

Georgetown University's renewal application to operate
as an out-of-state institution in Maryland in accordance
with COMAR 13B.02.01

OOS RENEWAL

MARYLAND HIGHER EDUCATION COMMISSION

Application for Renewal Approval for Out-of-State Degree-Granting Institutions to Operate in Maryland

Please Note: A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland. If an additional, new location is being proposed, an Application for Renewal of Approval must be submitted for that location.

PREVIOUSLY APPROVED LOCATION IN MARYLAND.

Please provide the complete mailing address.

Location 1: William F. Bolger Center, 9600 Newbridge Drive, Potomac, MD 20854

Programs:

Executive Masters in Leadership – DCPS Public School Leaders

Location 2: University of Maryland School of Nursing 655 W. Lombard St., Baltimore, MD 21201

Programs: Master of Science in Nursing – Adult Gerontology Acute Care Nurse Practitioner

Doctor of Nursing Practice – Adult Gerontology Acute Care Nurse Practitioner

Graduate Certificate in Nursing – Adult Gerontology Acute Care Nurse Practitioner

PROPOSED START DATE OF CONTINUED OPERATION. September 1, 2019

Applications should be submitted at least 5 months prior to the proposed start date.

NAME AND ADDRESS OF INSTITUTION APPLYING FOR APPROVAL.

Name of Institution: Georgetown University

Web Address: <http://www.georgetown.edu/>

OPEID Code: 0144500

U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

Chief Executive Officer: Dr. John J. Degioia, President

Mailing Address: 3700 O St. NW, Healy Hall 201, Washington, DC 20057

Telephone: 202-687-4160

Email: president@georgetown.edu

Institutional Liaison: Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:

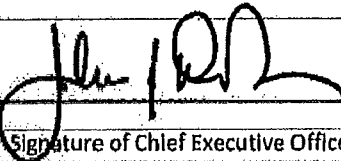
Name: Kim Sneed
Title: Assistant Registrar for Program Registrations
Mailing Address: G-01 White Gravenor Building
37th and O Streets, N.W.,
Washington, DC 20057
Telephone: 202-687-8254
Email: ks1587@georgetown.edu

***** CERTIFICATION *****

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

3/27/19

Date



Signature of Chief Executive Officer

Please Submit All Information To:

Maryland Higher Education Commission
Division of Planning and Academic Affairs
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
410-767-3268
acadprop@mhec.state.md.us

A copy of these regulations can be found at the Maryland Higher Education Commission's web site www.mhec.state.md.us (under Academic Approval Process) along with an on-line application form.

I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during or after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 13B.02.01.08C(1)

If the location for which you are applying has been annually approved for at least five years, do you wish to seek approval to operate in the State for an extended period of time of up to 5 years?

☐ Yes, we wish to be approved for ____ years.

II. SUPPORTING DOCUMENTATION

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each approved location, the following Supporting Documentation needs to be included only once for each entire package of applications. CHECK EACH ITEM AS ATTACHED.

✓ ☒ Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1)

Have your catalogs, other institutional publications, or awards changed since they were last submitted?

☒ Yes ☐ No If yes, please submit new copies.

✓ ☒ Application Fee. (Must accompany all renewals) COMAR 13B.02.01.08B(2)

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission. The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

✓ ☒ Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(g)

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

- ✓ ☒ Registration as an Out-of-State Corporation. (Must accompany all renewals)

COMAR 13B.02.01.08B(4)(f)

To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: www.dat.state.md.us. Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

- ✓ ☒ Certificate of Compliance With Fire and Safety Codes (Must accompany all renewals)

COMAR 13B.02.01.08B(4)(o)

Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

- ✓ ☒ Board of Trustees Resolution of Financial Solvency (Must accompany all renewals)

COMAR 13B.02.01.08B(4)(e)

Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

- ✓ ☒ Advertisements COMAR 13B.02.01.07D(3)(p)

Are there new advertisements in print format related to your programs in Maryland?

☐ Yes ☒ No If yes, please provide copies of the new advertisements.

- ✓ ☒ Enrollment Data as Prescribed by the Secretary. (Must accompany all renewals)

COMAR 13B.02.01.08B(4)(q)

Please provide the information requested on the Student Enrollment Data Form found at the end of this application.

- ✓ ☒ Teach-out Plan (Must accompany all renewals) COMAR 13B.02.01.08B(4)(j)(iv)

The institution must provide a copy of its teach-out plan allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland.

Executive Master's in Leadership –
DC Public School Leaders
Potomac, MD

III. APPLICATION QUESTIONNAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. It must be completed for each proposed location.

1. Programs.

➤ CURRENTLY OFFERED PROGRAMS.

INSTRUCTIONS. Please enter the requested information on your **CURRENTLY OFFERED PROGRAMS** in the spaces provided below, or create an attachment (labeled "A-1: Current Programs") to this application with the required information.

(a) Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
Executive Master's in Leadership – DC Public School Leaders	E.M.L.	Classroom	32 sem	Yes

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➤ **NEW PROGRAMS**

INSTRUCTIONS. Is the institution proposing any new programs at this location? ☐ Yes ☒ No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-1: New Programs") to this information with your responses to the following for each new program:

- (a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>

- (b) If the information does not appear in the catalog or publication you submitted provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location

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- (c) Please provide a brief description of the student population to be served by the proposed new programs.

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2. Educational Need. Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland Postsecondary Education. COMAR 13B.02.01.06A&C

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application and respond to the following questions for each new program:

- (a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the programs serve occupational needs, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations.

N/A

(2) If the programs serve societal needs (include the traditional liberal arts education), provide a Description of how the proposed programs will enhance higher education in Maryland and contribute society

N/A

- (b) If similar programs exist in the State, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

N/A

- (c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

☐ Yes ☒ No

If yes, please attach a letter of support from the employer addressed to the Assistant Secretary, Planning and Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

3. Administrative Staff. The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of the educational activities offered. COMAR 13B.02.01.15

INSTRUCTIONS: Has any previously reported Administrative Staff information changed since your last approval at this location? ☐ Yes ☒ No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

(a) How are you planning to meet the above standard on Administrative Staff?

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator.

4. Faculty

INSTRUCTIONS: Has any previously reported Faculty information changed since your last approval at this location? ☐ Yes ☒ No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-4: Faculty Changes") with any changes to the following questions:

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(m)

- (1) the course(s) the faculty might soon teach;
- (2) the degrees the individual holds
- (3) the degrees areas of specialization; and
- (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications

5. Library Resources. Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

INSTRUCTIONS: Has any previously reported library information changed since your last approval at this location? ☐ Yes ☒ No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Changes") to this application with any changes to the following questions.

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for bibliographic instruction and/or library orientation?

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6. Student Services. COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance procedures.

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? ☐ Yes ☒ No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with any changes to the following questions.

(a) How do you plan to implement the requirements for Student Services cited above?

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students? ☐ Yes
☐ No How will it make this available to its students at the proposed instructional site? ____

If this statement is in the Catalog you submitted with the application, please indicate the page number:

If not in the Catalog you submitted, please provide us with a copy of the statement.

(d) Does the institution have a published student grievance procedure? ☐ Yes ☐ No If this procedure is in the Catalog you submitted with the application, please indicate the page number _____. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

7. Facilities. (See COMAR 13B.02.01.19).

INSTRUCTIONS: Has any previously reported Facilities information changed since your last approval at this location? ☐ Yes ☒ No

If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance pertaining to fire and safety? ☐ Yes ☐ No

(1) If yes, please provide a copy of the Certificate of Compliance.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(b) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

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(c) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

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(d) Describe the office (and conference) space available to full and part-time faculty and administrators.

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8. Distance Education. "Distance education" means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. "Distance education" does not include telecommunicated instruction at the student's initiation via an individual personal computer. COMAR 13B.02.01.03(8). An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

INSTRUCTIONS. Is the institution providing distance education as defined above? ☐ Yes ☒ No

If yes, please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled "A-8: Distance Education") to this application

PMC in Nursing

DNP in Nursing

University of Maryland School of Nursing

II. APPLICATION QUESTIONNAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. It must be completed for each proposed location.

1. Programs.

➤ CURRENTLY OFFERED PROGRAMS.

INSTRUCTIONS. Please enter the requested information on your **CURRENTLY OFFERED PROGRAMS** in the spaces provided below, or create an attachment (labeled "A-1: Current Programs") to this application with the required information.

(a) Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
Please see Attachment A-1: [Programs]				

➤ NEW PROGRAMS

INSTRUCTIONS. Is the institution proposing any new programs at this location? ☒ Yes ☐ No
If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-1: New Programs") to this information with your responses to the following for each new program:

- (a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
Please see Attachment A-1: [Programs]				

- (b) If the information does not appear in the catalog or publication you submitted provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location

An AG-ACNP student in our distance-based Bachelor of Science to Doctor of Nursing Practice degree (BSN to DNP) or Post-master's certificate (PMC) program meets with their faculty and AG-ACNP student cohort to participate in clinical skill practice and assessment three times during the two year program. The first visit takes place in Washington D.C. on Georgetown University's main campus. The last two visits take place in Maryland.

These experiences provide AG-ACNP students with exposure to human high fidelity simulation to enhance their diagnostic reasoning skills and medical management skills. The simulated patient situations allow students to experience clinical situations in a safe environment where they can perform advanced physical assessment, establish differential diagnoses, implement management strategies, develop communication skills with consultants, and determine final disposition of the patient. Each student arrives having completed a unique clinical rotation and the simulated experiences provide students with multiple scenarios that they may not have encountered in their clinical rotations. All participants will therefore have an equivalent experience to enhance their problem solving skills.

Objectives:

- 1) Recognize the value of simulation in developing diagnostic reasoning skills when presented with an emergent or urgently ill adult and geriatric patient.
- 2) Demonstrate appropriate history and physical assessment acquisition for the simulated clinical situation. This may require a complete or focused assessment dependent on the patient's presentation.
- 3) Develop a differential diagnosis for the clinical problem identified
- 4) Demonstrate appropriate diagnostic evaluation
- 5) Demonstrate the leadership & collaborative roles for care of the acutely ill patient
- 6) Demonstrate appropriate transfer of information to other members of the care team
- 7) Demonstrate professionalism during clinical challenges.
- 8) Identify the situation that requires initiation of advance airway techniques, central venous access, and laceration repair.
- 9) Demonstrate entry level skill in performing rapid sequence intubation, central venous access, and laceration repair.

AG-ACNP students attend these visits at particular times during their course of study in order to support formative learning. Since Georgetown University typically admits three student cohorts to the AG-ACNP specialty per year, this results in three visits scheduled annually. Typically, these experiences take place in the months of January, May, and August.

(c) Please provide a brief description of the student population to be served by the proposed new programs.

The Adult Gerontology Acute Care Nurse Practitioner (BSN to DNP, PMC: AG-ACNP) program prepares registered nurses with the acute-care experience necessary to provide direct patient management to adults in acute and complex care settings. Graduates are empowered to integrate evidence-based practice, alleviate patient and family suffering, and facilitate ethical decision-making.

2. Educational Need. Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland Postsecondary Education. COMAR 13B.02.01.06A&C

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application and respond to the following questions for each new program:

(a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

- (1) If the programs serve occupational needs, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations.

Please see Attachment A-2: [Educational Need]

- (2) If the programs serve societal needs (include the traditional liberal arts education), provide a Description of how the proposed programs will enhance higher education in Maryland and contribute society

Not Applicable

(b) If similar programs exist in the State, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

Please see Attachment A-2: [Educational Need]

(c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

☐ Yes ☒ No

If yes, please attach a letter of support from the employer addressed to the Assistant Secretary, Planning and Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

3. Administrative Staff. The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of the educational activities offered. COMAR 13B.02.01.15

INSTRUCTIONS: Has any previously reported Administrative Staff information changed since your last approval at this location? ☒ Yes ☐ No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

(a) How are you planning to meet the above standard on Administrative Staff?

Georgetown University provides on-site administrative staff responsible for overall administrative activities at its main campus location in Washington, D.C. These staff and administrative services are available to Maryland students enrolled in the distance-based M.S. degree in Nursing program, BSN to Doctor of Nursing Practice program, and the Post-Master's Certificate program.

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator.

The Program Director, Kelly Thompson-Brazill will be responsible for the overall administrative operation of educational activities (in Maryland) in consultation with our Main Campus offices. Please see attachment A-3: [Administrative Staff Changes- Kelly Thompson-Brazill CV]

4. Faculty

INSTRUCTIONS: Has any previously reported Faculty information changed since your last approval at this location? ☒ Yes ☐ No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-4: Faculty Changes") with any changes to the following questions:

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(m)

(1) the course(s) the faculty might soon teach;

- (2) the degrees the individual holds
- (3) the degrees areas of specialization; and
- (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution

For an updated list of faculty teaching in the AG-ACNP program (M.S., DNP, and PMC) and their qualifications, please see Attachment A-4: [Nurse Faculty]

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

5. Library Resources. Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

INSTRUCTIONS: Has any previously reported library information changed since your last approval at this location? ☐ Yes ☒ No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Changes") to this application with any changes to the following questions.

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for bibliographic instruction and/or library orientation?

Not Applicable- No changes

6. Student Services. COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance procedures.

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? ☐ Yes ☒ No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with any changes to the following questions.

(a) How do you plan to implement the requirements for Student Services cited above?

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students?
☐ Yes ☐ No How will it make this available to its students at the proposed instructional site? _____
If this statement is in the Catalog you submitted with the application, please indicate the page number: _____
If not in the Catalog you submitted, please provide us with a copy of the statement.

(d) Does the institution have a published student grievance procedure? ☐ Yes ☐ No If this procedure is in the Catalog you submitted with the application, please indicate the page number _____. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

7. Facilities. (See COMAR 13B.02.01.19).

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? ☐ Yes ☒ No

If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance pertaining to fire and safety? ☐ Yes ☐ No

(1) If yes, please provide a copy of the Certificate of Compliance.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(b) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

Not Applicable- No changes

(c) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

Not Applicable- No changes

(d) Describe the office (and conference) space available to full and part-time faculty and administrators.

Not Applicable- No changes

8. Distance Education. "Distance education" means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. "Distance education" does not include telecommunicated instruction at the student's initiation via an individual personal computer. COMAR 13B.02.01.03(8). An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

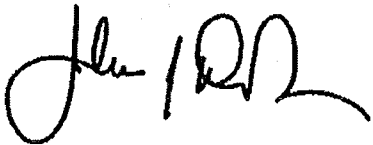
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INSTRUCTIONS. Is the institution providing distance education as defined above? ☒ Yes ☐ No
If yes, please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled "A-8: Distance Education") to this application

**Amendment to Georgetown University's original March 27th Application for Renewal
Approval for Out-of-State Degree-Granting Institutions to Operate in Maryland**

We can affirm that the Graduate Certificate In Nursing, Master of Science in Nursing and Doctor of Nursing Practice meet the new definition of "distance education" found in COMAR 13B.02.01.03(8) as per Section 8. Distance Education of the application.

A handwritten signature in black ink, appearing to read 'John J. DeGioia', with a stylized, flowing script.

President John J. DeGioia

Course descriptions from the College's catalog

1) Course Descriptions

Leading Teams and Organizations

Models of Leadership

This course provides an introduction to the study of leadership at the graduate level. Models of Leadership includes an analytical survey of major leadership perspectives, theories, and models. Participants explore both relevant theories and models and their implications for specific leadership contexts and challenges. A major goal of the course is to provide each participant with a repertoire of leadership concepts that can be applied, as appropriate, in a variety of specific leadership situations.

Leading Teams

This course is focused on leadership in the context of teams, the most common arena for the experience of leading — or being led. Exploring both the science and the practice of leading teams, the course highlights the leader's role (e.g., designing, composing, structuring, and coaching a team) and the differences among various sorts of teams (e.g., entrepreneurial teams, creative teams, decision-making teams, virtual teams, and top management/C-suite teams).

Leading Change

The primary focus of this course is organizational transformation, or the leadership that fundamentally reorients an organization, its potential, objectives, and methods. In particular, Leading Change examines how effective leaders are able to bring about fundamental change in organizational settings and why certain methods and techniques, and not others, are effective in particular settings.

Strategy of Organizational Leadership

Students will analyze and understand the building blocks of competitive strategy and organizational leadership and learn to establish and defend an organization's dominant position in its industry.

Scenario Planning

Scenario Planning builds capacity for scenario thinking as it relates to the leadership of organizations and groups. The course introduces participants to a robust technique for creating scenarios, with an emphasis on the value of scenarios as tools for environmental monitoring, innovation, strategic planning, and short-term alignment of initiatives. Vigilant leaders spot opportunities and threats before others. Scenario Planning provides a disciplined process to guide this focus on the future and tools to manage key uncertainties.

Creating and Changing Cultures

Building on Leading Change, Creating and Changing Cultures focuses on helping students understand the power of organizational culture and a leader's role in shaping and leveraging it. The course explores major perspectives on culture to create frameworks that allow students to analyze culture, understand its strengths and weaknesses, and learn how a leader can use culture to bring the best results to the organization.

Tools for Leadership

How Leaders Develop

This course weaves together two major themes — the development of individuals into leaders, from both the personal and organizational perspective, and methods for studying leadership and leadership development in a systematic way. The course provides a survey of research methods most likely to be useful in preparing the Master's Paper for each participant — methods such as literature reviews, participant observation, interviewing, and surveys — while exploring the available research on the development and maturation of leaders.

Human and Social Capital

Social capital is defined as the resources embedded within and available through social relationships. This course demonstrates how an organization can attract, develop, and retain talented people (human capital); systematically build trust and social capital; and thereby enable organizational success. The course provides a context for understanding how an organization can identify and nurture potential leaders.

Negotiations

Building on previous coursework in team leadership, this class develops students' negotiation skills. The course explores interaction between individuals and teams and the systems that interact with or affect them. Subsequently, students will conduct multi-level analyses on such topics as cultural nuances, identity, barriers, perceptions, motivation, group entanglements, creativity, social identity, and intergroup behavior.

Power and Influence

Exploring the dynamics of power and influence within human organizations, topics include the role of power in leadership (and vice versa); the interface of values, behavior, and perceptions; and an exercise in "creating yourself" as a leader.

Decision-Making

The ability to make good decisions is a fundamental skill for leaders in all organizations. This course provides students with a systematic way to think carefully about decisions to arrive at more informed choices and will thoroughly examine the "pitfalls" (i.e., cognitive biases) that commonly derail good decision-making. Topics include decision structuring, tradeoffs, analysis, and traps.

Leadership Communications

Students will learn how to present their message successfully, from understanding their audience and integrating visuals to creating strategies for difficult conversations.

Capstone Project

The Master's Paper is an individual capstone project that provides an opportunity for each EML student (guided by a faculty mentor, and with input from a faculty reader) to carefully explore a personally relevant leadership issue. Capstone Project Weekend provides an opportunity for each EML participant to make an oral presentation of his or her project to classmates and to EML faculty. The event is open to the Georgetown McDonough School of Business community.

Looking to the Future***Anticipating the Future***

World-class leaders share their visions of current trends and likely developments in areas such as global demographics, economics, geopolitical developments, technology, and social trends. The course takes place during the initial and final portions of the program. The first portion emphasizes trends relevant to the location of the pending Global Residency, and the second portion touches on issues likely to prove directly relevant to the future of participants as leaders.

Developing a Personal Leadership Action Plan

Participants integrate concepts learned throughout the program into a personalized action plan that identifies the strategic priorities, action steps, and areas of opportunity in their individual leadership journeys. The plan that each student produces serves as a guide for future growth and success and directly prepares the participant for the Closing Residency.

Educational Need

1. Programs**➤ CURRENTLY OFFERED PROGRAMS**

(a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title: Master of Science (M.S.) degree in Nursing

Concentration	Degree Awarded	Mode of Instruction	Total Credit Hours	Offered on Main Campus?
Adult Gerontology Acute Care Nurse Practitioner	M.S.	Online/Distance Education	40 sem.	Yes

➤ NEW PROGRAMS

(a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title: Bachelor of Science in Nursing to Doctor of Nursing Practice (BSN to DNP) degree program

Concentration	Degree Awarded	Mode of Instruction	Total Credit Hours	Offered on Main Campus?
Adult Gerontology Acute Care Nurse Practitioner	DNP	Online/Distance Education	69 sem.	Yes

Program Title: Post-Master's Certificate Program

Concentration	Degree Awarded	Mode of Instruction	Total Credit Hours	Offered on Main Campus?
Adult Gerontology Acute Care Nurse Practitioner	N/A-Certificate	Online/Distance Education	15 sem.	Yes

SECTION A-2: Educational Need

(a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the proposed programs serve occupational needs, present data on market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations. COMAR13B.02.01.06E

Program Description

Georgetown University's School of Nursing & Health Studies' distance-based Post-Master's Certificate, and Doctor of Nursing Practice (DNP) programs, if approved will continue to provide Maryland with additional resources and personnel to serve the growing needs of its residents. Specifically, the Adult Gerontology Acute Care Nurse Practitioner (AG-ACNP) specialization prepares registered nurses (RNs) to manage the care of patients with acute and chronic conditions. The target market for Georgetown's Doctor of Nursing Practice includes individuals with a Bachelor of Science in Nursing (BSN) degree from an institution that is accredited by an agency officially recognized by the U.S. Department of Education and with a current U.S. Registered Nurse (RN) license. The target market for Georgetown's Post-Master's Certificate includes individuals with a Master of Science in Nursing degree or Doctor of Nursing Practice degree from a CCNE or ACEN accredited institution.

Georgetown's distance-based graduate nursing programs provide excellent, student-centered, professional education in the Jesuit tradition that features quality curriculum delivered live via videoconferencing technology and an advanced learning management system. In addition to these virtual experiences, students supplement their coursework with on-campus intensives (OCIs), which provide learning experiences necessary to work toward attainment of advanced practice competency, collaboration with faculty and peers, and networking opportunities, as well as clinical rotations throughout their local communities coordinated by our clinical placement professionals. All faculty are highly qualified and active leaders in their fields.

Educational Need

There is a growing trend of advanced practice nurses assuming a larger role in health care delivery. But, at the same time the demand for advanced practice nurses is increasing, the supply of such nurses remains stagnant. The problem is not a lack of interest or qualified applicants. Rather, many qualified applicants have been turned away from advanced nursing programs because these programs lack the capacity to enroll more students.

The Maryland Higher Education Commission (MHEC) in collaboration with the Maryland Board of Nursing (MBON) reported in 2006 that while six Maryland universities offer graduate degrees in nursing, most of these programs are located or available only in major metropolitan areas. They hoped that "[i]ncreased on-line instruction...may increase access to programs."¹

As the MHEC/MBON study stated, one way to encourage more qualified advanced practice nurses to work in underserved (often rural) areas and to address the inability of existing advanced practice nursing programs to meet the demand of qualified applications was to use distance education to foster graduate education. Using distance education delivery technology to reach out to students who do not live near a campus offering a graduate nursing program and who may live in areas that are underserved is a way to expand the availability of quality nursing education into the very areas where nurses are needed most.

Including Georgetown's distance education programs to the list of available nursing programs in Maryland, will give nurses another, more accessible, opportunity to advance their career and impact health equity and disparities through efforts to improve accessibility of care, quality care delivery models, and systems efficiencies in addition to training the next generation of nurses.

Occupational Need

The national demand for advanced practice nursing education is large and growing. According to the American Nurses Association and the Bureau of Labor Statistics, in 2016 there were 2,955,200 nurses holding Bachelor of Science in Nursing (BSN) degrees, and that number is expected to grow to over three million by 2026². The United States Bureau of Labor Statistics reports that during that time employment of APRNs (former RNs and BSN holders) is projected to grow 31 percent, compared to 7 percent for all occupations³. This is largely due to a critical shortage of general and family practice physicians in the United States, particularly in rural and underserved areas. This shortage has created a greater need for, and reliance on, nurse practitioners, nurse midwives, and other advanced practice nurses. This same critical need exists in Maryland.

¹ The Maryland Higher Education Commission (MHEC) in collaboration with The Maryland Board of Nursing (MBON). 2006. "Maryland Nursing Program Capacity Study."

² "Registered Nurses Job Outlook." Occupational Outlook Handbook, U.S. Bureau of Labor Statistics, 13 Apr. 2018, www.bls.gov/ooh/healthcare/registered-nurses.htm#tab-6.

³ "Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners Job Outlook." Occupational Outlook Handbook, U.S. Bureau of Labor Statistics, 13 Apr. 2018, www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm#tab-6.

Approximately 1,156,318 Maryland residents – more than 19% of the state's population - live in areas that have been identified as primary care shortage areas⁴.

Some additional factors that may have contributed to this demand include the following: First, the number of people from the aging baby-boom generation requiring medical care for complex chronic and acute conditions is expected to increase significantly. Another primary reason for growth will be the heightened emphasis on primary and preventative health care. Lastly, as nursing programs continue to grow nationwide, individuals with advanced training and education will be needed to serve as future faculty, thus contributing to a greater demand for APRNs.

Research has also suggested that a more highly educated nursing workforce will be necessary to improve health outcomes and health provider shortages. Experts have cited that nurses with a doctoral degree will be needed “to provide more complex care, conduct scientific research, assume leadership positions, and train the next generation of nurses.”⁵ Additionally, one of the key findings in the *Future of Nursing Report* was a need for an increase in the responsible positions held by nursing professionals as they will play an integral role in the future of healthcare, working with the government and other healthcare organizations to transform the healthcare system⁶. Georgetown University believes that it can meet this need through offering its Doctor of Nursing Practice program to residents of Maryland.

Increasing the availability of advanced practice nursing programs is essential to reducing the general shortage of advanced health care providers in Maryland and nationwide. This is nearly the definition of a “critical and compelling” statewide need. The proposed Georgetown nursing programs would significantly help to address this need and would be of the greatest help in underserved rural areas where the need is the most dire.

(2) If the proposed programs serve societal needs (including the traditional liberal arts education), provide a description of how the proposed programs will enhance higher education in Maryland and contribute to society in general.

Not applicable, see Part (a)(1) above.

⁴ Bureau of Health Workforce, Health Resources and Services Administration (HRSA), U.S. Department of Health & Human Services, Designated Health Professional Shortage Areas Statistics: Designated HPSA Quarterly Summary (December 31, 2018)

⁵ Robert Wood Johnson Foundation. More Nurses Answering the Call for Higher Levels of Education. RWJF. N.p., 2017. Web. 12 Apr. 2017.

⁶ The Future of Nursing: Leading Change, Advancing Health. NursingLink. N.p., 2017. Web. 12 Apr. 2017.

(b) If similar programs already exist in the State of Maryland, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

Georgetown University continues to seek renewed approval from Maryland Higher Education Commission (MHEC) to conduct skill assessment and clinical training in the state of Maryland for students enrolled in our distance-based M.S. in Nursing degree, Adult Gerontology Acute Care Nurse Practitioner specialty program. We are seeking approval from the Maryland Higher Education Commission to add Georgetown's DNP, and Post-Masters Certificate programs so that Georgetown may conduct skill assessments and clinical training at the same location in the state of Maryland for all students enrolled in our Adult Gerontology Acute Care Nurse Practitioner specialty. Georgetown University enrolls graduate nursing students in our online programs from across the nation; we are a nationally recognized program.

As discussed above, the current traditional classroom programs are not meeting the demand of qualified applicants nor the societal need for more nurse practitioners. Table 1 below, demonstrates that there are only three higher education institutions in Maryland that currently offer a Master's degree in nursing, Post-Masters Certificate, and/or a Doctor of Nursing Practice degree that prepares its graduates to serve as Acute Care Nurse Practitioners (ACNPs).

Although other institutions are offering and will continue to offer similar programs, Georgetown believes that with the strength of its graduate nursing programs' reputation, and the dynamic student-to-student and student-to-faculty video interaction it can enroll a more significant number of students, directly impacting the healthcare landscape.

School	Master of Science with AG-ACNP Specialty	DNP Program with AG-ACNP Specialty	Post-Masters Certificate Program with AG-ACNP Specialty
Georgetown University	X	X	X
John Hopkins University	X	X	X
University of Maryland at Baltimore	X	X	X

Table 1: Data retrieved from the Maryland Board of Nursing website, *Approved NP Programs (2019)*

Course descriptions from the College's catalog

CORE COURSES

MS in Nursing and DNP (Required for All Specialties)

These core courses, designed to build fundamental technical, ethical, and interpersonal nursing skills, are required for students in all Georgetown, distance based programs and specialties:

NURO-548 Advanced Physiology and Pathophysiology

Credits: 4 | Prerequisites: Undergraduate Course in Physiology/Pathophysiology

This course presupposes a basic knowledge of human physiology and pathophysiology. Topics are covered from a molecular, cellular, tissue, organ, and system perspective, and related to disease states that are important to advance nursing practice. The focus of this course is to impart concepts of advanced physiology and pathophysiology that are elemental to advanced practice nursing based on a comprehensive understanding of the patient's underlying physiological and disease processes and their impact on the plan of care. Emphasis is also placed on integrating and conceptualizing information gained from many sources to develop a diagnosis and a plan of care for clients of all ages, with any disease states.

NURO- 528 Advanced Health Assessment

Credits: 3 | Prerequisites: NURO-548

This course focuses on providing students with advanced knowledge and skills in the health assessment of individuals across the life span within the context of the advanced practice role. Emphasis is placed on the collection, interpretation, and synthesis of relevant historical, genetic, biological, cultural, psychosocial, and physical data for the development of a comprehensive and holistic health assessment. Evidence-based practice concepts related to health promotion/disease prevention are introduced. Critical thinking and diagnostic reasoning skills are developed.

NURO-544 Advanced Concepts in Pharmacology

Credits: 3 | Prerequisites: None

This course focuses on the pharmacologic concepts important to advanced practice nurses. The course will initially provide the student with an understanding of fundamental pharmacological principles such as pharmacokinetics, pharmacodynamics, drug metabolism, and dose response relationships. The primary focus of the course will then be to study the major pharmacological classes surrounding disease processes

NURO-518 Health Care Ethics

Credits: 2 | Prerequisites: None

This course aims to cultivate a refined capacity for moral reflection and discourse. It offers an invitation for learners to reflect on their ability to address the ethical challenges inherent in contemporary nursing practice. Students will be challenged to develop the moral agency and ethical skills essential for ethical practice in today's world. Students will also be challenged to analyze when health care as it is currently being practiced advances the human flourishing of all (with special concern for vulnerable populations) — and when it falls short. This course promotes the formation of the type of moral agency essential to excellent practice.

NURO-539 Professional Role of the Advanced Practice Nurse

Credits: 2 | Prerequisites: None

This course focuses on advanced roles for professional nursing practice. Emphasis is on philosophical inquiry, theory analysis, and the development of leadership skills for working with individuals and groups in advanced nursing practice. Major theoretical perspectives from a variety of disciplines are explored as a foundation for advanced practice.

NURO-710 Care of the Family in Crisis (FNP, NM/WHNP, WHNP Specialties)

Credits: 1 | Prerequisites: NURO-687, NURO-691, or NURO-675

This seminar course provides the opportunity to develop advanced competency as an advanced practice nurse working with family systems in crisis. Emphasis will be on crisis management, specifically management of psychological and behavioral problems within the family. Current psychological, social, and ethical issues pertinent to families in crisis will be explored. Particular attention will be given to interdisciplinary collaboration to ensure continuous and reliable care for families in crisis, as well as how APNs can utilize community resources for their patients. Additionally, this class will discuss how providers can provide professional and compassionate care and maintain professionalism and prevent provider fatigue and burnout.

MS in Nursing Only

Students in all specializations of Georgetown's MS in Nursing program will complete three additional core courses.

NURO-530 Research Methods and Biostatistics for Health Care Providers

Credits: 4 | Prerequisites: None

This course provides students with an overview of quantitative and qualitative

research methods commonly used by the health care provider in systematic clinical inquiry. Use of research design and methodology along with analytic tools will assist the learner to evaluate clinical issues. Emphasis is given to the application of statistical methods in the evaluation of clinical questions, focusing on selection and application of appropriate statistical procedures.

The course will provide a broad framework for understanding and applying commonly used research methodologies and data analysis techniques in health care research. Basic concepts of interpretation and application of statistics are included, such as types of distributions, concepts of significance testing, and discussion of basic descriptive statistics. The student is introduced to common non-parametric and parametric statistical tests of association and trend analysis, including a practical experience with various methods to manage a data set. Qualitative techniques of data analysis based on ethnography, critical social theory, phenomenology, and grounded theory are also applied.

NURO-540 Research Evidence and Best Practices in Health Care

Credits: 3 | Prerequisites: NURO-530

This course is designed to prepare the master's-level nursing student to critically evaluate knowledge, research, and evidence for implementation of best practices in health care. Students will formulate and conceptualize clinical research questions, critically appraise the evidence, and synthesize research findings to develop an innovative evidence-based practice and design an implementation plan.

NURO-624 Health Policy

Credits: 3 | Prerequisites: None

This course provides an introduction to health care organization, financing, and delivery in the United States, to include the role of public policy, advocacy, and industry regulation. Health policy perspectives and the analytical tools to understand the national policy-making environment will be integrated throughout the course. Key policy issues and core constructs for analysis include national health expenditures and cost containment strategies, patient access and health disparities, health care quality and performance improvement, and workforce policy. Health care reform, future directions and trends, and policy innovations will be examined for their impact on advanced practice, service delivery, and health outcomes.

DNP Only

Students in all specializations of Georgetown's Doctor of Nursing Practice (DNP) program will complete seven additional DNP-focused core courses.

NURO-532 Biostatistics and Epidemiology

Credits: 4

In this course, students will learn to utilize basic principles and methods of epidemiology and biostatistics such as parametric and non-parametric statistics. Appropriate statistical methods will be integrated with the main epidemiological content, and practical sessions will make use of relevant computer software. Students will explore the use of epidemiological methods to study the effects of environmental exposures in human health and disease outbreaks.

NURO-711 Scholarly Writing

Credits: 1

This course provides an overview of the basic concepts of scholarly writing and the skills necessary to write in various contexts. Emphasis is placed on techniques for writing for graduate papers and pursuing publication.

NURO-541 Evidence-Based Practice I (EBPI)

Credits: 3 | Prerequisites: NURO-532

This course is designed to prepare the graduate nursing student to critically evaluate knowledge, research, and evidence of implementation of best practices in health care. The student will conceptualize clinical research questions using the PICO taxonomy and develop an understanding of the principles used to conduct a systematic literature search, including critical appraisal of the existing literature to determine the level of evidence.

NURO-542 Evidence-Based Practice II (EBPII)

Credits: 3 | Prerequisites: NURO-532 and NURO-541

This course builds upon Evidence-Based Practice I (EBPI) to examine the applicability of evidence-based practice and practice guidelines in an organizational setting. The course explores methods of EBP and quality improvement models for enhancing the outcomes of a group, population, or community. Students will synthesize information and data via evaluation strategies, including program evaluation designs and metrics, comparative research designs and use of appropriate statistical analysis, fidelity of the intervention, and outcome measurement. Students will conceptualize the elements essential to create a sustainable EBP project.

NURO-740 Health Care Outcomes, Quality, and Safety

Credits: 3

This course will analyze key issues related to the current changes in health care outcome. Students will examine the conceptual frameworks used to demonstrate health care outcomes and identify the forces that drive the development of current outcomes. The influence of select health care outcomes on nursing, advanced

practice nursing, health care systems, and policy formation will also be analyzed. The course will further cover current practical approaches to developing valid and reliable statistical measures, as well as standard tools such as H-CAHPS, HEDIS, relating to safety efficiency, timeliness, patient satisfaction, safety, and equitable distribution of resources. Finally, strategies to manage and transform health care delivery based on health outcomes will be addressed.

NURO-762 Health Policy and Advocacy

Credits: 3 | Prerequisites: None

This course teaches students how to analyze health care policies using data (research literature as well as local, state, national, and international data sets) and provides them with the necessary skills to advocate for changes in health policies to improve health.

NURO-771 Principles of Economics and Health Care Finance

Credits: 2

This course examines the principles of macroeconomics and microeconomics applied to the study of health care supply and demand. Students will explore why the health care markets are fractured and what this implies for access to care, the cost of care, and the quality of care. They will learn about the structure of health care payment and delivery and how employer-provided health insurance and health care coverage from public programs like Medicare and Medicaid not only serve as primary sources of financing care but also have a large role in shaping how care is organized and delivered. The course will explore the financial and business aspects of health care practice as related to the delivery of APRN services, including health care financing and reimbursement, cost-benefit analysis, and entrepreneurship.

DNP Project Seminar and Immersion

Students in the DNP program will develop a DNP Project through seminar courses and one DNP-specific on-campus intensive.

NURO-802 Seminar I

Credits: 1 | Prerequisites: NURO-532, NURO-541, NURO-542, and APRN courses

This course focuses on the conduct of translating the evidence into advanced clinical practice. Content includes translational research approaches and evidence-based practice processes. Theoretical approaches and empirical evidence, including outcomes measurement and management will be described. This will help to inform and shape the beginning work of the students' DNP project. The student will begin work on the DNP project.

NURO-804 Seminar II

Credits: 2 | Prerequisites: NURO-532, NURO-541, NURO-542, and APRN courses

This course is the second of three core courses that prepare the learner to conduct translational research at the systems level and moves the learner's Doctoral Project forward. In this course, the learner begins implementation of the Doctoral Project.

NURO-806 Seminar III

Credits: 2 | Prerequisites: NURO-532, NURO-541, NURO-542, and APRN courses

This course is the third of three core courses that prepare the learner to conduct translational research at the systems' level, and moves the learner's Doctoral Project forward. In this course, the learner will collect and analyze data. Write up results of analysis.

NURO-808 DNP Immersion

Credits: 2 | Prerequisites: NURO-532, NURO-541, NURO-542, and APRN courses

This is the final DNP project course that results in student implementation of the final doctoral project. Students write the results and discussion, defend their project, and prepare for dissemination. This may include a poster presentation at Georgetown, submission to ProQuest, and submission of a manuscript. Acceptance for publication is not a requirement for graduation.

SPECIALIZATION-SPECIFIC COURSES

AG-ACNP Specific Courses

NURO-469 Anatomy for Health Care Professionals

Credits: 1 | Prerequisites: None

This course provides the student with an overview of the human body by the exploration of the human dissected cadaver. The students will examine organ systems by region following a brief lecture on the topic. The lecture will focus on the clinical interplay of form and function, while the lab will relate to the three-dimensional aspects of anatomy.

NURO-670 Diagnostic Reasoning

Credits: 3 | Co-requisites: NURO-546, NURO-528

This course applies the principles learned in advanced health assessment by teaching diagnostic reasoning skills needed to assess and manage the care of acutely ill adult and gerontology patients. The student will evaluate diagnostic

studies and develop differential diagnoses for the acutely ill population and develop safe clinical decision-making strategies. Students will demonstrate skilled communication to improve quality patient outcomes and ensure safe patient care. The scope and practice of the advanced practice nurse will be introduced through the American Association of Critical-Care Nurses' Synergy Model and ACNP and CNS Scope and Standards of Practice.

NURO-673 Adult Gerontology ACNP I

Credits: 4 | Prerequisites: NURO-670, NURO-528, NURO-546, NURO-544

This course focuses on the theoretical and clinical foundation of advanced practice nursing management of acute and chronic health care problems common to adult and geriatric patients. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of adult and geriatric patients, while integrating the American Association of Critical-Care Nurses' Synergy Model as a basis for advanced practice. Students utilize clinical practice guidelines to ensure safe evidence-based care. Case studies are used to challenge students to think critically and to improve quality outcomes for patients. Interdisciplinary collaboration among health care providers is promoted. Clinical experiences are provided in a variety of direct patient care settings.

NURO-677 Adult Gerontology ACNP II

Credits: 4 | Prerequisites: NURO-544, NURO-676 or 673

This course focuses on the progressive development of the adult gerontology ACNP in health promotion, prevention, diagnosis, and management of acute episodic and chronic conditions common to adult and geriatric patients. Emphasis is placed on progressing competency in the formation and evaluation of comprehensive evidence-based plans of care for complex and multisystem disorders. Integration of the American Association of Critical-Care Nurses' Synergy Model will serve as a basis for advanced practice. Student clinical experiences are provided in a variety of direct patient care and acute care settings, with emphasis on collaborative partnerships among health care professionals to ensure patient safety and quality patient outcomes.

NURO-695 Adult Gerontology ACNP III

Credits: 4 | Prerequisites: NURO-677 or 678

This course focuses on the advanced synthesis of the theoretical and clinical foundation of advanced practice nursing in the care and management of acute and chronically ill adult and geriatric patients. Emphasis is placed on advancing competency in the formation and evaluation of comprehensive evidence-based plans of care for complex and multisystem disorders in adult and geriatric patients. Integration of the American Association of Critical-Care Nurses' Synergy Model will serve as a basis for advanced practice. Content addresses the

professional and ethical aspects of advanced clinical practice. Extensive clinical experiences prepare the student to assume the role and professional responsibilities of the entry-level adult gerontology ACNP.

Accreditation

**Middle States Commission on Higher Education**

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501

www.msche.org

Statement of Accreditation Status

GEORGETOWN UNIVERSITY

The Middle States Commission on Higher Education (MSCHE or the Commission) is one of seven regional accrediting organizations in the United States and is recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). MSCHE is an institutional accreditor, therefore, it examines and reaffirms accreditation for each of its member institutions as a whole, rather than the specific programs within the institution. MSCHE does not approve individual programs. MSCHE accreditation does not expire but is reaffirmed at the time of the institution's next review.

The Statement of Accreditation Status (SAS) is the Commission's official public statement about each institution's current accreditation status and scope of accreditation. The SAS also provides a brief history of the actions taken by the Commission.

CEO: Dr. John DeGioia, President

Carnegie Classification: Doctoral Universities: Highest Research Activity » Four-year, large, highly residential

Control: Private (Non-Profit)

37th O Streets-N W
Washington, DC 20057

(202) 687-0100

www.georgetown.edu

Accreditation Information

Phase: Accredited

Status: Accredited

Initial Accreditation: 1921

Last Reaffirmation: 2017

Next Self-Study Evaluation: 2021-2022

Next Mid-Point Peer Review: 2026

Accreditation Actions

Last 10 Years:

March 18, 2019

Staff acted on behalf of the Commission to request a supplemental information report, due May 1, 2019, addressing recent developments at the institution which may have implications for current and future compliance with Standard II: Ethics and Integrity and Standard IV: Support of the Student Experience.

November 16, 2017

To accept the Periodic Review Report and to reaffirm accreditation. To commend the institution for the quality of the Periodic Review Report. The next evaluation visit is scheduled for 2021-2022.

March 1, 2016

To acknowledge receipt to remove the request to offer an additional location at the Convene, 1800 Tysons Blvd., McLean, VA 22102. To note that the location never opened as planned.

January 29, 2014

To note the institution's decision not to open the additional location at the Tower Club, 8000 Towers Crescent, Suite 1700, Vienna, VA 22182 and to remove the location from institution's accreditation.

June 28, 2012

To reaffirm accreditation and to commend the institution for the quality of its self-study report and process. The Periodic Review Report is due June 1, 2017.

June 25, 2009

To accept the progress letter. The next evaluation visit is scheduled for 2011-2012.

*Please see the **Commission's Accreditation Actions Policy and Accreditation Actions Procedures***

Substantive Change Actions

Last 10 Years:

April 30, 2018

To acknowledge receipt of the substantive change request. To include the additional location at Qatar Leadership Centre (QLC), Al Bidda Tower, 1 Al Corniche Street, Doha 5476 Qatar within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. Operations at the additional location must commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2021-2022.

January 3, 2017

To acknowledge receipt of the substantive change request. To include within the scope of the institution's accreditation, effective upon receipt of required government approval, the contractual arrangement with Universite libre de Bruxelles (ULB), leading to the master's degree in Political Economy. The next evaluation visit is scheduled for 2021 - 2022.

January 3, 2017

To acknowledge receipt of the substantive change request. To include the additional location at Universite libre de Bruxelles (ULB), Solvay Brussels School of Economics and Management, 50 avenue Franklin Roosevelt, 1050, Brussels, Belgium within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. Operations at the additional location must commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2021 - 2022.

April 28, 2014

To acknowledge receipt of the substantive change request. To include the additional location at Convene, 1800 Tysons Blvd., McLean, VA 22102 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. The Periodic Review Report is due June 1, 2017.

October 28, 2013

To acknowledge receipt of the substantive change request. To include the additional location at

the Tower Club, 8000 Towers Crescent, Suite 1700, Vienna, VA 22182 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. The Periodic Review Report is due June 1, 2017.

April 29, 2013

To acknowledge receipt of the substantive change request and to include the additional location at 640 Massachusetts Avenue NW, Washington DC 20001 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this site. In the event that operations at this site do not commence within one calendar year from the approval of this action, approval will lapse. The Periodic Review Report is due June 1, 2017.

January 3, 2011

To acknowledge receipt of the substantive change request and to include the online Master of Science in Nursing degree within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2011-2012.

*Please see the Commission's **Substantive Change Policy** and **Substantive Change Procedures***

Credential Levels

- **Postsecondary Award (< 1 Year) Approval:** Not approved to offer programs at this credential level
- **Postsecondary Award (1-2 Yrs) Approval:** Approved to offer programs at this credential level
- **Postsecondary Award (2-4 Yrs) Approval:** Approved to offer programs at this credential level
- **Associate's Degree Or Equivalent Approval:** Not approved to offer programs at this credential level
- **Bachelor's Degree Or Equivalent Approval:** Approved to offer programs at this credential level
- **Post-Baccalaureate Certificate Approval:** Approved to offer programs at this credential level

- **Master's Degree Or Equivalent Approval :** Approved to offer programs at this credential level
- **Post-Master's Certificate Approval:** Not approved to offer programs at this credential level
- **Doctor's Degree - Other Approval:** Not approved to offer programs at this credential level
- **Doctor's Degree - Professional Practice Approval:** Approved to offer programs at this credential level
- **Doctor's Degree- Research/Scholarship Approval:** Approved to offer programs at this credential level

The Commission does not approve individual programs or courses. All of the institution's offerings are reviewed either as part of the institution's self-study evaluation or through substantive change review and, therefore, are included within the scope of accreditation.

Locations

Main Campus

Georgetown University

37th O Streets-N W

Washington, DC 20057

OPEID: 00144500

Additional Location

640 Massachusetts Avenue

640 Massachusetts Avenue

Washington, DC 20001

Opened: 08/28/2013

Additional Location

Edmund A. Walsh School Of Foreign Services

Doha

Qatar

Additional Location

ILADES Program

Erasmus Escala No 1835 Casilla 51970 Santiago

Chile

Additional Location

M.A. Development Mgmt. & Policy

Universidad Nacional de San Martin Parana 145, 4o Piso Buenos Aires
Argentina

Additional Location

Qatar Leadership Centre (QLC)

Al Bidda Tower 1 Al Corniche Street Doha 5476
Qatar

Opened: 09/17/2018

Additional Location

Solvay Brussels School Of Economics And Management

Avenue Franklin Roosevelt 42, 1050 Brussels
Belgium

Opened: 08/21/2017

Other Instructional Site

Airlie Center

6809 Airlie Rd
Warrenton, VA 20187

Other Instructional Site

Andaz Xintiandi

88 Songshan Road
Shanghai, United States Minor Outlying Islands 200021

Other Instructional Site

Bolger Center

9600 Newbridge Dr.
Potomac, MD 20854

Other Instructional Site

China World Summit Wing- Shangri La Hotel

No.1 Jianguomenwai Avenue Beijing, China, 100004
China

Other Instructional Site

ESADE Campus- Barcelona

Av. de Pedralbes, 60-62 08034 Barcelona, Spain
Spain

Other Instructional Site

ESADE Campus- Madrid

Calle Mateo Inurria, 25-27 28036 Madrid, Spain
Spain

Other Instructional Site

Four Seasons Hotel

57 East 57th Street
New York, NY 10022

Other Instructional Site

Hilton Panama Hotel

Balboa Avenue & Aquilino de la Guardia
Panama City, United States Minor Outlying Islands 0801

Other Instructional Site

Hotel Atton Vitacura

Av Vitacura 3201, Santiago Vitacura, Region Metropolitana Chile
Chile

Other Instructional Site

INCAE Campus- Centro Ejecutivo

Walter Kissling Gam Campus
La Garita de Alajuela, United States Minor Outlying Islands 960-4050

Other Instructional Site

Lansdowne Resort

44050 Woodridge Pkwy
Leesburg, VA 20176

Other Instructional Site

NH Collection, Frankfurt City

Vilbeler Str. 2, 60313 Frankfurt am Main
Frankfurt, United States Minor Outlying Islands 60488

Other Instructional Site

NH Collection, Frankfurt City

Vilbeler Str. 2, 60313 Frankfurt am Main
Frankfurt, United States Minor Outlying Islands 60488

Other Instructional Site

Park Hyatt New York

153 W 57th Street

New York, NY 10019

Other Instructional Site

Sotheby's Institute Of Art - London

30 Bedford Square, Bloomsbury London WC1B 3EE

United Kingdom

Other Instructional Site

Sotheby's Institute Of Art - New York

570 Lexington Avenue 6th Floor

New York, NY 10022

Other Instructional Site

Vivanta By Taj - MG Road Hotel

41/3, Mahatma Gandhi Road Bangalore, India Karnataka - 560 001

India

Other Instructional Site

Wyndham Gettysburg Hotel

95 Presidential Cir

Gettysburg, PA 17325



May 16, 2014

David A. Thomas
Dean
Georgetown University
The McDonough School of Business
Rafik B. Hariri Building
Box 571147
Washington DC 20057-1147

Via Email: dathomas@georgetown.edu

Dear Dean Thomas:

It is my pleasure to inform you that the peer review team recommendation to extend accreditation for the undergraduate, and master's degree programs in business offered by Georgetown University is concurred with by the Continuous Improvement Review Committee and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of the School.

One purpose of peer review is to stimulate further continuous improvement of quality programs. As noted in the team report, the School is to be commended on the following strengths and effective practices:

Commendations for Strengths, Innovations, and Unique Features:

1. The business model of the School in the past has resulted to almost 50% increase in McDonough's budget since the last review. However, the university environment is changing and the School's business model is uncertain.
2. The on-line MSc Finance program, while complex in delivery, offers a student-centered approach with technology enhancements in the pedagogy.
3. Recent rankings demonstrate evidence of improved quality and student's satisfaction.
4. The location of the School and the reputation of the University have enhanced the brand identity of McDonough School of Business globally.
5. Several programs and initiatives in the undergraduate program deserve attention as they link educational and learning opportunities with the community via experiential opportunities. International summer programs and the First Year Seminar for undergraduates are considered major innovations in pedagogy and student engagement.

Effective practices:

1. MBA Career Center and ESADE Jointly launched the Global Career Conference and Expo designed for international students from top business Schools seeking US employment or US students seeking international opportunities.
2. The delivery of International/Global residencies and the student exposure to various experiential projects are ranked highly by students.
3. Partnerships with organizations in DC area to offer experiential education opportunities to undergraduate students to reinforced leadership, service and community work.
4. Developing a Global Business Experience course for juniors in spring 2014.

Additionally, in the interest of continuous improvement, the School should closely monitor the following items and incorporate them in your ongoing strategic planning initiatives:

1. Measurably improve faculty hiring and faculty deployment across all programs. As the School's tactics involve expanding programs and location of offerings, the McDonough School of Business should develop a clear and transparent faculty hiring program to recruit qualifying faculty to cover the needs of all programs including the new MBA evening program in Virginia, the new on-line MSc in Finance and support other initiatives in the Executive Education area. The information provided to the review team suggests that the School should hire on average at least 4 net faculty per year in the coming five years for the total of 20 (net) tenured/tenure-track faculty by 2019. Hiring faculty will also allow the School to increase research productivity which will assist one significant strand of the Dean's strategy for the School. [2003 Standard 9: Faculty Sufficiency / 2013 Standard 5: Faculty Sufficiency and Deployment and Standard 15: Faculty Qualifications and Engagement]
2. Ensure that the Dean's strategy for the Business School is fully articulated and embedded in the life of the School. Given the change in the School's leadership, strategy is acknowledged to be a work in progress and the team encourages further work to define Georgetown's unique attributes. A significant part of this work will be the development and implementation of robust resourcing models fully to support the future direction of the School. [2003 Standard 1: Mission Statement; Standard 4: Continuous Improvement Objectives; and Standard 5: Financial Strategies / 2013 Standard 1: Mission, Impact, and Innovation and Standard 3: Financial Strategies and Allocation of Resources]

Your School has achieved accreditation for five additional years. The next on-site continuous improvement review occurs in the fifth year, 2018-2019. A timeline specific to your visit year is attached.

Please note that your Continuous Improvement Review Application will be due on July 1st, two years prior to your review year. This application initiates the continuous improvement review process. In this application you will be expected to provide an update on progress in addressing the concerns stated above in addition to other relevant information for initiation of the next continuous improvement review.

Please refer to the ***Continuous Improvement Review Handbook*** for more information regarding the processes for continuous improvement reviews. The handbook is evolving and will be updated frequently to provide the most current process improvements. Please monitor the website to make certain that you have the most current version.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the continuous improvement review process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,



Robert Sullivan, Chair
Board of Directors

cc: George P. Tsetsekos, Chair
Mahendra R. Gupta, Team Member
John Board, Team Member
Ceree T. Eberly, Observer

SCOPE OF ACCREDITATION
Continuous Improvement Review March 2014

Name of Institution:
Georgetown University

Name of Business Academic Unit:
McDonough School of Business

List of Degree Programs Reviewed:
Undergraduate

- Bachelor of Science in Business Administration

Master's

- Master's of Business Administration (Full-Time)
- Master's of Business Administration, Evening Program
- Executive Master's of Business Administration
- Georgetown – ESADE Executive Master's in Business Administration (GEMBA)
- Executive Master's in Leadership

CONTINUOUS IMPROVEMENT REVIEW TIMELINE - Visit 2018-2019

<u>14-15</u> (July 1 – June 30)	<u>15-16</u> (July 1 – June 30)	<u>16-17</u> (July 1 – June 30)	<u>17-18</u> (July 1 – June 30)	<u>18-19</u> (July 1 – June 30)
<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan
<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year
		<ul style="list-style-type: none"> July 1, 2016 - *Submit Review Application with signed cover letter requesting accreditation review and preferred visit dates. 	<ul style="list-style-type: none"> Work with AACSB to select Peer Review Team from nominations, peer and aspirant groups 	<ul style="list-style-type: none"> *Submit Fifth Year Report
		<ul style="list-style-type: none"> *Submit List of Degree Programs including Catalogs (or online link in lieu of Catalogs) 	<ul style="list-style-type: none"> Work with AACSB to set the visit date 	<ul style="list-style-type: none"> *Submit Executive Summary
		<ul style="list-style-type: none"> *Submit request for exclusion of degree programs including justification for the request 		<ul style="list-style-type: none"> * Submit Situational Analysis
		<ul style="list-style-type: none"> *Submit List of Comparison Groups (Peer, Competitive, and Aspirant) 		<ul style="list-style-type: none"> Accreditation Statistical Reports will be distributed to applicant and team members by AACSB upon request only
		*Submitted together		
		<ul style="list-style-type: none"> Committee on Accreditation Policy (CAP) rules on exclusions and the scope of the accreditation visit 		<ul style="list-style-type: none"> Work with Peer Review Team to prepare the Visit Schedule
		<ul style="list-style-type: none"> Return Date and Team Suggestions as Requested (March 2017) 		<ul style="list-style-type: none"> Peer Review Team Visit



COMMISSION ON
COLLEGIATE NURSING
EDUCATION

ONE DUPONT CIRCLE NW
SUITE 530
WASHINGTON DC 20036-1120

202-887-6791

WWW.AACN.NCHE.EDU/
CCNE-ACCREDITATION

November 8, 2013

Jeanne A. Matthews, PhD, RN
Chair
Department of Nursing
Georgetown University
St. Mary's Hall, 3700 Reservoir Road, NW, Box 571107
Washington, DC 20057-1107

Dear Dr. Matthews:

The Commission on Collegiate Nursing Education's (CCNE) Board of Commissioners acted at its meeting on October 10-12, 2013, to grant accreditation to the baccalaureate and master's degree programs in nursing at Georgetown University for 10 years, extending to December 31, 2023. These accreditation actions are effective as of February 25, 2013, which is the first day of the programs' recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the spring of 2023.

At its meeting, the Board determined that the programs met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

As is required for all accredited programs, a Continuous Improvement Progress Report (CIPR) must be submitted at the mid-point of the accreditation term. The CIPR must address the nursing programs' continued compliance with all accreditation standards. The deadline for submitting the progress report to CCNE is December 1, 2018. The Report Review Committee, and then the Board of Commissioners, will review the progress report. For more information about CIPRs, please refer to the CCNE procedures.

Please note that the aforementioned CIPR needs to address the CCNE standards that are in effect at the time of submission. In the reminder letter sent approximately five months prior to the CIPR due date, CCNE will inform the program of the specific standards to be used and will provide guidance for the preparation of the report.

A copy of the accreditation report that was sent to you earlier, along with your response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to Georgetown University. We hope that both the results of the self-study process and the accreditation report will be useful to the continued growth and development of the nursing programs. Certificates of accreditation are forthcoming.

If a program elects to make public disclosure of a program's CCNE accreditation status, the program or institution must disclose that status accurately. Either of the following statements may be used for disclosure of the accreditation status to the public:

The (baccalaureate/master's/DNP program) at (institution) is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

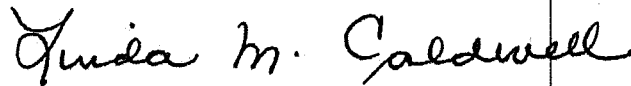
The (baccalaureate/master's/DNP program) at (institution) is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

For more information on CCNE's disclosure policy, as well as information on use of the CCNE accreditation seal, please visit <http://www.aacn.nche.edu/ccne-accreditation/seal-policy/baccalaureate-graduate>.

As a reminder, programs are expected to continue to comply with the current CCNE standards and procedures throughout the period of accreditation. These documents are available at <http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate>. This includes advising CCNE in the event of any substantive change in the nursing programs. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE *Procedures*.

We appreciate the many courtesies and the helpfulness extended to the CCNE evaluation team in the spring of 2013. The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing programs.

Sincerely,

A handwritten signature in cursive script that reads "Linda M. Caldwell".

Linda M. Caldwell, DNSc, ANP-BC
Chair, Board of Commissioners

cc: President John (Jack) J. DeGioia
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team

Recent Approval Letter



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Felder, Jr., Ph. D.
Secretary

September 10, 2018

John J. DeGioia, Ph.D.
President
Georgetown University
3700 O St. NW
Healy Hall 201
Washington D.C. 20057

Dear President DeGioia:

The Maryland Higher Education Commission has received a renewal application from Georgetown University to continue offering two programs with experiential learning or residency requirements: clinical assessments for the Master of Science in Nursing at the University of Maryland School of Nursing located at 655 W. Lombard St. in Baltimore, MD, 21201; and the required residency for the Executive Master's in Leadership for D.C. Public School Leaders at the William F. Bolger Center, 9600 Newbridge Dr. in Potomac, MD, 20854.

I am pleased to inform you that Georgetown University is authorized to offer the program as listed below until August 31, 2019. This decision is based on an analysis of the program proposal in conjunction with the law and regulations governing academic program approval, in particular Code of Maryland Regulations (COMAR) 13B.02.01. As required by COMAR, the Commission circulated the program proposal to the Maryland higher education community for comment and objection. No objections were received during the 30-day circulation period.

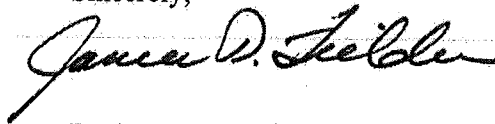
Approved Programs

- I. Master of Science in Nursing (M.S.N.) with areas of concentration in:
Adult Gerontology Acute Care Nurse Practitioner
- II. Executive Master's in Leadership for D.C. Public School Leaders

An electronic renewal form and the regulations for out-of-state institutions are available on the Commission's website under "Academic Approval Process" at www.mhec.maryland.gov. In order to operate the program in Maryland after the stated expiration date, the renewal application should be completed and submitted to this office no later than five months before the institution proposes to commence operation for the academic year 2019-2020. If applicable, the use of VA benefits for these programs should be coordinated through Ms. Trish Gordon-McCown, Associate Director of Veterans Affairs. She can be reached at 410-767-3098.

Please keep us informed of any changes contemplated in your offerings in Maryland. We look forward to continuing the cooperative relationship developed between your institution and the Maryland Higher Education Commission.

Sincerely,



Dr. James D. Fielder
Secretary

JDF:KKS:jmc

C: Kim Sneed, Assistant Registrar for Program Registrations, Georgetown University
Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM
Dr. Jennifer Frank, Vice President of Academic Affairs, MICUA
Ms. Jody Kallis, Legislative Director, MACC

File: 18168