



Maryland Higher Education Commission  
Academic Program Proposal

**A. Centrality to institutional mission statement and planning priorities**

The Nurse Education Program (NEP) of Howard Community College (HCC) has historically sought to respond to the critical healthcare workforce shortage. In 2014, the nursing program at HCC celebrated 40 years of graduating associate degree nurses. During that span it has implemented many different program options to increase access in response to the nursing shortage. HCC added the practical nurse certificate (PNC) option, as well as a transition option for licensed practical nurses (LPNs) to move seamlessly into the second year of the associate degree nursing (ADN) program. The NEP at HCC also initiated an accelerated ADN option that allows students to complete the program of study in 14 months. The nursing program at HCC provides alternate scheduling options that include day, evening, and weekend options. Students are also able to earn certification as a nursing assistant upon successful completion of the first nursing course.

The Military to RN Pathway option is an educational approach that will capitalize on the preparation and the experiences of military service members and veterans who served as Army Combat Medics, Navy Corpsmen, or Air Force Medics so that they are able to earn an associate of arts degree (AA) in nursing. Earning an AA degree in Nursing through the Military to RN Pathway option can help the graduates apply their military medical knowledge and vast real-world clinical experience to begin a career as an RN. Their experiences are rich and varied, often under combat conditions with responsibility for multiple healthcare protocols. Completion of their training as a registered nurse can expand job opportunities and promotion options. Graduation from the HCC NEP will also allow students to articulate to a baccalaureate degree program in nursing after passing the licensing examination.

Howard Community College welcomes the opportunity to assist active-duty military personnel and their families, members of the Maryland National Guard, reservists, and veterans in achieving their academic goals. HCC has been named one of *Military Education's Top Military Friendly Colleges and Universities*. HCC is also a member of the *Service Members Opportunity Colleges (SOC)* and has signed the *Department of Defense Memorandum of Understanding as a SOC member*. The college also serves participants in the Veterans Educational Assistance Program. In allegiance with the college's values of innovation, nurturing, sustainability, partnerships, integrity, respect, excellence, and service, the NEP aims to adhere to the college mission statement of "providing pathways to success" with a vision that the college is "a place to discover greatness in yourself and others."

The strategic goals of the college include student success, completion, and lifelong learning, organizational excellence, and building partnerships. HCC endeavors to give the knowledge and experience-based tools for students to be successful, and upon graduation, meet the evolving

challenges presented to registered nurses in the modern civilian healthcare system. The development of this new program option will provide opportunities for students seeking augmentation to their current educational, financial, and occupational portfolio. With nursing education as the base, graduates will be able to serve the community and realize the importance of continued professional development.

**B. Adequacy of curriculum design and delivery to related learning outcomes**

The nursing faculty believe that “nursing practice that is founded on post-secondary education and focuses on learning experiences lead to safe, competent entry-level practice. Associate degree nursing is designed as a complete formal education for entry-level registered nurses. This education serves as a basis for direct articulation into baccalaureate education” (Howard Community College Nursing Education Plan Student Handbook, 2014-2015, p.5).

The NEP at HCC was fully reaccredited by the Accreditation Commission for Education in Nursing (ACEN) in the fall of 2011 through the year 2019. The NEP curriculum is also approved by the Maryland Higher Education Commission (MHEC) and the Maryland Board of Nursing (MBON). These approvals and the NEP’s past successes in innovative program options affirm the ability of the program to develop and implement the Military to RN Pathway option with positive student outcomes. The HCC Curriculum and Instruction committee has reviewed the educational objectives and student learning outcomes, and has approved the proposed option as being congruent with HCC General Education requirements, as well as HCC’s college and NEP goals. The following chart delineates both the general education goals of HCC as well as the NEP ADN program goals.

General Education Goals	General Education Goals continued:
<ul style="list-style-type: none"> <li>• Creative Process and Humanistic Inquiry</li> <li>• Critical Thinking</li> <li>• Global Competency</li> <li>• Oral and Expressive Communication</li> <li>• Scientific and Quantitative Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Written Communication</li> <li>• Information Literacy</li> <li>• Technological Competency</li> </ul>
<b>Associate Degree Nurse Education Program Goals</b>	
<p>At the completion of the this program, the associate degree nurse graduate will be able to:</p> <ol style="list-style-type: none"> <li>1. integrate knowledge of pathophysiology in the application of the nursing process;</li> <li>2. initiate, maintain, and evaluate the collaborative relationship with health care team members, client, and significant support person(s) in acute, long-term care and community settings to promote wellness and disease prevention;</li> <li>3. demonstrate leadership, education, autonomy, and power within the activities that promote the profession of nursing and professional growth;</li> <li>4. demonstrate a holistic approach to the practice of nursing, considering physical, psychological, sociocultural, developmental, and spiritual factors, and promote continuity of care;</li> <li>5. integrate caring, integrity, safe practice, and accountability in practicing the art and science of nursing;</li> <li>6. utilize critical thinking strategies in the application of the nursing process and maintain fiscal accountability in the provision of quality care;</li> </ol>	

7. manage care in an effective and efficient manner maintaining legal and ethical standards in the provision and delegation of nursing care; and
8. analyze the impact of responses to stress on members in a multi-cultural society and intervene to optimize health and empower health care consumers.

#### **Associate Degree Nurse Education Program Affective Goals**

At the completion of this program the nursing graduate will have gained:

1. an appreciation of the differences in values and attitudes between patients and self;
2. care and concern for patients;
3. the value of accepting responsibility;
4. an appreciation of career socialization;
5. the value of giving quality nursing care;
6. initiative for one's own learning and performance;
7. a willingness to participate in group process;
8. an appreciation of the importance of self-confidence; and
9. an appreciation of the importance of self-evaluation.

## **Military to RN Pathway Sequence**

**(Pending MHEC Approval)**

**A.A. Degree (Transfer)**

**A Nursing Area of Study**

**APPLICATION CODE 08D**

For curriculum information, contact the Health Sciences Division—Room HS-236—443-518-1560.

The Military to RN Pathway Sequence is an opportunity for advanced standing in the associate of arts degree in nursing for military corpsmen and medics who meet specified criteria. Most general education coursework must be completed prior to entry into a transition course. The Nurse Education Program is approved by the Maryland Board of Nursing, 4140 Patterson Avenue, Baltimore, Maryland 21215, 410-764-5124, and accredited by the Accreditation Commission for Education in Nursing, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000. Graduates who successfully complete the courses of this program are eligible to be considered by the Maryland Board of Nursing to write the National Council Licensing Examination for Registered Nurse licensure. By law, the Maryland Board of Nursing may deny admission to sit for licensure for a variety of reasons. These include conviction of a misdemeanor or felony, if the offense bears directly on the fitness of the person to practice nursing.

### **GENERAL EDUCATION CORE**

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

		<b>Minimum Credits</b>
Composition	ENGL-121 College Composition	3
Arts & Humanities	HUMN-101 Introduction to Humanities	3
	SPCH-101 Introduction to Human Communication	
	OR	
	SPCH-110 Interpersonal Communication	3
Social & Behavioral Sciences	PSYC-101 General Psychology	3
	SOCI-101 Introduction to Sociology	3
Biological & Physical Sciences	BIOL-107 Fundamentals of Microbiology*	4
	CHEM-103 Fundamentals of General Chemistry*	4
Mathematics	MATH-122, 138, or higher core course	3

Core Elective	BIOL-203 Anatomy and Physiology I*	4
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**REQUIRED COURSES RELATED TO MAJOR**

BIOL-204	Anatomy and Physiology II	4
NURS-108	Transition into Nursing IV	9
NURS-230	Trends in Nursing	1
NURS-234	Family Centered Nursing II	4
NURS-235	Nursing Care of Patients in Community and Mental Health Settings	4
NURS-240	Medical-Surgical Nursing II	8
PSYC-200	Lifespan Development	3
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*\*Anatomy and Physiology prerequisite courses must be completed within five years prior to admission to the first nursing course. If coursework exceeds the five year limit, a student may take an exam(s) to demonstrate competence or repeat the course(s). BIOL-107 and CHEM-103 must be completed within ten years prior to admission to the first nursing course.*

*NURS-122 or NURS-123, NURS-134, NURS-135 credit for military corpsmen education and experience may be gained through examination and successful completion of NURS-108. Please contact the office of admissions and advising for information regarding admission requirements.*

*Military medics or corpsmen with documented DD-214 for honorable discharge will be granted transfer credit for NURS-122, NURS-134, and NURS-135 after successful completion of NURS-108.*

*A grade of “C” or better is required in nursing, mathematics, and science courses.*

*Admission requirements also include a minimum overall HCC GPA of 2.0 and successful completion of a nursing entrance exam.*

*If considering transferring to a four-year institution, check the requirements of the receiving institution.*

**Course Descriptions**

**NURS-108 Transition into Nursing IV for Military Medical Corpsman (9 credits)**

This course provides an introduction to the role transition from a military medical corpsman to the registered nurse. Students will explore professional behaviors, standards, and expectations necessary to function in the role of the registered nurse. The nursing process will be used as a framework for patient care and legal aspects of charting, communication, and theoretical foundations of nursing practice. Students are expected to utilize their prior military medical training, education, and experience during the course. Students will develop competencies required to administer safe, technical, nursing care to patients experiencing a response to stress as it relates to complex health problems. Students will select general nursing actions to meet patient needs with an emphasis on caring, culture, management of care, interpersonal relationships, pathophysiology, teaching and learning, and clinical judgment using select content from NURS-122, NURS-134, and NURS-135. (6 hours theory, 9 hours clinical weekly)

Educational Objectives/Learning Outcomes:

1. Utilize knowledge of pathophysiology in the application of nursing care for patients experiencing complex responses to stress.

2. Collaborate with the health care team and patients to promote wellness, disease prevention and continuity of care.
3. Describe a holistic approach to the provision of nursing care to patients across the lifespan who are experiencing complex responses to stress.
4. Demonstrate caring, integrity, safe practice and accountability in practicing the art and science of nursing.
5. Identify and describe role differentiation among levels of nursing education and practice, and activities which promote the profession of nursing.
6. Integrate professional, legal, ethical nursing standards and respect for patients in a multicultural society.
7. Use critical thinking and creative problem solving in the application of the nursing process.

### **NURS-230 Trends in Nursing (1 credit)**

This course provides nursing students with an overview of the current trends and issues occurring in nursing and health care including health care financing and economics, the health care delivery system, legal and ethical issues, health policy, and politics. Students will be challenged to examine how these issues and other current events shape nursing practice. Prerequisites: NURS-134 and NURS-135. (1 hour theory weekly)

#### Educational Objectives/Learning Outcomes:

Upon completion of this course, the student will have demonstrated the ability to:

1. Integrate knowledge of health care resources, access, and financing into managing professional nursing care.
2. Analyze the effect of health care delivery systems on health care cost, quality, and access, and on the delivery of nursing care.
3. Differentiate between accountability and liability for one's actions in professional nursing practice.
4. Apply an ethical decision-making process to specific ethical issues encountered in clinical practice.
5. Demonstrate knowledge to be an informed and responsible politically-active nurse.
6. Integrate respect for differences in beliefs and values of others as a component of nursing practice.
7. Describe both internal and external workplace strategies that support efficient and effective quality patient care.

### **NURS-234 Family Centered Nursing II (4 Credits)**

Building on theoretical knowledge and clinical competencies from NURS-134, students will gain greater proficiency in caring for patients within the family unit. Nursing care is most effective when it is delivered with the belief that the family is the patient. The child is an essential member of the family unit. The curriculum framework will help students examine responses to stress and the nursing interventions to meet the needs of the child and family. Students will develop competencies required to administer safe, technical, nursing care with an emphasis on caring for children with a holistic approach to the family unit. Prerequisites: NURS-134, NURS-135, and PSYC-101. Pre- or corequisite: SOCI-101. (2.75 hours theory, 3.75 hours lab weekly)

#### Educational Objectives/Learning Outcomes:

Upon completion of this course, the student will have demonstrated the ability to:

1. Integrate the knowledge of pathophysiology in the administration of nursing care to children and families experiencing complex responses to stress.
2. Collaborate with health team members, patients, and significant support person(s) to promote wellness, prevent disease, and manage acute and chronic conditions.
3. Demonstrate behaviors which promote professional growth, accountability, and the profession of nursing.
4. Demonstrate a holistic approach ensuring continuity of care when providing nursing care to children and families experiencing complex responses to stress.
5. Demonstrate caring, integrity, safe practice, and accountability in practicing the art and science of nursing.
6. Utilize critical thinking to formulate, implement, evaluate, and revise a plan of care for children and their families.
7. Implement nursing care in an effective and efficient manner utilizing principles of professional nursing practice, and legal and ethical standards.
8. Formulate a plan of care which focuses on the impact of responses to stress and fosters adaptation in children and families who are part of a multicultural society.

### **NURS-235 Nursing Care of Patients in Community and Mental Health Settings (4 credits)**

This course will introduce students to psychiatric mental health nursing and community-based nursing practice. Students will examine concepts specific to community and mental health nursing and apply the nursing process to clients experiencing an alteration in perception and clients requiring community support services. Students will develop competencies required to administer safe, technical nursing care to patients. Prerequisites: NURS-134 and NURS-135 or NURS-233 and NURS-234; PSYC-101. Pre- or corequisite: SOCI-101. (2.15 hours theory, 5.5 hours lab weekly)

#### Educational Objectives/Learning Outcomes:

Upon completion of this course, the student will have demonstrated the ability to:

1. Integrate knowledge of pathophysiology, psychology, and sociology in the application of nursing care to patients experiencing alteration in perception and requiring community support services.
2. Collaborate with the health care team, patient, and significant support person(s) to promote wellness and disease prevention in community and mental health settings to meet client's needs.
3. Demonstrate behaviors which promote professional growth, accountability, and the profession of nursing in community and mental health settings.
4. Demonstrate a holistic approach to the provision of nursing care, assuring continuity of care across community and mental health settings.
5. Demonstrate caring, integrity, safe practice, and accountability in practicing the art and science of nursing.
6. Utilize critical thinking to formulate, implement, evaluate, and revise the nursing plan of care for patients in community and mental health settings.
7. Implement nursing care in an effective and efficient manner, utilizing principles of professional nursing practice, and legal and ethical standards.
8. Analyze the impact of responses to stress on members of a multicultural society and intervene to optimize mental health and support client's needs for community services.

### **NURS-240 Advanced Concepts in Nursing II (8 credits)**

Building on theoretical knowledge and clinical competencies from previous nursing courses, students will gain greater proficiency in caring for patients experiencing complex health problems. Students will utilize the curriculum framework to plan and provide patient-centered care. Theoretical study and clinical application of knowledge will also focus on leadership and management in nursing to promote quality patient care outcomes. Students will demonstrate competencies required to administer safe, technical nursing care and gain experience in managing care for a small group of patients. At the completion of this course, students will be prepared to assume entry-level roles as associate degree nurses in caring for patients with diverse health needs. Prerequisites: NURS-234 and NURS-235. Pre- or corequisites: NURS-230 and Arts & Humanities Core Courses. (4.7 hours theory, 9.9 hours lab weekly)

#### Educational Objectives/Learning Outcomes:

Upon completion of this course, the student will have demonstrated the ability to:

1. Integrate the knowledge of pathophysiology in the administration of nursing care of patients experiencing complex responses to stress.
2. Initiate, maintain, and evaluate the collaborative relationship between health team members, patients, and significant support person(s) in various health settings to promote wellness and disease prevention while managing acute and chronic conditions.
3. Demonstrate behaviors which promote leadership, education, autonomy, and power within the profession of nursing.
4. Demonstrate a holistic approach to the practice of nursing, considering physical, psychological, socio-cultural, developmental, and spiritual factors, and promote the continuity of care.
5. Integrate caring, integrity, safe practice, and accountability in practicing the art and science of nursing.
6. Apply critical thinking in the provision of quality nursing care while maintaining fiscal accountability.
7. Manage care in an effective and efficient manner maintaining legal and ethical standards in the provision and delegation of nursing care.
8. Analyze the impact of responses to stress on members of a multicultural society and intervene to optimize health and empower healthcare consumers.

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

In 2010, there were over 470,000 military veterans residing within the state of Maryland, accounting for over 8% of the state's total population. In January 2011, former Lt. Governor Anthony Brown spearheaded the *Maryland Campus Compact for Student Veterans: Memorandum of Understanding between the State and Maryland Institutions of Higher Education*. The purpose of this compact agreement was to ensure the educational success of both returning and current veterans, through recruitment, successful transition to higher education, retention, and eventual graduation. It was noted that veterans needed support to ensure their successful reintegration into civilian life, including higher education, and that this compact would help to promote opportunities for colleges and universities to enhance their awareness and understanding of those reintegration needs (*Maryland Campus Compact for Student Veterans, January 31, 2011*). As a result, a number of Maryland colleges and universities developed inclusive campuses for student veterans, and

some have also designed successful academic transition programs to further ensure student veteran success.

Former Governor Martin O'Malley and former Lt. Governor Anthony Brown also announced new initiatives to recruit more nursing faculty and students to address the nursing shortage and public health in the State in February of 2008. This was the second in a series of events to highlight workforce creation initiatives in the State. According to the press release, former Governor Martin O'Malley stated that:

“Nurses are the backbone of Maryland’s healthcare system and play an invaluable role in delivering the best patient care. To ensure that all Marylanders have access to the highest quality of care, an adequate supply of well-trained and committed nurses is absolutely critical” (O'Malley, M., 2008 p.1).

Prior to the Maryland Campus Compact for Student Veterans, former Lt. Governor Anthony Brown and an independent advisory board under the Maryland Department of Labor presented detailed plans to increase Maryland’s primary healthcare workforce by at least twenty-five percent (25%) before 2020. He and Maryland Labor Secretary Alexander Sanchez stated:

“We must be sure our primary care providers are prepared to handle the influx of new patients, and the Health Care 2020 plan will serve as a blueprint to help dramatically increase the ranks of Maryland’s primary care workforce. Maryland’s workforce is among the best-educated and most highly skilled in the United States and we have a strong and growing health care workforce. To reach our goal of building a national model for the implementation of federal health reform, we need to build upon our strengths and expand our community of primary care workers. The Health Care 2020 plan will guide our efforts to train new nurses and physician assistants and make good on our promise to expand coverage, lower costs and improve the quality of care for all Marylanders” (Brown, A., 2011, p. 1).

HCC, located in Howard County, is strategically located and well situated, as it can provide easy access to several military installations throughout Maryland and the neighboring states. The development of the Military to RN Pathway option is designed to increase the number of registered nurses at the bedside by creating a military to ADN pathway sequence that capitalizes on the healthcare training and medical experiences of the medics and corpsmen. This program will support those gubernatorial goals that were intended to provide career support and mobility to military medics and corpsmen.

The requirements for the Military to RN Pathway option are consistent and congruent with both the NEP at HCC and the Maryland State Plan for Postsecondary Education. Successful transition occurs when the student masters the advancement and evolution of knowledge.

*Goal 1: Quality and Effectiveness*

The 2009 Maryland State Plan for Postsecondary Education identifies academic quality and effectiveness as important criteria in order to carry out the State's respective missions and mandates. The nursing program continues to offer prerequisite course content in the science areas of chemistry, microbiology, anatomy, and physiology. The nursing program prerequisites related to education core work in English, mathematics, arts, humanities, and social sciences ensure that the students meet quality and effectiveness (Maryland Higher Education Commission, 2009).

### *Goal 2: Access and Affordability*

HCC is located in Columbia, directly between the cities of Baltimore and Washington DC, in the Mid-Atlantic region of the East Coast of the United States. The centrality of its location within Maryland makes the college easily accessible to the various military installations throughout Maryland and neighboring states. Additionally, it is easily accessible to many other excellent colleges/universities within the state for anyone who wishes to advance in their professional development. HCC has an open door policy of admission and its low tuition cost and funding/scholarship availability makes the college and its programs accessible and affordable. The college reports annual student cost of \$20,693.00 for 2012-2013.

### *Goal 3: Diversity*

HCC is committed to valuing diversity and recognizes the critical role of an educational institution in preparing students, faculty, and staff to become contributing members of the global community. The college supports a diversity committee and the committee offers opportunities to augment lifelong application of interactions with diverse individuals via seminars, round table discussions, and with standalone and series presentations. Informative sessions include but are not limited to topics of diversity related to race, gender, culture, socioeconomics, and global awareness differences. The college provides diversity learning options for faculty as well as students. The nursing program welcomes and represents diversity in the faculty and student populations. Diversity is noted throughout the nursing curriculum as the students are prepared to administer health care to a multicultural society with varying needs. The NEP strongly adheres to an open door admission policy to support the objective of maintaining culture that supports diversity within the college.

### *Goal 4: Student Centered Learning*

Student-centered learning is highly regarded and reveals itself in the form of faculty creativity, flexibility, and innovation. State-of-the-art educational and technological equipment has been purchased for the health sciences division. Courses in the nursing program represent a variety of teaching modalities to support all types of learners, to include blended online/lecture format and hybrid format. The nursing program has alternative scheduling options to meet the needs of our busy population of students and utilizes college services such as advising, counseling, disability support, retention services, tutoring, and the Step UP mentoring program, just to name a few, to meet the needs of our student population and promote completion of individual personal goals. The nursing program is actively involved in continuous curriculum evolution. The evolution includes a strong consideration from the perspective of the student in order to address concerns and promote individual academic success of our student population.

Student services are numerous and include academic advising, financial aid services, veterans' affairs, child care services, academic support, learning assistance, test center, services for students with disabilities, counseling, vocational support, and career services. Students are presented with access to the James Clark, Jr. Library, the Instructional Media Department, and the Teaching and Learning Institute.

*Goal 5: Economic Growth and Vitality*

Community colleges actively strive to achieve this goal by increasing enrollment and providing a multitude of career options. The student benefits from goal achievement as evidenced by obtaining employment that is conducive to improved lifestyle options in professions that can withstand and survive turbulent fluctuations in the economy. Nursing is one of the focal professions noted in the State Workforce Strategic Plan. The opportunity for economic growth and vitality is an area of concentration at HCC as it prepares and graduates nurses who will contribute to Howard County and state of Maryland. This in turn will benefit the community's needs – supporting economic and workforce development in Howard County and throughout Maryland. The Military to RN option will also address the increased need to successfully reintegrate veterans into the healthcare workforce.

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

The state of Maryland's Integrated Workforce Plan designates the needs of the state in terms of job growth and types of workers needed. Nurses are identified as both skilled and middle-skilled workers. Future demand, at varying levels, is anticipated in these and many more positions in these industries. Demand will arise not only from the need to fill new positions but, also, to fill vacancies which may occur when workers, particularly the aging boomers, leave their positions. For workers, a sound education/training background and competency in basic workplace skills is essential in order to adapt to changing technologies and to acquire more sophisticated skills that leverage advancement. Maryland must ensure that its workforce has the necessary education and training to meet the labor demands of the future. These are just a few of the 'middle -skill" occupations that will need to be filled and the following is information extracted from the Workforce Plan relevant to nursing (Maryland Department of Labor, Licensing and Regulation, April 12, 2013).

Table 1: Projected Demand in Middle Skill Occupations

<b>Occupations</b>	<b>Employment 2010-2020</b>		<b>Change 2010-2020</b>	<b>Replacement Demand</b>	<b>Total Openings</b>	<b>Educational Requirement</b>
Registered Nurses	49,335	62,425	13,090	8,930	22,020	Associate Degree

The national demand for nurses is similar to that of the State of Maryland. According to the Bureau of Labor Statistics, Nursing, in particular Registered Nurses, are listed as one of the top occupations for job growth. The RN workforce is expected to have a projected growth rate of 19%, from 2.71 million nurses in 2012 to 3.24 million in 2022. The Bureau also projects a need for replacement nurses, not just new positions (Bureau of Labor Statistics, April 11, 2015).

Finally, the American Association of Colleges of Nursing expects the workforce shortage of nurses to grow as the aging US population increases the demands on the healthcare industry. Nursing schools are striving to develop ways to meet this increased demand by increasing the capacity for students. This necessitates new innovative programs to meet these multiple demands. The Military to RN Pathway option will be instrumental in helping to lessen the impact of both the projected shortage, as well as the need to help reintegrate military veterans into civilian life. HCC is proactive and innovative in its approach to developing solutions to the increasing market demands.

#### **E. Reasonableness of program duplication**

At the White House Forum on Military Credentialing and Licensing, Health and Human Services (HHS) Secretary Kathleen Sebelius announced that new programs to help military veterans with health care experience or training, such as medics, pursue nursing careers were needed. These programs are designed to help veterans get nursing degrees by building on their unique skills and abilities. “These programs recognize the skills, experience and sacrifices of our veterans, while helping to grow our nursing workforce,” Secretary Sebelius said. “It helps veterans formalize their skills to get jobs, while strengthening Americans’ access to care.” While the context of this speech was to address the Veterans’ Bachelor of Science Degree in Nursing (VBSN) grants, the intent of reintegration of veterans to civilian life while awarding academic credit for prior military health care experience or training is clear. “Through these innovative programs, veterans with valuable medical expertise can now help fill the ranks of nurses across the nation,” said HRSA Administrator Mary K. Wakefield, Ph.D., R.N. This new program is an important step forward in addressing needs identified in the February 2013 White House report, “The Fast Track to Civilian Employment: Streamlining Credentialing and Licensing for Service Members, Veterans, and Their Spouses” (National Economic Council and President’s Council of Economic Advisers, February, 2013).

In 2013, HRSA funded nine schools of Nursing through the VBSN program to increase veterans' enrollment, retention, and graduation of veterans from baccalaureate nursing programs. The goals of the VBSN program are consistent with HRSA’s goals to increase the numbers of baccalaureate prepared registered nurses and help to improve the quality of the nursing workforce. In addition to the Department of Health and Human Services, the Department of Labor, Department of Defense, and Department of Veterans Affairs are also committed to improving veterans’ employment opportunities. The nine selected schools of Nursing that were awarded VBSN grants will build on the healthcare knowledge, skills, and abilities acquired by veterans during their military experience by awarding academic credit for prior healthcare training and other nursing-related learning experiences.

The schools of nursing also have diverse programs which include traditional four-year programs, campus-based programs, online models, and hybrid projects. Accelerated one-year to two-year programs are also available for veterans who have successfully completed pre-nursing course requirements or have healthcare experience as emergency medical technicians, corpsmen, medics, licensed vocational nurses, or associates- or diploma-degreed nurses. Veterans with baccalaureate degrees in a field other than nursing may also be eligible.

The schools of nursing will also offer clinical training experiences at various veteran-friendly, and community-based clinics, hospitals, and other organizations. Veterans who successfully complete the VBSN program will receive assistance with National Council Licensure Examination for

Registered Nurses (NCLEX-RN) test preparation, career planning guidance, and transition into civilian professional registered nurses.

In addition, in 2012 HRSA funded 70 schools through the Advanced Education Nursing Traineeship (AENT) program, with 55 of the grantees assisting veterans to earn advanced nursing degrees. Grantees of this program support traineeships for enrolled registered nurses to practice as primary care providers and/or nursing faculty, and have project periods ranging from two to four years. While the strategies vary, many focus on community outreach and partnership with veteran’s organizations as well as with local military bases. Additional strategies include awarding nursing academic credit for military health care experience, and developing retention activities that target the unique physical, psychosocial and economic needs of veterans.

<b>Nurse Education, Practice, Quality, and Retention: Veterans’ Bachelor of Science in Nursing Program FY 2013 Awards</b>			
<i>Organization</i>	<i>City</i>	<i>State</i>	<i>Award</i>
University of Alabama at Birmingham	Birmingham	Ala.	\$315,969
Jacksonville University	Jacksonville	Fla.	\$205,266
Florida International University	Miami	Fla.	\$335,420
University of South Florida	Tampa	Fla.	\$349,773
Davenport University	Grand Rapids	Mich.	\$327,284
State University of New York	Stony Brook	N.Y.	\$296,763
University of Texas at Arlington	Arlington	Texas	\$291,408
Hampton University	Hampton	Va.	\$349,689
Shenandoah University	Winchester	Va.	\$312,025
			<b>TOTAL: \$2,783,597</b>

However, the previous grant did not address the need to create such programs in community colleges or at the ADN level. Nor were any of the grant recipients located in the state of Maryland or locally in the Mid-Atlantic region. The closest school to receive a grant is located in the Shenandoah Valley of Virginia.

There is a tremendous need at the community college level to enable military veterans to pursue higher education at a more affordable manner. Additionally, community colleges, HCC in particular, enable students to attend school by providing alternative scheduling options, allowing students to obtain their degrees in a timely manner, and allowing students the ability to continue to work and commute to classes. Currently, there is only one other program in the state of Maryland

at the community college level, which is Montgomery College. Montgomery College offers a seven (7) credit Military Medic and/or Corpsman to ADN Transition program. Given the close proximity to several military installations, the ease of access, the need to capitalize on the skills and experiences of military medics and corpsmen, and the continuing need for registered nurses at the bedside, it is necessary to provide additional educational options to transition to nursing. The NEP at HCC is poised to provide the additional education and training needed to prepare the military medics and corpsmen for a career as a registered nurse.

**F. Relevance to Historically Black Institutions (HBIs)**

HCC maintains an open admission policy so that all prospective students, regardless of race, ethnicity, religion, or socioeconomic background are welcome. The same is true of the NEP at HCC. Admission is an open lottery system where all potential students who have completed the required prerequisites are allowed to apply. In the state of Maryland, there are four HBI’s, all of which are traditional four-year universities. Community colleges within Maryland have always been integrated schools aimed at allowing all students the opportunity to pursue a higher education. The Military to RN Pathway, as a part of the NEP, will employ the same open admission policies as HCC. The proposed program will not have any impact on the state’s historically black institutions.

**G. Distance Education**

Not Applicable

**H. Adequacy of faculty resources**

The nursing faculty is a valuable resource in the implementation of the Military to RN Pathway program. There are 18 full-time faculty and 47 adjunct clinical faculty. Full-time faculty are responsible for curriculum development and assessment of the Military to RN Pathway program including development of course and clinical objectives, syllabi, and theory presentations. Adjunct clinical faculty assist with clinical instruction in the skills laboratory and clinical agencies.

The faculty presents with terminal degrees ranging from Bachelor’s to Master’s to Advanced Practice Registered Nurses (APRN). All full-time faculty have a Master’s degree in Nursing as required by the Maryland Board of Nursing. Areas of expertise include mental health, pediatric health, maternal child health, and medical/surgical health (pain management orthopedics, trauma-critical care, surgical acute care, emergency care, post anesthesia care, neonatal intensive care, nephrology, oncology hematology, community health, and home care). The APRN actively practices in pediatric primary care.

<b>Faculty Information</b>		
<b>Degree</b>	<b>Full-Time</b>	<b>FTE</b>
BSN	0	0
MSN	18	18
Doctorate	0	0
<b>TOTAL</b>	<b>18</b>	<b>18</b>

<b>Faculty Information</b>		
<b>Degree</b>	<b>Part-time</b>	<b>FTE</b>
BSN	18	4.48
MSN	28	6.62
Doctorate	1	0.5
<b>TOTAL</b>	<b>47</b>	<b>11.6</b>

The full-time faculty rank assessment includes two instructors, four assistant professors, six associate professors, and six professors. In review of the qualifications, the faculty represents many forms of nursing experience that can be utilized to promote student success in the proposed program. Nursing faculty are also involved in college-wide committees to build partnerships, understanding, and a respect for the faculty that teach the supporting prerequisite and general education courses.

#### **Military to RN Faculty**

<b>First Name</b>	<b>Last Name</b>	<b>Rank</b>	<b>Education</b>	<b>Faculty Status</b>	<b>Course</b>
Ella (Kit)	Angell	Assistant Professor	MSN	Full-time	NURS-235 Mental Health Nursing; Community Health Nursing
Jessica	DiPalma	Associate Professor	MSN	Full-time	NURS-240 Medical-Surgical Nursing; Trauma/Critical Care
Elizabeth	Johnson	Associate Professor	MSN, CPNP	Full-time	NURS-234 Pediatrics
Donna	Musselman	Professor	MSN	Full-time	NURS-240 Medical-Surgical Nursing; Home Health Care

<b>First Name</b>	<b>Last Name</b>	<b>Rank</b>	<b>Education</b>	<b>Faculty Status</b>	<b>Course</b>
Ellen	Nichols	Associate Professor	MSN	Full-time	NURS-108 Medical-Surgical Nursing
Vijaya	Ramakrishnan	Associate Professor	MSN	Full-time	NURS-240 Medical-Surgical Nursing
Laura	Sessions	Professor	MSN	Full-time	NURS-234 Pediatrics
Cherie	Stevenson	Instructor	MSN, Ed.S.	Full-time	NURS-235 Mental Health Nursing

### **I. Adequacy of library resources**

The James Clark Jr. Library reserves any textbook used by the nursing program. The library promotes many online resources including:

- ProQuest Nursing and Allied Health Source
- CINAHL Plus with Full Text
- Academic OneFile
- Health Reference Center Academic
- Health & Wellness Resource Center with Alternative Health Module
- Nursing & Allied Health Collection
- Academic Search Complete
- Biomed Central Open Access
- PubMed Center
- LexisNexis Academic

The James Clark Jr. Library continues to increase capabilities including additional electronic access to databases for professional journals and other media. Individuals are able to search the online catalog for approximately 50,000 items, including books, e-books, and video titles.

### **J. Adequacy of physical facilities, infrastructure and instructional equipment**

In January 2013, HCC opened the new Health Sciences Building (HSB), a 113,000 square foot building that houses state of the art educational and simulation technologies and laboratory equipment. The HSB, which was built as a Leadership in Energy and Environmental Design (LEED) building, recently received the Gold award for its green design and energy efficiency. The

HSB is home to multiple programs, including cardiovascular technology, medical laboratory technician, emergency medical services, exercise science, physical therapist assistant, dental hygiene, diagnostic medical sonography, nursing, and radiologic technology. Each of these programs has designated classroom and laboratory space for skills instruction. There are five simulation suites with adjoining control rooms and independent debriefing rooms. The emergency medical services program has a functioning ambulance, along with low, medium and high fidelity simulation mannequins; and the nursing program has five 3G high fidelity simulation mannequins, a delivering mother mannequin (Noelle), and many other low and medium fidelity mannequins for students to use during clinical skills practice.

The HSB skills classrooms are equipped with bedside computers next to each low fidelity mannequin and have other skills equipment available for students to use in practice. There is a 50 seat computer lab available for all allied health students as well as many study rooms and areas for students to use. All classrooms in the HSB are equipped with smart podiums and can accommodate variable class sizes, including one large lecture hall that can seat 150 students. Full time faculty offices, an adjunct faculty suite, and a health sciences division office suite complete the HSB. The new HSB is a testament to the commitment that HCC has for growing and supporting all the programs housed in the health sciences division. HCC is and has consistently augmented facilities to meet the growing demands of the college. Evidence of this is the fact that the college began construction of a new Science, Engineering, and Technology building at the beginning of 2015.

#### K. Adequacy of financial resources with documentation

<b>TABLE 1: RESOURCES</b>					
<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					
2. Tuition/Fee Revenue (c + g below)	\$46,095.68	\$ 68,084.00	\$ 70,126.52	\$72,230.32	\$ 74,397.23
a. Number of F/T Students*					
b. Annual Tuition/Fee Rate					
c. Total F/T Revenue (a x b)					
d. Number of P/T Students	16	16	16	16	16
e. Credit Hr. Rate*	\$ 169.47	\$170.21	\$175.32	\$180.58	\$185.99
f. Annual Credit Hrs. (PT)	17	25	25	25	25
g. Total P/T Revenue (d x e x f)	\$46,095.68	\$ 68,084.00	\$ 70,126.52	\$72,230.32	\$ 74,397.23

3. Grants, Contracts & Other External Sources					
4. Other Sources					
<b>TOTAL (Add 1-4)</b>	\$46,095.68	\$68,084.00	\$70,126.52	\$72,230.32	\$74,397.23

<b>Fall 1</b>	<b># credits</b>	<b>lab fees</b>	<b>Spring 1</b>	<b># credits</b>	<b>lab fees</b>	<b>Fall 2</b>	<b># credits</b>	<b>lab fees</b>
NURS-106	9	200.00	NURS-234	4	\$ 100.00	NURS-240	8	\$ 200.00
			NURS-235	4	\$ 100.00			
			NURS-230	1				
	<b>9</b>	<b>\$ 200.00</b>		<b>9</b>	<b>\$ 200.00</b>		<b>8</b>	<b>\$ 200.00</b>
Tuition*	\$ 1,000.00		Tuition	\$1,125.00		Tuition	\$ 1,000.00	
Cons Fee**	\$ 167.52	10	Cons Fee	\$ 188.46		Cons Fee	\$ 167.52	
Lab fees***	\$ 200.00		Lab fees	\$ 200.00		Lab fees	\$ 200.00	
Total/students	\$ 1,367.52		Total/students	\$1,513.46		Total/students	\$ 1,367.52	
<b>Credit hour rate</b>	<b>\$ 170.94</b>		<b>Credit hour rate</b>	<b>\$ 168.16</b>		<b>Credit hour rate</b>	<b>\$ 170.94</b>	

2015 Fall	\$21880.32
2016 Spring	\$24215.36
Total	\$46095.68
Per Credit	\$169.47

*Part-time students' rates are calculated on a per-credit basis, using tuition, consolidated fees, and lab fees. Increase of three percent (3%) per year after two (2) years.*

According to Howard Community College Credit Enrollment Statistics approximately 66% of the students are of part-time status. There is no anticipation of changes in enrollment status as it relates to the Military to RN Pathway program. It is projected that individuals enrolled in this program will be part-time students.

The projected initial number of students is obtained as a comparison analysis from other occupational programs in the health sciences division such as cardiovascular technology, dental

hygiene, diagnostic medical sonography, medical laboratory technician, and radiologic technology that have been recently developed. In addition, this program will have access to preceding and current students in the EMT/Paramedic program at HCC.

Military to RN Pathway presents a crosswalk/bridge into the Nursing Education Program. There is no affirmative anticipation for grants, contracts, or other resources.

<b>TABLE 2. EXPENDITURES</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. Faculty (b + c below)	\$9,714.23	\$10,005.66	\$10,305.82	\$10,615.00	\$10,933.45
a. # FTE					
b. Total Salary	\$9,023.90	\$9,294.62	\$9,573.46	\$9,860.66	\$10,156.48
c. Total Benefits	\$690.33	\$711.04	\$732.37	\$754.34	\$776.97
2. Admin. Staff (b + c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
3. Support Staff (b + c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
8. TOTAL (Add 1-7)	\$9,714.23	\$10,005.66	\$10,305.82	\$10,615.00	\$10,933.45

*Expenditures noted in Table 2 are for one (1) part-time theory and one (1) part-time clinical faculty. All other expenses are absorbed by the current Nursing Program.*

#### **L. Adequacy of provisions for evaluation of program**

The Nurse Education Program at HCC has achieved full accreditation from ACEN through 2019. The program is committed to obtaining faculty and student feedback. Current evaluations include:

- Course Evaluation – 1<sup>st</sup> year Students
- Course Evaluation – 2<sup>nd</sup> year Students
- Mid-Program Evaluation RN
- Program Evaluation – PN & RN

- Clinical Faculty Evaluation
- Clinical Agency Evaluation – Faculty and Students

The full-time nursing faculty participates in HSD and NEP meetings to review, discuss, and disseminate information for the well-being of the program and to support student success. The faculty also participates in committees including simulation, retention, textbook, and library. Each course participates in course meetings and provides course reports at the end of each semester. Student representatives from each course communicate with faculty; however, students also have the opportunity to share concerns with faculty independently. The faculty considers information received from students through direct conversation and completion of evaluation forms in the decision-making process. Students are also invited to participate in dialogue with the president of the College.

Part-time and adjuncts are utilized for educating students during clinical experiences and utilized in the Skills Laboratory for instruction and evaluation of psychomotor skills. This cohort of employees brings a wealth of clinical expertise and current use of evidence-based practice to the student experience. Moreover, the faculty attends, participates in, and contributes to individual course meetings and laboratory staff meetings as applicable to employment role.

The Planning, Research, and Organizational Development (PROD) office leads the planning process, institutional research, assessment, and learning outcomes, and facilitates process improvement teams and organizational development activities of HCC. Annually, each full-time nursing faculty completes a teaching improvement project (TIP) designed to improve course and program outcomes. The Individual Development and Educational Assessment (IDEA) Survey provides a way of evaluating instruction and obtaining feedback regarding the effectiveness of classroom instructors. The goal of this survey is to utilize student feedback about instructors to provide insights to improve instruction. Each faculty member that facilitates theoretical content is evaluated using the IDEA survey.

#### **M. Consistency with the State’s minority student achievement goals**

Howard Community College reports that as of spring 2014 semester:

- Median age 22
- 36 percent registered full-time; 79 percent enrolled in day classes
- Approximately 56 percent female
- 75 percent Howard County residents
- 1,466 students from 111 different nations

#### Racial/Ethnic backgrounds

- |  |       |
|--|-------|
| • American Indian/Native American        | 0.3%  |
| • Asian                                  | 13.3% |
| • Black/African American                 | 28.2% |
| • Hispanic/Latino (of any race)          | 9.3%  |
| • Native Hawaiian/Other Pacific Islander | 0.3%  |
| • White                                  | 42.9% |
| • 2 or More Races                        | 3.8%  |
| • Unknown                                | 2.0%  |

Enrollment statistics demonstrate diversity in the student population at HCC. Diversity is a focal concern in all aspects of the college including, but not limited to, recruitment and hiring practices, faculty and staff training opportunities, professional development offerings, selective admissions programs, student enrollment, public relations, and student activities.

HCC maintains an open door policy of admission. Persons who have the maturity and ability to benefit from the college's learning programs are admitted on a space-available basis without regard to race, sex, age, religion, ethnic background, marital status, sexual orientation, political persuasion, or disability. No student will be denied initial admission to the college on the basis of previous educational experience, except as prescribed by law.

HCC's affirmative action definition is as follows: HCC's affirmative action includes proactive steps to recruit and retain minorities. In recruiting, the college advertises with sources directed specifically at minority candidates in order to improve the diversity of the candidate pool. For the current workforce, the college has a comprehensive diversity plan which includes objectives to improve knowledge of and sensitivity to minority issues, and aids in the retention of minorities.

The board of trustees of HCC has committed the college to an ongoing diversity program and to regularly review progress towards the objectives of the *Diversity Plan*. The objectives include "ensuring that each recruitment makes a reasonable effort to seek out applicants from underrepresented groups in order to provide a diverse applicant pool" and "meeting educational needs that promote sensitivity and value diversity by proactively identifying areas in which programs may be needed and encouraging the development and continual improvement of a curriculum of inclusion."

One of the proactive steps towards recruiting and retaining minorities at HCC is the innovative program STEM Start which provides mentors, role models, and peer groups to encourage minority groups in high schools and colleges to enroll in STEM-related college programs. Another proactive step is the Howard P.R.I.D.E. program which is a leadership program that encourages the continued academic, professional, and personal development of black and minority male students and is another example of how HCC is addressing the needs of minority students.

The international programs at HCC are essential components to the educational mission as evidenced by a curriculum that is responsive to a diverse learning community, a diverse student campus life, and commitment to the concept of global education. Students from more than 111 countries are represented at HCC. Additionally, HCC has an impressive resume of awards and recognitions for student and faculty services that include but are not limited to:

- **Great College to Work For** (2014, 2013, 2012, 2011, 2010, 2009), *The Chronicle of Higher Education*
- **Top 50 Fastest Growing Public Two-Year College** (2011), *Community College Week*
- **National Center of Digital Forensics Academic Excellence (CDFAE)**, member college selection by Department of Defense Cyber Crime Center (2011)
- **U.S. Senate Productivity Award** (2007), Maryland's top award for performance excellence

- **Maryland Quality Award** (Bronze) from the University of Maryland Center for Quality and Productivity (2002, 2003 and 2006)
- **Senator Paul Simon Award for Campus Internationalization** (2005), NAFSA: Association of International Educators
- Continuing Education and Workforce Development, named “**one of the top continuing education units in North America**” by the Learning Resources Network (LERN)

Retention Services assists the college community in developing plans that support students' academic persistence and successful goal completion. The retention staff works with academic affairs and student services to develop and initiate retention strategies to enhance student performance through academic monitoring, assessment, follow-up, skill reinforcement, co-curricular programming, case management, and learning community involvement. In addition, the retention staff works individually with students to create academic and career goals, improve study skills, and provide or refer resources to meet student needs. The nursing faculty is actively involved in the implementation of retention services for students enrolled in the individual courses. The nursing faculty correspondingly participates in a retention committee for the NEP.

HCC not only has a diverse student population, but the faculty is diverse as well. According to the characteristics of Full-Time Credit Faculty statistics gender is divided as 32% male and 68% female with a percent of change from 2012-2013 of -2% for males and 4% for females. Ethnicity results reveal the following:

Ethnicity	Fall 2013	% Change 2012-2013
Asian	10%	20%
Black	14%	-7%
Hispanic (of any race)	2%	0%
White	75%	3%
Other/Unknown	0%	-100%

The college continues to support a diversified faculty and continues to implement the Diversity Plan. Inclusion of the entire workforce may reveal a truer representation of college diversity. The college is not numerically perfect; however, we endeavor to make progress towards our goals.

Although the Military to RN Pathway option was not developed solely as a program targeted to minorities, it is targeted to a specific population that has been identified by the State of Maryland as underserved. It is the assumption that students who choose this program will be representative of HCC's student population and admitted according to HCC's open door admission policy.

#### **N. Relationship to low productivity programs identified by the Commission**

Currently the Military to RN option is not associated with a low productivity program at HCC.

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