of state educational institutions that offer RN to BSN programs whom community colleges in Maryland have articulation agreements with, currently accept up to 90 credits in transfer and credential assessment. However, these RN to BSN programs can be expensive for the Maryland student, thus inhibiting access. UMUC plans to address this by modeling their RN to BSN program according to the 90 credit transfer model. This would increase accessibility for many Registered Nurses in Maryland.

As health care institutions across the region continue to promote and often require, the BSN credential, the demand for quality, affordable and accessible RN to BSN education will continue to grow. University of Maryland University College RN to BSN program can contribute to meeting this workforce demand.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Christy Dryer'.

Christy Dryer, DNP, RN, CNE  
Dean of Nursing and Health Professions  
Cecil College  
Maryland Association of Associate Degree Nursing Directors, President

**Appendix B**  
**Bachelor of Science for Registered Nurses**  
**Course Descriptions**

**HMG 372 Legal and Ethical Issues in Healthcare (3)**

An examination of legal and ethical issues encountered in healthcare management and the ramifications of those issues on the delivery of health services and patient care.

**IFSM 305 Information Systems in Healthcare Organizations (3)**

Prerequisite: IFSM 201. An overview of information systems and how they support organizational objectives in the healthcare sector.

**NURS 300 Science and Research in Nursing (3)**

An overview of the scientific principles and methods employed in clinical research. Topics will include the scientific process, research methods, experimental protocols, informed consent, and the role of the human subject in the studies.

**NURS 310 Family and Community Health Nursing (3)**

An examination of the field of family and community nursing. The goal is to identify and evaluate best practices and approaches that promote good health among family and community members, including the entire spectrum from birth to old age.

**NURS 350 Global Health and Policy Issues (3)**

An exploration and analysis of global health issues and the policies that relate to them. Topics include emerging diseases, communicable and non-communicable diseases, and the impact of policies on access and delivery of healthcare.

**NURS 380 Business Principles and Nursing (3)**

A study of the fundamental concepts of business principles and their relationship to nursing practice. Discussions will focus on how business practices can inform and improve health care delivery.

**NURS 390 Advocacy and Politics in Nursing (3)**

An overview of the basic principles of the political process combined with a study of how patient advocacy can influence healthcare policies.

**NURS 400 Diversity in Nursing (3)**

An examination of the many dimensions of diversity with the clinical setting. Emphasis is on communicating effectively in a multi-cultural environment.

**NURS 410 Applying Evidence-Based Practice in Nursing (3)**

Prerequisite: NURS 300 Science and Research in Nursing. A study of the principles and models of evidence-based nursing practice. Topics include collection, evaluation and dissemination of evidence, evaluation of sources of information, safety measures, quantitative and qualitative research, and ethical conduct of research.

**NURS 486A Workplace Learning in a Clinical Setting (3)**

Prerequisite: NURS 300 Science and Research in Nursing. The integration of nursing knowledge with new experiences in the work place. Tasks include completing a series of academic requirements that parallel work experience.

**NURS 495 Leadership and Management in Nursing (3)**

(Intended as a final, capstone course to be taken in student's last 9 credits). A study of leadership theories, skills and techniques used in the nursing profession to deliver high quality patient care in a variety of settings.