



TOPIC: Frostburg State University: Master of Science in Nursing (MSN), Education Track and Administration Track

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: March 11, 2014

SUMMARY: The proposed M.S. in Nursing with Education Track is in direct response to the national need to increase nursing faculty especially within the state of Maryland. MHEC currently offers scholarships to incentivize nurses within Maryland to return to higher education who are then obligated to teach in a nursing program within Maryland. Currently, it is difficult for Maryland's nurses to take advantage of this scholarship due to limited capacity and scheduling issues with current masters' programs throughout the state. Working nurses require flexible schedules for completion. Currently in Maryland, there are only four universities that offer the M.S. in Nursing with Education Track; the proposed program in nursing education will be the only online option for these working nurses. Similarly, the proposal of the M.S. in Nursing with Administration Track is in direct response to the need to increase the number of nursing administrators in response to the demands of healthcare reform, especially in rural areas such as Western Maryland.

Due to the lack of available seats in M.S. in Nursing programs statewide and nationally, recent needs assessment survey data collected, and current RN-B.S. in Nursing enrollment at FSU, the expected number of students will reach 125 by year five. It is expected that the majority of MSN students will enroll part-time. The program is designed to assume a year-round plan of study at the rate of six credits per term (fall, spring, and summer). However, students will be able to take up to nine credits in the fall and spring if they opt out of going to school over the summer. Students will be accepted in the fall and spring terms each year. In the first year, it is estimated that 35 students will enroll with 20 starting in the fall and 15 starting in the spring. Since past enrollments in the RN-B.S. in Nursing program from out of state have been low, it is conservatively calculated that less than 5% of students are expected to be non-residents.

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

FISCAL IMPACT: The program will receive reallocated funds for the first five years and will be supported through tuition and fees thereafter.

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 Nursing.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Joann Boughman

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Maryland Higher Education Commission

Academic Program Proposal

Proposal for:

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

Frostburg State University
Institution Submitting Proposal

Fall 2014
Projected Implementation
Date

Master of Science in Nursing
Award to be Offered

Master of Science in Nursing
Title of Proposed
Program

1203.10
Suggested HEGIS Code

51.1602
Suggested CIP Code

Frostburg State University, Department of Nursing
Department of Proposed Program

Heather A. Gable, MS, RN, LNHA
Name of Department Head

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President or Designee Approval

February 11, 2014
Date

Frostburg State University
Master of Science in Nursing (M.S. IN NURSING)
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 Frostburg State University 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, and liberal arts and sciences that provide specialized instruction for students involved in or preparing for professional careers. 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. For example, building upon the emphasis on the applied sciences and experiential education and in partnership with Allegany College of Maryland (ACM), an established leader in nursing and allied health education, the University established an RN-B.S. in Nursing program in 2008 to service the needs of current nurses and medical institutions in Western Maryland.

Frostburg State University is proposing a Master of Science in Nursing to further meet local, regional and state workforce needs. The University will become one of seven institutions in the University System of Maryland to offer the M.S. in Nursing, but the only institution to offer the program online and with a Track in Nursing Education. All current programs at publics and privates in Maryland are enrolling at capacity and are unable to meet the demand. Maryland specifically faces the pending retirement of a large portion of the current nursing workforce while federal and state initiatives for healthcare reform demand an increased need for nurse educators and nurse administrators. Faculty shortages are cited as the number one challenge to increasing nursing enrollment in Maryland, especially in rural areas such as Western Maryland (MHEC, 2006).

Therefore, in response to these local and regional challenges, FSU's proposed 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), and once again, expanding educational and professional opportunities while addressing rural and urban applications.

B. Adequacy of curriculum design and delivery

The curriculum for the M.S. in Nursing is based on the *AACN's Essentials of Master's Education for Advanced Practice Nursing*. The goal of the program is the preparation of professional nurses with proficiency in the ability to analyze, synthesize, and utilize current trends and knowledge for the improvement of the health care environment across the lifespan. The ability to communicate effectively both orally and in writing is also essential to transmit the outcomes of these processes (MHEC, 2006).

Mission

The M.S. in Nursing at Frostburg State University provides a pathway to success for registered nurses in Western Maryland, the surrounding regions, and state-wide. This program provides student-centered learning experiences in a supportive community to prepare registered nurses to assume leadership positions, manage complex clinical care, and prepare graduates to assume responsibility and accountability for health promotion of citizens within the community and across the nation. Program graduates will develop competencies in higher levels of leadership and practice to effectively work with patients and/or students across the continuum of care in a variety of settings.

Vision

The M.S. in Nursing at Frostburg State University aims to increase the number of nurses able to teach and lead in Western Maryland, the surrounding region, and statewide by preparing graduates with a broad knowledge and practical expertise that builds and expands upon baccalaureate or entry-level nursing practice. This degree program provides graduates with a broader understanding of the discipline of nursing in order to engage in higher-level practice and leadership in a variety of settings.

Program Goal

The M.S. in Nursing at Frostburg State University aspires to prepare nurses for the complexities of health and nursing care in today's contemporary, urban, and rural care environment with a broad understanding of the discipline of nursing in order to engage in higher level practice, leadership and teaching in a variety of settings.

Program Objectives

Objectives parallel *AACN's The Essentials of Master's Education in Nursing (2011)*.

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

1. Integrate critical thinking and creativity to provide higher levels of leadership and practice in nursing and healthcare systems;
2. Synthesize the impact of relationships between organizational and systems leadership as it relates to the implementation of quality and safe patient care delivery;
3. Apply evidence based methods, tools, performance measures, and standards that relate to the integration of quality principles within complex care settings;
4. Execute the change agent role by translating and disseminating quality evidence to resolve practice issues and improve outcomes;
5. Implement the use of communication and patient care technologies to coordinate the delivery of integrated care across inter-disciplinary healthcare teams;

6. Advocate at the system level for policy transformation to improve health and health systems;
7. Execute effective communication to collaborate and consult with inter-professional teams to manage and coordinator care;
8. Integrate care across the continuum to provide patient-centered, culturally appropriate services to diverse populations through evidence-based planning, delivery, management, and evaluation, and
9. Develop advanced nursing practice interventions that influence both direct and indirect care components to improve healthcare outcomes for individuals, populations, and systems.

Admission/Graduation Requirements

Admission Requirement	Graduation Requirement
<ul style="list-style-type: none"> • Have earned a minimum of 3.0 GPA (4.00 scale) in the B.S. in Nursing. • Satisfy FSU requirements for admission to graduate study. • Hold a current, unrestricted U.S. RN License. • Hold the degree of B.S. in Nursing from a nursing program accredited by CCNE or ACEN. • Have completed 3 credits of undergraduate statistics. • As part of application process, submit three letters of reference and an essay describing how the M.S. in Nursing meets student’s professional goals. 	<ul style="list-style-type: none"> • Completion of all coursework required for the M.S. in Nursing within 5 years from semester of initial enrollment. • Completion of all coursework with a minimum cumulative GPA of 3.0. • Completion of all courses with a grade of “C” or better to count towards the M.S. in Nursing.

Curricular Overview

According to the *AACN’s Essentials (2010)*, master’s programs prepare nurses for flexible leadership and critical action within complex, changing systems, including educational and organizational systems. Master’s prepared nurses are equipped with advanced nursing knowledge and higher level skills to lead change, promote health, and elevate care in roles such as educator and administrator in both academic and health care systems.

Nursing Administration Track

Graduates may pursue new and innovative direct and indirect roles that result from health reform and changes in an evolving and global healthcare system. The *AACN’s Essentials (2010)* expect that each graduate will have completed additional coursework in areas of practice or in a functional role.

Nursing Education Track

The Education Track provides graduates with competence in applying teaching/learning principles to patients and/or students across the continuum of care in a variety of settings. Nurse Education graduates require preparation across all nine essential areas linking graduate level clinical practice content and experiences. In addition, the program prepares students for nurse educational roles in curriculum design and development, teaching methodology, educational needs assessment, and learner centered theories and methods (AACN, 2010).

Masters of Science in Nursing Curriculum

M.S. in Nursing's Core Courses- 20 Credits	
504-Nursing Informatics	3
507-Health Finance	3
601- Advanced Health, Physiology, and Pharmacology	4
602-Research and Systematic Analysis	4
603-Roles and Issues in Advanced Practice	3
605-Healthcare Systems and Population	3

Education Track Courses - 15 Credits		Administration Track Courses- 15 Credits	
613-Curriculum Development and Design	3	610-Administration of Healthcare Organizations	3
614-Teaching & Learning Strategies	3	611-Organizational Theory	3
615-Evaluation and Assessment of Clinical Education	3	612-Health Policy	3
692-Education Practicum I	3	691-Administration Practicum I	3
695-Education Practicum II	3	694 – Administration Practicum II	3
Master's Capstone			
700-Capstone Project			2

Combined B.S. in Nursing/M.S. in Nursing

A Combined B.S. in Nursing/M.S. in Nursing program enables eligible students to complete Frostburg State University's B.S. in Nursing and M.S. in Nursing degree programs with 151 hours of academic credit. Separate pursuit of these degrees would require a minimum of 157 hours of course work. This program is available to students that have graduated or will be graduating from FSU's B.S. in Nursing program.

Students in the Combined B.S. in Nursing/M.S. in Nursing will be awarded the B.S. in Nursing after the completion of all undergraduate requirements. The uniqueness of this program is that even though most students are part-time, they can fast track and complete the degree in one less semester, or in as little as three years.

Eligibility requirements for the Combined B.S./M.S. in Nursing:

- Prospective or current declared RN-B.S. in Nursing student at FSU;
- Cumulative GPA of 3.0 (4.0 scale) or better in B.S. in Nursing courses completed at FSU at the time of application;
- Completion of application for admission approved by the Nursing Department and Graduate Services including submission of three letters of reference;
- Satisfaction of FSU's requirements for admission to graduate study;
- Hold a current, unrestricted U.S. RN license;
- Completion of 3 credits of undergraduate statistics, and
- Submission of an essay describing how the M.S. in Nursing meets student's professional goals.

The Department of Nursing will facilitate the students' transition from Bachelor's to Master's through a tailored advising plan, focused student orientation, course packaging and progression, a program resource center within the Blackboard learning management system, programmatic information, and student chat and governance forums, as well as ancillary services that provide student success development. Faculty advising will assist students to create an efficient path for completion, specifically for non-traditional students with work and family obligations. The program will integrate FSU's policies and procedures on student retention and success to reduce course withdrawals and eliminate other obstacles.

There are currently 224 students (fall 2013) in the RN-B.S. in Nursing program; a portion of these students are interested in this expedited program as it will effectively meet their life-long learning needs.

Course descriptions

CORE:

NURS 504 – Nursing Informatics (3cr.)

An introduction to informatics as it applies to nursing practice including language models, selected technologies and their application, the electronic health record, and policies governing privacy, confidentiality, and security. 3 hrs. lecture. Spring.

NURS 507 – Health Finance (3cr.)

Conceptual and practical issues related to health care economics, finances, and budgeting including accounting, business planning, cost/benefit analysis, managing financial resources, and other management tools for the nurse administrator. 3 hrs. lecture. Spring, summer.

NURS 601 – Advanced Health, Physiology, and Pharmacology (4cr.)

Study of normal physiologic and pathologic mechanisms of disease, comprehensive physical assessment, and pharmacotherapeutics. Assessment, diagnosis, and management of clients' common health problems in a safe, high quality, cost-effective manner. Analysis of an in-depth health history including signs and symptoms, developmental stages, and psychosocial and cultural characteristics. 3 hrs. lecture. Fall.

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

Discussion of clinical, management, and education leadership roles in health care. Analysis and synthesis of research with applications within specialization. 3 hrs. lecture. Fall.

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

Examination of the scope and status of professional roles and responsibilities of nurses prepared for advanced clinical and managerial placements in diverse health care settings. 3 hrs. lecture. Fall, summer.

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

Critical analysis of various theories of health promotion and clinical prevention including an overview of the design and structure of the United States health care system covering the policy, regulatory, technological, and social dynamics impacting health care organizations, health care professionals, and consumers of health care services. Issues of cultural diversity, health disparities, and social justice in health care are analyzed. Strategies to enable advanced practice nurses to influence policy and resource allocation to improve health and reduce health disparities. 3 hrs. lecture. Spring.

ADMIN TRACK:

NURS 610 – Administration of Healthcare Organizations (3cr.)

Contemporary topics affecting the health care delivery system: decreased revenue sources, unionization, health care reform, staffing models, magnet organization status, the aging population and its effect on delivery system, strategic management, succession planning, and facilitation of clinical interdisciplinary relationship to improve clinical outcomes and research opportunities. 3 hrs. lecture. Fall, spring.

NURS 611 – Organizational Theory (3cr.)

Focus on social science and organizational/systems theories. Management principles, complexity science, and issues related to dynamic organizational behavior in the healthcare setting. 3 hrs. lecture. Fall, spring.

NURS 612 – Health Policy (3cr.)

Evaluation of social policy and its impact on health policy, health status and systems, delivery of care and on nursing practice, education, and research. 3 hrs. lecture. Fall, spring.

EDUCATION TRACK:

NURS 613 – Curriculum Development and Design (3cr.)

Theories of curriculum development and nursing education will be examined from philosophical and historical foundations. 3 hrs. lecture. Fall, spring.

NURS 614 – Teaching and Learning Strategies (3cr.)

Examination of a variety of teaching strategies and evaluative approaches designed to promote a productive and effective learning environment. Students establish nurse education practicum goals and objectives and are required to obtain a nurse educator preceptor. Practicum hours involve practical observational and hands-on experiences in both the clinical and classroom environments. 3 hrs. lecture. Fall, spring.

NURS 615 – Evaluation and Assessment of Clinical Education (3cr.)

Selection and implementation of instructional strategies and media appropriate to variety of learning styles and behavior objectives. Didactic and experiential applications. Focus on measurement principles of reliability and validity, test construction, assessment of skill acquisition and competence, and interpreting results. 3 hrs. lecture. Fall, spring.

NURS 691 – Administration – Practicum I (3cr.)

Practicum component. Students will reflect on core and track components of the program and focus on their roles and responsibilities as a nursing leader. 3 hrs. lecture. Fall, spring.

NURS 692 – Education – Practicum I (3cr.)

Synthesis of curriculum development, teaching and learning strategies, and evaluation and assessment through the role of the nurse educator as applied within students' practicum site. 3 hrs. lecture. Fall, spring.

NURS 694 – Administration - Practicum II (3cr.)

Practicum. Students operationalize the leadership role in appropriate agencies and facilities in conjunction with an expert nursing leader. A project involving a topic of interest to both the student and the organization will be initiated. (*Minimum of 135 hours*) 3 hrs. lecture. Fall, spring.

NURS 695 – Education - Practicum II (3cr.)

Students work with preceptors to fulfill clinical and educational objectives developed during Practicum I. Research project leading to the writing of a scholarly paper suitable for publication. (*Minimum of 135 hours*) 3 hrs. lecture. Fall, spring, summer.

NURS 700 – Master's Capstone Project/Thesis (2cr.)

Synthesis of theoretical and clinical knowledge for the master-prepared nurse executive or educator. Project may include a thesis, literature review, case study, continuing educational event, or a business plan. 2 hrs. lecture. Fall, spring, summer.

Practicum

The required practicum will be completed in the student's local community. Students will identify practicum sites of interest in nursing education and healthcare administration while taking Education or Administration Practicum I and II (NURS 691, 692 or 694, 695). The lead faculty member for the course will then work with students and practicum sites to establish a qualified preceptor according

to set standards as outlined by the *AACN Standards (2013)*. The lead faculty will also work with the identified site to develop a contract that is mutually agreeable to both parties. Students will complete didactic work of the practicum online while fulfilling the practicum requirements in terms of hours at their identified site. As part of the online portion of the course, students are required to log practicum hours as they are completed as well as provide a hard copy of the completed practicum hours signed by the preceptor. Finally, students will be required to provide immunizations and background checks as required by the identified practicum sites in addition to the basic requirements of the M.S. in Nursing.

Specialized Accreditation

This 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 (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 (AACN, *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs*, 2013).

C. Critical and Compelling Regional or Statewide Need

According to the National Advisory Council on Nurse Education and Practice "the looming shortage of nurses and the current shortage of nursing faculty pose significant challenges to our nation. These challenges are likely to be exacerbated if health care reform succeeds in providing health care coverage to more citizens, thus increasing the demand for health care services. Nurses are critical to the delivery of health care in the U.S. and nursing faculty is critical to the production of nurses for the nation." Developing and building confident, qualified nurse faculty is essential to meeting the national and state need for more nurses. According to the AACN report in 2011, U.S. nursing schools turned away 75,587 qualified applicants from baccalaureate

and graduate nursing programs; the principal reason cited was nurse faculty shortage. The AACN also found that in 2012, there were a total of 1,181 nurse faculty vacancies between the 662 schools surveyed; additionally, the schools cited a need to create 103 new faculty positions to accommodate student demand. By increasing graduates qualified in nursing education, schools will be able to increase capacity. FSU's M.S. in Nursing with Education Track will directly meet these national and state needs.

The faculty shortage is only expected to worsen in the next 10 years with a wave of retirements among current faculty. In the U.S., more students are choosing associate degrees in nursing in order to enter the workforce sooner. This increase of associate prepared nurses has caused an inadequate pipeline for future nursing faculty. The Combined B.S. in Nursing/M.S. in Nursing will provide a viable option for associate degree nurses to complete their M.S. in Nursing and be eligible for nurse faculty positions.

D. Documentation of Market Supply & Demand in the Region and State

The proposed M.S. in Nursing with Education Track is in direct response to the national need to increase nursing faculty especially within the state of Maryland. MHEC currently offers scholarships to incentivize nurses within Maryland to return to higher education who are then obligated to teach in a nursing program within Maryland. Currently, it is difficult for Maryland's nurses to take advantage of this scholarship due to limited capacity and scheduling issues with current masters' programs throughout the state. Working nurses require flexible schedules for completion. Currently in Maryland, there are only four universities that offer the M.S. in Nursing with Education Track; the proposed program in nursing education will be the only online option for these working nurses. Similarly, the proposal of the M.S. in Nursing with Administration Track is in direct response to the need to increase the number of nursing administrators in response to the demands of healthcare reform, especially in rural areas such as Western Maryland.

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 new nurse graduates (A.D.N./B.S.N) in the workforce:

- The recent nursing graduate is 30.8 years of age works as a staff nurse full-time (over 40 hours per week) in a hospital or long term care setting (83.8%).
- S/he also has a second job in a similar setting as their primary job at 11.1%.
- S/he is married or living with a domestic partner (62.1%).
- Approximately 16.6% of these recent graduates have children under the age of 6 years, 23.2% over the age of 6 years, and 8.4% with a mix of children in both age groups.
- 37.1% of recent nursing graduates had a degree before pursuing nursing.

Therefore, personal and financial obligations would preclude their enrollment in traditional face-to-face M.S.N. programs.

A local needs assessment survey was conducted to determine the need for a local M.S. in Nursing during September, 2013. The survey, developed by the FSU Nursing Department, was sent electronically and mailed in paper format. The survey was sent to nursing program directors at 15

community colleges, current students at 4 community colleges, health systems, and registered nurses. Surveys were also sent to 37 healthcare systems in Maryland, 3 healthcare systems in West Virginia, and 3 healthcare systems in Pennsylvania.

When asked if they felt there was a need for additional M.S. in Nursing programs in Maryland, 95.3% of respondents answered “yes.” 86.4% of respondents answered “yes” when asked if they would be interested in enrolling in an M.S. in Nursing program. Data also reflected a demand for more affordable and online options. Additionally, 80% of employers (healthcare systems) replied that they felt there was a need for a B.S. in Nursing to M.S. in Nursing in the region/state and 70% answered “yes” when asked if they had current employees interested in enrolling in a B.S. in Nursing to M.S. in Nursing.

E. Reasonableness of Program Duplication

Of the nine schools in the state of Maryland that offer a M.S. in Nursing, only four offer specifically a Master’s of Science in Nursing Education. While the M.S. in Nursing programs within the state of Maryland offer a common core curriculum, the four programs with a nursing education focus include a curriculum directed to the role of the nurse educator. According to the AACN’s *The Essentials of Master’s Education in Nursing (2011)*, nurse educators should have preparation in curriculum design and development, teaching methodologies, educational needs assessment, and learner-centered theories and methods. Also, students will have the option of the second track in Nursing Administration, providing an additional specialization within the graduate program. The completion of two areas of specialization will provide additional career opportunities to graduates as they can choose to remain in practice as an administrator or transition from practice into education.

Additionally, FSU’s program will be the only entirely online M.S. in Nursing with an Education Track offered within USM. Online delivery will provide a seamless transition for those B.S.N. prepared nurses who are currently working full-time and unable to attend a traditional M.S.N. due to their work schedules.

The Registered Nurse Population Findings as cited in the 2008 National Sample Survey of Registered Nurses published in September 2010 by the U.S. Department of Health and Human Service’s (HHS) Health Resources and Services Administration (HRSA), 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.)

These characteristics demonstrate the need for a quality program that is flexible, accessible, and affordable for the working nurse who is taking care of their spouse, dependent parents, dependent children, dependent adult children, a home, and other community/volunteer obligations while trying to continue their education to support the family income and meet their career goals.

F. Relevance to Historically Black Institutions (HBIs)

No Historically Black Institutions in Maryland offer a comparable online program to FSU's proposed M.S. in Nursing with Tracks in Education and Administration.

University of Maryland Eastern Shore does not offer nursing programs. Coppin State University's only graduate option within the health care field is the Family Nurse Practitioner (FNP) program. Bowie State University offers the options of the FNP and a M.S. in Community/Public Health Nursing. Additionally, BSU's MSN does have a Nurse Educator track, yet their website does indicate that there "are many more applicants than there is available space." Morgan State University does offer a M.S. in Nursing Education with a Track in Nursing Leadership but only in the face-to-face format. However, the face-to-face format is not appropriate for practicing nurses living and working in Western Maryland.

G. If Proposing a Distance Education Program, Please Provide Evidence of the Principles of Good Practice.

The Center for Instructional Technologies (CIT) 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.

As an online program, the M.S. in Nursing utilizes the Blackboard™ learning management system, Blackboard Collaborate™ synchronous classroom and planning application, Program Resource Center, tutorials on various applications, e-readiness training and assessment, online new student orientation, and tutoring services. With synchronous learning, students have both the flexibility of an online program as well as the personal touch of a face-to-face course. 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-B.S. in Nursing at FSU.

Both the Center for Instructional Technologies and the Nursing Department subscribe to the Quality Matters™ Certification (QM) to provide best practice rubrics for online courses and training to faculty. Quality Matters 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. The QM process for certification also provides effective professional development for faculty making the transition into distance education. Current courses in the RN-B.S. in Nursing have been Quality Matters certified and this certification will also be pursued for courses in the M.S. in Nursing.

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.

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.

Heather A. Gable, Assistant Professor and Chair of the Department of Nursing. RN, A.S., Allegany College of Maryland; B.S. in Nursing, M.S., University of Maryland, Baltimore. D.N.P. expected spring 2014. Expertise is in nursing administration and healthcare leadership; coordinator of program. Course load: NURS 603, 606, 710, 711, 791, 794, 796.

Susan L. Tasker-Weaver, Assistant Professor. APRN, A.S., Allegany College of Maryland, B.S. in Nursing, University of Maryland, M.S., University of Maryland, Ed.D., University of Phoenix. Board certified in Psychiatric-Mental Health Nursing and expert in Educational Leadership. Course load: NURS 601, 605, 714, 792, 795.

Stefanie E. Hay, Assistant Professor of 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 spring 2015, Frostburg State University. Expertise is in nursing education. Course load: NURS 713, 714, 715, 792, 795, 796.

Kara N. Platt, Assistant Professor. RN, B.S. in Nursing, Shenandoah University, Winchester, VA, M.S., University of Maryland, Baltimore, DNP Johns Hopkins University, expected May, 2015. Expertise is in nursing administration and healthcare leadership. Course load: NURS 602, 603, 605, 710, 711, 791, 794, 796.

Mary Beth McCloud, Assistant Professor of the Department of Nursing. RNC-OB, BC, A.A., Allegany College of Maryland; B.S. in Nursing, West Virginia University; M.S. in Nursing, Western Governors University. Expertise is in nursing education. Course load: NURS 713, 714, 715, 792, 795, 796.

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. expected spring 2015 University of Colorado - Denver. Expertise in advanced practice nursing, patient assessment and diagnosis, and initiating and managing treatment plans. Course load: NURS 601, 602, 603, 713, 714, 715, 792, 795.

Shannon D. Weiss, Adjunct Professor of Nursing and Nurse Practitioner. RN Diploma, Conemaugh School of Nursing; B.S. in Nursing, University of Pittsburgh, Johnstown; M.S. in Nursing, Frontier Nursing University. Expertise in women's health care and health promotion. Course load: NURS 601.

Lisa M. Atkinson, Adjunct Professor, Department of Nursing. B.S. in Nursing, Montana State University, Bozeman, Montana. M.S. in Nursing, Benedictine University, Lisle, IL. Expertise in Nursing Case Management and Healthcare Education and Leadership. Course load: NURS 605, 714, 715, 792, 794, 796.

Ginelle O. Edmondson, Adjunct Professor, Department of Nursing, B.S. in Nursing University of Vermont, M.P.H., New York University. Expertise in the area of Healthcare Informatics, Population Health and Biosurveillance. Course load: NURS 604, 605, 712.

I. Adequacy of Library Resources

The Lewis J. Ort Library at FSU provides resources for the current online RN-B.S. in Nursing students as well as prospective M.S. in Nursing students. The library holds licensure for CINAHL, MEDLINE, Health Source Nursing/Academic, and ProQuest & Allied Health Source as well as other psychology (PsycInfo), science, education (Education Resource Center) and business databases (Business Source Complete). In addition, there are several journals specific to the curriculum of the program's tracks such as *Harvard Business Review*, *American Journal of Nursing*, *Journal of Nursing Education*, *On-line Journal of Nursing Informatics*, and *Nursing Ethics*. Additional electronic journals will be purchased with support from the library in year one and may be further supported by the revenue generated by enrollments.

Additionally, through the University System of Maryland (USM) and the Maryland Digital Library Project, the Library has access to over 50 electronic databases that include approximately 22,000 full-text journals, magazines, and newspapers. The Research Port 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/day basis. The cooperative sharing program between USM institutions provides students, faculty, and staff with borrowing privileges from any USM library. Additionally, interlibrary loan capabilities extend these privileges to thousands of libraries in the United States.

The library provides a dedicated Library Liaison that maintains the nursing subject guide that will allow M.S. in Nursing students to have easy online access to library services, databases and journals (both licensed and free access), and various nursing specific websites. The Ort Library also provides video tutorials on how to use various services as well as how to access the databases to maximize their searched. In the event students need further assistance with accessing resources, they can call the reference desk.

J. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

Frostburg State University has adequate facilities and infrastructure to support a fully online M.S. in Nursing. The Department of Nursing's current office space plus additional existing spaces on campus meet current and projected need to accommodate this proposed expansion of curricular programs. Support for the administration of this program will be provided by the current graduate services director, CIT, and the department's administrative staff.

The University currently uses Blackboard™ to deliver online course content as well as Blackboard Collaborate™ for live and recorded presentations. Instructional designers will continue to be utilized in the M.S. in Nursing as they have been used in the RN-B.S. in Nursing program in regards to support of instructional design, Quality Matters™ certification, and training. These services include:

- Technical assistance support including helpdesk, website support, library subject guides, databases, Blackboard™ and Blackboard Collaborate™, and new student orientation.
- Faculty training for teaching and learning in the online environment through the Faculty Online Certification course and advanced online teaching and learning support course.
- Support for instructional designer to build courses In Blackboard™ according to the QM™ rubric.

K. Adequacy of Financial Resources with Documentation

TABLE 1: RESOURCES

TABLE 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	43,225	44,522	45,857	47,234	48,650
2. Tuition/Fee Revenue (c + g below)	223,506	385,393	577,224	640,584	808,812
a.1. Number of F/T Students (in-state)	6	10	16	18	22
a.2. Number of F/T Students (out-of-state)	0	1	1	1	2
b.1. Annual Tuition/Fee Rate (in-state)	6,336	6,336	6,336	6,336	6,336
b.2. Annual Tuition/Fee Rate (out-of-state)	8,082	8,082	8,082	8,082	8,082
c. Total F/T Revenue (a x b)	38,016	71,442	109,458	122,130	155,556
d.1. Number of P/T Students (in-state)	28	47	70	78	98
d.2. Number of P/T Students (out-of-state)	1	2	3	3	4
e.1. Credit Hour Rate (in-state)	352	352	352	352	352
e.2. Credit Hour Rate (out-of-state)	449	449	449	449	449
f. Annual Credit Hour Rate	18	18	18	18	18
g. Total P/T Revenue (d x e x f)	185,490	313,956	467,766	518,454	653,256
3. Grants, Contracts & Other External Sources	12360	0	0	0	0
4. Other Sources	31500	54000	81000	90000	113400
TOTAL (Add 1 – 4)	310,591	483,920	704,081	777,818	970,862

1. Reallocated Funds

The reallocated funds in Table 1, line 1, include a program coordinator for the M.S. in Nursing. This will be the faculty member that currently coordinates the RN-B.S. in Nursing. This represents a portion of the average value of the instructional time. In response to the demands of accreditation standards and the organizational structure in terms of department, college, and institutional hierarchy, a program coordinator is necessary to administer the program, meet standards, and comply with current institutional policy. The funds to support this appointment will be reallocated from the current RN-B.S. in Nursing operating budget.

The reallocated funds in Table 1, line 1, also include the purchase and maintenance of appropriate databases in the Library. As per a letter from the Library Director, dated November 5, 2013, the acquisition request will be funded from their current periodicals budget. The Director assures that access to the databases/journals would be made available beginning July 1, 2014. Library database use of current CINAHL, MEDLINE, Health Source Nursing/Academic, and ProQuest & Allied Health Source as well as the additional journals that will be purchased will be shared between the RN-B.S. in Nursing and the M.S. in Nursing.

2. Tuition and Fee Revenue

Due to the lack of available seats in M.S. in Nursing programs statewide and nationally, recent needs assessment survey data collected, and current RN-B.S. in Nursing enrollment at FSU, the expected number of students will reach 125 by year five. We expect that the majority of M.S. in Nursing students will be part-time (full-time nurses). The program is designed to assume a year-round plan of study at the rate of six credits per term (fall, spring, and summer). However, students will be able to take up to nine credits in the fall and spring if they opt out of going to school over the summer. Students will be accepted in the fall and spring terms each year. In the first year, it is estimated that 35 students will enroll with 20 starting in the fall and 15 starting in the spring. Since past enrollments in the RN-B.S. in Nursing program from out of state have been low, it is conservatively calculated that less than 5% of students are expected non-residents.

3. Grants and Contracts

The Nursing Department at FSU secured a planning grant from MHEC which started in July, 2013. This grant continues through August, 2014 and ends prior to the expected start date of the program. These funds supported the planning and development of the program and provided course release time to current faculty for the writing of the proposal and curriculum for the M.S. in Nursing. The only supplemental funds are for Quality Matters™ certification. This costs a total amount of \$12,360 to certify 12 courses in the program prior to the start of the first semester after program approvals are received.

The faculty will once again apply for implementation funding from MHEC in spring, 2014. There are no additional grants supporting this program implementation at this time.

4. Other Sources

Due to the demand for nurse educators, costs associated with nursing faculty, the lack of additional capacity in M.S. in Nursing programs, and the affordability of FSU graduate tuition rates, an additional fee at the rate of \$50 per credit hour is being assessed to support the continued growth of the program in terms of attracting a diverse and qualified faculty, and accreditation costs associated with the program's accreditation requirements that can total over \$25,000 in just the first five years of the program.

TABLE 2: Expenditures

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	97,256	367,304	458,574	472,335	486,506
a. # FTE**	1.125	4.125	5	5	5
b. Total Salary	73,125	276,169	344,793	355,139	365,794
c. Total Benefits	24,131	91,136	113,782	117,196	120,712
2. Admin. Staff (b + c below)	26,600	54,796	56,440	58,133	59,877
a. # FTE	0.5	1	1	1	1
b. Total Salary	20,000	41,200	42,436	43,709	45,020
c. Total Benefits	6,600	13,596	14,004	14,424	14,857
3. Support Staff (b + c below)					
a. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	3,350	5,025	3,350	0	0
5. Library	4,991	5,241	5,503	5,778	6,067
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	8,000	13,800	22,860	16,360	15,330
a. Materials and Supplies	2,500	2,500	2,500	2,500	2,500
b. Faculty Development/Travel	1,000	4,800	4,800	4,800	4,800
c. QM Certification	0	0	2,060	2,060	1,030
d. Advertising	2,000	2,000	2,000	2,000	2,000
e. Printing and Postage	1,500	1,500	1,500	1,500	1,500
f. CCNE Accreditation	0	2,000	9,000	2,500	2,500
g. Phone	1,000	1,000	1,000	1,000	1,000
8. TOTAL (add 1 – 7)	140,197	446,166	546,727	552,606	567,780
9. Surplus	170,394	37,754	157,354	225,212	403,082

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

In year one, the student enrollments will be low and there will only be a need for adjunct faculty to supplement current full-time faculty to teach courses in the M.S. in Nursing. However, in year two (4.125 FTEs) the workload increases almost an entire FTE, and in years three, four, and five. This is due to enrollments and the number of courses that must be taught to keep students on track to graduation. This requires multiple courses and multiple sections to be taught with a 1:25 faculty member to student ratio per online section of each course. Benefits are included at 33% of the base salary of 65, 000 per year for a doctorate level assistant professor of nursing.

**Adjunct and full-time contract faculty will be used as needed throughout the program in addition to full-time tenure track positions to control budget costs and provide course release time to a coordinator for the program. However, it should be noted that the use of full-time tenure track positions will result in faculty that may be more vested in the program.

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

There will be a need for a part-time (0.5 FTE) administrative assistant in the first year, but this position must become full-time (1.0 FTE) in year two to help support the recruitment of new students to the program. This position will require both administrative assistant responsibilities such as clerical duties, working with the program coordinator on special projects (printed program material development, advertising, website development, student handbooks, new student orientation, marketing, policies and procedures, and admission applications) related to the M.S. in Nursing as well as recruiting throughout the region at community colleges and healthcare institutions.

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

No new support staff is requested. The support staff that will be utilized to assist the program is already in place and is able to handle the additional students in terms of instructional design, helpdesk, tutoring services, library, and graduate services.

4. **Equipment**

There is a need for new office set-ups that include office furniture, desktop or laptop computer and phone. A total of 7 new office set-ups are included to accommodate the additional staff in the department for the M.S. in Nursing program. Two set-ups are needed in year one, three additional set-ups in year two, and two set-ups in year three.

No additional specialized equipment is needed to support this program.

5. **Library**

The Lewis J. Ort Library is in full support of this program and the purchase of the requested electronic journals in addition to maintaining the current nursing resources as well as resources across other disciplines that will help to support the M.S. in Nursing program. This list of requested electronic journals includes JONA, JONA's *Healthcare Law, Ethics, and Regulation*, *Nurse Educator*, *Nursing Administration Quarterly*, *Nursing Research*, and *Nursing Management*. A five percent annual increase in the cost of these electronic journals was added in the table below.

6. **New and/or Renovated Space**

At the beginning of this program, the current nursing department will be relocated to a new site on the FSU campus that will accommodate the increased need for office space. The relocation is the result of a new building that will be completed prior to the start of the fall 2014 semester. This will provide space in another building due to the relocation of another department into the new building.

7. **Other Expenses**

A budget is included to cover year to year operating expenditures. Materials and supplies will cover various recruiting costs, office supplies, and meeting refreshments/light fare that are required by the accrediting agency and standards of practice in nursing programs.

Faculty development/travel funds are necessary to keep faculty up-to-date and provide education to faculty that do not have access to the campus due to their location across the country. AACN,

the accrediting agency's parent organization, provides workshops and trainings throughout the year across the country. It is necessary to send at least two faculty members to these 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 to three faculty members to attend face-to-face semi-annual workshops and online webinars.

Funds to support the certification of courses under Quality Matters™ are not needed until year three as cited. (Certification of initial courses was supported by a grant from MHEC totaling \$12,360.) This leaves approximately five courses that need to be certified in years three, four, and five totaling \$5,150.

A marketing/advertising budget of \$2,000 per year is included to cover the cost of print advertisements in the *MNA Newsletter* which has been the most successful advertising venue for the current RN-B.S. in Nursing.

Printing and Postage funds are needed to cover the print advertising materials that are used at recruitment events. Postage is necessary to mail welcome packets to new students.

CCNE is the accrediting agency that will be invited to accredit the program. This will take place after the program has been in place for a full year or two semesters in year two. The initial invitation fee is \$2,000; 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.

A phone budget of \$1,000 per year is included as students are from the region and various parts of the state requiring long-distance phone calls to follow up on their intake, inquires, advising, and course content questions.

L. Adequacy of Provisions for Evaluation of Program

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 (PAIR) 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 PAIR.

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.

The M.S. in Nursing 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 for 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.

M. Consistency with the State's Minority Student Achievement Goals

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 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 program has become increasingly diverse as the result of recruiting strategies aimed at minority nurses as evidenced by these statistics:

	Fall 2011	Fall 2012	Fall 2013
Total Students	32	100	224
American Indian or Alaskan Native	1	0	0
Asian (not of Hispanic origin)	0	3	4
Black or African American (not of Hispanic origin)	4	13	35
Hispanic or Latino	2	0	8
Native Hawaiian or Other Pacific Islander	0	0	0
White (not of Hispanic origin)	24	80	165
Two or More Races	0	0	5
Race/Ethnicity Unknown	1	4	7
Males	4	11	19

Minorities' access to the program will not be limited as the admissions process is done completely by desk review without knowledge of the student's race or ethnicity. Since the program instruction/curriculum is provided entirely online, as long as students have access to a computer, the internet, and have basic computer skills, the student's location is irrelevant.

The RN-B.S. in Nursing program has seen an increase in the number of ESL students 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. Regular faculty meetings are held to discuss curriculum in terms of content, course design, assignments, grading, and rubrics. Adjustments are made to future course curriculum as needed to reduce academic obstacles and increase degree completion.

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.

N. Relationship to Low Productivity Programs Identified by the Commission

Not applicable.