Ana G. Mendez University – Gurabo Campus's application submitted in accordance with COMAR 13B.02.01.08I "Further requests by institution' that has received extended approval

UNIVERSIDAD
ANA G. MÉNDEZ
UNIVERSITY

UAGM

Bilingüe / Dual Language

5575 South Semoran Blvd
Suite 502
Orlando, FL 32822
407-563-6501

April 24, 2019

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty St., Baltimore, MD 21201

ATT: Ms. Jacqueline M. Cade
Education Policy Analyst &
ACM State Coordinator

Dr. Fielder:

Enclosed is the application for our new RN to BSN track option for the BSN program at our Universidad Ana G. Mendez- Gurabo Campus, at 11006 Veirs Mill Road, Suite L-1, Wheaton.

The Bachelor of Science in Nursing, with the track RN to BSN option, prepares the registered nurse for additional responsibilities and positions within the healthcare environment. Building on the framework of knowledge, skills, and competencies acquired during the pre-licensure nursing program, the coursework will further develop the nurse in providing and leading care to diverse populations across the lifespan.

Universidad Ana G. Méndez-Gurabo Campus in Maryland is well poised to prepare students in promising careers in the area, where being bilingual professionals is highly marketable and tailored to the needs of the growing Hispanic population in Maryland and the Nation.

Finally, we are including in a separate mailing one checks for $850.00 to cover the fee of our new RN to BSN track option for the BSN program.

Respectfully,

Ramón L. Nieves, J.D.,LL.M., M.P.A., M.Ed.
Director of Licensing and Accreditations
5575 S. Semoran Blvd. Suite 505
Orlando, FL 32822
Tel.: (407) 563-6501 Ext. 1889
Cel.: 407- 491-7645
rlnieves@suagm.edu

Universidad Ana G. Mendez- Gurabo Campus
Capital Area Campus
11006 Veirs Mill Rd. Suite L-1
Weathon, MD 20902

New Degree Program
RN to BSN
Major in Nursing
128 Credits

April 23, 2019

Universidad Ana G. Mendez- Gurabo Campus
Capital Area Campus
11006 Veirs Mill Rd. Suite L-1
Weathon, MD 20902

Educational Need

<div align="center">

RN to BSN

Major in Nursing

128 Credits

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A. Centrality to Institutional Mission and Planning Priorities

A-1. Program Description

The Bachelor of Science in Nursing, with the track RN to BSN option, prepares the registered nurse for additional responsibilities and positions within the healthcare environment. Building on the framework of knowledge, skills, and competencies acquired during the pre-licensure nursing program, the coursework will further develop the nurse in providing and leading care to diverse populations across the lifespan.

A-2. Program support of Institutional goals and priorities

The dual language RN to BSN program is the only one of its kind in the United States. The program offers nurses the opportunity of completing a baccalaureate degree in nursing (BSN) while developing both their academic English and Spanish language skills throughout the curriculum. Each course, including the technical nursing courses, will be offered in both languages alternating the language each week.

The UAGM model of bilingual education is incorporated in the Discipline-Based Dual Language Immersion Model© that entails faculty and staff to "integrate strategies that promote and supports a multicultural learning environment." The RN to BSN track in the School of Nursing is designed to use English and Spanish in content courses through language objectives incorporated alongside learning objectives. The University pays particular attention to ensuring students have the opportunity to develop the four language domains in both languages: speaking, listening, reading and writing; students have access to web-based resources that facilitate learning in both languages to maximize language skills. Furthermore, to ensure that the student receives support and instruction to meet their specific needs in a bilingual environment, our bilingual facilitators and staff have intensive professional development in the model and resources to provide a multicultural learning environment.

The theme of creating and actualizing academic offerings "in response to the need of the market area" in Maryland, challenges the University to integrate standards-based instruction and assessment with "innovative technology in the professional field" to provide students with the knowledge and skills to ensure progress and effectiveness of their RN to BSN program. This degree equips students to meet the multicultural, ethical, and professional competencies of baccalaureate nursing.

A-3. Program Funding

The Maryland Capital Area Campus (CAC) has an operating budget of $ 4.7M that would support the program. This covers the current administrative staff that has and continue to support the program. We do not expect additional administrative staff beyond the current 21 current and available positions assigned to the CAC. This program will have one full-time faculty. Expenses for library materials books and faculty development are also included.

A-4. Institutional Commitment

Since our opening in 2011, the Capital Area Campus (CAC) located in Wheaton has served the community and provided a bridge for professional advancement to Hispanic adults in the state, the nation, and Latin America. As we enter our nine years of operations, we are planning to expand our facilities and proposed new innovative programs to continue serving the growing Hispanic population in Maryland.

The Capital Area Campus is a full-service university campus with the human resources needed to serve the Hispanic communities better. This ensures the needed and continuous support for students, faculty, and staff in addition to the effective administration of the policies and procedures of the parent institution. A Campus Director and an Academic Director are appointed to the Capital Area Campus and in collaboration with the Nursing Program's Associate Director of Nursing, who receives direct support and supervision from the Director of Nursing, provide students and faculty support in all academic and administrative matters. The faculty is well qualified, and possess the knowledge and skills to comply with the assigned responsibilities and courses.

B. Critical and Compelling Need as Identify in the State Plan

B-1. Need for Program

The primary purpose for expanding our nursing program offering to include the RN to BSN program is to prepare registered nurses through an innovative academic offering who can respond to the needs of baccalaureate-prepared nurses that will serve the nation, the state and Latino communities in general.

According to the white paper published by the American Association of Colleges of Nursing titled *Expectations for Practice Experiences in the RN to Baccalaureate Curriculum,* there is a growing movement, as well as high need, to increase baccalaureate-prepared registered nurses in the labor force. Research reports show direct correlations between nursing education and positive patient outcomes and have been addressed by the Institute of Medicine (IOM, 2011) and the Carnegie Foundation for Advancement of Teaching (2009).

In 2010, AACN Board of Directors made recommendations towards baccalaureate programs, delineating the transition of the nursing role from Associate Degree or diploma to the baccalaureate level, created a task force. Furthermore, one of the top recommendations from IOM's The *Future of Nursing* (2010) stresses the importance of increasing the proportion of nurses with a BSN to 80 percent by the year 2020. To promote this initiative, colleges and universities are defining ways to facilitate a seamless transition for access to higher levels of nursing education. Healthcare organizations are assisting by encouraging their nurses to return to school for a BSN and offering tuition reimbursement

This degree program addresses:

Goal 1: Access and affordability- by offering an affordable RN to BSN degree that contributes to the professionalization of nursing by providing Latino registered nurses the opportunity to continue their professionalization in nursing by obtaining an advanced practice degree while developing their professional language skills. In addition, program completion in the dual-language setting will maximize a student's opportunities in the health system workforce. The University provides course offerings that

allow students to keep their current job while completing their degree, reducing the risk of not completing their degree and potentially allocating funds towards lowering their debt.

Goal 2: Success- this degree program builds knowledge and skills to meet the competencies of nursing in a dual language setting that supports content and language development with resources and innovative technological tools facilitated by highly trained bilingual faculty in a multicultural environment. The curriculum includes content where students will apply their knowledge and skills in settings that reflects the daily duties, direct interactions, and responsibilities of a graduate nurse in a health system setting. In addition, the students of the RN to BSN program are encouraged to maintain a collaborative, multidisciplinary focus to optimize access to health promotion and disease prevention leading to lower morbidity and mortality of the Latino population in the United States.

Goal 3: Innovation- The University incorporates an innovative bilingual education model in higher education. The Discipline-Based Dual Language Immersion Model© develops faculty and staff to impart knowledge and skills both in content and language in a multicultural environment to students to gain an advanced degree. Furthermore, this knowledge of content and language will add value to or affect Maryland's economy by providing bilingual professionals in the nursing field.

C. Market Supply and Demand

C-1. Alignment with National Trends
According to O*Net Online summary report for registered nurses' national and state data, it is projected that by 2026 there will be a need of about 203,700 registered nurses nationally and 3,330 annual job openings in the state of Maryland for the same period. This is a 15 percent change nationally and over an 11 percent change in Maryland from 2016 to 2026, (Occupational Employment Statistics (OES), U.S. Department of Labor, 2018).

Furthermore, in 2018-2019 Maryland, the Hispanic population of 470, 632 make up 8 percent of the total population of 5,773,552. These steady increase of the Latino population migrating to Maryland will create new needs for Maryland's healthcare system, needs that the RN to BSN program will help cover.

C-2. Job Outlook

Licensed registered nurses graduating from an associate's or diploma program qualify for entry-level positions as a staff nurse, however, registered nurses with a Bachelor of Science degree in nursing (BSN) will have better positions in nursing, than those without one.

Quick Facts: Registered Nurse	
2017 Median Pay	$70,000 per year $33.65 per hour
Entry-level Education	Bachelor's degree
Work experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2016	2,955,200
Job Outlook, 2016-2026	15% (much faster than average)

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, School and Career Counselors, on the Internet at https://www.bls.gov/ooh/healthcare/registered-nurses.htm#tab-4 (Retrieved *April 9, 2019*).

C-3. Market Supply and Demand in the Region and State

The Maryland Statewide Needs Assessment uses the Prevention Quality Indicator (PQI) Composite Measures, developed by the Agency for Healthcare Research and Quality (AHRQ) to track the number of preventable hospitalizations for several conditions. Although the state exceeded its goal in driving down preventable hospitalizations, recent interest has resulted in expanding the use of the PQI. Integrating this data to improve and change healthcare delivery increases the need for BSN-educated registered nurses.

Projected Employment for Registered Nurses in Maryland

National	Employment		Percent Change	Projected Annual Job Openings*
	2016	2026		
United States	2,955,200	3,393,200	15%	203,700

State	Employment		Percent Change	Projected Annual Job Openings*
	2016	2026		
Maryland	51,780	57,700	+11%	3,330

Source: U.S. Department of Labor's Bureau of Labor Statistics, Occupational Employment Statistics (OES) and Employment Projections programs. U.S. Department of Labor data external site and 2016-2026 employment projections external site. "Projected growth" represents the estimated change in total employment over the projections period (2016-2026). "Projected job openings" represent openings due to growth and replacement. https://www.onetonline.org/link/summary/29-1141.00 (retrieved April 9, 2019).

D. Reasonable of Program Duplication

D-1. Program Duplication
The proposed Bachelor of Science in Nursing, with the track RN to BSN option for the CAC will be offered using the Disciplined-Based Dual Language Immersion Model©, which makes this offering unique in the state of Maryland. Courses will be taught 50% in English and 50% in Spanish, alternating language weekly. Graduates will demonstrate the knowledge and skills of school counselors while gaining academic language proficiency needed to meet professional competencies in their field. This program does not

duplicate any other program, as the incorporation of a dual language program at the university level is not offered in the state of Maryland.

E-F Relevance to Historically Black Institution (HBIs) these sections are not applicable.

G. Curriculum Design, Program Modality & Outcomes

G-1. Curriculum Development

The proposed curriculum went through the appropriate review and approval process from the campus to UAGM- Turabo Campus executive level. At the campus, the Academic Affairs Committee subcommittee of the larger Academic and Student Affairs Committee (ASAC) composed of faculty, administrators, and content experts in the field of nursing, reviewed, commented and recommended the approval of the proposed changes. The members of ASAC approved the proposed changes to the program and then approved by the UAGM institutional Administrative Council of the main campus.

The campus leadership, composed of the campus director, academic director and the Nursing Program's Associate Director of Nursing, will provide faculty and students with the direction and guidance needed for oversight and support at the campus level. In addition to the campus level, the faculty and directors will have support from the program director, associate dean and dean of the School of Health Sciences.

G-2. Program Outcomes

The Bachelor of Science in Nursing, with the track RN to BSN option, prepares the registered nurse for additional responsibilities and positions within the healthcare environment. Building on the framework of knowledge, skills, and competencies acquired during the pre-licensure nursing program, the coursework will further develop the nurse in providing and leading care to diverse populations across the lifespan.

Program Outcomes

Upon completion of the program, the student will demonstrate the knowledge, skills, and competencies necessary to:

1. Apply learned concepts and skills to complex problems and challenges based on knowledge of sciences, cultures, and society.
2. Use organizational and system leadership skills to improve quality care and patient safety.
3. Integrate evidence-based practice into the care of the patient, community and population.
4. Use information management and technology in the care of a diverse population.
5. Examine policy, finance, and regulations relative to diverse healthcare environments.
6. Incorporate inter-professional communication and collaboration to improve health-related outcomes.
7. Use knowledge to promote population health and prevent escalation of disease and conditions.
8. Demonstrate professionalism in the delivery and leadership of healthcare.
9. Integrate the knowledge, skills, and attitudes into the care of individuals, families, groups, communities, and populations in a variety of healthcare settings.

G-3a. Student Assessment

One-semester credit hour is equivalent to a minimum of fifteen (15) hours of planned learning experiences composed of hours of instruction and individual or group activities as indicated in the course module under the guidance of a qualified instructor.

Each part of the term (PT), professors will evaluate students based on the competencies required by the course where there will be at least three (3) partial evaluations and a final evaluation. The weight of each evaluation will depend on the judgment and evaluation method of each professor. These evaluations may consist of exams, projects, cases or other appropriate activities based on objectives and standards of the course.

G-3b. Learning Outcome Achievement

The institution documents student achievement of the learning outcomes in two ways. One includes a process with faculty experts that develop an assessment instrument (assignment and rubric) based on general course and program outcomes and then administer it to students embedded in the course assignments. The use of this assessment of learning is focused on program objectives. It is collected at Midpoint (halfway into the academic program) and Capstone courses (end of the academic program). Each assessment instrument collects the achievement of program objectives expected to that point.

The second method consists of the evaluation of the student portfolio. This tool collects evidence of the student's learning while studying at Ana G. Méndez. Faculty and students select the course work that will be part of the portfolio. A rubric is applied for the establish levels of achievement considering Content Objectives and Language Objectives. The expected outcome is for students to demonstrate at least "Partially Mastered" on all objectives of the course and the program overall.

G-4. Program Courses
Courses with titles, semester credit hours and courses description are included. See **APPENDIX 1**.

G-5. General Education
To be awarded the degree of Bachelor of Science in Nursing (BSN), all applicants must complete the required general education course work before starting the nursing concentration courses for the RN to BSN program option. Upon evaluation of official transcripts from the accredited pre-licensure associate or diploma registered nurse program, the student will be transferred credits for the equivalent courses based on the following requirements.

General Education Course Work	Total Credits
Humanities	29
Mathematics and Science	24
Social Sciences	9
Free Elective	1
Total	**63**

Upon evaluation of the official transcripts from the accredited pre-licensure associate or diploma registered nurse program, students will receive 29 transfer credits for the following nursing concentration credits for the equivalent coursework:

- NURS 201-O Fundamentals of Nursing,
- NURS 203-O Pharmacology,
- NURS 303-O Medical-Surgical Nursing,

- NURS 304-O Maternal and Child Nursing,
- NURS 305-O Nursing Care of Children and Adolescents
- NURS 404-O Mental Health Nursing

G-6. Accreditation

Students accepted to the RN to BSN program track are licensed registered nurses that will graduate from a CCNE Accredited program; therefore, there are no additional accreditation or certification requirements beyond notifying their BSN to appropriate nursing boards. Once all academic requirements are completed, the registered nurse will be awarded the Bachelor in Science of Nursing (BSN) degree.

G-7. Partnering Institutions

The university has multiple practicum, field experiences and collaboration agreements with hospitals, and health services institutions in Maryland that indicate the close coordination of our institution with the community, see **APPENDIX 2**.

G-8. University Catalog

The university catalog provides assurance and evidence that the RN to BSN program provides students with clear, complete and timely information about the program, services, and resources at the university. In Section III of the Universidad Ana G. Mendez- Gurabo Campus catalog for our Capital Area Campus, information relating to school administrators, calendar, academic requirements, regulations, and services are included. Graduation requirements, financial aid, and costs are also included in this section (pp 12-39). See **APPENDIX 3**.

G-9. Recruitment

The UAGM-Gurabo Campus at CAC relies on various methods to advertise and recruit students for the proposed program. These methods include billboards, radio announcements, flyers, social media, and website information. Admission personnel provides students with an institutional and programmatic orientation as part of the recruitment process. The university catalog is accessible at all time through the university's website at http://agmus.suagm.edu/en/content/capital-area-campus. It includes all admission, program requirements and additional services for students clearly and accurately. See **APPENDIX 3**.

H. Adequacy of Articulation, see section G-7.

I. Adequacy of Faculty Resources

I-1. List of Nursing Faculty

NAME	EDUCATION	SPECIALIZATION	DEGREES/DIPLOMAS HELD& AWARDING INSTITUTION	COURSES
HERRERA, LETICIA	MS	Nursing	Master of Science in Nursing Education, George Mason University, Fairfax, VA 2009 BS in Nursing, University of Panama, Panama 1984	NURS 201/NURS 304/NURS 202/NURS 305/NURS 204 NURS 205/ NURS 206/ NURS 210/NURS 303/ NURS 307 NURS 308/NURS 403/NURS 404/NURS 405 NURS 406/NURS 407/ NURS 416/ NURS 417/ NURS 446
LIZÓN, DAMARIS	MS	Nursing	Master of Science in Nursing, University of Baltimore, 1998 Bachelor of Science in Nursing, UPR, Puerto Rico 1979	NURS 201/NURS 304/NURS 202/NURS 305/NURS 204 NURS 205/ NURS 206/ NURS 210/NURS 303/ NURS 307 NURS 308/NURS 403/NURS 404/NURS 405 NURS 406/NURS 407/ NURS 416/ NURS 417/ NURS 446
MONTOYA, ZU LEE	BS	Nursing	BS in Nursing, National University of San Marcos Lima, Perú 2003	Clinical component of the following classes: NURS 201/NURS 303/NURS 304/NURS 305/NURS 403/ NURS 404/NURS 406
ROBINSON, MARIA	MS	Community & Public Health Nursing	Master in Community and Public Health Nursing , UMB, Baltimore, MD 2011 Bachelor of Science in Nursing, UMB, Baltimore, MD 2007	NURS 201/NURS 304/NURS 202/NURS 305/NURS 204 NURS 205/ NURS 206/ NURS 210/NURS 303/ NURS 307 NURS 308/NURS 403/NURS 404/NURS 405 NURS 406/NURS 407/ NURS 416/ NURS 417/ NURS 446
ROQUE, SARAH	MPH	Public Health and Nursing	Master of Public Health, George Washington University Washington, DC 2000 Bachelor of Science in Nursing, University of District of Columbia, 1994	Clinical component of the following Nursing classes: NURS 201/NURS 303/NURS 304/NURS 305/NURS 403/NURS 404/NURS 406 HESC 360/HESC 365/PUHE 101/PUHE 201/PUHE 210 PUHE 203/HESM 110/HESM 210/HESM 220/HESM 430 HESM 420/HESM 431
SANTIAGO, MANUEL	MS	Nursing	Master of Science in Nursing, University of MD at Baltimore, MD 2005 Bachelors of Science in Nursing Jacksonville University, Jacksonville, FL 1992	NURS 201/NURS 304/NURS 202/NURS 305/NURS 204 NURS 205/ NURS 206/ NURS 210/NURS 303/ NURS 307 NURS 308/NURS 403/NURS 404/NURS 405 NURS 406/NURS 407/ NURS 416/ NURS 417/ NURS 446
SHULTZ, YOLANDA	MS	Nursing Education	Master in Nursing Education, Walden University, 2010 Bachelor of Science in Nursing, Columbia Union College, 1989	NURS 201/NURS 304/NURS 202/NURS 305/NURS 204 NURS 205/ NURS 206/ NURS 210/NURS 303/ NURS 307 NURS 308/NURS 403/NURS 404/NURS 405 NURS 406/NURS 407/ NURS 416/ NURS 417/ NURS 446
SILVER, DARLENE	MS	Nursing	Master of Science in Nursing, University of Phoenix, 2004	NURS 201/NURS 304/NURS 202/NURS 305/NURS 204 NURS 205/ NURS 206/ NURS 210/NURS 303/ NURS 307 NURS 308/NURS 403/NURS 404/NURS 405 NURS 406/NURS 407/ NURS 416/ NURS 417/ NURS 446

In addition, to these specialized faculty resources, CAC has other faculty members that teach general and specific core areas in the new program as needed, see **APPENDIX 4**.

I-2. Pedagogy Training

All faculty is prepared to provide students with optimal support academically and linguistically. Professional development workshops are provided to develop knowledge and skills in delivering instruction within the Discipline-Based Dual Language Model®. Faculty gains knowledge of language acquisition, teaching strategies, learning styles, and the university research-based resources to facilitate academic content to students with a constructivist approach and an adult learner perspective.

J. Adequacy of Library Resources

J-1. Library Resources

Capital Area Campus Learning Resources Center (LRC) includes:

- A physical collection of 3,007 volumes of textbooks and reference materials to support courses and the learning process
- Access to a collection of more than 80,000 electronic books available through the UAGM institutional virtual libraries .
- Access to databases with more than 2,000,000 documents, scholarly and peer-reviewed publications
- Thirty-nine (3) computer workstations for students to access the virtual libraries
- Online access to institutional e-lab that includes online language development software, online tutoring (English, Spanish, Mathematics, Business) and tutorials for the use of all LRC resources.

Bibliographic instruction

Bibliographic instruction is an essential part of the teaching-learning process at the CAC. Students and faculty are oriented to the different electronic resources available as soon as possible. New students have a "Welcome orientation" where the LRC personnel take an active part and instruct them on how to visit and use the Virtual library resources, Webmail, Office 365 and Blackboard. In addition, the LRC specialist has an active role in the Attitude Development and University Adaptation course. Bibliographic instruction sessions are offered either on a one-on-one basis or as part of in-class instruction coordinated by the course instructor. To increase awareness of our electronic resources the LRC personnel coordinates visits with faculty to demonstrate the learning resources available according to the course's specific needs or assignment. A schedule of workshops has been developed in order to make students, faculty and staff members aware of the different electronic resources available for searching.

Library Services Description

The CAC provides access to information resources to all members of our academic community, students, faculty and administrative staff. The physical collection in Spanish and English support the dual language immersion program. The library has an entirely automated system that provides access to the materials available in all of the three libraries of the UAGM. All UAGM's branch campuses and university centers are part of the ILS and have the use of inter-library loans of materials available to all the students of the

universities of UAGM. We have inter-library loan agreements with the Library of Congress for our full-time faculty. A virtual library is also available for students through an online public access catalog http://bibliotecas.suagm.edu. The library provides seating areas for individual study, facilities for small study groups, computers, and access for students' laptops.

K. Physical Facilities, Infrastructure, and Instructional Equipment

K-1. Physical Facilities

The Capital Area Campus (CAC) is located at 11006 Veirs Mill Road, Suite L-1, and Wheaton, MD 20902. The campus has 20,000 sq. Feet with ten classrooms, one nursing lab, two computer laboratories, a library, administration offices, a student and a faculty lounge as well as a parking area. We include a plot of the facility that shows the mentioned spaces.

CAPITAL AREA CAMPUS
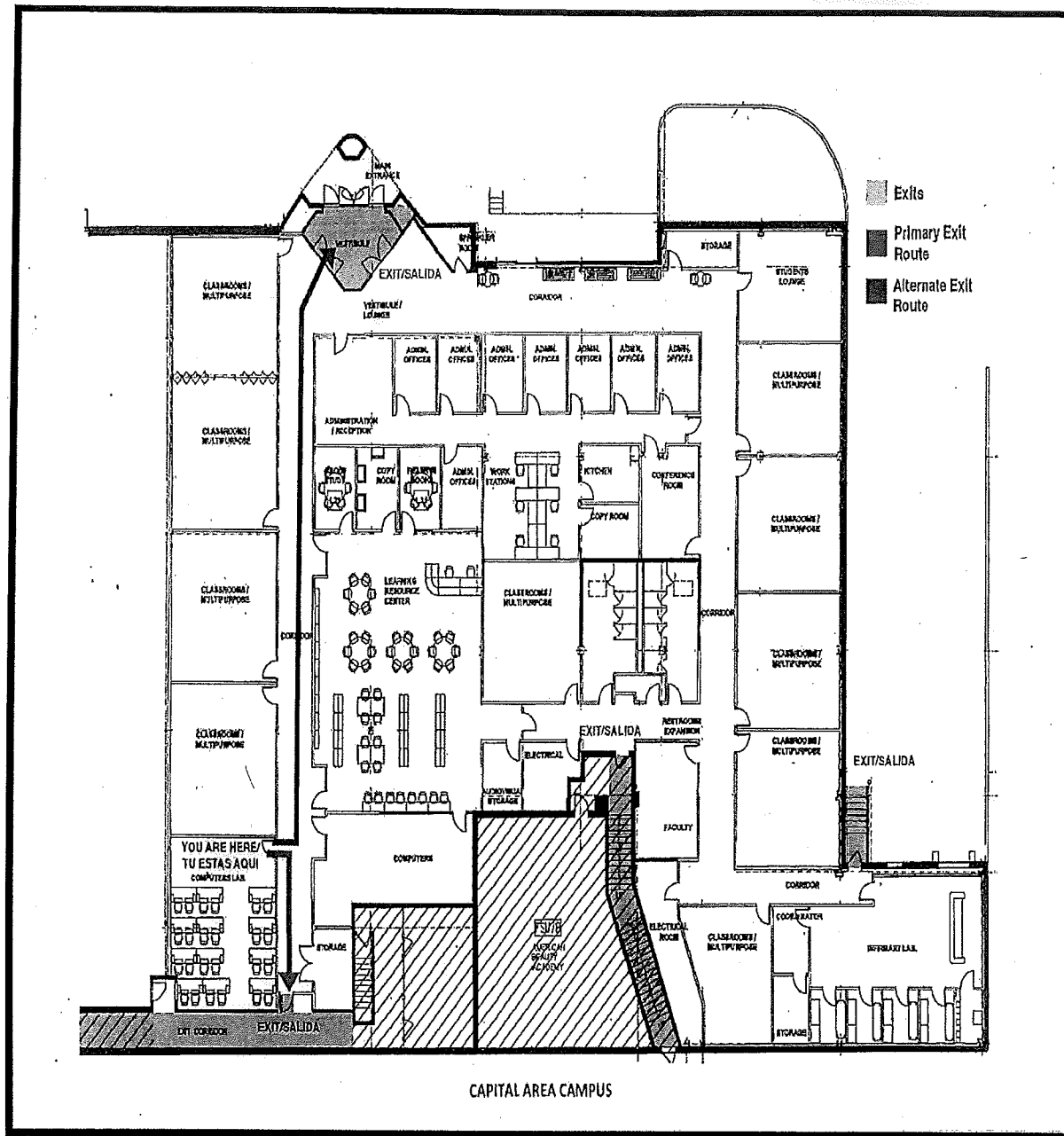
L. Adequacy of Financial Resources with Documentation

The projected growth for the RN to BSN program is included in Table 1. We expect by the fourth year to increase admissions to 18 students and increase to 22 students by year 5. The enrollment goals were projected based on five new students with a retention rate of 80%. It is projecting 12 credits per student per semester with a cost per credit of $476 with an increase of 3% every two years.

Table 1: PROGRAM RESOURCES: RN to BSN

	Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds		0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)		$145,568	$189,353	$223,941	$258,393	$258,416
	a. Number of F/T Students	12	14	16	18	22
	b. Annual Tuition/Fee Rate	$12,549	$13,260	$ 13,635	$14,245	$12,013
	c.Total F/T Revenue (a x b)	$145,568	$189,353	$223,941	$258,393	$258,416
	d. Number of P/T Students	0	0	0	0	0
	e. Credit Hour Rate	0	0	0	0	0
	f. Annual Credit Hour Rate	0	0	0	0	0
	g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources		0	0	0	0	0
4. Other Sources		0	0	0	0	0
	TOTAL (Add 1 – 4)	$145,568	$189,353	$223,941	$258,393	$258,416

Table 2: PROGRAM EXPENDITURES: RN to BSN

Expenditure Categories		Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)		$133,987	$138,930	$158,814	$167,871	$174,586
	a. Number of FTE	1	1	1	1	1
	b. Total Salary	$121,806	$126,300	$131,251	$138,736	$144,286
	c.Total Benefits	$12,181	$12,630	$27,563	$29,135	$30,300
2. Admin. Staff (b + c below)		0	0	0	0	0
	a. Number of FTE	0	0	0	0	0
	b. Total Salary	0	0	0	0	0
	c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)		0	0	0	0	0
	a. Number of FTE	0	0	0	0	0
	b. Total Salary	0	0	0	0	0
	c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment		0	0	0	0	0
5. Library		$3,000	$3,090	$3,183	$3,278	$3,377
6. New or Renovated Space		0	0	0	0	0
7. Other Expenses		$3,000	$3,090	$3,183	$3,278	$3,377
	TOTAL (Add 1 – 7)	$139,987	$145,110	$165,179	$174,427	$181,339

M. Provisions for Evaluation and Assessment of Program

M-1. Program Evaluation and Assessment

The assessment plan focuses on two main aspects of evaluation program effectiveness and assessment of learning. Program effectiveness looks at the general satisfaction with services and offerings we have

available to students. Key indicators such as enrollment, retention, and graduation are also taken into account to gauge the effectiveness of the program. On the other hand, the focus of the assessment of learning looks at the actual development of the knowledge and skills of the academic program in compliance with the institutional mission.

The assessment plan includes four activities focused on program effectiveness, and three focused on the assessment of learning. It is important to note that these activities complement themselves and that their primary focus does not imply that they exclusively influence each area.

The activities that focus on program effectiveness are:

1. **Student Representative Meetings:** These are students meetings in which a student representative is selected in each course. Student representatives meet with campus administration to discuss services and satisfaction. A satisfaction questionnaire is administered and minutes of meetings are shared with the administration to take action on issues if warranted.

2. **End-of-Course Evaluations:** This effectiveness questionnaire is administered online (through the class management system Blackboard) to students during the last week of class, in every section. The questionnaire allows students to assess the class as they agree or disagree (5 point scale) with expected assertions regarding course modules, instructional resources, and the faculty facilitator. Question 22 provides for indirect learning assessment as it refers to what was learned in class. Faculty receive summaries of the sections directly related to their performance along with copies of the commentaries from students. Program administrators receive summary reports of overall results. The expected performance of faculty is to obtain a total average of 4 points in the 5-point scale. Faculty who

3. **External Peer Reviews:** The evaluation and contributions from the external evaluators are essential components of the Discipline-Based Dual Language Immersion Model ®. Dr. Sonia Soltero and Dr. Margarita Calderón have been external evaluators for our institution since 2010. They have over 30 years of experience in the field of bilingual education and English learner education as a dual language teachers and coordinators.

    As a result, critical elements of the institution have been revamped in pursuit of higher standards of excellence. In doing so, Dr. Soltero has created cadres in Second Language Acquisition and Metalinguistic/ Teaching for Transfer in all US Continental branch campuses. In addition, Dr. Margarita Calderón has created cadres for ExC-Ell, which is expediting comprehension for English Language Learners. These cadres complement the faculty professional development to ensure a better prepare faculty to teach language across the curriculum.

    Furthermore, the institution has implemented the recommendations of the consultants for the continuing improvement of our model. Some of these recommendations are but not limited to: the development of dual language handbook, dual language professional development, language laboratories, assessment strategies, language courses scope and sequence, establishing the Professional Learning Communities, integration of technological resources as Rosetta Stone, and the establishment of the English-week and Spanish-week used by students, faculty, and staff.

4. **Student Satisfaction Surveys:** As part of a satisfaction survey series, the office of Planning and Institutional Effectiveness has included surveys at different times and contexts. The Student Satisfaction Survey is administered periodically to a majority sample of the general population of students. The Graduating Candidates Survey is administered every year at the time of the graduation clearance process. The results from all these surveys are compared to determine a better approximation of the satisfaction of students and graduates with their experience at UAGM

U.S. branch campuses. This is possible as students are asked similar questions in different contexts and times.

N. Consistency with the State's Minority Students Goals

N-1. Minority Student Access and Success

The Hispanic population growth in the United States in the past decades has led to Hispanics becoming the most significant minority in the United States. This trend has not been accompanied by a corresponding growth of Hispanics entering and finishing undergraduate and graduate degrees in higher education. According to the 2016 U.S. Census, Hispanics attained undergraduate and graduated degrees at a lower level than other races and ethnic groups, with fewer adult Hispanics (11%) earning a bachelor's degree, compared to Asians (32%), Whites (23%) and Blacks (15%). At the graduate level, fewer adult Hispanics (4%) earned a master's degree compared to Asians (17%), Whites (10%) and Blacks (7%). The same trend was found at the doctoral level, with fewer Hispanics (.7%) attaining doctoral degrees than Asians (5%), Whites (2%) and Blacks (1%). This underrepresentation at the undergraduate and graduate levels among the largest minority group creates an opportunity for UAGM to offer minority students an innovative path to the attainment of higher education degrees.

The UAGM educational efforts and services promote constructivist learning, respect for diversity, and social justice. Its mission is to promote the integral development of individuals, to become responsible, solidary citizens, able to contribute to the sustainable development of the environment through a socio-humanistic education of excellence; valuing research, internationalization, entrepreneurship, technology, culture and community engagement. All its resources support the academic offerings of the certificate, associate, bachelor, graduate studies, and continuing education programs in Puerto Rico and the United States, specifically Maryland. UAGM has included in its modality the Discipline-Based Dual Language Immersion Model® in the United States to offer Hispanic a higher level of access and success with a bilingual route for students interested in a higher level of proficiency in English to gain those skills while completing their undergraduate degree.

In alignment with CAC particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language RN to BSN program will attract the following groups of students in the state (although it may be of interest to other student populations as well):

1. Hispanic working nurses who have an RN and need to finish a BSN to improve their careers.
2. Nurses working full-time in local government agencies with responsibilities in Hispanic community outreach and provision of health services.
3. Hispanic nurses pursuing careers in nonprofit, government, professional organizations and private entities with a focus on health services provision.
4. Military personnel both overseas and stateside with responsibilities for providing nursing and health services to military families and service men and women.

O. Relationship with Low Productivity Programs identify by MHEC is not applicable.
P. Adequacy of Distance Education Programs is not applicable.

Course descriptions from the College's catalog

BACHELOR OF SCIENCE
Major in Nursing (RN to BSN)
128 Credits

Program Description

The Bachelor of Science in Nursing, with the track RN to BSN option, prepares the registered nurse for additional responsibilities and positions within the healthcare environment. Building on the framework of knowledge, skills and competencies acquired during the pre-licensure nursing program, the coursework will further develop the nurse in providing and leading care to diverse populations across the lifespan.

Student Learning Outcomes

Upon completion of the program, the student will demonstrate the knowledge, skills, and competencies necessary to:

1. Apply learned concepts and skills to complex problems and challenges based on knowledge of sciences, cultures, and society.
2. Use organizational and system leadership skills to improve quality care and patient safety.
3. Integrate evidence-based practice into the care of the patient, community and population.
4. Use information management and technology in the care of a diverse population.
5. Examine policy, finance, and regulations relative to diverse healthcare environments.
6. Incorporate inter-professional communication and collaboration to improve health related outcomes.
7. Use knowledge to promote population health and prevent escalation of disease and conditions.
8. Demonstrate professionalism in the delivery and leadership of healthcare.
9. Integrate the knowledge, skills, and attitudes into the care of individuals, families, groups, communities, and populations in a variety of healthcare settings.

Admission Requirements

1. Applicant must be a graduate from a state approved pre-licensure associate or diploma registered nurse program
2. Applicant must have a standard high school diploma or its equivalent
3. Provide official transcripts from a state approved pre-licensure associate or diploma registered nurse program
4. Applicant must hold an unencumbered license as a registered nurse
5. Applicant must undergo an admission interview
6. Applicant must have a cumulative grade point of average of 2.75 on a scale of 4.00

General Education Requirements

To be awarded the degree of Bachelor of Science in Nursing (BSN), all applicants must complete the required general education course work prior to starting the nursing concentration courses for the RN to BSN program option. Upon evaluation of official transcripts from the accredited pre-licensure associate or diploma registered nurse program, the student will be transferred credits for the equivalent courses based on the following requirements.

General Education Course Work	Total Credits
Humanities	29
Mathematics and Science	24
Social Sciences	9
Free Elective	1
Total	**63**

Transferable Nursing Concentration Credits

Upon evaluation of the official transcripts from the accredited pre-licensure associate or diploma registered nurse program, students will receive 29 transfer credits for the following nursing concentration credits for the equivalent coursework:

- NURS 201-O Fundamentals of Nursing,
- NURS 203-O Pharmacology,
- NURS 303-O Medical-Surgical Nursing,
- NURS 304-O Maternal and Child Nursing,
- NURS 305-O Nursing Care of Children and Adolescents
- NURS 404-O Mental Health Nursing,

Nursing Concentration Required Coursework

The following coursework for 36 credits is required to complete the degree of Bachelor of Science in Nursing (BSN):

- NURS 205-O Pathophysiology
- NURS 206-O Health Assessment and Promotion
- NURS 306-O Organizational and System Leadership
- NURS 210-O Nursing Informatics
- NURS 307-O Evidence-Based Practice
- NURS 308-O Healthcare Policy
- NURS 416-O Healthcare Quality and Outcomes
- NURS 417-O Clinical Prevention and Population Health
- NURS 405-O Nursing Leadership
- NURS 446-O Capstone RN to BSN

Ana G. Méndez University – Gurabo, School for Professional Studies
Program Title: Nursing (RN to BSN)
Credential Issued: Bachelor of Science (B.S.)
Degree Requirements: 128 Credits

General Education Credits Accepted (63 credits)
General Education courses must be completed before starting the RN to BSN nursing concentration courses.

Courses	Total Credits Accepted	UT	Additional Comments	
Humanities	29		ENGL115-0	Maximum of 8 credits in English Composition
			ENG116-O	Maximum of 8 credits in Spanish Composition
			SPAN115-O	Maximum of 4 credit hours in Speech Communication or Public Speaking
			SPAN116-O	Maximum of 9 credit hours in Humanities or Philosophy
			ENGL331-O	Public Speaking
Mathematics and Science	24		MATH305-O	Maximum of 3 credit hours in Statistics
			CHEM224	Maximum of 6 credit hours in Basic Math, Algebra, or College Mathematics
			MATH301-O	Maximum of 8 credit hours in Anatomy and Physiology with Lab
			BIOL303-O	Maximum of 4 credit hours in Biology, Chemistry or Microbiology with Lab
			BIOL304-O	Maximum of 3 credit hours in Computer Science
Social Sciences	9		Maximum of 3 credit hours in Psychology, Human Growth & Development	
			Maximum of 3 credit hours in Research Methods	
Free Elective	1		Maximum of 3 credit hours in Sociology	

Transfer of Nursing Credits from Official Transcript (29 Credits)

Courses	Credits	UT	Additional Comments
NURS 201-O Fundamentals of Nursing	5		
NURS 203-O Pharmacology	4		
NURS 303-O Medical-Surgical Nursing	5		
NURS 304-O Maternal and Child Nursing	5		
NURS 305-O Nursing Care of Children and Adolescents	5		
NURS 404-O Mental Health Nursing	5		

In-Program Nursing Concentration Credits (36 Credits)			
Courses	Credits	UT	Additional Comments
NURS 205-O Pathophysiology	3		Pre-Requisite: General Education Requirement
NURS 206-O Health Assessment and Promotion	3		Pre-Requisite: General Education Requirement
NURS 306-O Organizational and System Leadership	3		Pre-Requisite: General Education Requirement
NURS 307-O Evidence-Based Practice	3		Pre-Requisite: NURS 306-O Organizational and System Leadership
NURS 210-O Nursing Informatics	3		
NURS 308-O Healthcare Policy	3		Pre-Requisite: NURS 306-O Organizational and System Leadership
NURS 416-O Healthcare Quality and Outcomes	3		Pre-Requisite: NURS 308-O Healthcare Policy
NURS 417-O Clinical Prevention and Population Health	3		Pre-Requisite: NURS 308-O Healthcare Policy
NURS 405-O Nursing Leadership	3		
NURS 446-O Capstone RN to BSN	9		Pre-Requisite: All Courses
*Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's score on placement tests.			

Course Descriptions

NURS 205-O Pathophysiology (3 credits)
This course presents the basic concepts of human pathophysiology and explains the processes of specific diseases. The course is divided in two parts: the microsystem and the macrosystem. Part one reviews cellular responses to infection, environmental factors, genetics, diet, cancer, and stress. Part two is organized by body systems. Students are expected to have a basic knowledge of microbiology, chemistry, anatomy and physiology. Relevant case studies are discussed in class, and aspects such as risk factors pertinent to pediatric, aging and women's health are presented.

NURS 206-O Health Assessment and Promotion (3 credits)
This course further develops health assessment, interviewing skills, and preventative health interventions for patients across the lifespan.
Pre-Requisite: General Education Requirement

NURS 306-O Organizational and System Leadership (3 credits)
This course prepares the student to address organizational and system related issues affecting quality improvement and safety. The student will develop leadership skills in critical decision-making, interprofessional communication and collaboration, and conflict resolutions strategies. Quality improvement concepts, processes, and outcome measures will be reinforced throughout the course.
Pre-Requisite: General Education Requirement

NURS 307-O Evidence-Based Practice (3 credits)
The student will utilize a systematic process for the evaluation and application of scientific evidence surrounding practice issues. In addition, the student will share evidence of best practices and integrate reliable evidence from multiple ways of knowing to inform practice and make clinical judgements.
Pre-Requisite: NURS 306-O Organizational and System Leadership

NURS 210-O Nursing Informatics (3 credits)
This course is an introduction to computers and nursing informatics focusing on application to the nursing profession. The emphasis is on integrating nursing practice systems and informatics technology. The student explores the use of informatics in the nursing practice and its role in enhancing patient care. The student also examines issues related to the protection of the privacy, confidentiality, and security of health information in health care environments and the potential utility of a wide array of social networking tools in communicating health-related information.

NURS 308-O Healthcare Policy (3 credits)
In this course, the student will explore the broader context of health care and how patient care services are organized and financed, as well as how reimbursement is structured. Students will identify boundaries of nursing practice, understand the scope and role of regulating agencies, and how healthcare policies are central to discussion on quality and safety in the practice environment.
Pre-Requisite: NURS 306-O Organizational and System Leadership

NURS 416-O Healthcare Quality and Outcomes (3 credits)
This course allows students to establish shared goals, compare role expectations of care professionals, apply flexible decision-making, and incorporate open communication and leadership in practice. Throughout this course, students will develop respect and trust for other members of the healthcare team.

Pre-Requisite: NURS 308-O Healthcare Policy

NURS 417-O Clinical Prevention and Population Health (3 credits)
In this course, the student will apply principles of health promotion, disease, and injury prevention across the lifespan at the individual and population level to improve population health. The student will also apply knowledge to minimize health consequences of emergencies and mass casualty disasters.
Pre-Requisite: NURS 308-O Healthcare Policy

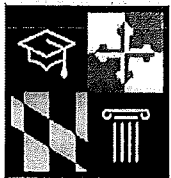**NURS 405-O Nursing Leadership (3 credits)**
The focus of this course is on the basic concepts of effective nursing leadership and management within the dynamic health care system of today, where nursing roles are evolving. The impact of economics, information, technology, and politics on the health care system is discussed and analyzed. Problems and challenges are viewed as opportunities for growth and improvement for the health care team where nursing plays a key role. The student has the opportunity to critically analyze leadership case studies in various health care settings. A variety of concepts and theories from research and literature are analyzed and applied to practice. Participation in local, national, and international nursing and non-nursing organizations is encouraged.

NURS 446-O Capstone RN to BSN (9 credits)
This course allows the student the opportunity to apply knowledge, skills, and competencies acquired through previous course work and practice in the care of the patient across the lifespan in various healthcare environments. The student will identify a problem important to a population, identify contributing factors, develop a plan for improvement, educate, implement, and evaluate the plan.
Pre-Requisite: All Courses

Recent Approval Letter

Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph. D.
Secretary

MHEC
Creating a state of achievement

April 16, 2019

Dr. E. David Méndez
Chancellor
Universidad Ana G. Méndez – Gurabo Campus
P.O. Box 3030
Gurabo, PR 00778-3030

Dear Chancellor Méndez:

The Maryland Higher Education Commission has received a request from Sistema Universitario Ana G. Méndez, Universidad del Turabo to change its name to Universidad Ana G. Méndez - Gurabo Campus. This request was approved by the Commission at a public meeting on March 27, 2019. Accordingly, Universidad Ana G. Méndez – Gurabo Campus, previously operating as Sistema Universitario Ana G. Méndez, Universidad del Turabo in Maryland, is authorized to operate in Maryland under an out-of-state Certificate of Approval. Universidad Ana G. Méndez – Gurabo Campus is approved to offer the programs listed below at the previously approved site located at 11006 Veirs Mill Rd, Suite L-1, in Wheaton, MD, until August 31, 2022.
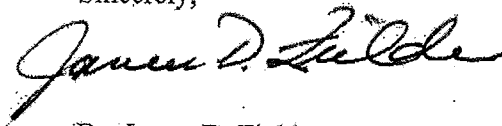
Approved programs:

I. Bachelor of Arts in Elementary Education
II. Bachelor of Arts in Secondary Education, Mathematics
III. Bachelor of Arts in Business Administration
    Areas of concentration:
        i. Accounting
        ii. Management
        iii. Marketing
        iv. Computerized Information Systems
IV. Bachelor of Science in Nursing
V. Bachelor of Science in Community Health
VI. Master of Education in Guidance and Counseling
VII. Master of Education in Teaching of English as a Second Language
VIII. Master of Education in Library Services and Technology Information
IX. Master of Arts in Criminal Justice
X. Master of Science in Nursing
    Area of concentration:
        i. Family Nurse Practitioner

Universidad Ana G. Mendez – Gurabo Campus
April 16, 2019
Page 2

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 at the approved locations 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 2017-2018. 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:EAAD:MJK:KKS:jmc

C: Mr. Ramon Nieves, VP for National and International Affairs, Universidad Ana G. Mendez

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