

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Notre Dame of Maryland University

Institution Submitting Proposal

Spring 2017

Projected Implementation Date

BSN

Award to be Offered

RN to BSN Online

Title of Proposed Program

1203.11

Suggested HEGIS Code

51.1616

Suggested CIP Code

School of Nursing

Department of Proposed Program

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Name of Department Head

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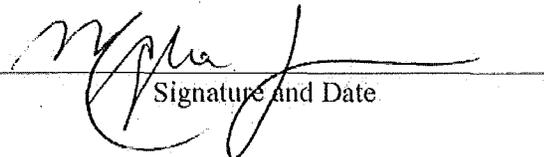
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President/Chief Executive Approval

Date Endorsed/Approved by Governing Board

Date

Academic Program Proposal
Notre Dame of Maryland University
Substantial Modification to Existing Program

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1. Centrality to institutional mission statement and planning priorities

1. *Provide a description of the program, including each area of concentration and how it relates to the institution's approved mission.*

Notre Dame of Maryland University (NDMU) was founded in 1895 by the School Sisters of Notre Dame as the first Catholic women's college in the U.S. to award the four-year bachelor's degree. Today, the University has expanded to include a student body of more than 2,600 women and men from diverse racial, ethnic, religious, and socioeconomic backgrounds in programs from the baccalaureate to doctoral level.

The NDMU School of Nursing (SON) is Maryland's only Catholic nursing school and one of Maryland's top educators of registered nurses. More than 95 percent of its graduates work in Maryland hospitals and health care facilities. Since 1979, Notre Dame has educated more than 2,500 baccalaureate-prepared nurses, and masters-prepared nurse administrators and nurse educators, with a distinctive focus on caring connections with patients, students, colleagues and the discipline of nursing. The SON's mission, philosophy, and curricula are grounded in the theory of human caring developed by American nurse theorist and educator Jean Watson (2008). The mission statement of the School also reflects the vision of the founding School Sisters of Notre Dame: *"The School of Nursing educates women and men as leaders in nursing to transform healthcare and the world. Entry-level, RN to BSN, and Master's programs challenge women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others, and to promote social responsibility."*

The focus of this proposal is the RN to BSN program, which is the oldest and largest program in the SON. In September 1979, the College of Notre Dame of Maryland enrolled the first registered nurses in the program, with a design to meet the needs of adult learners with an experiential base in nursing and to provide a holistic health orientation to advance student competencies in traditional practice settings. In 1985, the RN to BSN program was the first such program in the state to receive approval from the Maryland Board of Nursing. In September 1986, the National League for Nursing approved full accreditation of the program.

In the following 25 years, Notre Dame's RN to BSN program evolved and expanded in response to healthcare market needs. The SON currently offers the program in partnership with 14 hospitals throughout Maryland (see Appendix A). NDMU provides on-site, face-to-face courses to professional registered nurses after working hours at hospital partner sites in Baltimore City and five counties in Maryland through its College for Adult Undergraduate Studies (CAUS). The program uses a cohort model. Full-time RN to BSN students can complete the program in 16 months; 12 months for second bachelor's degree students who study full-time. Part-time RN to BSN students can complete the program of study in approximately 2½ years. Two-thirds of the existing RN to BSN cohorts take courses at the hospital sites or regional education centers,

Maryland, while the remaining third attend classes on NDMU's campus in north Baltimore.

With the support of five Nurse Support Program II grants since 2007, NDMU's outcomes have been particularly strong in the RN to BSN program. From immediately before the start of the first grant in July 2007 through December 2015, Notre Dame has graduated an additional 1,300 RN to BSN students. The diversity of the students in this program also has increased during this period. Nurses from minority backgrounds comprised about 24% (70) of the 291 students in 2007. In Fall 2015, 33% (111) of the 338 students were nurses from minority backgrounds.

While the overall diversity of the program has improved, the overall number of enrolled students in Notre Dame's RN to BSN program has been declining since Fall 2014, as shown in Figure 1.

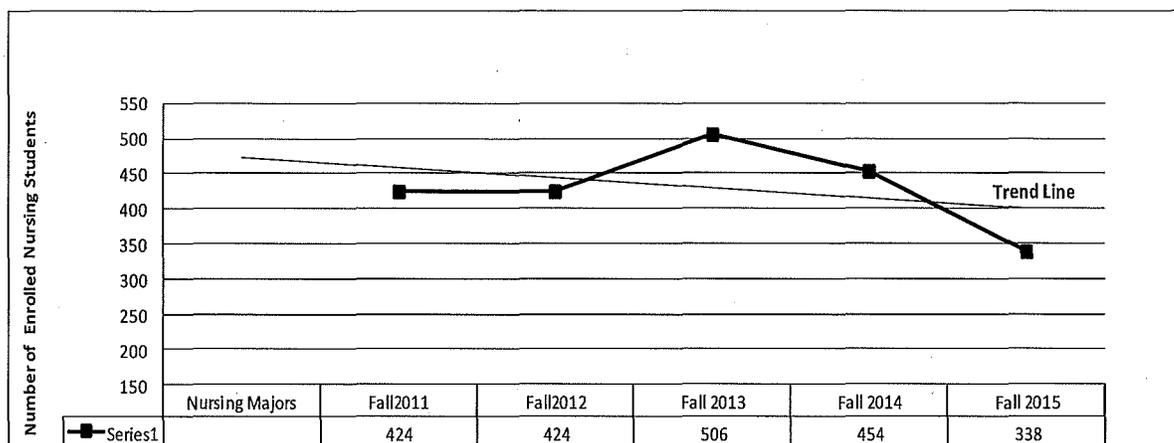


Figure 1: NDMU Enrolled Nursing Students in RN to BSN Program, Fall 2011-2015.
Source: Institutional Research Office, Notre Dame of Maryland University

The decline is due in part to competition from online programs of national for-profit universities and other Maryland schools of nursing. In response to the downward enrollment trend, in Fall 2015, SON Dean Kathleen Wisser initiated a school-wide conversation about redesigning the RN to BSN curriculum to meet the changing needs of the healthcare market due to the implementation of the Affordable Care Act. Faculty also agreed to explore the creation of an online option for the RN to BSN program that would provide professional nurses more flexibility in scheduling, preserve Notre Dame's distinctive niche in nursing education, and expand its capacity to educate baccalaureate-prepared nurses for Maryland hospitals and healthcare facilities. This proposal builds on NDMU's demonstrated success with creating new educational opportunities for professional nurses using NSP II funding, as evidenced by the outcomes mentioned above, and the ability of its RN to BSN program to adapt to changing market needs.

2. ***Explain how the proposed program supports the institution's strategic goals and provide evidence that it affirms it as an institutional body.***

A.2.1 University Strategic Goals

NDMU recently (Spring 2015) developed and approved a five-year strategic plan, *Inspired by Tradition: The Path to Transformation, 2015-2020*. Notre Dame's on-ground and proposed online RN to BSN program addresses the strategic direction of the university, which is for students, faculty, and staff to experience a rich intellectual and faith-based community within the charism of the SSND, guided by the concepts of transformational education, service, and shared values. The proposed online RN to BSN delivery option connects to the university's strategic goal "Advancing Transformative Education" while embracing the sub-goal: "*Engage in innovative program development and delivery methods, including online expansion, to increase enrollment and enrich student academic experience.*"

A.2.2 NDMU Mission, Program and Student Learning Outcomes

During the process of designing the RN to BSN online delivery option and enhancing the on ground curriculum, faculty seized the opportunity to review the SON's program outcomes to ascertain if a clear connection to NDMU's Mission was evident. Upon faculty reflection and analysis of the mission and philosophy of NDMU and the SON, the six program outcomes that originally emerged in 2013 were retained and more clearly defined.

These program outcomes encompass both the undergraduate (Entry-Level and RN to BSN tracks) and graduate programs. Upon graduation from the School of Nursing at NDMU, the graduate will be able to demonstrate the knowledge, clinical skills and professional attitude expected of NDMU SON graduate. These program outcomes center on the following concepts: presence, praxis, scholarship, leadership, advocacy, and self-care.

The undergraduate and graduate programs have their own set of student learning outcomes that are guided by the SON program outcomes and NDMU mission. The NDMU Mission is clearly connected to the SON program outcomes, as shown in Table 1.

Table 1

Connection of NDMU Mission with SON Program Outcomes

NDMU Mission	SON Program Outcomes Encompasses Undergraduate and Graduate programs
...provides a liberal arts education in the Catholic tradition	Cultivate a caring environment that reveals authentic nursing presence for the provision of meaning making, cultural understanding and reflective practice in diverse settings. <i>(Presence)</i>
...to build inclusive communities to engage in service to others, and to promote social responsibility.	Engage in reflective practice through multiple ways of knowing to assure optimal quality of life for those entrusted to our care. <i>(Praxis)</i>
... to engage in service to others, and to promote social responsibility.	Respond to the call to be an active voice and collaborate with others in the spirit of the welfare of those persons and entities in our care. <i>(Advocacy)</i>
...challenge women and men to strive for intellectual and professional excellence.	Value critical inquiry to promote and advance evidence-based practice. <i>(Scholarship)</i>
	Create a place for healing, personal and professional growth, and a culture of caring for self and others. <i>(Self-care)</i>
...educates women and men as leaders to transform the world.	Inspire excellence in nursing practice and advancement of the profession through shared leadership practices. <i>(Leadership)</i>

2. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of COMAR.

- 1. Provide list of courses, educational objectives, intended student learning outcomes, general education requirements, specialized accreditation, and contracts with other institutions.***

B.1.1 List of RN to BSN Upper Division Nursing Courses

The RN to BSN program, that includes the proposed online delivery option, builds on registered nurses' prior education and clinical practice experiences and prepares them for the challenges and opportunities of the contemporary health care environment.

The curriculum adheres to the *Essentials of Baccalaureate Education for Professional Nurses* (2008) as articulated by the American Association of Colleges of Nursing. Additionally, the RN to BSN program, including the online delivery format utilizes the following documents: *Nursing: Scope and Standards of Practice* (ANA, 2010); *American Nurses Association Code of Ethics* (ANA, 2015); *Institute of Medicine's*

Health Professions Education, A Bridge to Quality Report (2003); and Quality and Safety Education for Nurses Competencies (2014).

Nursing majors must complete a minimum of 120 credits and all University and School requirements to earn the Bachelor of Science degree. Up to 68 community college credits are accepted in transfer.

The required credits include:

- **24** general education credits
- **21** credits School of Nursing requirements
- **30** upper-level nursing credits per the Maryland RN to BSN Articulation Agreement (No specific 100 and 200 level community college *nursing* credits are transferred into NDMU)
- **31** upper-level nursing credits earned at Notre Dame

Table 2 lists upper-level courses.

Table 2			
<i>Required Upper Level Nursing Courses</i>			
Course Number	Course Title	Credit Hours	Discipline
NUR-300	Foundations of Caring Science	1	Nursing
NUR-302	Caring Approaches to Practice	3	Nursing
NUR-306	Writing for Professionals	1	Nursing
NUR-314 or NUR-316	Nursing Situations in Palliative Caring or Spirituality in Nursing Practice	3	Nursing
NUR-319	Holistic Health Assessment and Nutrition Across the Life Span for Professional Nurses	5	Nursing
NUR-400	Information Systems for Caring Nursing Practice	3	Nursing
NUR-411	Healthy Aging for Professional Nurses	3	Nursing

NUR-412	Population Health through a Caring Lens	4	Nursing
NUR-420	Nursing Research for Professional Nurses	3	Nursing
NUR-440	Caring Nursing Leadership for Professional Nurses	3	Nursing
NUR-450	Capstone Experience	2	Nursing
Total Number of Required Upper Level Nursing Credits = 31			

NUR-300 Foundations of Caring Science

Explores human caring science as a foundation of the discipline and profession of nursing. In this course RN-BSN students have the opportunity to reflect on lived practice experiences through multiple ways of knowing and examination of caring as a way of being. Implications for transformational practice, education, and research are addressed. (1 credit)

NUR-302 Caring Approaches to Practice

This three credit course builds upon previous learning and expands the student's knowledge of caring professional nursing practice. Students are invited to explore new opportunities to care for patients, colleagues, and self through reflective practice, cultural competence, ethical behavior, and caring competencies. Experiences will be provided to examine nursing roles, the legacy of nursing

(theory and evidence based practice), and nursing's role in safe/quality care. Professional communication will be practiced through scholarly writing and presentations. An examination of internal and external forces influencing nursing practice will be undertaken and contemporary challenges and trends will be woven throughout class discussions. (3 credits)

NUR-306 Writing for Professionals

This course is designed for students to develop proficiency in information access and evaluation skills. The principles and techniques of scholarly writing along with other types of writing are used by professional nurses will be introduced. Students will transform information into clear scholarly narratives. (1 credit)

NUR 314 Nursing Situations in Palliative Caring

Grounded in caring science, this course focuses on promoting holistic patient and family assessment and nursing care in the context of chronic and life-limiting illness. The role of the nurse in communication with the patient, family, and interdisciplinary team will frame an exploration of personal beliefs and practices that inform the provision of palliative care. The framework of the Nursing Situation, as well as the End of Life Nursing Education Consortium (ELNEC) curricular framework will guide examination of the practice of palliative care, including pain and symptom management, pharmacology, and complementary alternative methodologies, ethical issues, communication, and cultural competency will be explored. The practice of palliative care nursing within a context of a variety of cultures and among vulnerable populations will be considered. (3 credits)

NUR-316 Spirituality for Nursing Practice

This course examines the concept of spirituality within nursing practice and its' significance to patient care through an exploration of spiritual assessments, interventions, coping strategies and religious customs/beliefs. Students will learn to identify the spiritual needs of patients within a variety of settings and examine the relationship between religion and spirituality to promote a healing environment for the patient. Students will reflect on their own spiritual beliefs and practices to cultivate a deeper connection with spirit and the one-being-cared-for. Self-care for the caregiver will be emphasized throughout the course to foster loving-kindness and compassion within the context of caring practice. (3 credits)

NUR-319 Holistic Health Assessment and Nutrition for Professional Nurses

This course introduces the student to knowledge and skills essential for holistic health assessment through a lens of caring science. The role of the social determinants of health as well as the psychological, physical, environmental, social, spiritual, and genetic components of a health assessment will be applied. The student will practice assessment and interviewing skills in the Center for Caring with Technology. The student will analyze both subjective and objective data and document findings in an appropriate format. Students will enhance their abilities to conduct a culturally sensitive assessment (5 credits).

Lab Component: The one-credit health assessment lab has a one-credit-hour-to-14-clock-hours ratio per course, i.e. 14 lab hours over the eight-week course. These hours are included in the four-hour class period, as well as web enhanced (online) and out-of-class activities that count as health assessment lab time. Faculty use a conversion table that estimates number of minutes and hours for a variety of online activities.

NUR-400 Information Systems for Caring Nursing Practice

In this RN-BSN course, learners will explore the relationship between nurse and technology. Information systems used in nursing and healthcare and their application to patient safety and quality improvement through the lens of caring science will be introduced. Learners acquire technical skills needed for the application of patient care technologies and competency in information literacy, information management, and information management systems for the purpose of safe, competent, and quality patient care. (3 credits)

NUR-411 Healthy Aging for Professional Nurses

In this course, students will explore healthy aging through the lens of caring science. The course will provide an examination of theories, trends, and research related to aging and nursing care of older adults, with an emphasis on health promotion and health disparities of aging. Students will be encouraged to become advocates for older adults within healthcare and the greater community, examining economic and policy implications that shape models of care. Students will gain knowledge that will better enable them to eliminate health disparities among older adults, and develop nursing care strategies that improve the care and health of older adults within the acute healthcare system, institutionalized settings, and in the community. The course will also prepare students to develop nursing care strategies that promote healthy aging for individuals throughout the lifespan. (3 credits)

NUR-412 Population Health through a Caring Lens

Grounded in caring science, this course focuses on promoting and protecting the health of the public using health promotion, risk reduction, and disease management and control strategies. Community assessment, epidemiologic, change, political action, and case-management frameworks are used to guide evidence-based nursing care delivery to persons, families, and populations in community settings. The role of social determinants of health will be explored and cultural competency, social justice, and advocacy will be discussed as strategies for the promotion of health equity. (4 credits)

Clinical Experience: The 4-credit clinical course has a one-credit-hour-to-45-clock-hours ratio, or 45 hours of clinical experiences. Clinical may include experiential learning activities within community agencies that focus on clinical prevention, population health and/or provide care; in-class presentations; clinical conferences; and written assignments relating to clinical experiences. Oversight and evaluation of the clinical experience are responsibilities of assigned course faculty.

NUR-420 Nursing Research for Professional Nurses

This course introduces learners to knowledge and skills essential for a consumer of nursing research. It examines use of the research process as a method to enhance scientific inquiry and to develop a knowledge base for nursing practice. Critical appraisal of both qualitative and quantitative methods in published nursing research is emphasized. Research on caring will be the central theme. (3 credits)

NUR-440 Caring Nursing Leadership for Professional Nurses

This course integrates previously learned nursing knowledge and skills of caring and contemporary leadership and management theories, enabling learners to define more clearly their roles as baccalaureate-prepared nurses. Learners analyze the transition process to professional nursing practice, opportunities for continued professional development, and leadership/management challenges created by increasingly complex healthcare environments. (3 credits)

NUR-450 Capstone Experience

Building on previous learning in the curriculum and blending with leadership experiences, students will use the lens of caring science to analyze their current way of being with patients, colleagues, employers and the community at large. Being present in these relationships, students will use scholarship to investigate an area where relationships or processes could be improved with a focus on self-care, quality and/or safety. Each student will design a project that, if implemented, could improve praxis and advocate for change in the workplace. Using leadership skills, the student will determine the best way to communicate the proposed project. Reflective practice will be used throughout the course to focus on the program outcomes of presence, praxis, advocacy, scholarship, self-care, and leadership as it relates to their project. (2 credits)

B.1.2 Educational Objectives

The SON developed course-specific outcomes, learning strategies, and methods of evaluation. A sample table in Appendix B shows how faculty documents all aforementioned elements.

B.1.3 Intended Student Learning Outcomes

Student Learning Outcomes

Faculty identified distinct Student Learning Outcomes for the BSN program that includes RN to BSN (on-ground and proposed online delivery option) and pre-licensure programs. These outcomes involve knowledge (cognitive), skills (behavioral), and attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. Table 3 shows the connection between the SON Program Outcomes and undergraduate Student Learning Outcomes.

Table 3	
<i>Connection of SON Program Outcomes with Undergraduate BSN Student Learning Outcomes</i>	
SON Program Outcomes Encompasses Undergraduate and Graduate programs	Undergraduate BSN Student Learning Outcomes (SLOs)
Cultivate a caring environment that reveals authentic nursing presence for the provision of meaning making, cultural understanding and reflective practice in diverse settings. <i>(Presence)</i>	Create a space for being with patients, families, communities, and health care colleagues that reveals authentic nursing presence. <i>(Presence)</i>
Engage in reflective practice through multiple ways of knowing to assure optimal quality of life for those entrusted to our care. <i>(Praxis)</i>	Demonstrate praxis through the synthesis of an active thoughtful commitment to the watchfulness of safety and quality. <i>(Praxis)</i>
Respond to the call to be an active voice and collaborate with others in the spirit of the welfare of those persons and entities in our care. <i>(Advocacy)</i>	Influence change by serving as an active voice through altruistic behaviors for patients, families, and community regarding health policy and social justice within an ethical framework. <i>(Advocacy)</i>
Value critical inquiry to promote and advance evidence-based practice. <i>(Scholarship)</i>	Integrate innovative thinking and multiple ways of knowing to promote a lively spirit of critical inquiry. <i>(Scholarship)</i>
Create a place for healing, personal and professional growth, and a culture of caring for self and others. <i>(Self-care)</i>	Value a place for healing, personal and professional growth, and a culture of caring for self and others. <i>(Self-care)</i>
Inspire excellence in nursing practice and advancement of the profession through shared leadership practices. <i>(Leadership)</i>	Integrate evidence based practice with lived experiences to promote excellence in nursing practice. <i>(Leadership)</i>

B.1.4 General Education and SON Requirements for the Nursing Major

Student must achieve 24 general education credits and 21 credits School of Nursing requirements to meet graduation requirements as shown in Table 4.

Table 4		
<i>General Education and School of Nursing Requirement for the Nursing Major</i>		
Course	Credit Hours	Requirement
Biology (BIO-260 <i>Genetics and Genomics for Clinical Practice</i>)	3	School of Nursing
English Composition	3	General Education
History	3	General Education
Human Anatomy & Physiology *	6-8	School of Nursing
Human Growth & Development *	3	School of Nursing
Literature	3	General Education
Math (<i>Basic Statistics</i>)	3	General Education
Microbiology *	3-4	School of Nursing
Philosophy (<i>200-level</i>)	3	General Education
Philosophy (<i>Ethics or Moral Issues</i>)	3	General Education (School of Nursing requires Ethics or Moral Issues)
Psychology * (<i>Introduction</i>)	3	School of Nursing
Religious Studies (<i>200-level</i>)	3	General Education
Religious Studies (<i>300/400-level</i>)	3	General Education
Sociology (<i>any Sociology focused course</i>)	3	School of Nursing
School of Nursing Requirements	21	
General Education	24	

*These courses are transferred in or taken prior to the Upper Division Nursing Courses

B.1.5 State Approval and Accreditation

The nursing program is approved by the Maryland Board of Nursing. The School of Nursing Programs meets all accreditation standards for the Accreditation Commission for Education in Nursing (ACEN). The online delivery format is considered a substantial change because greater than 50% to 100% of the number of credit hours are offered via distance education. A prospectus, documenting the impact on compliance with standards and criteria, will be submitted to ACEN within four months of implementation. Submission is planned for September/October 2016.

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B.1.6 Code of Ethics and Professional Conduct Standards

The RN to BSN Program adopts the American Nurses Association (ANA, 2015) Code of Ethics and the State of Maryland Code of Ethics for Nurses, which is contained within the Nurse Practice Act, specifically Code of Maryland Regulations (COMAR) 10.27.09.02 as a guide for professional nurse behavior. These standards are based on an understanding that to practice nursing as a RN, the student agrees to uphold the trust with which society has placed in the profession. The statements of the Code and Standards provide guidance for the RN student in the personal development of an ethical foundation. They are not limited strictly to the academic or clinical environment, but can assist in the holistic development of the person.

B.1.7 Contracts

Learning House

To grow online programs, NDMU has partnered with Learning House based in Louisville, KY to create and build an online education platform. They offer a spectrum of services that are coupled with a technology enabled learning platform, Moodle, and robust marketing and enrollment strategies. Learning House will offer a spectrum of key services coupled with a technology-enabled learning platform (Moodle) to ensure success to market the RN to BSN online delivery format, enroll students, and facilitate the conversion of courses offered via online in the RN to BSN program.

Marketing: Learning House defines key brand NDMU strategies, and then develops and implements brand campaigns

Enrollment: Works with NDMU RN to BSN enrollment team and potential students from the moment they express interest in NDMU.

Curriculum Development: Learning House assembles a dedicated team of specialists who develop and support each course in the program. Faculty members are at the center of online course development through intensive training and wrap-around support. Every faculty member is assigned a dedicated course designer to ensure their online course reflects their expertise, perspective and personality.

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

- 1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State.***

C.1.1 Institute of Medicine

Following the Institute of Medicine's recommendation to increase the proportion of nurses with a baccalaureate degree to 80% by 2020 (IOM, 2010), the BSN is increasingly regarded as an entry-level requirement by state nursing leaders, policy makers, and healthcare providers. With greater awareness by hospital administrators of differences in patient outcomes between baccalaureate-prepared and associate degree nurses (ADN), hiring preferences for BSN-prepared nurses has increased (Huston, 2014). Typical hiring practices in Maryland require new hires to have a minimum of a BSN. Many ADN-prepared nurses are being required to earn a BSN within a specified timeframe or face the possibility of losing their position.

C.1.2 Anticipated Shortage in Maryland

Maryland is one of 16 states projected to experience a nursing shortage through 2025, according to the Health Resources and Services Administration. While a surplus of registered nurses is anticipated in many surrounding states and at the national level, Maryland is expected to observe a shortfall of 12,100 registered nurses in the next decade. Maryland stands alone as the only state in the Mid-Atlantic region where the demand for bachelor-prepared registered nurses is forecast to exceed the supply of new nursing graduates (HRSA, 2014).

C.1.3 Maryland Education Trends

As of July, 2016, the Maryland Board of Nursing reports that there are more than 79,000 nurses licensed to practice in the state of Maryland (<http://mbon.maryland.gov/Documents/information-stats.pdf>). The American

Community Survey published in *The U.S. Nursing Workforce: Trends in Supply and Education*, reports that associate degree prepared RNs represent approximately 56% of the RN workforce (HRSA, 2013). This would mean that more than 44,000 RNs licensed in Maryland are prepared at the associate degree level.

Data provided by Maryland Board of Nursing supports this HRSA data. In Fiscal Year 2015 (July 1, 2014 to June 30, 2015), 56% of first-time National Council Licensure Examination-Registered Nurse (NCLEX-RN) test takers were from ADN programs. Based on these data sets, it is reasonable to presume that ADN-prepared RNs in Maryland comprise over half of the RN potential workforce. Data also suggest an additional online delivery option may increase the number of RNs, which NDMU can facilitate BSN completion.

C.1.4 Online Education and Programs

Student demand for flexibility in scheduling courses has prompted the growth of online education programs in higher education – including nursing. The Survey of Online Learning (2013) shows the number of U.S. students taking at least one online course has surpassed 6.7 million. Over a decade, the percentage of colleges that offered online degree programs increased from 32.5% in 2002 to 62.4% in 2012. Allen and Seaman (2013) note that the growth rate may be slowing, but there has been no decline in the number of online students. The annual growth rate for online programs is 10%.

The American Association of Colleges of Nursing ([AACN] 2015) reports that currently more than 400 of the 679 RN to BSN programs are online. Only three of these programs exist within the state of Maryland. These programs are Frostburg State University, Stevenson University, and University of Maryland School of Nursing. These numbers suggest that while there is a great number of online RN to BSN options available, there are a limited number within the state. This is significant for students who desire a program that is both in their geographical region yet offers online flexibility.

According to the National League for Nursing (NLN) *Biennial Schools of Nursing Survey* (2014), 58% of graduates from ADN programs were under the age of 30, representing an 8% increase from 2012. This younger student population has the technological savvy to engage in an online learning environment with ease. Although older-aged students may not be as technologically savvy as their younger colleagues, older-aged students may face competing obligations that make online learning more convenient, such as raising children, serving as a primary caregiver to parents and/or grandparents, and being the primary household income earner. Both these groups of students could potentially be best served by an online delivery format.

Nursing faculty acknowledge that transforming nursing and healthcare requires more than just an increase in the number of nurses. It requires a deepened understanding of the social determinants of health and how these can be influenced by quality care

across the continuum of healthcare settings. The AACN sets an expectation that nurses embrace a commitment to the health of vulnerable populations and the elimination of health disparities. Increasing the number of nurses in all practice settings who are BSN-prepared will create a more patient-centered system, in turn improving the health of populations.

Moving to a fully online delivery option, while maintaining the on-ground RN to BSN program; will expand NDMU's capacity to educate BSN-prepared nurses to meet the demand by Maryland hospital and healthcare facilities. By redesigning the RN to BSN curriculum and providing nurses with an online option, NDMU SON will increase the number of nurses who are academically prepared to care for populations who are poor and underserved; collaborate with other professionals to identify/implement strategies to transform health care; and pursue graduate education and/serve as adjunct clinical faculty in pre-licensure nursing programs.

C.1.5 Summary of Needs Assessment

National and state data support the continued need to increase the number of baccalaureate-prepared nurses in Maryland through the development of an online delivery option in the RN to BSN program. Factors such as, the BSN as an entry-level requirement in healthcare organizations, an ongoing nurse shortage in Maryland, and students desiring more flexibility speak to the need for NDMU to offer both on ground and online delivery formats in the RN to BSN program. Approval by MHEC will allow NDMU's SON to reach out to new groups of students – those interested in online education. Clearly, there are current and future unmet market needs for quality, flexible online programming for today's nurses to earn their bachelor's degree in the context of the Catholic liberal arts tradition, and a caring science curriculum.

NDMU is the only Catholic university in the state of Maryland that offers nursing and is poised to prepare critically thoughtful, reflective, humanistic professional nurses in an online delivery format. The mission and philosophy of a Catholic university and the SON's caring curriculum better prepares nurses to not only address the needs for transformation in healthcare but also prepares graduates to better understand and care for poor and underserved populations in Maryland.

2. *Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.*

In keeping with the values central to its mission, Notre Dame emphasizes personal and professional ethics in its curricula for undergraduate students. Students in the RN to BSN program learn their profession within a framework centered on caring for the person as a whole, rather than in separate, and often disparate, parts. An emphasis on service, caring, and compassion within a liberal arts tradition frames the program. The University seeks to build on the initial success of its traditional face-to-face program while also responding to students' requests by offering the option of

completing the program entirely online. In so doing, NDMU will contribute to the Maryland goals for postsecondary education in terms of quality and effectiveness, access, student-centered learning, and economic growth (State Goals 1, 2, 4, and 5). Additionally, the overarching goal for this program is to increase the number of BSN-prepared nurses who can serve in Maryland hospitals and healthcare facilities and are prepared to care for poor, underserved, and marginalized populations within a framework of caring science. This goal aligns with MHEC Initiative 2: *Advance the education of students and RNs to BSN, MSN and doctoral level.*

D. Quantifiable and reliable evidence and documentation of market supply and demand in the region and state.

1. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

D.1.1 Job Openings in Maryland

Strong demand for registered nurses throughout the state – and particularly in Baltimore City – is demonstrated by the latest data from the Maryland Workforce Exchange. In October 2015, the number of registered nurse job openings advertised online was 9,343. The number of job postings for registered nurses by Maryland counties follows: Baltimore City (3,139), Montgomery County (1,792), Baltimore County (1,176), Prince George's County (768), Anne Arundel County (503), Howard County (376), Frederick County (278), St. Mary's County (176), Talbot County (172) and Washington County (Maryland Workforce Exchange, 2015). Maryland's projected RN shortfall by 2020 is expected to be 29,200 as reported by Carnevale, Smith, and Gulish (2015) from the McCourt School of Public Policy, Georgetown University Center.

D.1.2 School of Nursing Employment Data

The SON's employment data show that 90% of BSN graduates are employed in a RN position within six months of graduation. More than 95% of RN to BSN graduates work in Maryland hospitals and health care facilities. Therefore, expanding the RN to BSN program to include an online delivery option will primarily benefit Maryland hospital and healthcare facilities by advancing the education of their registered nurses and enlarging the state's pool of BSN-prepared nurses.

D.1.3 Valued Skills of NDMU Graduate

Patient experience has direct financial ramifications for healthcare organizations. Dissatisfied patients cost an organization in lost reimbursement. At the heart of patient satisfaction is a patient's perception of his/her relationship with nurses. Nurse Managers look for nurses with more than technical skills. They look for

communication, critical thinking and interpersonal skills. These skills are integral components of NDMU's RN to BSN caring science curriculum, which emphasizes sharing a caring, authentic presence with others, advocacy, power-with rather than power-over persons, and building trusting relationships. NDMU RN to BSN program graduates are very marketable because they demonstrate the skills valued by Nurse Managers and administration.

2. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

D.2.1 Vacancies Over Five Years

Nursing professionals expect the number of vacancies to continue to grow over the next five years based on recent national and state trend data.

Nationally

Between 2012 and 2022, nationally the RN workforce is expected to grow from 2.7 million to 3.2 million—an increase of 526,800 jobs. An additional 525,000 nurses will be needed to replace those who leave the field, bringing the total number of new openings to more than 1 million by 2022 (Bureau of Labor Statistics, 2015).

The Health Resources and Services Administration (HRSA) reported in April 2013 that one third of the current national nursing workforce is older than 50 and will reach retirement age over the next 10-15 years. Employment of registered nurses is projected to grow 16% from 2014 to 2024, much faster than the average for all occupations. Growth will occur for a number of reasons, including an increased emphasis on preventive care; growing rates of chronic conditions, such as diabetes and obesity; and demand for healthcare services from the baby-boom population, as they live longer and more active lives.

State

Maryland is one of 16 states projected to experience a nursing shortage through 2025, according to the Health Resources and Services Administration. While a surplus of registered nurses is anticipated in many surrounding states and at the national level, Maryland is expected to observe a shortfall of 12,100 registered nurses in the next decade. It stands alone as the only state within the neighboring geographic states of Delaware, Virginia, West Virginia, and Pennsylvania where the demand for registered nurses is forecast to exceed the supply of new nursing graduates (HRSA, 2014).

D.2.2 Consulting Firm Findings

During Spring 2015, an external consulting firm conducted a comprehensive assessment of adult and graduate studies programs at NDMU, including the RN to BSN program. The second priority recommendation that resulted from this assessment was to create programs that meet the needs of working adults, including the use of online and hybrid delivery formats. The analysis also emphasized the desire for online programs, such as the RN to BSN, to keep pace with completion times similar to those of competitors. The online delivery format presented in this proposal allow for completion in 15-18 months, competitive with the average 18 month standard.

D.2.3 Enrollment Managers Observations

In recent years, Notre Dame Enrollment Managers and faculty have noted a shift among potential students at recruitment fairs that supports these assessment results. NDMU staff witnessed less foot traffic at the SON's booth, while observing more student interest in programs with online options. In conversations with potential applicants, one theme consistently emerged: students want easy access to courses, flexibility in scheduling, and an online option. Many prefer an online delivery format that allows them access to the classroom during times that fit their schedule, seven days a week and 24 hours a day.

3. Provide data showing the current and projected supply of prospective undergraduates.

The RN to BSN program, on-ground delivery format, is currently designed for students to complete in 20-24 months. The initiative proposed here would allow students to complete the program in 15-18 months contingent upon the number of credits transferred in to meet all graduation requirements. Figure 2 shows a conservative estimate in the number of new enrolled students and corresponding number of graduates based on an average 90% retention rate in the RN to BSN program at NDMU.

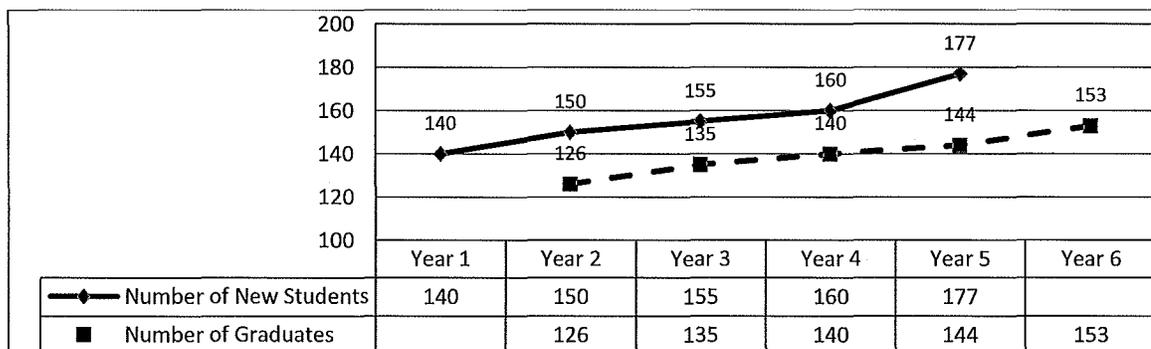


Figure 2. New Students to be Enrolled and Graduates from RN to BSN Program

E. Reasonableness of program duplication

- 1. Identify similar programs in the state and/or same geographic area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.***

E.1.1 Environmental Scan of Schools with Similar Curriculum

Currently, there are 679 RN to BSN programs available in the country, and at least 400 of them are available either online or in a blended format (AACN, 2015). Within the state of Maryland, three higher education institutions offer online baccalaureate nursing programs: Frostburg State and Stevenson Universities, and University of Maryland. University of Maryland and Frostburg State University programs emphasize technology, leadership, and collaboration, whereas Stevenson publishes a philosophical framework of caring and compassion, but not caring science as NDMU SON articulates. NDMU is the only Catholic university offering nursing within a framework of caring science in the state of Maryland.

E.1.2 Uniqueness of a Catholic University

Catholic universities give students “an excellent formation as persons, imbuing them with a keen sense of tradition, an appreciation of the biblical and classical heritage and a capacity to see the bearing of faith upon the whole universe of knowledge and upon every area of human conduct,” as Dulles notes (2002). The concluding phrase of NDMU SON’s mission “*educates leaders to transform the world,*” promotes the advancement of self-knowledge, curiosity, and desire for truth using a platform grounded in the arts, humanities, and sciences through a caring science lens developed by nurse educator Jean Watson. Caring science provides nurses with an authentic way to move beyond the conventional model of medical science by acknowledging caring as central to nursing, embracing relationships, appreciating multiple ways of knowing, and focusing on human-to-human caring (Watson, 2008).

E.1.3 Uniqueness of a Caring Curriculum

Caring science emphasizes the importance of the transpersonal relationship between the nurse and the patient, and the use of this relationship as a means for healing through caring. A caring science curriculum attempts to restore “humanity and human caring-healing knowledge and practices” (Hills & Watson, 2011, p.16) through emancipatory pedagogy. This intentional focus on students and transformation distinguishes the NDMU SON from traditional models of RN to BSN programs. These cornerstones are emphasized in the curriculum—providing RN to BSN students the opportunity to reflect on their current practice, identify how caring can be preserved as the ethical foundation for nursing practice, and utilize caring practice as they work to transform healthcare.

E.1.4 Uniqueness of a Liberal Arts Education

Unlike University of Maryland that does not offer a liberal arts education, NDMU SON faculty have plethora of opportunities to collaborate with their peers in the School of Arts, Sciences, and Business. In preparation for the online delivery format, faculties from both Schools redesigned courses integral to the RN to BSN curriculum. The intent was to draw from NDMU's rich liberal arts and Catholic traditions to prepare compassionate, reflective, and humanistic professional nurses. These preparation methods are counter to the mechanistic and reductionist methods that historically prevail in nursing education (Hermann, 2004). NDMU plans to offer an array of online liberal arts and nursing-focused electives, such as Spanish for Medical Professionals, Gender and Women's Health, and Epidemiology for Underserved Populations.

2. *Provide justification for the proposed program.*

This proposal addresses the continued need to increase Notre Dame of Maryland SON's capacity to educate baccalaureate-prepared nurses in Maryland through redesigning the RN to BSN curriculum and developing an online delivery format. The SON is building on NDMU's strong outcomes with previous NSP II grant funding and its proven ability to respond and adapt to the changing healthcare market.

Notre Dame has developed a well-defined niche among Maryland nursing schools in educating nurses who are caring and compassionate, as well as competent, to serve a broad array of patients with diverse backgrounds, health status, and social determinants of health. The proposed online delivery format in the RN to BSN program is inspired by the longstanding commitment of our founding School Sisters of Notre Dame to the underserved and will feature a unique focus on caring for persons from populations who are medically underserved. By addressing the gap in current online programming with a curriculum specifically designed to prepare culturally competent nurses, the SON also seeks to improve the health of the most vulnerable residents through revised and new courses, outreach, and service. Thus, the proposed initiative will be grounded in the Catholic liberal arts tradition and guided by the premises of Caring theory that set our school apart from other schools of nursing in Maryland.

Notably, the AACN sets an expectation that nurses embrace a commitment to the health of vulnerable populations and the elimination of health disparities. Increasing the number and diversity of nurses in all practice settings who are BSN-prepared will create a more patient-centered system, in turn improving the health of populations. Transforming nursing and healthcare requires more than just an increase in the number of nurses. It also requires nurses who are better prepared to care for individuals, families, and communities faced with multiple health challenges. It requires a deepened understanding of the social determinants of health (SDOH) and how these factors can be mitigated by quality care across the continuum of healthcare settings.

In summary, the new delivery format will expand NDMU's capacity to educate baccalaureate-prepared nurses to meet the demand by Maryland hospital and healthcare organizations. By redesigning the RN to BSN curriculum and providing nurses with an online option, the SON will increase the number of nurses who are academically prepared to care for populations who are poor and underserved; collaborate with other professionals to identify/implement strategies to transform health care; and pursue graduate education and/serve as adjunct clinical faculty in pre-licensure nursing programs.

F. Relevance to Historically Black Institutions (HBIs)

A. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.

The existing NDMU RN to BSN program is being developed under a grant award from the Maryland Higher Education Commission, Nurse Support Program (NSP-II 17-110) to meet the needs of the future nursing workforce. Due to student interest in an online delivery option in the RN to BSN program and the workforce needs within Maryland, this program will have no major impact on maintaining an RN to BSN program at state HBIs.

B. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

This program is not expected to have significant potential impact on similar programs at state HBIs given the state mandate (and funding) for additional RN to BSN educated nurses and the significant unmet need to fill the many vacant positions at state health care facilities and organizations, as discussed in earlier sections of this proposal.

C. If proposing a distance education program, please provide evidence of the "Principles of Good Practice."

NDMU, a new member of Maryland Online, has adopted the *Quality Matters* (QM) standards as guidelines for design, development and delivery of all online courses and programs at Notre Dame. Courses are developed under criteria outlined in the QM rubric, and go through an internal peer review process (QM qualified reviewers) prior to delivery. Faculty wishing to teach online are required to complete two QM webinars that review best practice in design and delivery of online courses and programs.

The NDMU online delivery option for the RN to BSN program fully meets and exceeds the Principles of Good Practice in online education, as outlined in the following sections:

A distance education program shall be established and overseen by qualified faculty.

The online delivery format in the RN to BSN program will be developed by qualified faculty, and approved by the School of Nursing and NDMU curriculum committees. Courses will be taught by regular full-time faculty and highly qualified adjunct faculty educated and/or has experience in online delivery.

A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

Courses offered in the online delivery format contain the same rigorous content as those delivered in traditional format. The current accrediting body (ACEN) requires that all nursing degree programs meet the same accreditation standards whether offered online or in person. Assessment and evaluation standards will be comparable in both modes of delivery.

A program shall result in learning outcomes appropriate to the rigor and breadth of the program.

All courses offered in the online delivery format are developed and delivered based on course, student learning outcomes, and program outcomes that are assessed regularly to collect data to be used to improve teaching and learning. These learning outcomes are the same for online and on-ground delivery formats.

A program shall provide for appropriate real-time or delayed interaction between faculty and students.

All courses offered in the online delivery format will provide for faculty-student interaction through interactive discussion forums, "Ask the Instructor" sections of the course sites, scheduled online conference sessions using Go-to-Meeting or Skype, and traditional contact via phone or email.

Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.

Courses offered in the online delivery format will be developed by faculty experts in the discipline, and approved by the School of Nursing and university curriculum committees comprised of campus peers. Online courses are reviewed by one of the trained campus *Quality Matters* peer reviewers prior to delivery and faculty are under contract to make improvements to these courses based on peer feedback.

Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.

The courses offered in the online delivery format are being developed and delivered through the Moodle Learning Management system. Courses are designed for online delivery with support from a trained instructional designer and multimedia specialist, and students are provided with 24/7 access to online technology support.

An institution shall provide for training for faculty who teach with the use of technology in a distance education format, including training in the learning management system and the pedagogy of distance education.

All faculty who are new to teaching online must complete the *Quality Matters* training and training provided specifically by the Moodle Learning Management system, prior to teaching their first online course. Returning faculty are encouraged to enroll in a more advanced *Quality Matters* training. Additionally, faculty may meet via Skype or on campus with a trained instructional designer and multimedia specialist. As part of the NSP II-17-110 grant, monies are available for faculty members to attend professional development workshops for online pedagogy.

Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.

NDMU adopted the *Quality Matters* standards for online teaching and learning, as well as the C-RAC Interregional Guidelines as criteria for design, development, and delivery of distance education courses.

An institution shall provide faculty support services specifically related to teaching through a distance education format.

NDMU provides all faculty teaching in the online environment equal access to *Quality Matters* training and workshops, as well as an instructional design team to support faculty in a one-on-one capacity. The Moodle Learning Management system will supplement the support provided to faculty teaching online.

An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.

SmarterThinking online tutoring in math, English/writing, and other core skills is available to all online students through a link on each course site. Online library access is provided to students through the Loyola Notre Dame Library website, which is linked from all online course sites.

A distance education program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Students may register and pay for courses online, access their registration and financial aid information online, access their faculty and key staff online, seek advice and answers to academic and administrative questions online, access technology support online, and access all course materials and information online through the Moodle learning management system. Catalogs and university policy and requirements are all accessible online through the NDMU website, and through all course sites. Courses are designed and developed using the *Quality*

Matters rubric and standards for best practice in online course design and delivery.

Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.

All online RN to BSN students will have access to a range of student services through links on the NDMU website and on all course sites that include access to library resources, tutoring resources, advising and retention resources, catalog and registration resources, policies and procedures resources, and key faculty and staff.

Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.

Students will be advised and counseled as part of and prior to enrollment in an online program on the requirements for learning online, including access to technology, technology skill levels, self-motivation and organization requirements, training in the learning management system and course site use, and information about accessing online student and academic support services. Students may also choose to complete an online “are you ready for online learning” tutorial as part of the online program enrollment process.

Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.

All advertising, recruiting, and admissions materials have been designed that are specific to online programs, and online learning, and include information about the online program, the technology requirements, the available services, and the learning management system.

Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.

All course evaluations for online courses and programs contain specific questions for students to respond to that relate to the online teaching and learning environment. Faculty are required to complete *Quality Matters* training in design and delivery of online courses prior to teaching online for the first time. An additional “Improving Your Online Course” is also available for faculty who wish additional training for the online environment.

An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.

All online programs are developed and delivered using the course design and review process in place at NDMU for traditional face to face courses and programs that includes approval by the delivering department, review and approval by the school curriculum committee, and review and approval by the university curriculum and academic policy committee. The *Quality Matters* peer review process of new online courses is also in place for fully online courses and

will continue to be utilized in the development of the online RN to BSN program. Part of the program design and delivery process includes approval of a budget that allocates resources and faculty to support the design and delivery of the program as well as a multi-year commitment to the program. The online program in Business is an extension in the delivery of the in-seat Business program, which is a long standing program at NDMU.

An institution shall evaluate a distance education program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

The online RN to BSN program will be included in the NDMU annual assessment process, the NDMU program review process, the annual course evaluation process, and the discipline-based accreditation process for the department. The outcomes will be compared to the face to face RN to BSN program to assure consistency across delivery methods.

An institution shall demonstrate an evidence-based approach to best online teaching practices.

NDMU has in place a *Quality Matters*-based peer reviewed process for all new online courses and programs, as well as a mandated *Quality Matters* training program for all faculty wishing to teach online. NDMU is a member of Maryland Online and a participant in the *Quality Matters* program. The SON uses the Hanover Research Council's report (2009) *Best Practices in Online Teaching Strategies* as a guideline to best online teaching practices.

As part of the overall assessment process, the SON Curriculum Committee reviews all new courses and then continues with regular and periodic reviews to ensure that faculty are using evidence-based teaching practices and there is demonstrated student learning.

An institution shall provide for assessment and documentation of student achievement of learning outcomes in a distance education program.

NDMU has a comprehensive and sustained process for assessing student learning outcomes in all courses and programs, including those delivered online, that is overseen by the University Assessment Committee, and framed by the University Assessment Plan. All assessment at NDMU is completed on a regular annual cycle of course and program assessment consistent with core and program outcomes for students. The SON has a systematic assessment plan where all aspects of the program are evaluated and reported.

G. Adequacy of faculty resources

1. ***Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status, and the courses each will teach.***

G.1.1 Educationally and Experientially Prepared Faculty

The SON is in compliance with the Maryland Board of Nursing and ACEN accreditation body with regard to academic preparation of nursing faculty. SON full- and part-time members are educationally and experientially qualified to meet program outcomes. Faculty workload assignments match their areas of interest and expertise.

All full- and part-time nursing faculty hold a minimum of a graduate degree in nursing. Nine of 14 (60%) faculty members hold an earned doctorate, four (27%) are currently enrolled in doctoral studies, and two (13%) are not enrolled in doctoral studies at this time. A new nursing faculty member, who will earn a PhD in May 2017, is slated to join the SON in August 2016. She and the Dean are not included in the overall faculty numbers.

G.1.2 Online Expertise

Nearly two-thirds (66%) of faculty are familiar with online pedagogy. For faculty who are unfamiliar, professional development funds (\$900 per person) are available to participate in workshops and/or courses on online teaching. Faculty members, who plan to teach courses online, are required to complete two educational training sessions. The first is *Quality Matters* a faculty-centered, peer review process that is designed to certify the quality of online courses and online components. The second educational training focuses on online course development. The following table shows a list of faculty, rank, credentials and courses each faculty member is scheduled to teach.

Table 6*Faculty, Rank, Credentials, and Courses*

Faculty Member	Primary Teaching Responsibility	Planned Online Teaching Responsibilities	Online Experience (Teaching and/or as a Student)
Diane Aschenbrenner, MSN, RN Assistant Professor	BSN Program (Primarily RN to BSN program)	NUR-306 Writing for Professionals NUR-440 Caring Nursing Leadership for Professional Nurses	Yes (Teaching)
Jane Balkam, PhD, APRN, CPNP, IBCLC Assistant Professor	BSN Program (Primarily RN to BSN program)	NUR-400 Information Systems for Caring Practice	Yes (Teaching)
Erica Brinkley, DNP, RN Assistant Professor	BSN and MSN Programs	NUR-3xx Holistic Health Assessment and Nutrition for Professional Nurses NUR-420 Nursing Research for Professional Nurses	Yes (Teaching)
Virginia Byer, MSN, RN Assistant Professor	BSN Program	None	Yes (As a Graduate Student)
Fairuz Lutz, MSN, RN Assistant Professor	BSN Program (Primarily RN to BSN program)	NUR-300 Foundations of a Caring Science NUR-302 Caring Approaches to Practice NUR-420 Nursing Research for Professional Nurses	Yes (Teaching and As a Graduate Student)
Hannah Murphy Buc, MSN, RN Assistant Professor	BSN Program (primarily pre-licensure program)	NUR-314 Nursing Situations for Palliative Caring	Yes (As a graduate student)
Deborah Naccarini, DNP, RN, CNE, Associate Dean,	BSN Program (primarily pre-licensure program)	None	Yes (As a graduate student)

Table 6*Faculty, Rank, Credentials, and Courses*

Faculty Member	Primary Teaching Responsibility	Planned Online Teaching Responsibilities	Online Experience (Teaching and/or as a Student)
Entry-Level and Dual Enrollment Nursing Programs Assistant Professor			
Mary O'Connor, PhD, RN, FACHE Associate Professor	MSN Program	None	No
Mary Packard, PhD, RN Associate Professor	BSN and MSN Programs	NUR-300 Foundations of a Caring Science NUR-302 Caring Approaches to Practice	No
Sabita Persaud, PhD, RN, APHN-BC, Associate Dean, Graduate Nursing Programs Associate Professor	BSN and MSN Programs	NUR-412 Population Health through a Caring Lens	Yes (Teaching and as a Graduate Student)
Marleen Thornton, PhD, RN, Associate Dean, Adult Undergraduate Nursing Programs Assistant Professor	BSN and MSN Programs	NUR-411 Healthy Aging for Professional Nurses	Yes (Teaching and as a Graduate Student)
Mark Walker, MS, RN, CNL, CCRN Assistant Professor	BSN Program (primarily pre-licensure program)	NUR-316 Spirituality in Nursing Practice	Yes (As a graduate student)
Kathleen Wisser, PhD, RN, CNE, CPHQ	Dean	N/A	Yes (Teaching)

Table 6*Faculty, Rank, Credentials, and Courses*

Faculty Member	Primary Teaching Responsibility	Planned Online Teaching Responsibilities	Online Experience (Teaching and/or as a Student)
Part-time Faculty			
Janice Brennan, MS, RN-BC, CNE Assistant Professor	Clinical Simulation Lab	N/A	No
Roxanne Moran, PhD, RN, CNE Associate Professor	BSN and MSN Programs	NUR-450 Capstone Experience	No

H. Adequacy of Library Resources

The Loyola/Notre Dame Library is open 7 days a week, for 82 hours a week during the semester, and weekdays during the summer. There is 24 hour a day access to a librarian and research tools are available through the Library's website and within the Joule Learning Management System. From the web, students and faculty can search NDMU's web-based library catalog, retrieve articles from electronic research databases, search other library catalogs, take advantage of the many Internet research sites selected by NDMU's librarians, and consult with a librarian via email. Books and articles not available from the NDMU Library can be obtained through the interlibrary lending network. Faculty also work closely with library specialists to develop course specific resource guides that are available to all nursing students enrolled in the course. The guides include supplemental readings and resources related to course content

Through the Library's shared catalog, books from four other college libraries can be requested online and will be sent within 48 hours; students have access to over 1,000,000 volumes. The Library also has 55,000 online and print periodical titles, and 18,600 media DVDs, videos, and CDs. The Library's website (www.loyola.edu/library) provides a gateway to a world of information that includes numerous periodical/newspaper article databases (such as JSTOR, Project Muse, CINAHL, PsycArticles, Business Source Premier, Lexis-Nexis Academic Universe, Oxford Journals Online, and ScienceDirect) and informational databases (such as the Oxford English Dictionary, Lexi- Comp Online, and Gale Virtual Reference Library). A discovery service called Seeker enables students to find books, articles, and other resources on a topic with a single search. Library workstations allow full access to the Internet and the Microsoft Office Suite; in addition, the library is wireless accessible and students can also log on to Library databases from off-campus.

Online chat services are available 24 hours a day for reference help. More than 100 computers with Microsoft Office and access to the Internet are available for student use in the library and students can also check out laptops to be used in the library. A library renovation and addition project was completed in 2008; the library now consists of 125,000 square feet on four floors. New features include an auditorium, cyber cafe, multi-functional gallery, group study areas, seminar rooms, and a digital media lab (<http://www.loyola.edu/library/factshtm>).

I. Adequacy of physical facilities, infrastructure and instructional equipment

The SON plans to offer a variety of digital media services to faculty members to facilitate face-to-face, blended and online instruction. The NSP-II 17-110 grant provides monies to purchase media production equipment for recording online collaborative learning activities. Users can create videos, digital images, podcasts and DVD's using the latest equipment available. An Instructional Technology Specialist will provide instruction, training and resources to facilitate the use of technology in the online classroom. The specialist will provide faculty development and training related to the use of current technology in an effort to meet curriculum goals, assist faculty in meeting curriculum goals through the use of technology, communicate with technology vendors, and oversee the set-up and usage of a media room. The anticipated outcome will be the preparation of relevant teaching/learning materials for use in the learning management system and/online classroom.

This position is distinct from a course developer offered through the Learning House partnership. The course developer assists the faculty member with designing a course that meets student learning objectives. The Instructional Technology Specialist is well-versed in products that enhance the learning experience for students in an online environment. For example, the Instructional Technology Specialist can facilitate the development of learning strategies that may include podcasting, video casting, embedding questions in videos, and interactive collaboration. All of these are best practices as noted in the online pedagogy literature (Hanover Research, 2009).

J. Adequacy of provisions for evaluation of the program

1. Discuss procedures for evaluating courses, faculty, and student learning outcomes

J.1.1 Course Evaluation Process

Faculty employ a variety of direct and indirect methods to assess student learning such as, but not limited to examinations, written assignments, oral presentations, theatrical productions, and art displays. Identification of these convincing and direct sources of evidence is noted on course syllabi and program- and major-specific assessment plans. NDMU adheres to the assessment principles that evidence offered for student learning should not be limited to that of a single course.

The fully online RN to BSN program will be subject to the same requirements as the on-ground program for course evaluation. All NDMU students complete course evaluations online at the end of each of their courses, and this will continue for the online RN to BSN courses. Using course evaluations, feedback from students, input from faculty, and data from assignment-specific metrics a course review is developed and presented to SON Curriculum Committee members. This curriculum review provides information about student learning and identifies opportunities for improvement.

J.1.2 Faculty Evaluations

The Dean or Associate Dean in the SON annually evaluates full- and part-time nursing faculty as outlined in the *NDMU Faculty Handbook*. This process will continue for nursing faculty teaching in the RN to BSN program. Additionally, the same process occurs throughout the University for faculty teaching general education courses in the School of Arts, Sciences, and Business. Adjunct/Associate faculty teaching at NDMU are evaluated using peer observations, student feedback, and student achievement on specific metrics as detailed in the assessment plan.

J.1.3 Student Learning Outcomes

NDMU views assessment as critical to student success and learning assessment occurs at multiple levels: institution, program, and course. Analysis of information gathered from multiple sources sheds light on what and how students are learning. The University Assessment Committee (UAC) designed the assessment process to be meaningful, manageable, and measurable. Annually, the RN to BSN program reports detailed assessment of one or more Student Learning Outcome, as well as an analysis on the progress made on previously-assessed learning outcomes to the University Assessment Committee.

Additionally, the university mandates that each program assess all Student Learning Outcomes in a cohesive manner at least once in a five-year period in order to support a comprehensive program review. Deans from all four schools serve as members of

the UAC, as do lead faculty of each school's academic assessment process. The UAC oversees academic assessment in all schools and provides support on the cycle described in the process chart (Figure 3) below.

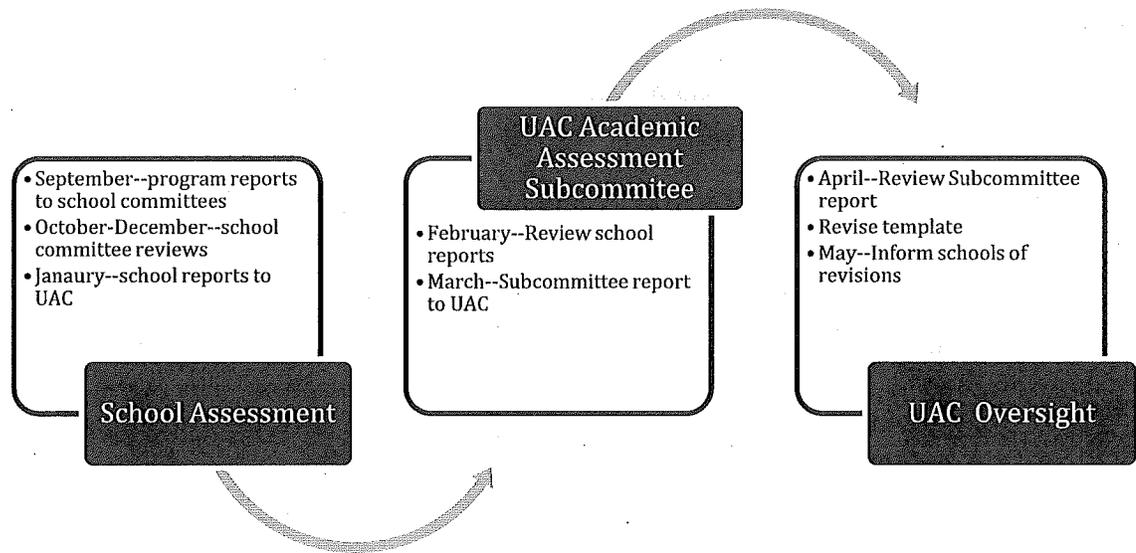


Figure 3. University and school assessment processes and relationship to University Assessment Committee.

K. Consistency with the state's minority student achievement goals

1. Discuss how the proposed program addresses minority student access and success, and the institution's cultural diversity goals and initiatives

The recruitment and retention of minority students is a high priority for Notre Dame, which regards outreach to minority populations as an integral part of our mission. Notre Dame continues to serve approximately 43% of students of color in its overall student population. The cross-disciplinary approach of the RN to BSN program, and its openness to students from a variety of undergraduate backgrounds, will make the transition to an online delivery format accessible to a wide range of students. Additionally, Notre Dame's academic support resources, including the Academic and Career Enrichment Center, are designed to help bolster the retention of at-risk students, including minority students. NDMU anticipates that the fully online delivery options for this program will reach a wider, more diverse group of students.

In July 2015, MHEC awarded a Nurse Support Program II grant (Grant #NSP II 15-116) for \$207,312 to the NDMU SON. One initiative of the grant was to recruit minority students for the baccalaureate nursing programs to ensure that minority enrollment mirrors or exceeds the 36% share of Maryland's minority population. Subsequently, strategies were successfully implemented to increase the number of minority students in the RN to BSN program. As a result, diversity of the students in the RN to BSN program has increased. Nurses from minority backgrounds comprised about 24% (70) of the 291 students in 2007. In Fall 2015, 33% (111) of the 338 students were nurses from minority backgrounds.

L. Relationship to low productivity programs identified by the Commission

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources may be redistributed to this program

This program has no relationship to a low enrollment program.

M. Finance

Resources Table

Resource Categories	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1. Existing Funds					
2 Tuition/Fee Revenue (c + g below)	\$420,000	\$459,000	\$483,600	\$508,800	\$573,480
# F/T Students	0	0	0	0	0
Annual Tuition/Fee Rate					
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. # P/T Students	140	150	155	160	177
e. Credit Hr Rate	\$500	\$510	\$520	\$530	\$540
f. Annual Credit Hr	6	6	6	6	6
g. Total P/T Revenue (d x e x f)	\$420,000	\$459,000	\$483,600	\$508,800	\$573,480
3. Grants, contracts, & other external sources	\$398,040	\$482,972	\$370,317	\$289,310	\$175,969
4. Other Sources	0	0	0	0	0
TOTAL (add 1-4)	\$818,040	\$941,972	\$853,917	\$798,110	\$749,449

Resources Narrative

2. Tuition and Fee Revenue: Annual part-time tuition and fee revenue equal to annual credit hour tuition rate x annual credit hours (6 per semester) x projected enrollment.

3. Grants, contracts, and other external sources: Represents annual allocated funding through state grant NSP 17-110, G/L 23100-13426-42020, per grant award specifications.

Expenditures Table

Table 8					
<i>Expenditures</i>					
Expenditure Categories	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1. Faculty (b + c below)	\$162,560	\$249,011	\$211,711	\$151,176	\$86,074
# FTE	2	3	2.5	1.75	1.00
b) Total Salary	\$127,000	\$194,540	\$165,399	\$118,106	\$68,857
c) Total Benefits	\$35,560	\$54,471	\$46,312	\$33,070	\$17,217
2. Admin Staff (b + c below)	\$146,240	\$149,165	\$119,428	\$102,679	\$61,162
# FTE	2.25	2.25	1.75	1.475	0.9
b) Total Salary	\$114,250	\$116,535	\$90,178	\$80,218	\$47,783
c) Total Benefits	\$31,990	\$32,630	\$29,250	\$22,461	\$13,379
3. Support staff	\$0	\$0	\$0	\$0	0
4. Equipment	\$13,500	\$0	\$0	\$0	0
5. Library	\$0	\$0	\$0	\$0	0
6. New or Renovated Space	\$0	\$0	\$0	\$0	0
7. Other Expenses Materials and supplies, software, consulting fees, faculty development, course development, and indirect costs	\$93,740	\$102,796	\$59,426	\$49,377	\$36,212
8. TOTAL (add 1-7)	\$416,040	\$500,972	\$390,565	\$303,232	\$183,448

Expenditures Narrative

- 1. Faculty (# FTE, Salary, and Benefits):** Represents additional faculty to accommodate increased enrollment, per year, as noted on spreadsheet. Benefits calculated at 28%.
- 2. & 3. Support and Admin Staff (# FTE, Salary, and Benefits):** Represents administrative and technical staff support personnel as noted on spreadsheet to support increased technology, enrollment, and faculty. Benefits calculated at 28%.

4. Equipment

The proposed online delivery format in the RN to BSN program will incur a one-time equipment. Through NSP II 17-110 grant monies, the SON will purchase media production equipment for recording online collaborative learning activities. Users can create videos, digital images, podcasts and DVD's using the latest equipment available. Equipment slated for purchase is below:

Computer Services: Desktop iMac	\$3,000
Audio interface	\$600
High-quality microphone	\$600
High-quality video camera	\$3,000
Soundproofing- audio foam	\$2,000
Lighting set-up & NDMU backdrop or green screen	\$2,000
Camtasia (1 License)	\$300
Adobe E-learning suite	\$2,000

- 5. Library:** N/A due to existing extensive electronic holdings within the library for current on-ground nursing programs.
- 6. New and/or Renovated Space:** No new or renovated space is required for this fully online delivery program.

7. Other Expenses (continuing license and product updates):

	Year 1	Year 2	Year 3	Year 4	Year 5
Course Development	29,000	32,000	0	0	0
Faculty Development	4,500	4,500	0	0	0
Dissemination	0	1,500	2,000	4,000	5,000
Materials and Supplies	1,000	0	0	0	0
Consultant	27,000	27,000	27,000	20,250	13,500
IT License	5,000	5,000	5,000	5,000	5,000
IT Service Fees	1,200	1,200	1,200	1,200	1,200
Indirect Costs	26,040	31,596	24,226	18,927	11,512
TOTAL	\$93,740	\$102,796	\$59,426	\$49,377	\$36,212

Appendix A

1. Anne Arundel Medical Center, Inc, Annapolis, MD
2. Baltimore-Washington Medical Center, Glen Burnie, MD
3. John Hopkins Bayview Medical Center, Baltimore, MD
4. MedStar Franklin Square Medical Center, Baltimore, MD
5. MedStar Good Samaritan Hospital of Maryland, Baltimore, MD
6. MedStar Harbor Hospital, Baltimore, MD
7. MedStar Southern Maryland Hospital Center, Clinton, MD
8. MedStar Union Memorial Hospital, Baltimore, MD
9. Mercy Medical Center, Baltimore, MD
10. Meritus Health Medical Center, Hagerstown, MD
11. St Agnes Health Care, Baltimore, MD
12. University Center Northeastern Maryland, Aberdeen, MD
13. University of Maryland St Joseph's Medical Center, Towson, MD
14. University of Maryland Upper Chesapeake Health Systems, Bel Air, MD

Appendix B

**COURSE SYLLABUS
SCHOOL OF NURSING
NUR-412 POPULATION HEALTH THROUGH A CARING LENS**

COURSE DESCRIPTION

Grounded in caring science, this course focuses on promoting and protecting the health of the public using health promotion, risk reduction, and disease management and control strategies. Community assessment, epidemiologic, change, political action, and case-management frameworks are used to guide evidence-based nursing care delivery to persons, families, and populations in community settings. The role of social determinants of health will be explored; cultural competency, social justice, and advocacy will be discussed as strategies for the elimination of health disparities.

Valued Ends	Program Outcomes	BSN Student Learning Outcomes	Course Outcomes	Assessment of Learning
Presence	Preparing a space for being-with patients, families, communities, and healthcare colleagues that reveals authentic nursing presence – opening possibilities for meaning-making, cultural understanding, and reflective practice in diverse settings	Create a space for being with patients, families, communities, and health care colleagues that reveals authentic nursing presence.	Establish trusting relationships with peers and community partners to design a community focused health promotion plan using interventions grounded in social justice, advocacy, and cultural competence.	Health Promotion Project
Praxis	Engaging in and cultivating excellence in praxis through the synthesis of an active thoughtful commitment to the watchfulness of safety and quality interwoven with an authentic confident professional demeanor that is rooted in the arts and sciences.	Demonstrate praxis through the synthesis of an active thoughtful commitment to the watchfulness of safety and quality.	Synthesize the principles of epidemiology, nursing practice guidelines, protocols and national prevention initiatives to conduct a community health assessment.	Community Assessment

Scholarship	Curiosity to deepen and broaden one's continuous learning, a lively spirit of critical inquiry, aesthetics and additional ways of knowing, an ongoing quest for salience in practice, and unlimited potential for discovery of knowledge.	Integrate innovative thinking and multiple ways of knowing to promote a lively spirit of critical inquiry.	Analyze the history and become aware of current trends in public health and community/public health nursing. Discover the impact of social determinants of health on individuals, families, communities, and populations.	Reflection Paper
Self-Care	Valuing professional development of self and others through reflective practice, civility, and resilience.	Value a place for healing, personal and professional growth, and a culture of caring for self and others.	Reflect upon the impact of one's own values and beliefs on the care provided to vulnerable and emerging aggregates.	Reflection Paper
Advocacy	Responding to the call to be an active voice for patients, families, and communities regarding health policy and social justice, leading professional lives as valued by the Code of Ethics for Nurses, and demonstrating positive partnerships with other disciplines in the spirit of the welfare of our patients.	Influence change by serving as an active voice through altruistic behaviors for patients, families, and community regarding health policy and social justice within an ethical framework.	Establish trusting relationships with peers and community partners to design a community focused health promotion plan using interventions grounded in social justice, advocacy, and cultural competence.	Health Promotion Paper Reflection Paper
Leadership	Enacting courage to integrate interpretation of evidence with lived experiences through the lens of reflection leading to promotion of excellence in nursing practice and advancement of the profession.	Integrate evidence-based practice with lived experiences to promote excellence in nursing practice.		Community Assessment

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