



June 17, 2021

Kim E. Schatzel, Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

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

Dear Secretary Fielder:

Towson University seeks your review and approval of a substantial modification to the **Master of Science in Nursing** under Code of Maryland Regulations (COMAR) 13B.02.03.06.

The program's modifications address state and national nursing shortages and aligns with the Maryland Higher Education Commission (MHEC) priority to expand the capacity to educate nurses through post-secondary programs at Maryland institutions of higher education (2017). The program also supports the university's mission and strategic plan by increasing opportunities for graduate education as the program affords students the opportunity to pursue advanced education in nursing and to function in expanded generalist roles.

Please contact Dr. Westley Forsythe if you have any questions or require additional information (410-704-3312, wforsythe@towson.edu).

Thank you in advance for your review.

Sincerely

A handwritten signature in black ink, appearing to read 'Kim Schatzel', written over a large, stylized circular flourish.

Kim Schatzel, Ph.D.
President

KS/wrf

cc: Dr. Antoinette Coleman, Associate Vice Chancellor, Academic Affairs, USM
Dr. David Ownby, Interim Dean of Graduate Studies
Dr. Lisa Plowfield, Dean College of Health Professions
Dr. Tab Uhrich, Associate Dean College of Health Professions

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Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Towson University
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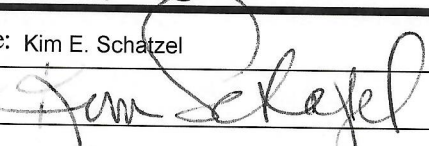
Each action below requires a separate proposal and cover sheet.

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|---|---|
| <input type="radio"/> New Academic Program | <input checked="" type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes Submitted: <input type="radio"/> No	Payment <input checked="" type="radio"/> R*STARS Type: <input type="radio"/> Check	Payment Amount: \$250	Date Submitted:
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Department Proposing Program	Nursing		
Degree Level and Degree Type	Master of Science		
Title of Proposed Program	Nursing		
Total Number of Credits	73		
Suggested Codes	HEGIS: 120300.00	CIP: 51.3818	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>)		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2021		
Provide Link to Most Recent Academic Catalog	URL: https://catalog.towson.edu/graduate/		

Preferred Contact for this Proposal	Name:	Westley Forsythe
	Title:	Director of Accreditation and Compliance Services
	Phone:	(410) 704-3312
	Email:	wforsythe@towson.edu

President/Chief Executive	Type Name:	Kim E. Schatzel		
	Signature:		Date:	6/15/21
Date of Approval/Endorsement by Governing Board:				

Revised 3/2019

EXECUTIVE SUMMARY

The Department of Nursing in the College of Health Professions (CHP) at Towson University (TU) seeks approval for the Entry Level Masters of Science in Nursing (ELMS) program. The proposed ELMS program is designed for individuals with non-nursing bachelor's degrees who wish to pursue a career in nursing at the graduate level. Graduates will receive a master's degree in nursing and be prepared to sit for the NCLEX-RN® examination following successful completion of the program and graduation. The proposed ELMS program will prepare graduates as advanced generalist nurses. An advanced generalist nurse is a master's prepared nurse with specialized knowledge in quality and safety, evidence-based practice, and population-based health, enabling them to effectively interface with other members of the healthcare team to promote safe, high quality care to populations across the lifespan. They participate in organizational activities that focus on safety, quality and efficient patient care. TU's proposed ELMS program will graduate advanced generalist nurses who are uniquely qualified to apply the principles of quality and safety, evidence-based practice, and population-based health. Unlike advanced practice registered nurses who function as nurse practitioners, nurse midwives, nurse anesthetists, or clinical nurse specialists and have specialized knowledge and skills in a clinical specialty area, the advanced nurse generalist possesses foundational clinical knowledge and skills and specialized advanced knowledge in the areas of quality and safety, evidence-based practice, and population-based health.

There is strong evidence to support a positive relationship between advanced levels of nursing education and improved quality and safety of patient care (American Association of Colleges of Nursing, 2014). Completion of this program will uniquely qualify the advanced generalist nurse to support and lead unit-based healthcare quality and safety initiatives. The graduate entry into practice model parallels that of other healthcare disciplines that offer a professional master's or doctoral degree, such as social work, occupational health, medicine and dentistry. Models such as these currently exist at TU in the occupational therapy, audiology and athletic training programs.

The proposed ELMS program addresses state and national nursing shortages and aligns with the Maryland Higher Education Commission (MHEC) priority to expand the capacity to educate nurses through post-secondary programs at Maryland institutions of higher education (2017). The program also supports TU's Mission and Strategic Plan by increasing opportunities for graduate education as the program affords students the opportunity to pursue advanced education in nursing and to function in expanded generalist roles.

A. CENTRALITY TO INSTITUTIONAL MISSION STATEMENT AND PLANNING PRIORITIES

Description of the program

The proposed ELMS program was created after assessing the needs of non-traditional students within the current nursing program, prospective students, and healthcare institutions in our community. It is designed for individuals with non-nursing bachelor's degrees who wish to pursue a degree in nursing without having to obtain a second bachelor's degree. Graduates will receive a master's degree in nursing and be prepared to function as advanced generalist nurses with specialized education in the principles of quality and safety, evidence-based practice, and population-based health.

TU's Department of Nursing will house the two-year, full-time ELMS program. The curriculum is comprised of 26 courses and 73 credits and aligns with the Commission on Collegiate Nursing Education (CCNE) Standards for accreditation. Students will complete 855 clinical hours including a 6-credit final clinical practicum experience in the final semester. Table 1 provides the program of study.

Table 1. ELMS Program of Study		
Year 1		
Summer	Fall	Spring
No coursework. Program begins in the fall semester.	NURS 602 Basic Concepts in Nursing Quality and Safety <i>(3 credits)</i> NURS 604 Health Assessment for the Advanced Generalist Nurse <i>(3 credits)</i> NURS 606 Advanced Pharmacology for Clinical Practice <i>(2 credits)</i> NURS 607 Advanced Pathophysiology <i>(3 credits)</i> NURS 608 The Science of Fundamental Nursing Care: A Population-based Perspective <i>(3 credits)</i>	NURS 620 The Science of Mental Health Nursing: A Population-based Perspective <i>(3 credits)</i> NURS 620C The Practice of Mental Health Nursing for the Advanced Generalist Nurse <i>(2 credits)</i> NURS 622 The Science of Adult Health Nursing: A Population-based Perspective <i>(3 credits)</i> NURS 622C The Practice of Adult Health Nursing for the Advanced Generalist Nurse <i>(2 credits)</i>

	NURS 608C The Practice of Fundamental Nursing Care for the Advanced Generalist Nurse <i>(2 credits)</i>	NURS 625 Biostatistics for Healthcare Research and Evidence-based Practice <i>(3 credits)</i> NURS 626 Advanced Concepts in Quality and Safety in Healthcare <i>(3 credits)</i>
Year 2		
Summer	Fall	Spring
HLTH 630 Epidemiology and Public Health <i>(3 credits)</i> NURS 702 The Science of Nursing Care of Women and Newborns: A Population-based Perspective <i>(3 credits)</i> NURS 702C The Practice of Nursing Care of Women and Newborns for the Advanced Generalist Nurse <i>(2 credits)</i> NURS 704 The Science of Pediatric Nursing Care: A Population-based Perspective <i>(3 credits)</i> NURS 704C The Practice of Pediatric Nursing Care for the Advanced Generalist Nurse <i>(2 credits)</i>	NURS 716 The Science of Comprehensive Adult Health Nursing: A Population-based Perspective <i>(3 credits)</i> NURS 716C The Practice of Comprehensive Adult Health Nursing for the Advanced Generalist Nurse <i>(2 credits)</i> NURS 718 The Science of Public Health Nursing: A Population-based Perspective <i>(3 credits)</i> NURS 718C The Practice of Public Health Nursing for the Advanced Generalist Nurse <i>(2 credits)</i> NURS 720 Nursing Research for Evidence-based Practice and Quality Improvement <i>(3 credits)</i> Elective <i>(3 credits)</i>	NURS 722 Nursing Leadership and Management for the Advanced Generalist Nurse <i>(3 credits)</i> NURS 723 Practicum for the Advanced Generalist Nurse <i>(6 credits)</i> NURS 724 Health Policy: Implications for Population Health and Quality Improvement <i>(3 credits)</i>

Proposed program supports the institution's goals

The proposed ELMS program supports TU's Strategic Plan (Towson University, 2021), particularly the following goals of educate, innovate, and engage.

- Educate

Masters' entry into nursing programs have grown substantially in the last decade. These programs are an increasingly popular option among individuals with a bachelor's degree in another field who want to enter the nursing profession (Mark et al., 2019). The admissions office in the Department of Nursing regularly fields inquiries from potential applicants seeking this type of program (B. Necker, personal communication, March 30, 2021). The proposed ELMS program supports the following actions in the TU Strategic Plan to: "develop selective new masters and doctoral programs in accordance to regional demand" and to "capitalize on new facilities in STEM and health professions to develop new, high-demand academic programs that support state and national workforce needs." The current baccalaureate program in the Department of Nursing has a reputation for providing exceptional, student-centered experiences. The proposed ELMS program builds on these accomplishments to provide a cutting-edge graduate program.

- Innovate

The proposed ELMS program represents a new and exciting direction for the Department of Nursing. There has been a substantial growth in the number of people considering nursing as a second career and accelerated nursing programs (American Association of Colleges of Nursing, (2019a) and these individuals frequently prefer a master's degree to a second bachelor's degree. The proposed ELMS program will meet these needs. In addition, the program has an innovative focus on population health and on quality and safety. This focus draws on the Department of Nursing's long history of working with the Baltimore community and TU's faculty, with substantial experience as clinicians, who bring experience based on quality and safety issues from a vast array of clinical settings. The proposed ELMS program, with foci on quality and safety as well as evidenced-based practice, will require analytical thinking and the utilization of research findings. This focus on the use of research evidence and graduate education will support robust scholarship activity from the faculty and students.

- Engage

The proposed ELMS Program will involve multiple partnerships with community organizations and area healthcare facilities, providing opportunities for student leadership and experiential learning. Students will engage in at least six different clinical rotations at various healthcare facilities including community health organizations such the Helping Up Mission and Head Start. The proposed program will draw on partnerships currently used in the baccalaureate program as well as establishing new ones. Students will also have opportunities to work part-time in healthcare facilities, participate in community activities with the TU Student Nurse Association, and conduct unit and institutional level analyses of outcomes in facilities across the

region. The focus of the curriculum supports opportunities with innovative population-based health programs to meet the needs of vulnerable and underserved communities. The TU Department of Nursing is well known in Maryland for faculty, staff, student, and alumni contributions to area healthcare organizations. We expect the proposed ELMS program to continue this trend, extending the impact of TU in the Baltimore region.

B. CRITICAL AND COMPELLING REGIONAL OR STATEWIDE NEED AS IDENTIFIED IN THE MARYLAND STATE PLAN FOR POSTSECONDARY EDUCATION

Demand and need for the program in terms of meeting present and future needs of the region and the State

Nationally, there is a shortage of nurses that is expected to intensify as the population ages. Maryland is predicted to have a shortage of 10,000 registered nurses (RN) by 2025 (U.S. Department of Health and Human Services, 2017). There is also a shortage of nurses from diverse backgrounds. Although one third of the population of the United States are from ethnic minorities, only 19.2% of nurses come from minority backgrounds (American Association of Colleges of Nursing, (2019b). TU is ranked as one of the top 100 diverse universities in the nation and graduates the highest percentage of minority students in the University System of Maryland (USM). As of fall 2020, 40.2% of nursing students enrolled in the undergraduate program are from underrepresented populations (B. Necker, personal communication, March 27, 2021). The proposed ELMS program is expected to recruit a similarly diverse candidate pool. Thus, the proposed program is likely to address not only the general shortage of nurses, but also the shortage of diverse nurses. Moreover, the proposed ELMS program addresses regional and statewide needs that align with goals of MHEC (2017) by responding to both statewide and national demands to increase the nursing workforce.

Evidence that persistent need is consistent with the Maryland State Plan for Postsecondary Education

The proposed ELMS program supports the MHEC *2017-2021 Maryland State Plan for Postsecondary Education: Increasing Student Success with Less Debt* (2017), particularly the following strategies:

- Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.

The proposed ELMS program provides a quality and affordable graduate education for second degree students who are pursuing a new career path. Consistent with the mission and policies of TU, the Department of Nursing is committed to equal educational opportunities regardless of race, disability, ethnicity, gender, or sexual identity.

- Strategy 6: Improve the student experience by providing better options and services to facilitate prompt completion of degree requirements.

The proposed ELMS program allows students to choose a focused, alternative pathway for entering the nursing profession, building on their existing, diverse undergraduate experiences. Instead of having to pursue a second bachelor's degree, they can move forward seamlessly into graduate nursing education following completion of selected prerequisite requirements. Moreover, the program provides practical experience for students and allows them to apply concepts learned in the classroom in practice settings.

- Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning.

The proposed ELMS program prepares students to function as an advanced generalist registered nurse upon graduation. Academic and career advising are priority areas for assisting students to assimilate into their professional roles. Advising in TU's Department of Nursing focuses on assisting students to develop a clear career path and academic plan for meeting career goals. In addition, faculty advising and retention support is available at the department level to promote optimum student success. Finally, students have access to TU's Academic Advising and Career Centers to support their professional development.

- Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges.

Training in pedagogy is accessible to all faculty in the proposed program through department sponsored professional development opportunities and through TU's Faculty Academic Center for Excellence in Teaching (FACET). FACET includes training in platforms as Blackboard, Zoom, and Panopto. In addition, university- wide training programs assist faculty in developing facilitation, pedagogical, and technical expertise related to online instruction which are available through the Online Edge Certification Program offered through FACET. TU's Office of Technology Services provides a wide range of instructional support services, engaging expert technology specialists, trainers, systems administrators and technical support staff to assist faculty with their instructional support needs. Each year the Provost's Office sponsors an annual faculty development conference which includes instruction on pedagogical best practices.

C. QUANTIFIABLE AND RELIABLE EVIDENCE AND DOCUMENTATION OF MARKET SUPPLY AND DEMAND IN THE REGION AND STATE

Projection of market demand and the availability of job openings in the market the program will serve

The rapid growth of Maryland's healthcare sector has strained the ability of academic institutions to meet the state's nursing workforce demands. According to the U.S. Bureau of Labor Statistics (2021) Employment Projections: 2012–2022, RNs will be among the top growth occupations through 2022 with the RN workforce expected to grow to 3.24 million by 2022. In 2017, the American Association of Colleges of Nursing (AACN), in a survey of hiring practices, reported that 49% of employers require that RNs hold a baccalaureate degree at the time of hire. In addition, 86% of employers indicated a strong preference for hiring baccalaureate prepared nurses (American Association of Colleges of Nursing, 2017). The preference for hiring more

educated nurses is supported by research that links improved patient outcomes in hospitals with a more educated RN workforce. At a time when there is greater emphasis on creating a well-educated nursing workforce, significant pressure is on RNs to be educated at the baccalaureate level or higher. However, many RN positions across the state of Maryland are still filled by associate degree nurses. An urgent need for more highly educated nurses led the University System of Maryland Health Care Workforce Group to recommend increasing the growth of nursing programs at the baccalaureate, master's, and doctoral levels (USM Health Care Workforce Working Group, 2018).

The proposed ELMS program addresses these workforce needs by preparing advanced generalist nurses who are uniquely positioned to assume a range of employment opportunities. For example, nurses in direct care roles are needed to deliver and coordinate the care of individual patients. Nurses are also needed to effectively lead and manage care transitions, both within and across healthcare settings. With the shift in health care to a focus on population management, care coordination has emerged as an essential model of nursing practice. Nurses are responsible for coordinating care for population groups, particularly populations with chronic illnesses or behavioral health issues. New employment opportunities have arisen as care coordinators, patient navigators, and case managers. Specialists in nursing quality and safety are also needed to make improvements in healthcare systems at the point of care, where changes in care processes can significantly impact clinical outcomes (Joseph & Huber, 2015).

The work to develop the proposed ELMS program was funded by a MHEC Competitive Institutional Grant which illustrates statewide support behind the creation of the program (Burgess et al., 2019). TU developed the program to meet the increased statewide demand for nurses to provide direct care both in the hospital and in the surrounding community. RNs are listed as the occupation with the highest number of job openings in Maryland with 7,083 job openings posted as of April 26, 2021, further attesting to the market demand for nursing professionals in the state (Maryland Department of Labor).

Current and projected supply of prospective graduates

Currently, there are two universities in Maryland with master's entry into nursing programs. Table 2 presents enrollment in master's programs at both of these institutions. Because these numbers will incorporate several programs beyond the master's entry, we have also included NCLEX-RN® pass rates (Table 3) for a more accurate reflection of the number of students in each program.

Table 2. Fall Enrollment in Similar Programs						
Institution	Program name	Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018
Johns Hopkins University	Masters	278	407	647	571	526
University of Maryland Baltimore	Masters	715	540	492	512	511

Table 3. Annual Number of Graduates Taking NCLEX-RN® in Similar Programs						
Institution	Program name	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020
Johns Hopkins University	Direct Entry MSN Program	NA	77	173	208	199
University of Maryland Baltimore	Direct Entry MSN Program	44	86	88	97	105

Source: Maryland Board of Nursing

D. REASONABLENESS OF PROGRAM DUPLICATION

As noted earlier, there are currently two master's level entry into nursing programs in the state of Maryland. The University of Maryland, Baltimore (UMB) provides a clinical nurse leader program. A clinical nurse leader is a master's prepared nurse who practices across the continuum of care within a healthcare setting. UMB's program requires 65 credits across two years. The other program, Johns Hopkins University (JHU), provides a master's entry into nursing practice degree with emphasis on leadership, global impact, quality and safety, and interprofessional education. JHU's program requires 72 credits across five semesters. The program at JHU has a

significantly different price point than coursework at TU. The program at TU is likely to attract different students than JHU including in-state students, second career students, and those who are tuition sensitive.

With only two masters' entry into practice programs in Maryland, coupled with increasing demand for professional RNs with advanced education in the healthcare workforce, the proposed ELMS program is an essential need at TU for workforce development across the region and state.

Table 4. Degrees Awarded in Similar Programs						
Institution	Program name	Year 1 2013	Year 2 2014	Year 3 2015	Year 4 2016	Year 5 2017
Johns Hopkins University	Masters*	83	86	96	93	225
University of Maryland Baltimore	Masters*	308	286	334	243	176

Source: MHEC Trends in Degrees and Certificates by Program

* Focus of master's degree not specified

Justification for proposed program

Several factors provide justification for the proposed ELMS program at TU including:

- The proposed ELMS program supports MHEC's priority to expand the capacity to educate nurses through post-secondary programs at Maryland institutions of higher education.
- TU's proposed ELMS program helps address the urgent need for more highly educated nurses by increasing the growth of nursing programs as per the recommendation from the USM Health Care Workforce Group.
- The proposed ELMS program will help to address the national and state shortage of RNs.
- TU's proposed ELMS program will be the only institution in the state of Maryland preparing the advanced generalist nurse with expertise in quality and safety, evidence-based practice, and population-based health. It will be one of only three master's level entry into nursing programs in the state of Maryland.
- TU has a long history of success educating RNs. Of particular note is that TU graduates consistently have a pass rate that exceeds the Maryland average on the NCLEX-RN®.
- The proposed ELMS program supports TU's mission and Strategic Plan.

E. RELEVANCE TO THE IDENTITY OF HISTORICALLY BLACK INSTITUTIONS (HBIs)

There are no master's entry into nursing programs in the HBIs in Maryland. The proposed program has no potential impact on the uniqueness and institutional identities and missions of HBIs.

F. RELEVANCE TO HIGH-DEMAND PROGRAMS AT HISTORICALLY BLACK INSTITUTIONS (HBIs)

The proposed program has no potential impact on the implementation or maintenance of high demand programs at HBIs.

G. ADEQUACY OF CURRICULUM DESIGN AND DELIVERY TO RELATED LEARNING OUTCOMES

TU's proposed ELMS program will be anchored in the foundations of evidence-based practice, population-based health, and quality and safety. These foundational elements are addressed in the American Association of Colleges of Nursing (AACN) documents, *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and *The Essentials of Master's Education in Nursing* (2011). Both documents provide the building blocks that enable nursing programs to be accredited by the CCNE which provides the standards for accreditation. In Maryland, students must graduate from a nationally accredited program in order to sit for the NCLEX-RN® examination which allows them to practice as professional nurses.

The proposed ELMS curriculum is based on guidelines from not only AACN and CCNE, but from the National Council on State Boards of Nursing (NCSBN) which provides a blueprint for the NCLEX-RN® examination (2018). Additionally, standards such as the American Nurses Association (ANA) Code of Ethics (2015), ANA Scope and Standards of Practice (2015), and Quality and Safety in Educating Nurses Competencies (Cronenwett et al., 2007) are woven into the program and coursework.

The undergraduate and graduate nursing programs at TU are accredited by CCNE through 2028.

Educational objectives and learning outcomes appropriate to the rigor, breadth, and modality of the program

Student learning outcomes align with core competencies associated with the AACN Essentials and CCNE Standards and include the following:

Quality and Safety: Collaborate with members of interdisciplinary teams to improve the quality and safety of care provided.

Evidence-based Practice: Apply research and evidence-based practice to improve the quality and safety of care.

Population-based Health: Incorporate knowledge from the sciences and humanities in the provision of care as an advanced generalist nurse in diverse settings.

Program Outcomes:

The graduate of the ELMS program will be able to:

1. Incorporate knowledge from the sciences and humanities in the provision of care as an advanced generalist nurse in diverse settings.
2. Apply leadership skills in the coordination of care of diverse populations.
3. Collaborate with members of interdisciplinary teams to improve the quality and safety of care provided.
4. Apply research and evidence-based practice to improve the quality and safety of care.
5. Utilize information technology in the delivery and evaluation of nursing care.
6. Advocate for health policy to promote the health of diverse populations.
7. Demonstrate advanced clinical reasoning and health promotion in the provision of holistic nursing care.
8. Assess the economic impact of improved efficiency, quality and safety in healthcare.

Student achievement of learning outcomes and assessment of student achievement of learning outcomes in the program

TU's academic assessment initiative requires each program to provide an assessment plan that includes: student learning outcomes, assessment measures based on the learning outcomes, direct and indirect measures, and a regular data collection cycle. In addition, the CCNE *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (2018) require data collection and evidence of data usage to improve program outcomes.

The assessment plan for the ELMS program is detailed in Appendix A.

Brief Summary of the Proposed Program

- Graduate program leading to entry level MS degree in nursing
- Full-time program completed in 5 semesters
- Total 73 credits
- 855 clinical hours
- 6 credit final clinical practicum
- Programmatic focus: quality and safety, evidence-based practice, and quality and safety

Courses that comprise the curriculum and program requirements

Courses that comprise the proposed ELMS program are as follows and have been approved by the following curriculum committees at TU: Nursing Graduate Curriculum Committee, CHP Curriculum Committee, and the Graduate Studies Committee.

- NURS 602, Basic Concepts in Nursing Quality and Safety (3 credits). This course introduces the student preparing to practice as an advanced generalist nurse to basic concepts of professional nursing practice. The student will study various aspects of professional nursing with a focus on quality and safety in practice.
- NURS 604, Health Assessment for the Advanced Generalist Nurse (3 credits). Focuses on the acquisition of skills for physical and psychosocial assessment by the advanced generalist nurse in diverse settings across the lifespan.
- NURS 606, Advanced Pharmacology for Clinical Practice (2 credits). Advanced Pharmacology examines pharmacological treatments for patients with or at risk for health alterations and the nurse's role in providing high quality, safe pharmacologic care.
- NURS 607, Advanced Pathophysiology (3 credits). Advanced Pathophysiology relates manifestations of disease, risk factors for disease, and the principles of pathology underlying illness to therapeutic nursing interventions and outcomes.
- NURS 608, The Science of Fundamental Nursing Care: A Population-based Perspective (3 credits). Focus on the theoretical and conceptual knowledge base needed by the advanced generalist to provide foundational nursing care to adults.
- NURS 608C, The Practice of Fundamental Nursing Care for the Advanced Generalist Nurse (2 credits). The focus of this clinical experience is the application of theoretical and conceptual foundational nursing knowledge in the care of adult patients.
- NURS 620, The Science of Mental Health Nursing: A Population-based Perspective (3 credits). The study of the science of mental health nursing care for individuals and populations with a focus on theoretical concepts and evidence-based practice. There will be an emphasis on the biopsychosocial assessment and evidence-based nursing interventions with quality and safety as a priority when planning care for patients experiencing alterations in neuropsychiatric, psychological and social behaviors.
- NURS 620C, The Practice of Mental Health Nursing for the Advanced Generalist Nurse (2 credits). The application of care of the patient in a variety of population-based community and inpatient psychiatric- mental health settings. There will be an emphasis on the assessment of mental health and mental illness in individuals, with quality and safety as a priority when caring for patients experiencing alterations in psychological and social behaviors.
- NURS 622, The Science of Adult Health Nursing: A Population-based Perspective (3 credits). The emphasis of this course is the science of adult health nursing care for individuals and populations with a focus on theoretical concepts and evidence-based practice. There will be an emphasis on the biopsychosocial assessment and evidence-based nursing interventions with quality and safety as a priority when planning care for adult and geriatric patients experiencing common health problems.
- NURS 622C, The Practice of Adult Health Nursing for the Advanced Generalist Nurse (2 credits). The application of advanced generalist nursing care to adult and geriatric patients in acute care settings.
- NURS 625, Biostatistics for Healthcare Research and Evidence-based Practice (3 credits). This course is designed to provide the theoretical and practical knowledge necessary to conduct statistical analyses of quantitative data.

- NURS 626, Advanced Concepts in Quality and Safety in Healthcare (3 credits). This course prepares the advanced generalist nurse to function as an advocate for quality and safety in complex healthcare systems.
- NURS 702, The Science of Nursing Care of Women and Newborns: A Population-based Perspective (3 credits). Focuses on the theoretical and conceptual knowledge base of nursing care of women & families throughout the reproductive lifespan.
- NURS 702C, The Practice of Nursing Care of Women and Newborns for the Advanced Generalist Nurse (2 credits). This clinical course focuses on the role of the advanced generalist nurse as a provider of safe and equitable care in settings which deliver evidence-based nursing care to women and newborns.
- NURS 704, The Science of Pediatric Nursing Care: A Population-based Perspective (3 credits). Focuses on the theoretical and holistic application of advanced generalist nursing care of the pediatric patient.
- NURS 704C, The Practice of Pediatric Nursing Care for the Advanced Generalist Nurse (2 credits). Focuses on the role of the advanced generalist nurse as provider of care for children who are experiencing alterations in health and their family.
- NURS 716, The Science of Comprehensive Adult Health Nursing: A Population-based Perspective (3 credits). This course examines the role of the advanced generalist nurse in providing care to adult patients with acute and complex health care needs.
- NURS 716C, The Practice of Comprehensive Adult Health Nursing for the Advanced Generalist Nurse (2 credits). Develop the knowledge, skills and attitudes of the advanced generalist nurse to provide care to adult and geriatric patients with acute and complex health care needs.
- NURS 718, The Science of Public Health Nursing: A Population-based Perspective (3 credits). This course prepares the advanced generalist nurse to coordinate and provide culturally appropriate, population-based nursing care to families, aggregates, and communities. Emphasis is placed on accountability for safety, quality care, advocacy, social justice, and collaboration with diverse stakeholders.
- NURS 718C, The Practice of Public Health Nursing for the Advanced Generalist Nurse (2 credits). This course focuses on the application of public and population health nursing theory to the care of families, aggregates, and communities with complex needs.
- NURS 720, Nursing Research for Evidence-based Practice and Quality Improvement (3 credits). Prepares the advanced generalist nurse to identify clinical problems, critically evaluate nursing research, develop a research proposal, and apply research to support quality and safety in nursing practice.
- NURS 722, Nursing Leadership and Management for the Advanced Generalist Nurse (3 credits). This course focuses on the leadership roles and management functions of the advanced generalist nurse as coordinator of care for populations across the life span in a variety of health care environments.
- NURS 723, Practicum for the Advanced Generalist Nurse (6 credits). In this course, the advanced generalist nurse will refine the knowledge, attitudes and skills needed for professional nursing practice.

- NURS 724, Health Policy: Implications for Population Health and Quality Improvement (3 credits). Prepares the advanced generalist nurse to assume a leadership role in health care policy, organization, and financial management.
- HLTH 630, Epidemiology and Public Health (3 credits). Examines how the basic epidemiological concepts such as disease transmission, measurement, study design, data analysis, screening and risk assessment are used in public health practice. Will also examine how data sources and data management systems can be used to improve population health.
- Elective (3 credits).

H. ADEQUACY OF ARTICULATION

Not applicable.

I. ADEQUACY OF FACULTY RESOURCES

Faculty members who are approved by the graduate committee (currently 15) will teach within the proposed ELMS program. Currently, the Department of Nursing has 17 full-time faculty who hold doctoral degrees (PhD or DNP). The Department of Nursing also employs adjunct faculty who hold master's degrees in nursing as associate graduate faculty to teach in the clinical setting in their specialty areas. Qualified adjunct faculty are available within TU's Department of Health Science to teach the required epidemiology course in the proposed program.

Programs and services provided by FACET, as described earlier, enable faculty to apply effective, evidence-based pedagogical approaches to enhance student learning. College and department level faculty development initiatives and internal resource opportunities also support faculty in their teaching and scholarly pursuits.

Table 5. Nursing Faculty				
Current Faculty	FTE/ % ELMS Effort	Highest Degree and 'degree area'	Rank	Planned Course Assignments
Lashley, Mary	1.0/50%	PhD - nursing	Professor	NURS 602: Basic Concepts NURS 626: Advanced Concepts NURS 724: Health Policy
Lucea, Marguerite	1.0/100%	PhD - nursing	Assistant Professor	NURS 718: Science of Public Health Nursing NURS 718C: Practice of Public Health Nursing NURS 723: Practicum
Mark, Hayley	1.0/20%	PhD - nursing	Professor	NURS 722: Leadership
Ogle, Kathleen	1.0/50%	PhD - nursing	Associate Professor	NURS 604: Health Assessment NURS 606: Advanced Pharm NURS 607: Advanced Pathophysiology
Snyder, Briana	1.0/50%	PhD - nursing	Assistant Professor	NURS 620: Science of Mental Health Nursing NURS 620C: Practice of Mental Health Nursing NURS 720: Research
Twigg, Regina	1.0/50%	DNP - nursing	Clinical Associate Professor	NURS 625: Biostatistics NURS 704: Science of Pediatric Nursing NURS 704C: Practice of Pediatric Nursing
TBA	1.0/100%			NURS: 608: Science of Fundamental Nursing Care NURS 608C: Practice of Fundamental Nursing Care NURS 622: Science of Adult Health Nursing NURS 622C: Practice of Adult Health Nursing
TBA	1.0/100%			NURS 702: Science of Care of Women NURS 702C: Practice of Care of Women NURS 716: Science of Comprehensive Care NURS 716C: Practice of Comprehensive Care

The 'degree area' of all faculty is nursing.

J. ADEQUACY OF LIBRARY RESOURCES

The Albert S. Cook Library provides support for the CHP programming through collections, instruction and faculty research support. The current collection is sufficient to begin the proposed ELMS program.

Cook Library's collections contain approximately 700,000 volumes, including more than 516,900 e-books, and 20,845 audiovisual materials. Cook Library subscribes to more than 46,481 serials in print and electronic format; approximately 1,200 of which relate to nursing, occupational therapy, gerontology, speech-language pathology, health science and allied health. The library's 324 online databases, including six specifically for health/medical research, provide a broad range of support for research in the health professions. A specialty nursing collection (Ovid Journals: Nursing Collection) provides full text access to 51 nursing professional journals. The collection is searchable via CINAHL and Medline. Students and faculty have access to four social science, two science and one sports/kinesiology database in support of the allied health nature of nursing. Additionally, the library maintains three streaming databases that include health science instructional videos.

TU's Nursing Program is supported by 3,362 e-books and government documents and more than 1,374 print books. Further support is provided by the rapidly growing electronic databases related to occupational therapy practice, autism spectrum disorders, gerontology, deaf studies and disability studies.

Library faculty develop and maintain online subject and course research guides (portals) to assist student research. The Nursing Subject Guide provides a general list of research tools and resources for nursing courses. Course guides provide customized lists of research tools and resources for specific courses and are developed as needed. There are five course guides currently in use.

The Nursing ATB, BS, RN to BSN and MS degrees are directly supported by the CHP professional librarian. This individual provides face-to-face instruction (classes), individual and small group research consultations, and online query assistance to students. The CHP Librarian also develops and maintains the Nursing Research Guides. Additional support is available via the Library's Ask a Librarian service through which students and faculty submit queries to the entire corps of librarians.

Librarians support nursing faculty by developing and maintaining collections, assisting with the acquisition of course materials, providing research assistance for faculty scholarly pursuits, and providing course and program development support.

K. ADEQUACY OF PHYSICAL FACILITIES, INFRASTRUCTURE AND INSTRUCTIONAL EQUIPMENT

The proposed ELMS program will be offered in the current Department of Nursing facilities including classrooms, laboratories, and simulation rooms. The Department of Nursing houses a

state-of-the-art simulation lab with over 6,200 square feet dedicated to simulation learning. Simulation education supplements traditional clinical and didactic education. The lab spaces simulate a range of health care environments, from hospital to home settings. TU's Nursing Simulation Center has seven simulated lab spaces with accompanying control rooms. The center also houses designated debriefing rooms and a comprehensive health assessment lab for student learning.

Classroom space with embedded technology to accommodate both small and large groups of students support learning and engage students through innovative teaching-learning practices. Computer labs are available to support student learning and testing using ExamSoft© software. The current facilities are adequate to manage the proposed ELMS program.

In addition to the facilities available on campus, TU's Department of Nursing engages in collaborative agreements with a variety of hospitals and community practice sites to provide students with rich and robust clinical and experiential learning opportunities.

L. ADEQUACY OF FINANCIAL RESOURCES WITH DOCUMENTATION

Two full-time tenure track faculty are needed to support the expertise and teaching needs of the program. Beginning in the second year of the proposed program, these two faculty lines will help support student education surrounding the increasingly complex environment of healthcare delivery and safe patient care. Additional resources are needed to support entry level clinical and simulation needs of this program; therefore, a simulation technologist, clinical adjunct faculty and student success staff supports are required. With re-allocations from the existing master's program including nursing faculty and departmental operational support, in addition to program revenues, resources exceed expenditures for this program as indicated in the following tables.

TABLE 6: RESOURCES

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds¹	269,530	280,311	291,524	303,185	315,312
2. Tuition/Fee Revenue^{2, 3}	580,656	1,329,154	1,355,872	1,382,736	1,411,352
a. Annual Full-time Revenue of New Students³	378,048	888,994	915,712	942,576	971,192
Number of Full-time Students					
In-State	22	44	44	44	44
Out of State	2	4	4	4	4
Annual Tuition Rate - per credit³					
In-State	452	466	480	494	509
Out of State	935	963	992	1022	1053
Subtotal Tuition	378,048	888,994	915,712	942,576	971,192
Annual Fees					
University Fees	186,624	414,192	414,192	414,192	414,192
NURS Program Fees	15,984	25,968	25,968	25,968	25,968
Subtotal Fees	202,608	440,160	440,160	440,160	440,160
Total Full-time Revenue of New Students	580,656	1,329,154	1,355,872	1,382,736	1,411,352
b. Annual Part-time Revenue					
Number of Part-Time Students	0	0	0	0	0
3. Grants, Contracts & Other Sources³	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$850,186	\$1,609,465	\$1,647,396	\$1,685,921	\$1,726,664

Notes re: Resources Table

¹Reallocated funds include 3 FT nursing faculty FTEs (salary with fringe) and operational funds from the current graduate nursing program.

²Student cohorts are calculated at 90% in-state and 10% out-of-state.

³Tuition increases by 3% annually.

TABLE 7: EXPENDITURES

1. Total Faculty Expenses	420,524	766,744	797,414	829,311	862,483
(b + c below)					
a. #FTE	3.2	5.2	5.2	5.2	5.2
b. Total Salary ^{1,2}	269,510	460,290	478,702	497,850	517,764
c. Total Benefits (38% fringe rate)	102,414	174,910	181,907	189,183	196,750
d. Total Adjunct Faculty Support	45,000	121,800	126,672	131,739	137,008
e. Total Benefits - Adjunct Faculty	3,600	9,744	10,134	10,539	10,961
2. Total Administrative Staff Expenses	110,400	114,816	119,409	124,185	129,152
(b + c below)					
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary ¹ (simulation technologist)	80,000	83,200	86,528	89,989	93,589
c. Total Benefits	30,400	31,616	32,881	34,196	35,564
3. Total Support Staff Expenses	17,150	17,836	18,549	19,291	20,063
(b + c below)					
a. #FTE graduate assistant)	1.0	1.0	1.0	1.0	1.0
b. Total Salary ¹ - graduate assistant	9,050	9,412	9,788	10,180	10,587
c. Total Benefits					
d. Student Success Peer Tutor - salary (hourly wage) ¹	7,500	7,800	8,112	8,436	8,774
e. Student Success Peer Tutor - benefits	600	624	649	675	702
4. Equipment	75,000	15,000	15,000	15,000	15,000
5. Total Other Expenses	23,648	24,527	25,440	26,387	27,370
a. Simulation and laboratory support (standardized patients, disposable laboratory supplies, etc.) ¹	17,000	17,680	18,387	19,123	19,888
b. 'tuition waiver of graduate assistant ⁴	6,648	6,847	7,053	7,264	7,482
TOTAL (1-7)	\$646,722	\$938,924	\$975,812	\$1,014,174	\$1,054,068

Notes re: Expenditures Table

¹Salaries/costs increase by 4% per year.

²Two new faculty FTE's are required to support this graduate level program.

³One staff FTE is required to support the program's simulation education.

⁴Tuition waiver increases by 3% per year.

M. ADEQUACY OF PROVISIONS FOR EVALUATION OF PROGRAM

All graduate courses are submitted in TU's Curriculum Management System and are approved at the department, college and university levels prior to implementation. Following implementation, the proposed ELMS program will be assessed by several direct and indirect measures. Direct measures include student performance on the NCLEX-RN® licensure examination; retention rates; program completion rates; and employment rates. In addition, the department will continue seeking accreditation by the CCNE and, in so doing, will be evaluated on a regular basis for compliance with national standards for graduate nursing education.

Student learning outcomes will be measured yearly by performance on selected assignments in key courses (direct measures) and through student exit evaluations of the curriculum and program (indirect measures).

Course evaluations will be completed by students and faculty at the end of each semester and will provide an indirect measure of student and faculty satisfaction with the program and curriculum. The program, courses and assessment methods will be revised as needed based on the evidence collected during our review. The program assessment plan is attached as Appendix A.

Evaluation of faculty takes place using policies and procedures established by TU promotion, tenure/reappointment and merit committees and associated documents. Each faculty member completes an annual portfolio addressing progress in teaching, scholarship, and service with evaluation at the department, college, and university levels.

Clinical site and preceptor evaluation is completed by both faculty and students. Faculty evaluate clinical sites for adequacy before students begin their clinical courses. Students evaluate clinical faculty, clinical preceptors and clinical sites using a standardized evaluation tool.

The Department of Nursing Graduate Evaluation and Graduate Curriculum Committees will regularly review evaluation data to ensure program outcomes are achieved.

N. CONSISTENCY WITH THE STATE'S MINORITY STUDENT ACHIEVEMENT GOALS

TU strives to foster a diverse and inclusive campus community and the Department of Nursing shares in that mission. In fall 2019, of all students in the Department of Nursing, 10% identified as Asian, 17.5% as Black or African American, 56.5% White, 1.35% as 2 or more races and 3.7% reported their race as unknown (the remaining students chose not to respond).

In alignment with the state's minority student achievement goals, the creation of the proposed ELMS program is an innovative method to support continued educational advancement for students who have earned a bachelor's degree in another field and are seeking entrance into professional nursing practice. Since TU's Department of Nursing has a strong history of recruiting and retaining diverse students, the expectation is that the proposed ELMS program will recruit similarly diverse candidates as well.

O. RELATIONSHIP TO LOW PRODUCTIVITY PROGRAMS IDENTIFIED BY THE COMMISSION

Not applicable.

P. IF PROPOSING A DISTANCE EDUCATION PROGRAM, PLEASE PROVIDE EVIDENCE OF THE PROGRAM ADEQUACY IN ADDRESSING THE COUNCIL OF REGIONAL ACCREDITING COMMISSIONS (C-RAC) INTERREGIONAL GUIDELINES FOR THE EVALUATION OF DISTANCE EDUCATION (AS REQUIRED IN COMAR 13B.02.03.22C).

Not applicable.

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Appendix A

Program Assessment Plan

Status: Draft

Program: Nursing Entry Level

Degree: Masters

Assessment Cycle Starts: 7/1/20XX

Assessment Cycle Ends: 6/30/20XX

Locations and Modes of Delivery: Towson main campus via face-to-face, hybrid, and online

Student Learning Outcomes

(List the student learning outcomes (SLO). There should be at least three, with one aligned with the Middle State's requirement for students to achieve information literacy and technological competency. If there are more than 3 SLOs, you may select 3 outcomes for review in this current assessment cycle. Please underline the 3 outcomes selected.):

1. Incorporate knowledge from the sciences and humanities in the provision of care as an advanced generalist nurse in diverse settings.
2. Apply leadership skills in the coordination of care of diverse populations.
3. Collaborate with members of interdisciplinary teams to improve the quality and safety of care provided.
4. Apply research and evidence-based practice to improve the quality and safety of care.
5. Utilize information technology in the delivery and evaluation of nursing care.
6. Advocate for health policy to promote the health of diverse populations.
7. Demonstrate advanced clinical reasoning and health promotion in the provision of holistic nursing care.
8. Assess the economic impact of improved efficiency, quality and safety in healthcare.

TU Mission Alignment with Student Learning Outcomes

(Complete the table showing alignment of student learning outcome to the TU Mission and Middle States Expectations. Each student learning outcome may address more than one of the TU mission outcome.):

Student Learning Outcomes (3 required – additional outcomes optional)	Information Literacy and Technological Competency ¹	Effective Communication ²	Critical Analysis and Reasoning ²	Specialized knowledge in defined fields ²	Working in Multifaceted Work Environments ²	Local and Global Citizenship and Leadership ²
SLO 1: Knowledge			X	X	X	
SLO 2: Leadership			X	X	X	X
SLO 3: Collaboration	X	X		X	X	
SLO 4: Research	X		X	X		
SLO 5: IT	X	X	X	X		
SLO 6: Advocacy		X		X	X	X
SLO 7: Clin. Reasoning		X	X	X	X	
SLO 8: Economic Impact		X	X	X	X	X

¹Middle States

²Towson University Mission

Curricular Alignment with Student Learning Outcomes

(Complete the table showing alignment of curricular requirements and student learning outcomes. State which required courses provide opportunity for students to become proficient in each student learning outcome.):

Curriculum that addresses program learning outcomes	SLO 1: Knowledge	SLO 2: Leadership	SLO 3: Collaboration	SLO 4: Research	SLO 5: IT	SLO 6: Advocacy	SLO 7: Clin. Reasoning	SLO 8: Economic Impact
NURS 602 Basic Concepts in Nursing Quality and Safety	X	X	X	X				
NURS 608 The Science of Fundamental Nursing Care: A Population-based Perspective	X						X	
NURS 625 Biostatistics for Healthcare Research and Evidence-based Practice	X	X	X	X	X			
NURS 626 Advanced Concepts in Quality and Safety in Healthcare		X	X	X		X	X	X
HLTH 630 Epidemiology and Public Health	X	X	X		X	X		X
NURS 716 The Science of Comprehensive Adult Health Nursing: A Population-based Perspective							X	
NURS 720 Nursing Research for Evidence-based Practice and Quality Improvement	X	X	X	X	X			
NURS 722 Nursing Leadership and Management for the Advanced Generalist Nurse		X						
NURS 723 Practicum for the Advanced Generalist Nurse	X	X	X	X			X	
NURS 724 Health Policy: Implications for Population Health and Quality Improvement		X				X		X

Student Learning Outcomes, Assessment Measures & Targeted Performance

	Brief Description of Measure	
	Measure 1: Student Exit Survey <i>Through participation in the ELMS nursing program, I am prepared to:</i> Scale: 1 = strongly disagree to 5 = strongly agree	Measure 2 Includes NCLEX-RN licensure pass rate. Benchmark: 80% or more pass NCLEX-RN on first attempt and a course measure.
SLO 1: Knowledge	Exit Survey Item #1. Incorporate knowledge from the sciences and humanities in the provision of care as an advanced generalist nurse in diverse settings. <i>Benchmark: 90% or more will rate item as agree/strongly agree</i>	Grade earned on Poster Presentation in NURS 602 <i>Benchmark: 90% or more of students will earn an 80% or more on the Poster Presentation Assignment</i>
SLO 2: Leadership	Exit Survey Item #2. Apply leadership skills in the coordination of care of diverse populations. <i>Benchmark: 90% or more will rate item as agree/strongly agree</i>	Grade earned on the Organizational Critical Analysis paper in NURS 722 <i>Benchmark: 90% or more of students will earn an 80% or more on the Organizational Critical Analysis Paper</i>
SLO 3: Collaboration	Exit Survey Item #3. Collaborate with members of interdisciplinary teams to improve the quality and safety of care provided. <i>Benchmark: 90% or more will rate item as agree/strongly agree</i>	Grade earned on the QSEN Final Paper in NURS 602 <i>Benchmark: 90% or more of students will earn an 80% or more on the QSEN Final Paper</i>
SLO 4: Research	Exit Survey Item #4. Apply research and evidence-based practice to improve the quality and safety of care. <i>Benchmark: 90% or more will rate item as agree/strongly agree</i>	Grade earned on the Research Proposal in NURS 720 <i>Benchmark: 90% or more of students will earn an 80% or more on the Research Proposal</i>
SLO 5: IT	Exit Survey Item #5. Utilize information technology in the delivery and evaluation of nursing care. <i>Benchmark: 90% or more will rate item as agree/strongly agree</i>	Item 4.1 and 4.2 on the GCET in NURS 723 <i>Benchmark: 80% or more of students will earn a 3/4 or more on items 4.1 and 4.2 on the GCET</i>
SLO 6: Advocacy	Exit Survey Item #6. Advocate for health policy to promote the health of diverse populations. <i>Benchmark: 90% or more will rate item as agree/strongly agree</i>	Grade earned on the Policy Issue Paper in NURS 724 <i>Benchmark: 90% or more of students will earn an 80% or more on the Policy Issue Paper</i>

SLO 7: Clin. Reasoning	<i>Exit Survey Item #7. Demonstrate advanced clinical reasoning and health promotion in the provision of holistic nursing care. Benchmark: 90% or more will rate item as agree/strongly agree</i>	Grade earned on the Evidence-based Case Study assignment in NURS 716 <i>Benchmark: 90% or more of students will earn an 80% or more on the Evidence-based Case Study assignment</i>
SLO 8: Economic Impact	<i>Exit Survey Item #8. Assess the economic impact of improved efficiency, quality and safety in healthcare. Benchmark: 90% or more will rate item as agree/strongly agree</i>	Grade earned on the Quality and Safety Group project in NURS 626 <i>Benchmark: 90% or more of students will earn an 80% or more on the Quality and Safety Group project</i>

Student Learning Outcome & Collection Cycle

(For each outcome identify the cycle associated with the collection and analysis for each measure. Data collection and data analysis occur annually.):

	Collection Cycle	
	Measure 1	Measure 2
SLO 1: Knowledge	Each fall, spring & summer semester	Each fall, spring & summer semester
SLO 2: Leadership		
SLO 3: Collaboration		
SLO 4: Research		
SLO 5: IT		
SLO 6: Advocacy		
SLO 7: Clin. Reasoning		
SLO 8: Economic Impact		

Towson University
Department of Nursing
Master's of Science in Nursing
Curriculum Revision

MS in Nursing: Nursing Education Curriculum

MS in Nursing: Pre-licensure Curriculum

Graduate Nursing Core Courses	Graduate Nursing Core Revised Courses
NURS 601: Theoretical Foundations of Nursing Practice	NURS 608: The Science of Fundamental Nursing Care: A Population-Based Perspective
NURS 603: Nursing Research	NURS 720: Nursing Research for Evidence-based Practice and Quality Improvement
NURS 605: Nursing in Health Care Systems	NURS 724: Health Policy: Implications for Population Health and Quality Improvement
NURS 701: Advanced Population Based Health	NURS 718: The Science of Public Health Nursing: A Population-Based Perspective
NURS 802: Advanced Population Based Health Practicum	NURS 718C: The Practice of Public Health Nursing for the Advanced Generalist Nurse
HLTH 630: Epidemiology in Public Health Practice	HLTH 630: Epidemiology in Public Health Practice
NURS 600: Advanced Clinical Practice	Becomes: NURS 606: Advanced Pharmacology for Clinical Practice NURS 604: Health Assessment for the Advanced Generalist Nurse NURS 607: Advanced Pathophysiology
Graduate Elective	Graduate Elective

The following courses are specific to the Nursing Education curriculum and will no longer be offered once the current students graduate.

NURS 610: Curriculum Development in Nursing

NURS 612: Teaching and Learning in Nursing

NURS 713: Evaluation in Nursing Education

NURS 810: Teaching Practicum

The remaining courses in the pre-licensure program are included in the curriculum revision information.