July 26, 2021

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

Dear Secretary Fielder:

Enclosed please find our proposal to offer a Master of Science in Nursing, Adult-Gerontology Primary Care Nurse Practitioner (MSN/A-GNP) degree within the existing and approved Master of Science in nursing program. At this time, our health sciences programs are very popular and helping to address the state of Maryland needs. Moreover, NDMU is uniquely positioned to continue to prepare future leaders in the health sciences based upon our record of accomplishment in Nursing and Pharmacy. Guided by leadership within the School of Nursing, Notre Dame of Maryland University has designed a 44-credit-hour program of study. The A-GNP program will offer two delivery modalities—face-to-face and online. If approved, completion of the University's A-GNP program meets the educational requirements to apply for American Nurses Credentialing Center (ANCC) for Adult-Gerontology Primary Care Nurse Practitioner Certification (AGPCNP-BC®) and/or the American Academy of Nurse Practitioners (AANP) Adult-Gerontology Primary Care Nurse Practitioner (A-GNP) certification.

This degree program addresses the Maryland State Plan for Postsecondary Education, 2017-2021. The MSN/AG-PCNP program uses a holistic admissions process to select a talented and diverse student body thereby supporting the State's minority student achievement goals. Accessibility and affordability of education will be maintained, as the University does not charge out of state tuition. The Maryland Higher Education Commission State Plan: *Increasing Student Success with Less Debt 2017-2021* goals and strategies call for Access, Success and Innovation. The proposed program allows students access to an opportunity to enroll in and earn a professional degree that will support their advancement in the workforce meeting the critical need across Maryland.

Institution:	Notre Dame of Maryland University
Program:	Adult-Gerontology Primary Care Nurse Practitioner
Degree:	MSN
Contact person:	Suzan Harkness. Associate Vice President for Academic Affairs and Assessment 410-532-5316, sharkness@ndm.edu

If you have any questions about this new program, please do not hesitate to call. Thank you in advance for consideration of this proposal. Please find a check in the amount of $850.00 enclosed.

Sincerely,

Sr. Sharon Slear, Ph.D.
Provost and Vice President for Academic Affairs

Institution Submitting Proposal	Notre Dame of Maryland University
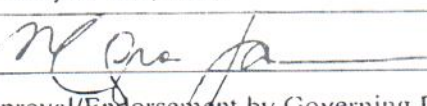
Each __action__ below requires a separate proposal and cover sheet.

- ● New Academic Program
- ○ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ● Yes ○ No	Payment Type: ○ R*STARS # ● Check #	Payment Amount: $850.00	Date Submitted: 7/26/2021

Department Proposing Program	School of Nursing	
Degree Level and Degree Type	Master of Science	
Title of Proposed Program	Adult-Gerontology Primary Care Nurse Practitioner	
Total Number of Credits	44	
Suggested Codes	HEGIS: 120300.00	CIP: 513803.0000
Program Modality	● On-campus	● Distance Education (*fully online*)
Program Resources	● Using Existing Resources	○ Requiring New Resources
Projected Implementation Date	● Fall ○ Spring ○ Summer	Year: 2022
Provide Link to Most Recent Academic Catalog	URL: https://www.ndm.edu/academics/course-catalog	

Preferred Contact for this Proposal	Name:	Suzan Harkness, Ph.D.
	Title:	Associate Vice President for Academic Affairs
	Phone:	(410) 532-5316
	Email:	sharkness@ndm.edu

President/Chief Executive	Type Name: Marylou Yam, Ph.D.	
	Signature:	Date: 07/26/2021
	Date of Approval/Endorsement by Governing Board:	

Revised 1/2021

NOTRE DAME OF MARYLAND UNIVERSITY
Baltimore, Maryland
Academic Program Proposal Submitted to the Maryland Higher Education Commission
MSN/Adult-Gerontology Primary Care Nurse Practitioner

Pursuant to COMAR 13.B.02.03.03D(1) & 13B.02.03.06, Notre Dame Maryland University ("NDMU" or "the University") is pleased to submit a proposal for an Adult-Gerontology Primary Care Nurse Practitioner ("AG-PCNP") program within the existing and approved Master of Science in Nursing ("MSN") program (Proposed HEGIS:120300; CIP: 51.3803). NDMU's School of Nursing has designed a 44-credit hour program of study to be completed part-time over approximately 27 months (7 semesters). The MSN/AG-PCNP program will offered via face-to-face and online modalities. NDMU's MSN/AG-PCNP program curriculum meets the educational requirements to apply for American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners (AANP) A-GNP certification.

The following academic proposal describes the market need, the curriculum design with the student learning outcomes, the evaluation plans to ensure quality, and the resources needed to launch an accredited MSN/AG-PCNP program. The program analysis indicates the strong likelihood of success in meeting the students' learning goals and establishing the effectiveness of the program.

A. **CENTRALITY TO INSTITUTIONAL MISSION STATEMENT AND PLANNING PRIORITIES**
   The mission of Notre Dame of Maryland University (NDMU) is "to educate leaders to transform the world. Embracing the vision of the founders, the School Sisters of Notre Dame, the University promotes the advancement of women and provides a liberal arts education in the Catholic tradition. Notre Dame challenges women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others, and to promote social responsibility" (http://www.ndm.edu/about-us/mission-social-responsibility).

   Notre Dame has developed a well-defined niche among Maryland nursing schools in educating nurses through deep caring connections with patients, students, colleagues, and the discipline of nursing. Nursing is imagined and known through caring authentic presence with others and multiple ways of knowing. Nursing is a presence to life lived with those entrusted to our care, a beacon, attentive to the extraordinary in the mundane and boldly entering questions of meaning. The proposed program is inspired by the longstanding commitment of our founding School Sisters of Notre Dame to the underserved and features a unique focus on caring for persons from populations who are medically underserved in Maryland.

   The program is grounded in the Catholic liberal arts tradition and guided by the philosophy and theoretical perspectives of Caring Science scholars such as Jean Watson, Anne Boykin, Marilyn Ray, and Madeline Lienenger. This commitment to the Caring Curriculum sets the School of Nursing apart from other schools of nursing in Maryland. Caring Science provides nurses with an authentic way to move beyond the conventional model of medical science by acknowledging caring as central to nursing, embracing relationships, appreciating multiple ways of knowing, and focusing on human-to-human caring (Watson, 2008).1 Caring Science emphasizes the importance of the transpersonal relationship

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1 Watson, J. (2008) Nursing: The Philosophy and Science of Caring. Revised Edition, University Press of Colorado, Boulder.

between the nurse and the patient, and the use of this relationship as a means for healing through caring. This intentional focus on students and transformation distinguishes the NDMU School of Nursing from traditional models of nursing education.

The AG-PCNP program within the existing MSN program aligns with the University's and School of Nursing's mission in terms of providing graduate nursing education that promotes intellectual and professional excellence through socially responsible service to the community and society, but also in providing advances to the nursing profession through its graduates' contributions to evidence-based research in practice settings. Given the recent global health crisis where pandemics, disease, and natural disasters impact lives, health, and well-being, educating advanced practice nurses is critical for the care and service of adult and older adult individuals in Maryland and beyond. The School of Nursing designed the MSN/AG-PCNP program to prepare advanced practice nurses who are academically and experientially prepared to provide and plan care in primary care settings for adults and older adults while serving in a leadership role to collaborate with other healthcare professionals to identify and implement strategies to develop processes to deliver effective and efficacious primary health care.

The American Association of Colleges of Nursing (AACN) notes the importance of nursing education to society in their position statement *Academic Progression in Nursing: Moving Together Toward a Highly Educated Nursing Workforce* (https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Academic-Progression-in-Nursing). "Research has shown that lower mortality rates, fewer medication errors, and positive patient outcomes are all linked to nurses prepared at the baccalaureate and higher degree levels. As health care continues to shift to a population-focused, community-based approach to care, the health system needs registered nurses (RNs) who can practice across multiple settings and function at higher levels as advanced healthcare providers" (AACN Fact Sheet: The Impact of Education on Nursing Practice, 2019).[2]

The Institute of Medicine's (IOM) publication, Future of Nursing (2010),[3] articulated the need for advanced practice RNs to practice to the fullest extent of their scopes of practice to meet the changing demands of health care consumers (Becker & Doherty, 2013; Chism, 2013). The IOM report spurred conversations on a national level among nursing and other healthcare organizations over the last 10 years regarding a need for advanced practice clinicians, such as nurse practitioners.

The University's 2020-2025 Strategic Plan – *Going Beyond: Vision 2025* – calls for NDMU to "Advance inclusive transformational education & student engagement and success" (https://www.ndm.edu/about-us/accreditation-strategic-plan/strategic-plan). The plan calls for innovative academic program development to respond to workforce and market demands, particularly in the areas of healthcare preparation. The University is focused on expanding its healthcare offerings to complement existing programs in pharmacy and nursing, as well as new programs in occupational therapy and physician assistant.

The MSN/AG-PCNP program enacts the mission and strategic plan of the University through curricula that mixes didactic and clinical opportunities while building upon a strong foundation in liberal arts, the catholic intellectual traditions and social teaching. The MSN/AG-PCNP program develops expertise in

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2 https://www.aacnnursing.org/News-Information/Fact-Sheets/Impact-of-Education
3 https://onlinelibrary.wiley.com/doi/full/10.1111/j.1742-7924.2010.00168.x

this area of specialized advanced nursing practice, builds professional competence and evidence-based interventions, and advances leadership development in healthcare.

The MSN/AG-PCNP curriculum creates societal impact through the preparation of critical thinkers who are dedicated to families and communities in their promotion of health with a distinctive understanding of people as reflective, spiritual beings. The program also promotes advanced practice nurses who are proficient at incorporating nursing and caring theory, caring science, and evidence-based practice in the design of socially responsible service to others that leads to effective healthcare delivery, which contributes to inclusive communities.

The design of the curriculum and admission processes address the Maryland State Plan for Postsecondary Education, 2017-2021. The MSN/AG-PCNP uses a holistic admissions process to select a talented and diverse student body thereby supporting the State's minority student achievement goals. Accessibility and affordability of an MSN/AG-PCNP education will be maintained as the University does not charge out of state tuition.

Resources for the new program will be drawn from the existing budget through the Office of the Provost and and from tuition revenue. A Program Director will be compensated for managing and leading the program, in addition to other faculty and other staff. See Section L, Tables 1 and 2.

NDMU has committed resources for administrative and financial management for the proposed MSN/AG-PCNP program. Program specific administrative and faculty support will be hired to oversee and implement the program. In addition to the University's normal business units (i.e. Human Resources, Registrar, Financial Aid, Business Office etc.), NDMU's Office of Information Technology and the Faculty Resource Center will be providing technical guidance and support to faculty and students.

NDMU is committed to offering and providing opportunities for completion of the MSN/AG-PCNP program. If the program should be discontinued, NDMU will teach out the program and provide the necessary courses and resources so students will be conferred on a regular schedule.

B. CRITICAL AND COMPELLING REGIONAL OR STATEWIDE NEED AS IDENTIFIED IN THE STATE PLAN

In the modern era of public health, often referred to as Public Health 3.0, the next generation of leaders must be multi-skilled practitioners prepared to address problems locally, regionally, nationally, and around the world. The Association of American Medical Colleges estimates the country will need between 46,900 and 121,900 physicians by 2032 as the demand for physicians continues to grow faster than supply.[4] Shortages are expected to be more serious in areas where there are higher numbers of rural or underserved populations.

The Health Resources and Services Administration ("HRSA") completed a study in November 2016 related to pending physician shortages and indicated that the answer to the growing physician shortage may be an increase in Physician Assistants and Nurse Practitioners to fill the gap. The projected shortage of primary care physicians across the nation calls for new delivery system changes and full utilization of

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4 Association of American Medical Colleges, 2019 Update: The Complexities of Physician Supply and Demand: Projections from 2017 to 2032. April 2019.

nurse practitioners to meet urgent healthcare needs (https://bhw.hrsa.gov/sites/default/files/bureau-health-workforce/data-research/primary-care-national-projections-2013-2025.pdf).

According to the Maryland Department of Health's 2016 Primary Care Needs Assessment, the State of Maryland had 32 primary care Health Professional Shortage Areas (HPSA) designations. Baltimore City had 11 of the state's 32 primary care designations, encompassing 42.3 percent of the city's population.[5] NDMU's AG-PCNP program is a pipeline to help address the gap in the State of Maryland and regionally, particularly in the service of underserved populations.

NDMU's review of the literature, data, and community outreach indicate the need for an AG-PCNP program that attracts students who want to live and work in underserved areas, and NDMU's program would be well supported by the medical community through clinical site placement, teaching and advisement.

The goals and strategies of the Maryland Higher Education Commission's ("MHEC") Maryland State Plan for Postsecondary Education: *Increasing Student Success with Less Debt 2017-2021* call for Access, Success and Innovation. Particularly, the State Plan calls for institutions to "Promote and implement practices and policies that will ensure student success" and "Foster innovation in all aspects of Maryland higher education to improve access and student success." NDMU's proposed MSN/AG-PCNP addresses the following strategies:

- Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning.
- Strategy 8: Foster innovation in all aspects of Maryland higher education to improve access and student success.
- Strategy 11: Encourage a culture of risk-taking and experimentation.

The development of NDMU's proposed MSN/AG-PCNP program is grounded in calls from the healthcare community for additional practitioners. The proposed MSN/AG-PCNP program provides students' access to enroll in and earn an advanced nursing degree that will support their progression in the workforce meeting this critical need across Maryland for adult-gerontology primary care nurse practitioners. The program will provide a high-quality affordable degree program that fosters innovation and includes support services to ensure student success. Support services are designed to facilitate on-time degree completion, include career planning and advising, and faculty provide pedagogical options that serve the needs of today's students. All students will be assigned a faculty advisor responsible for working closely with each student to ensure that he/she follows a curriculum plan that meets his/her goals and ensures progression and graduation within the University's accepted timelines.

NDMU has a long history in professional health education and has extensive relationships and experience in seeking, arranging, and placing its students into a variety of fieldwork sites. For example, NDMU's School of Pharmacy has partnerships with 46 hospitals and 3 long-term care facilities in the region. Similarly, the School of Nursing (which recently celebrated its 40th anniversary) has partnerships with 22 hospitals. NDMU's Doctorate in Occupational Therapy program, recently approved in 2018 and pending provisional accreditation, has secured over 60 letters of commitment from healthcare organizations across the State to serve as fieldwork placement site partners. NDMU will utilize these

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5 Maryland Department of Health and Mental Hygiene, 2016 Primary Care Needs Assessment. March 31, 2016.

existing relationships and will expand and develop new partnerships to support the AG-PCNP program.

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

Economists have found that despite the soaring cost of attending college, the financial benefits of higher education still outweigh the expenses (https://www.bls.gov/opub/mlr/2014/beyond-bls/isa-colleg-degree-still-worth-it.htm). In fact, although students have been paying more to attend college—trends that have led many observers to question whether a college education remains a good investment, an analysis of earnings since the 1970's demonstrates that a college degree leads to higher lifetime earnings. Researchers conclude that college still remains a good investment because the wages of those Americans without a degree have been falling, keeping the college wage premium near an all-time high.

As the U.S. population rapidly ages, access to appropriate care for the elderly is imperative to maintaining the health and quality of life for this large segment of the nation's population. Based on prior scientific research, HRSA modeled the future need for geriatricians. HRSA's April 2017 report, *National and Regional Projections of Supply and Demand for Geriatricians 2013-2025,* projected that all regions of the U.S. would have a shortage of geriatricians. NDMU's proposed MSN/AG-PCNP program would serve to address an enlarging shortfall in MD and regionally.

The Bureau of Labor Statistics (BLS) under the U.S. Department of Labor (DOL), projects an increase of nurse practitioner ("NP") jobs from 211,300 in 2019 to 322,000 in 2029, an increase of 110,700 jobs (52%) nationally. Combined with 242,000 estimated occupational separations over ten years (24,200 annually), BLS projects 352,700 openings over ten years, or 35,270 annual openings. BLS has ranked Nurse Practitioner as #2 in its list of *Fastest Growing Occupations* (*https://www.bls.gov/emp/images/growing_occupations.png*).

The American Association of Colleges of Nursing ("AACN") reported in its latest "Enrollment and Graduations" 2019-2020 report that 32,720 students graduated from NP programs across the country. Comparing this information to BLS data indicates a 2,550 national annual average graduate shortfall.

AACN data also indicates that there are a high number of applicants and an insufficient number of slots available in educational programs. For 40,199 available seats for Master-level and Doctoral-level NP programs, there were 79,625 applications meeting admission criteria.

In Maryland, the Maryland Department of Labor ("MDOL") projects an increase in NP jobs from 3,959 in 2018 to 5,315 in 2028, an increase of 1,356 jobs (34%). Combined with 2,476 estimated occupational separations over ten years (~250 annually), MDOL projects 3,832 openings over ten years, or 383 annual openings. MDOL estimates that in 2019 there were 3,680 PAs employed in the state and reported an average salary of approximately $110,980 (https://www.dllr.state.md.us/lmi/wages/2401000024/29-1171.htm). MDOL has labeled NPs as one of its "hot jobs" (https://mwejobs.maryland.gov/admin/gsipub/htmlarea/uploads/HotJobsBrochure.pdf).

According to MHEC's Academic Program Inventory and *Trends in Degrees and Certificates by Program Report* (2019), Maryland currently has six colleges or universities approved to offer NP programs. In

2019, degree production is estimated at 157 degrees annually (3-YR rolling average of graduates). Compared to MDOL data, this leads to the conclusion of an average annual shortfall of 226 graduates.[6]

However, according to the MHEC Academic Program Inventory and institution websites, there are only two colleges or universities offering AG-PCNP related programs in the State. Both programs are at the doctoral-level. NDMU's MSN/AG-PCNP program would provide access to students seeking to enroll in an institution with a distinctly different profile, expanding the inclusive nature of the graduate pool of nurse practitioners across Maryland.

Indeed.com advertised 497 nurse practitioner jobs on January 24, 2021 for the state of Maryland (https://www.indeed.com/jobs?q=nurse+practitioner&l=Maryland).

The rapid rate of growth and demand for primary care practitioners will be affected by a host of factors, including population growth, the aging of the nation's population, overall economic conditions, expanded health insurance coverage, changes in health care reimbursement, geographic location, and health workforce availability. The Biden administration's commitment to the Affordable Care Act further assures the University that demand for AG-PCNP in primary care will continue to increase.

Projected enrollment in the MSN/AG-PCNP program is included in Section L.

D. REASONABLENESS OF PROGRAM DUPLICATION, IF ANY

A review of the MHEC Academic Program Inventory and institution websites indicate that there are currently two other Maryland colleges or universities – Johns Hopkins University (JHU) and the University of Maryland Baltimore (UMB) – approved to offer an AG-PCNP related program. However, both programs are offered at the doctoral-level as opposed to the masters-level. The entry level AG-PCNP at the doctoral degree level, at 77 and 80 credits respectively (compared to NDMU's MSN AG-PCNP at 44 credits), may narrow the potential applicant pool considerably and leaves a gap that NDMU's proposed MSN/AG-PCNP program will fit.

Due to accreditation and licensure requirements, NDMU's proposed AG-PCNP and existing related programs are bound to contain certain similarities, including program objectives, curricular elements, etc. Comparable professional preparation programs in the health sciences, including occupational therapy, physician assistant, and physical therapy are explicitly similar across different institutions given the educational outcomes required for licensure. However, in the MSN/AG-PCNP program curriculum, students will integrate ways to promote behaviors that support lifestyle changes to prevent disease and promote health, not simply to manage disease. A distinctiveness of this program is that students will learn and implement characteristics of lifestyle wellness coaching and motivational interviewing to reduce risk for chronic diseases with strong links to lifestyle choices. Faculty will introduce strategies and salient theoretical aspects related to non-adherence and relapse in practice-focused courses. Additionally, students will have occasions to explore the use of complementary practices that may augment standard treatments.

Despite the fact that there are two currently operating educational programs for AG-PCNP in the State, NDMU contends that our proposed MSN/AG-PCNP program would not constitute "unreasonable

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6 The BLS/AACN & MDOL/MHEC data presented is for all specializations of nurse practitioner. There are several different specializations of nurse practitioners, AG-PCNP being one of them, that are not able to be disaggregated by the available data. Assumes ½ of BSU's & FSU's MSN graduates are enrolled in NP.

program duplication which would cause demonstrable harm to another institution" pursuant to §11-206 of the Education Article of the Annotated Code of Maryland. NDMU's MSN/AG-PCNP program is a timely example of reasonable program duplication to increase the pipeline of graduates to meet a compelling State workforce need and address service gaps in the State of Maryland and regionally, particularly in the service of underserved populations. See Section C for additional information on workforce demand/supply.

NDMU is confident in its ability to secure adequate site placements for its students. As previously referenced, NDMU's School of Pharmacy has partnerships with 46 hospitals and 3 long-term care facilities in the region. Similarly, the School of Nursing (which recently celebrated its 40th anniversary) has partnerships with 22 hospitals. NDMU's Doctorate in Occupational Therapy program, recently approved in 2018 and pending provisional accreditation, has secured over 60 letters of commitment from healthcare organizations across the State to serve as fieldwork placement site partners. NDMU will utilize these existing relationships and will expand and develop new partnerships to support this new professional degree program.

Moreover, NDMU, with a traditional women's college and a 40% University-wide minority student population, will provide a pathway for women and minority students both traditional and nontraditional to enter the MSN/AG-PCNP program and prepare for a fulfilling and critical demand occupation.

E. RELEVANCE TO THE IMPLEMENTATION OR MAINTENANCE OF HIGH-DEMAND PROGRAMS AT HBIs

Currently, none of the four Historically Black Colleges and Universities ("HBCUs") in the State of Maryland offer an AG-PCNP related program at the graduate level. NDMU's proposed MSN/AG-PCNP program should have no impact on any HBCU programs.

NDMU's proposed AG-PCNP program includes a specific different curriculum, it will also be offered in dual modality - online as well as face-to-face. NDMU's proposed AG-PCNP program will be focused on the underserved, conducted in the Catholic liberal arts tradition, and guided by the philosophy and theoretical perspectives of Caring Science. As previously mentions in section D. a distinctiveness of this program is that students will learn and implement characteristics of lifestyle wellness coaching and motivational interviewing to reduce risk for chronic diseases with strong links to lifestyle choices.

This commitment to the Caring Curriculum sets the School of Nursing apart from other schools of nursing in Maryland. Caring Science provides nurses with an authentic way to move beyond the conventional model of medical science by acknowledging caring as central to nursing, embracing relationships, appreciating multiple ways of knowing, and focusing on human-to-human caring (Watson, 2008).[7] Caring Science emphasizes the importance of the transpersonal relationship between the nurse and the patient, and the use of this relationship as a means for healing through caring. This intentional focus on students and transformation distinguishes the NDMU School of Nursing from traditional models of nursing education.

F. RELEVANCE TO THE SUPPORT OF THE UNIQUENESS AND INSTITUTIONAL IDENTITIES AND MISSIONS OF HBIs

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7 Watson, J. (2008) Nursing: The Philosophy and Science of Caring. Revised Edition, University Press of Colorado, Boulder.

Three of the State's four HBCUs offer a Master of Science in Nursing. However, none of these programs have a master's program with a specialized focus in adult-gerontology primary care. Given the aging population nationally, the AG-PCNP program focusing on the underserved individuals in urban and rural settings will fill a critical need in Maryland.

An appropriate student for the MSN/AG-PCNP program would apply after completing a Bachelor of Science in Nursing degree at any offering undergraduate institution, including at any of the State's HBCU. The proposed program would not directly affect the implementation, maintenance, uniqueness, identity, or mission of these institutions.

G. ADEQUACY OF CURRICULUM DESIGN PROGRAM MODALITY, AND DELIVERY TO RELATED LEARNING OUTCOMES CONSISTENT WITH REGULATION 3.10 OF COMAR

The MSN/AG-PCNP program was developed with input from nursing faculty and nurse practitioners who understand the need for and value of this program to support Maryland's, especially the city of Baltimore's, healthcare needs. The MSN/AG-PCNP program, that includes an online and face-to-face delivery option, will increase access to educational opportunities for professional RNs to become advanced practice nurses in primary care. The proposed face-to-face and online delivery method will provide flexibility for students to have work-life balance. Students may face competing obligations that make online learning more convenient, such as raising children, serving as a primary caregiver to parents and/or grandparents, and being the primary household income earner. Both younger and more seasoned professional RNs could potentially be best served by an online delivery format. On the other hand, some students may prefer consistent face-to-face interactions on the same evening and time throughout the program. Regardless of the delivery method, the program of study will be exactly the same.

The curriculum focuses on a learner-centered, active and interactive pedagogy which helps students make connections between what is learned didactically and what is learned in practicums. The curriculum rests on the principle that deep learning is an intentional active process. An environment of mutual trust is created between student and faculty who both share responsibility to take ideas and construct higher levels of understanding. Faculty serve as facilitators of learning. Learning-centered experiences with rigorous program and faculty expectations and engaged students result in high-level thinkers who are prepared for real-world advanced nursing practice.

Student Learning Goals For The MSN/AG-PCNP Program

The MSN/AG-PCNP student learning objectives are connected with the accreditation content standards established by the Commission on Collegiate Nursing Education (CCNE). The CCNE has set forth the following statement to guide content in graduate nursing programs. "All master's degree programs incorporate *The Essentials of Master's Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program."

The specific learning objectives are measured regularly. Upon completion of the MSN/AG-PCNP Program, the graduate will have met all of the learning goals and demonstrated professional behaviors as an adult-gerontology nurse practitioner.

Student Learning Outcome Analysis For the MSN/AG-PCNP Program

The MSN/AG-PCNP student learning outcomes for the program are evaluated through course level evaluation, curricular level evaluation, scholarship production, and practicum performance.

MSN/AG-PCNP Student Learning Outcomes

Presence
Create a space for leaders in advanced roles for 'being-with' students, staff, and other health care colleagues that reveals authentic nursing presence.

Praxis
Demonstrate and cultivate excellence in leadership praxis through the synthesis of research, theory, and reflective practice.

Advocacy
Lead change by serving as an active voice for nurses and nursing with patients, families, communities, and organizations regarding health policy and social justice within an ethical framework.

Scholarship
Create an environment that promotes critical inquiry through multiple ways of knowing.

Self-Care
Nurture a place for healing, personal and professional growth, and a culture of caring for self and others.

Leadership
Foster an environment of excellence and courage for staff and student colleagues to interpret the evidence through the lens of multiple ways of knowing.

Program of Study

The Master of Science in Nursing in Adult-Gerontology Primary Care Nurse Practitioner program prepares graduates to facilitate health promotion, protection and disease prevention to adolescents and the entire adult-gerontology age spectrum. The program develops professionals with the necessary knowledge and skills to provide health promotion and preventive care as well as the diagnosis and treatment of chronic and acute primary healthcare problems. The proposed MSN/AG-PCNP Course Sequence - Program includes a total of 44 credit hours.

MSN Core Courses

NUR – 500 Introduction to Scholarly Caring Inquiry	3 credits
NUR – 501 Theoretical Foundations of Nursing	3 credits
NUR – 542 Advancing Caring Science through Scholarly Inquiry	3 credits
NUR – XXX Seminar: Caring Leadership for Healthcare	1 credit
NUR – XXX **Practicum/Capstone**: Caring Leadership for Healthcare	3 credits
	13 credits

Core Advanced Practice Courses

NUR – XXX Advanced Clinical Pharmacology	3 credits
NUR – XXX Advanced Pathophysiology	3 credits
NUR – XXX Advanced Health Assessment & Diagnostic Reasoning	4 credits
NUR – XXX Population Health for Advanced Nursing Practice	3 credits
	13 credits

AG-PCNP Specialty Track Courses

NUR – XXX APN Management: Adults in Community Primary Care I	3 credits
NUR – XXX NP **Practicum:** Adults in Community Primary Care Primary Care I	3 credits
NUR – XXX APN Management: Adolescents to Adult-Gerontology Primary Care II	3 credits
NUR – XXX NP **Practicum:** Adolescents to Adult-Gerontology Primary Care II	3 credits
NUR – XXX APN Management: Adult-Gerontology for Diverse Populations	3 credits
NUR – XXX NP **Practicum:** Adult-Gerontology for Diverse Populations	3 credits
	18 credits

Total Credit Hours: 44 credits

MSN Core Course Descriptions

NUR – 500 Introduction to Scholarly Caring Inquiry   3 credits

This course explores foundations of scholarly inquiry in nursing within the context of caring science through the structure and process of circle practice. The course emphasizes the scholarly practices of closely reading text, making connections with scholarly literature and lived experience, synthesizing scholarly thought, and writing. Students strictly adhere to the rules of style of the American Psychological Association (APA) for guidance in the writing process, including ethics of authorship.

NUR – 501 Theoretical Foundations of Nursing   3 credits

Focuses on the exploration of nursing knowledge development to include philosophy, theories, and conceptual models designed to guide patient care, inform health care delivery system decision-making, educational programming and nursing administration.

NUR – 542 Advancing Caring Science through Scholarly Inquiry   3 Credits

This course provides the opportunity to engage in enhanced critical inquiry activities as they analyze, interpret, and evaluate research studies. Emphasis rests on problem identification; design principles; and accessing, analyzing, disseminating and applying nursing research. Students will explore current evidence to guide the development of a research proposal grounded in caring science in their area of interest.

NUR – XXX Seminar: Caring Leadership for Healthcare   1 credit

This course provides an overview of the Advanced Practice Nurse (APN) roles including past and present trends relevant to understanding leadership functions and organization of health care delivery systems. Provides opportunities to examine multiple leadership theories, styles and approaches in nursing with emphasis on the interrelationships among leaders, followers and the entire multi-disciplinary team.

NUR – XXX Practicum/Capstone: Caring Leadership for Healthcare   3 credits

Explores the role of the APN within the healthcare system. Students use evidence and critical thinking to analyze clinical and ethical issues, organizational challenges, and policy limitations emerging from practice. Supervised exposure to evidence-based practice offers students the basis for self-reflection

leading to increased self-mastery, professional integrity, and ethical decision-making to help their transition from clinical expert to the advanced practice role. **Requires 135 hours**

Advanced Practice Core Courses

NUR – XXX Advanced Clinical Pharmacology   **3 credits**

Advanced study of the actions and effects of drugs on the human system throughout the life cycle. Examines the pharmacotherapeutic properties of all broad categories of agents with a focus on pharmacokinetic and pharmacodynamic principles, therapeutic and adverse effects, drug interactions, cost, and evidence-based prescribing guidelines. Enables students to safely and appropriately select pharmacologic agents for the management of common acute and chronic health problems of diverse populations.

NUR – XXX Advanced Pathophysiology   **3 credits**

Provides students an understanding of pathophysiology related to human illness, disease prevention and treatment within a systems framework. Utilizing knowledge of the basic sciences and clinical nursing experience, critical thinking processes are used to analyze diverse client presentations of selected illness for symptomatology, pathophysiology and health care implications. Current research and theories that deal with physiologic and pathophysiologic topics are included.

NUR – XXX Advanced Health Assessment and Diagnostic Reasoning   **4 credits**

This course helps students acquire knowledge and skills in the conduct of a comprehensive health assessment including the physical, psychological, social, functional and environmental aspects of health. Data collection, interpretation, documentation and dissemination of assessment data is studied. Techniques of interview, observation, percussion, palpation, inspection and auscultation in assessing clients across the lifespan are reviewed in simulated and learning environments. Students develop clinical reasoning skills to begin to formulate differential diagnoses.

NUR – XXX Population Health for Advanced Nursing Practice   **3 credits**

Study of advanced nursing perspectives while providing population-based healthcare with an emphasis on utilizing evidence-based strategies across the lifespan. Students explore concepts of health, health promotion, and disease prevention related to age and cultural values with consideration of community perspectives regarding risk reduction strategies and the health-illness continuum.

AG-PCNP Specialty Course Descriptions

NUR – XXX APN Management: Adults in Community Primary Care I   **3 Credits**

Addresses the diagnosis and management of selected common acute and chronic health care problems of adults in the community/primary care setting. Prevention, screening, diagnosis, treatment, management and counseling adult patients provide the framework for students to enhance evidenced-based clinical decision-making and reasoning skills. Quality, cost-effectiveness and safety are incorporated into the formation of patient-centered management plans. Critical thinking and diagnostic reasoning processes are addressed for select episodic and chronic illness in primary care.

NUR – XXX NP Practicum: Adults in Community Primary Care I   **3 Credits**

A clinical experience providing opportunities to utilize core nurse practitioner skills in the community that include health promotion, health protection, and/or disease prevention programming. Students refine skills in evaluation, diagnosis, treatment and management of common episodic and chronic health problems seen in primary care.

Requires 195 hours (Approximately 15 hours per week for 13 weeks)

NUR – XXX APN Management: Adolescents to Adult-Gerontology Primary Care II   **3 Credits**

Addresses the diagnosis and management of selected common acute and chronic health care problems in the late adolescent through older adult populations. Prevention, screening, diagnosis, treatment, management and counseling adult patients provide the framework for students to enhance evidenced-based clinical decision-making and reasoning skills. Quality, cost-effectiveness and safety are incorporated into the formation of patient-centered management plans. Critical thinking and diagnostic reasoning processes are addressed for select episodic and chronic illness in primary care.

NUR – XXX NP Practicum: Adolescents to Adult-Gerontology Primary Care II   **3 Credits**

A clinical experience providing students opportunities to refine primary care skills including appropriate documentation, differential diagnosis, case presentation and applications of technology with consideration to cost-effective evidence-based approaches to safe care that impact the health of adolescent through older adult populations.

Requires 195 hours (Approximately 15 hours per week for 13 weeks)

NUR – XXX APN Management: Adult-Gerontology and Diverse Populations   **3 Credits**

Prepares nurse practitioners to create a culture of quality improvement and patient safety for diverse adults and geriatric populations. Research and evidence-based practice are utilized to evaluate current models of quality and patient safety in the context of national trends and healthcare priorities. Special emphasis is placed on the unique needs of diverse adult and geriatric populations.

NUR – XXX NP Practicum: Adult-Gerontology and Diverse Populations   **3 Credits**

A clinical experience providing opportunities to utilize core nurse practitioner skills in evaluation, diagnosis, and management of complex, multi-system health problems in primary care with diverse adult populations. Application of models of quality and patient safety is emphasized including the impact of cultural traditions, alternative treatments and socioeconomic policies that affect the delivery of care. Students transition toward more independent and comprehensive practice.

Requires 195 hours (Approximately 15 hours per week for 13 weeks)

AG-PCNP Program Competencies

The MSN/Nurse Practitioner (NP) Program is organized into nine broad-based competency areas as defined by the National Organization of Nurse Practitioner Faculties (NONPF, 2012):

1. Scientific Foundation
2. Leadership
3. Quality

4. Practice Inquiry
5. Technology and Information Literacy
6. Policy
7. Health Delivery System
8. Ethics
9. Independent Practice

The AG-PCNP program builds on the NP core competencies, as listed above, to focus on young to older adults, including the frail elderly. The program is designed to meet the Adult Primary Care NP Competencies. (See: Adult Primary Care NP Competencies, 2016).

The tables in the next section crosswalks the AG-PCNP program of study courses with the National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner core competencies.

Nurse Practitioner Core Competencies	Seminar: Leadership	Prac/Capstone: Leader	XXX Clin Pharm	500 Intro Sch Caring	501 Theory	Pathophysiology	Adv Health Assess	542 Adv Car Sch Inq	XXX Pop Health	Adults Comm Pr Care I	Adults Comm Pr Care I	Adol/Adult Pr Care II	Adol/Adult Pr Care II	Adult/Geri Div Pop	Adult/Geri Div Pop Prac
Scientific Foundation Competencies															
Critically analyzes data and evidence for improving advanced nursing practice		•	•	•	•	•	•	•	•	•		•		•	
Integrates knowledge from the humanities and sciences within the context of nursing science.			•	•	•		•	•	•			•		•	
Translates research and other forms of knowledge to improve practice processes and outcomes			•	•	•		•	•	•			•		•	
Develops new practice approaches based on the integration of research, theory, and practice knowledge.			•	•	•	•		•	•	•		•		•	
Leadership Competencies															
Assumes complex and advanced leadership roles to initiate and guide change.	•	•									•		•		•
Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.	•	•									•		•		•
Demonstrates leadership that uses critical and reflective thinking.	•	•									•		•		•
Advocates for improved access, quality and cost-effective health care.	•	•									•		•		•
Advances practice through the development and implementation of innovations incorporating principles of change.	•	•													

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Nurse Practitioner Core Competencies

Competency	Seminar: Leadership	Prac/Capstone: Leader	XXX Clin Pharm	500 Intro Sch Caring	501 Theory	Pathophysiology	Adv Health Assess	542 Adv Car Sch Inq	XXX Pop Health	Adults Comm Pr Care I	Adults Comm Pr Care I	Adol/Adult Pr Care II	Adol/Adult Pr Care II	Adult/Geri Div Pop	Adult/Geri Div Pop Prac
Communicates practice knowledge effectively, both orally and in writing.	●	●		●	●	●		●							
Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.	●	●													
Quality Competencies															
Uses best available evidence to continuously improve quality of clinical practice.						●			●			●		●	●
Evaluates the relationships among access, cost, quality, and safety and their influence on health care.							●		●						
Evaluates how organizational structure, care processes, financing, marketing, and policy decisions impact the quality of health care.							●		●						
Anticipates variations in practice and is proactive in implementing interventions to ensure quality.									●			●		●	●
Practice Inquiry Competencies															
Provides leadership in the translation of new knowledge into practice.				●			●		●			●		●	●
Generates knowledge from clinical practice to improve practice and patient outcomes.				●		●	●								
Applies clinical investigative skills to improve health outcomes.				●		●	●		●			●		●	●
Leads practice inquiry, individually or in partnership with others.							●					●		●	●

Nurse Practitioner Core Competencies

Competency	Seminar: Leadership	Prac/Capstone: Leader	XXX Clin Pharm	500 Intro Sch Caring	501 Theory	Pathophysiology	Adv Health Assess	542 Adv Car Sch Inq	XXX Pop Health	Adults Comm Pr Care I	Adults Comm Pr Care I	Adol/Adult Pr Care II	Adol/Adult Pr Care II	Adult/Geri Div Pop	Adult/Geri Div Pop Prac
Disseminates evidence from inquiry to diverse audiences using multiple modalities.				●			●								
Analyzes clinical guidelines for individualized application into practice.				●			●	●			●		●		●

Technology and Information Literacy Competencies

Competency	Seminar: Leadership	Prac/Capstone: Leader	XXX Clin Pharm	500 Intro Sch Caring	501 Theory	Pathophysiology	Adv Health Assess	542 Adv Car Sch Inq	XXX Pop Health	Adults Comm Pr Care I	Adults Comm Pr Care I	Adol/Adult Pr Care II	Adol/Adult Pr Care II	Adult/Geri Div Pop	Adult/Geri Div Pop Prac
Integrates appropriate technologies for knowledge management to improve health care.	●	●	●				●				●		●		●
Translates technical and scientific health information appropriate for various users' needs.	●	●				●	●				●		●		●
Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.							●				●		●		●
Coaches the patient and caregiver for positive behavioral change.											●		●		●
Demonstrates information literacy skills in complex decision making.	●	●		●	●	●	●		●		●		●		●
Contributes to the design of clinical information systems that promote safe, quality and cost-effective care.	●	●													
Uses technology systems that capture data on variables for the evaluation of nursing care.		●				●	●				●		●		●

Policy Competencies

Competency	Seminar: Leadership	Prac/Capstone: Leader	XXX Clin Pharm	500 Intro Sch Caring	501 Theory	Pathophysiology	Adv Health Assess	542 Adv Car Sch Inq	XXX Pop Health	Adults Comm Pr Care I	Adults Comm Pr Care I	Adol/Adult Pr Care II	Adol/Adult Pr Care II	Adult/Geri Div Pop	Adult/Geri Div Pop Prac
Demonstrates an understanding of the interdependence of policy and practice.	●	●						●	●		●		●		●
Advocates for ethical policies that promote access, equity, quality, and cost.	●	●							●		●		●		●
Analyzes ethical, legal, and social factors influencing policy development.									●						

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Nurse Practitioner Core Competencies

Competency	Seminar: Leadership	Prac/Capstone: Leader	XXX Clin Pharm	500 Intro Sch Caring	501 Theory	Pathophysiology	Adv Health Assess	542 Adv Car Sch Inq	XXX Pop Health	Adults Comm Pr Care I	Adults Comm Pr Care I	Adol/Adult Pr Care II	Adol/Adult Pr Care II	Adult/Geri Div Pop	Adult/Geri Div Pop Prac
Contributes in the development of health policy.	●	●									●		●		●
Analyzes the implications of health policy across disciplines.								●	●						
Evaluates the impact of globalization on health care policy development.		●						●	●						
Advocates for policies for safe and healthy practice environments.	●	●						●	●		●		●		●

Health Delivery System Competencies

Competency	Seminar: Leadership	Prac/Capstone: Leader	XXX Clin Pharm	500 Intro Sch Caring	501 Theory	Pathophysiology	Adv Health Assess	542 Adv Car Sch Inq	XXX Pop Health	Adults Comm Pr Care I	Adults Comm Pr Care I	Adol/Adult Pr Care II	Adol/Adult Pr Care II	Adult/Geri Div Pop	Adult/Geri Div Pop Prac
Applies knowledge of organizational practices and complex systems to improve health care delivery.	●	●									●		●		●
Effects health care change using broad based skills including negotiating, consensus-building, and partnering.	●	●									●		●		●
Minimizes risk to patients and providers at the individual and systems level.	●	●	●			●					●		●		●
Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.	●	●									●		●		●
Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.	●	●			●	●					●		●		●
Analyzes organizational structure, functions and resources to improve the delivery of care.	●	●			●					●	●		●		●
Collaborates in planning for transitions across the continuum of care.	●	●									●		●		●

Ethics Competencies

Competency	Seminar: Leadership	Prac/Capstone: Leader	XXX Clin Pharm	500 Intro Sch Caring	501 Theory	Pathophysiology	Adv Health Assess	542 Adv Car Sch Inq	XXX Pop Health	Adults Comm Pr Care I	Adults Comm Pr Care I	Adol/Adult Pr Care II	Adol/Adult Pr Care II	Adult/Geri Div Pop	Adult/Geri Div Pop Prac
Integrates ethical principles in decision making.		●	●	●		●	●	●			●		●		●

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Nurse Practitioner Core Competencies

Competency	Seminar: Leadership	Prac/Capstone: Leader	XXX Clin Pharm	500 Intro Sch Caring	501 Theory	Pathophysiology	Adv Health Assess	542 Adv Car Sch Inq	XXX Pop Health	Adults Comm Pr Care I	Adults Comm Pr Care I	Adol/Adult Pr Care II	Adol/Adult Pr Care II	Adult/Geri Div Pop	Adult/Geri Div Pop Prac
Evaluates the ethical consequences of decisions.		●	●	●			●	●	●		●		●		●
Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.	●	●						●			●		●		●

Independent Practice Competencies

Competency	Seminar: Leadership	Prac/Capstone: Leader	XXX Clin Pharm	500 Intro Sch Caring	501 Theory	Pathophysiology	Adv Health Assess	542 Adv Car Sch Inq	XXX Pop Health	Adults Comm Pr Care I	Adults Comm Pr Care I	Adol/Adult Pr Care II	Adol/Adult Pr Care II	Adult/Geri Div Pop	Adult/Geri Div Pop Prac
Functions as a licensed independent practitioner.		●									●		●		●
Demonstrates the highest level of accountability for professional practice.		●									●		●		●
Practices independently managing previously diagnosed and undiagnosed patients.		●									●		●		●
Provides the full spectrum of health care services to include health promo, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, & end-of-life care.		●									●		●		●
Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.		●					●				●		●		●
Employs screening and diagnostic strategies in the development of diagnoses.		●					●				●		●		●
Prescribes medications within scope of practice		●	●								●		●		●
Manages the health/illness status of patients and families over time		●									●		●		●
Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.		●									●		●		●
Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.		●					●				●		●		●

Nurse Practitioner Core Competencies

Nurse Practitioner Core Competencies	Seminar: Leadership	Prac/Capstone: Leader	XXX Clin Pharm	500 Intro Sch Caring	501 Theory	Pathophysiology	Adv Health Assess	542 Adv Car Sch Inq	XXX Pop Health	Adults Comm Pr Care I	Adults Comm Pr Care I	Adol/Adult Pr Care II	Adol/Adult Pr Care II	Adult/Geri Div Pop	Adult/Geri Div Pop Prac
Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.		●					●				●		●		●
Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.		●									●		●		●
Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.		●					●				●		●		●
Develops strategies to prevent one's own personal biases from interfering with delivery of quality care.		●					●				●		●		●
Addresses cultural, spiritual, and ethnic influences that potentially create conflict among individuals, families, staff and caregivers.		●					●				●		●		●
Educates professional and lay caregivers to provide culturally and spiritually sensitive, appropriate care.		●									●		●		●
Collaborates with both professional and other caregivers to achieve optimal care outcomes.		●					●				●		●		●
Coordinates transitional care services in and across care settings.		●					●				●		●		●
Participates in the development, use, and evaluation of professional standards and evidence-based care.		●									●		●		●

Specialized Accreditation or Graduate Certification Requirements for This Program and Its Students

Completion of NDMU's MSN/AG-PCNP meets the educational requirements to apply for American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners (AANP) A-GNP certification.

The ANCC Adult-Gerontology Primary Care Nurse Practitioner board certification examination is a competency-based examination that provides a valid and reliable assessment of the entry-level clinical knowledge and skills of nurse practitioners. This certification aligns with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education. Individuals who successfully pass the examination receive the credential: Adult-Gerontology Primary Care Nurse Practitioner-Board Certified (AGPCNP-BC).

The AANP A-GNP certification examination is an entry-level competency-based examination that tests clinical knowledge of young adults (including adolescents and emancipated minors), adults, older adults, and elderly. Individuals who successfully pass the examination receive the credential: Adult-Gerontology Nurse Practitioner (A-GNP-C).

Academic progression policies follow policies as outlined in the University's Graduate Catalog. The specific MSN/AG-PCNP learning outcomes and competencies are tracked throughout the curriculum and mapped to specific courses, course outcomes, and evaluation methods. The learning outcomes and competencies are emphasized in multiple courses, in a variety of ways, reinforcing the scope of learning opportunities.

The MSN/AG-PCNP program faculty will meet regularly to discuss curriculum and other programmatic issues. The appropriate School of Nursing faculty committee (Graduate Program Committee) will evaluate each AG-PCNP course the first time it is taught and every other year thereafter. Faculty will evaluate each course they teach for the first time (and every other year thereafter) for its strengths, limitations, and if course outcomes were met, and subsequently provide suggestions for revisions. Students will indicate how well they met course objectives and have opportunities to give feedback about other components of the course (books, resources, assignments). The MSN/AG-PCNP Program Director will summarize this feedback and share it with the Graduate Program Committee.

Curricular-Level Evaluation

Prior to graduation, students will have the opportunity to offer feedback on the curriculum and their overall educational experience. These data will be summarized and reviewed regularly by the AG-PCNP Program Director and applicable faculty. Trends in feedback and analyzed data will be used to inform changes in the program.

Fieldwork/Practicum and Capstone/Advanced Scholarship Performance Evaluation: MSN/AG-PCNP

Equally important is the clinical performance/practicum experience of students in the program. The AG-PCNP students partake in three clinical experiences that are linked with didactic course content. Assigned course faculty evaluate students in practicum courses. Preceptors provide feedback about their preceptees on a regular and ongoing basis. Students will complete a capstone project that will be evaluated by course faculty. The Program Director will continually monitor students' academic performance in courses and practicums.

Admission Criteria for the AG-PCNP Program

Applicants must:

- Hold a baccalaureate degree in nursing from an accredited college or university with a minimum GPA of 3.0
- Hold an unencumbered and active Registered Nurse License from Maryland or a compact state
- Submit an essay of no more than 500 words addressing both of the following prompts:
    a. Describe professional and personal goals as an AG-PCNP in the context of caring practice and social justice.
    b. Provide a balanced assessment of leadership, professional, and personal characteristics that support your ability to fulfill the mission of the University and School of Nursing.

H. ADEQUACY OF ARTICULATION

Not Applicable, although there exists potential for future articulations to enhance educational opportunities.

I. ADEQUACY OF FACULTY RESOURCES

To facilitate the planning and direction of the AG-PCNP program, NDMU will hire one full-time Program Director and will utilize existing full-time staff to support the instructional needs. There will also be one half-time administrative staff and one adjunct faculty. These costs are reflected in the Expenditure Table below.

Faculty Name & Academic Rank	Terminal Degree	Full or Part-time	Courses Taught
Mary O'Connor Professor	Ph.D. Nurse Administration RN	Full-time	NUR 500 Introduction to Scholarly Caring Inquiry
Jane Balkam Associate Professor	Ph.D. Nursing APRN, CPNP	Full-time	NUR XXX Advanced Primary Care of Women, Infants and Children NURXXX
Bernice Horton-Gee Assistant Professor	DNP RN, WHNP-BC	Full-time	NUR XXX Advanced Health Assessment & Diagnostic Reasoning
Marleen Thornton Associate Professor/ Associate Dean	Ph.D. Nursing RN	Full-time	NUR 501 Theoretical Foundations of Nursing
Sharon Aka Assistant Professor	Ph.D. Nursing RN	Full-time	NUR XXX Seminar Caring Leadership for healthcare NUR XXX Practicum Caring Leadership for Healthcare

Mary Packard Associate Professor	Ph.D. Nursing RN	Full-time	NUR 542 Advancing Caring Science Through Scholarly Inquiry NUR XXX Advanced Primary Care of Women, Infants, and Children
Kathryn Handy Assistant Professor	DNP RN	Full-time	NUR XXX Population Health for Advance Nursing Practice
Ka Lok Hong Assistant Professor	Pharm D.	Full-time	NUR XXX Advanced Clinical Pharmacology

J. ADEQUACY OF LIBRARY RESOURCES

The Loyola Notre Dame Library (LNDL) is open seven days a week during the fall, spring, and summer semesters. The LDNL provides information services and resources to support the academic programs and educational concerns of Notre Dame of Maryland University and Loyola University Maryland. Through the Library's website, faculty, students and staff may access an extensive array of books, journals, databases, and streaming video to support research, teaching, and learning.

Access to Collections at Other Partner Libraries

- The University System of Maryland and Affiliated Institutions Consortium provides access to over nine million items at 17-member libraries.
- The Eastern Academic Libraries Trust (EAST), a print archive that guarantees access to six million volumes via Interlibrary Loan.

Assistance Provided

- Students, faculty and staff may request help in-person, via email, instant messaging, and telephone.
- Online chat reference is available 24 hours a day, seven days a week.
- Information about copyright is available through a resource guide, workshops and individual consultations provided by a librarian in the Copyright Information Center.

Other Library Resources

- There are 693 individual seats available for studying, in addition to the learning spaces below:
  - A 100-seat auditorium
  - Two computer instructional labs, Lab A has 20 seats; Lab B has 30 seats
  - The Collaboratory at the Library, an active learning space that accommodates up to 22 students in a flexible environment
  - A 24-seat screening room

- Café and a multi-functional gallery used for events and flexible study space
- Group study areas

- Seminar rooms
- Ninety-one (91) computers with Microsoft Office and access to the Internet
- Adaptive technology mainstreamed throughout the Library to provide access for disabled users
- Makerspace, a technology-rich environment that fosters creation, innovation, and collaborative learning.

Databases Needed in Advanced Practice Nursing and LNDL Currently Provides

Academic Search Complete
Buros Mental Measurement
CareNotes
CINAHL
Cochrane Database of Systematic Reviews
DSM-5
DynaMed Plus
ERIC
Health and Psychosocial Instruments
Health Source: Nursing/Academic Edition
JSTOR
MEDLINE
Nursing & Allied Health Source
Nursing Reference Center
Ovid Nursing
PsycARTICLES
Psychiatry Online
PsycINFO
PubMed
Sage Journals
Science Direct: Elsevier Journals

The LNDL will add books and periodicals to its extensive collection that are specific to Family Practice Nursing. This initial purchase totaling about $10,000 for the second year was based on a review of the existing resources and need. Even though students would have access to the needed books and journals because of the University System of Maryland and Affiliated Institutions Consortium, additional purchases are recommended with $1000 allotted yearly for books and/or database subscriptions beyond the second year of the program. In addition, the Eastern Academic Libraries Trust (EAST) print archive guarantees access to six million volumes via Interlibrary Loan.

K. ADEQUACY OF PHYSICAL RESOURCES, INFRASTRUCTURE, & INSTRUCTIONAL EQUIPMENT

Notre Dame of Maryland has adequate facilities to support the MSN/AG-PCNP program. Below include examples of specialized campus resources that will support teaching and learning:

Baltimore Campus

The University Academic Building (UAB) houses the School of Nursing on the second and third floors. The University offers the vast majority of undergraduate and graduate nursing courses in the UAB. The typical classroom supports interactive learning. The eight of the nine classrooms are well-equipped with computers, WIFI access, projectors, and white boards; classrooms accommodate 20 to 40 students. The UAB and selected buildings across campus has technology-enhanced study spaces, collaborative study stations (with electrical connections and multiple LCD monitors for laptop connections).

Technology Support

NDMU's Offices of Information Technology (IT) and Faculty Resource Center (FRC) serve to design, implement and maintain all systems, services and technology-enabled teaching/learning facilities used by the University. Full-time Directors of IT and FRC oversee a team of information systems specialists and technical support staff. The Offices manage all campus administrative systems used for enrollment, student records management, financial aid and business operations. IT and the FRC also supports the university's learning management systems; all local, Internet and WIFI networks; the campus telecommunications network, instructional technology, and all auxiliary systems. IT maintains desktop and laptop computers, printers, door access systems, IP 7cameras, document management, and POS systems.

Full-time IT Help Desk services students, faculty and staff as it relates to all manner of technology, applications, equipment and services used at NDMU. The IT Help Desk is trained to provide computer lab information, email and connectivity assistance, telecommunications assistance, one-card system, learning management system support, and security alerts. IT experts also offer assistance regarding various computer-related tasks and applications, as well as support with selecting and downloading course-related software. In the past few years, the University focused on technology infrastructure, which has been strengthened and expanded with upgrades and new system implementation. In addition, a 24-7-365 Help Desk is available for all university constituents to support instructional technology and the Learning Management System.

School of Nursing IT Support

The Simulation and Technology Specialist in the School of Nursing provides technology support for the university-deployed technology located in the University Academic Building. This support includes, but limited to the configuration, setup and ongoing troubleshooting and onsite support of university-provided faculty/staff laptops and personal computers, tablets and similar mobile devices, personal printers, network printers, monitors, docking stations, projectors, LED TV's, Crestron A/V systems, and associated classroom technology, servers, wire closets, routers, and wireless access points.

Learning Management System

The University utilizes Brightspace as its University learning management system. Brightspace offers a 24/7 Help Desk for students and faculty. All nursing faculty, including adjunct faculty, use Brightspace to post course documents, links to multi-media resources, discussion boards, and overall assignment and course grades. Some features of Brightspace include:

- Delivery and submission of course content, assignments and quizzes
- Collaboration using online discussion forums
- Communication via messaging, email and announcements
- Viewing course grades
- Storing for course files
- Submitting online course evaluations

Instructional Resources

The Center for Caring with Technology in the Department of Nursing is a realistic and risk-free environment for students to practice skills and develop clinical reasoning skills. The Center for Caring with Technology is an 8,300 square foot space that includes an array of learning spaces: two health assessment and adult medical-surgical labs; and a pediatric lab with a home health component, and two examination rooms. The Center is equipped with a state-of-the-art audio/visual capture system.

Equipment used in the Center for Caring with Technology (aka Clinical Simulation Lab) is relatively new and functional. Grant monies from the Nurse Support Program (NSP) eased sole reliance on the University's budget parameters. The Center for Caring with Technology, as needed purchases state-of-the-art equipment to foster achievement of program goals.

L. ADEQUACY OF FINANCIAL RESOURCES WITH DOCUMENTATION

Projected Enrollment

2022-2023	2023-2024	2024- 2025	2025-2026	2026-2027
15	30	35	40	40

Projected Graduates

2024	2025	2026	2027	2028
12	17	20	20	20

TABLE 1: RESOURCES					
Resource categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	$297,000	$611,820	$735,350	$865,920	$892,320
a) # F/T Students	0	0	0	0	0
b) Annual Tuition/Fee Rate	0	0	0	0	0
c) Annual F/T Revenue (a x b)	0	0	0	0	0
d) # P/T Students	15	30	35	40	40
e) Credit Hr. Rate	$900	$927	$955	$984	$1014
f) Annual Credit Hr.	22	22	22	22	22
g) Total Part-Time Revenue (d x e x f)	$297,000	$611,820	$735,350	$865,920	$892,320
3. Grants, contacts, & other external sources	0	0	0	0	0
4. Other Sources $390/student	$5,850	$11,700	$13,650	$15,600	$15,600
TOTAL (add 1-4)	$302,850	$623,520	$749,000	$881,520	$907,920

Table 1: Resources Narrative

a. Reallocated Existing Funds: We will use existing resources to support this program.

b. Tuition and Fee Revenue: Tuition is projected to increase 3% each year.

c. Grants and Contracts: We have not identified additional sources of funding for this program, although there may be opportunities we could pursue in the future. We do not plan to rely upon grants or contracts to make this program viable.

d. Other Sources: Each enrolled student will be charged a technology fee of $195 in the fall and spring semesters or $390.00 per year.

e. Table 1 is a conservative estimate of expected revenue for the program for the first five years, based upon past performance and current levels of support we are able to dedicate to this program. We also project an 80 percent retention rate.

TABLE 2: EXPENDITURES					
Expenditure Categories	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Faculty (b + c below)	$121,600	$124,032	$128,863	$131,393	$133,974
a) # FTE	1.0	1.0	1.25	1.25	1.25
b) Total Salary	$95,000	$96,900	$101,188	$103,165	$105,181
c) Total Benefits	$26,600	$27,132	$27,675	$28,228	$28,793
2. Admin. Staff (b + c below)	$20,000	$20,400	$20,808	$21,224	$21,648
a) # FTE	.5	.5	.5	.5	.5
b) Total Salary	$20,000	$20,400	$20,808	$21,224	$21,648
c) Total Benefits	0	0	0	0	0
3. Support staff	0	0	0	0	0
4. Equipment	0	0	$15,000	$15,000	$15,000
5. Library	0	$10,000	$1,000	$1,000	$1,000
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
Total	$141,600	$154,432	$165,671	$168,617	$171,622
Net Revenue	$174,750	$496,898	$616,754	$752,263	$776,858

Table 2: Expenditures Narrative

a. In year two, we will hire one full-time faculty director who will also have instructional and administrative duties. We will also hire one half-time administrative staff to support this program.
b. Benefits are calculated at .28 percent of salary.
c. There will be an initial investment in Library resources the first two-years of $10,000 and $1000 thereafter.
d. In years 3, 4, & 5, equipment will be purchased to ensure the programs maintains a state-of-the art simulation lab that serves the program.

M. ADEQUACY OF PROVISIONS FOR EVALUATION OF THE PROGRAM

The School of Nursing established a process to systematically assess all nursing programs, identify areas of challenge and opportunities for improvement, and facilitate program improvement. The purpose of program evaluation is to systematically evaluate an array of activities, processes, and outcomes, such as:

- Program and faculty outcomes;

- Student learning outcomes;

- Curricula;

- Faculty effectiveness and achievements;

- Human and fiscal resources;

- University and department facilities; and

- University supported services, for example the library, distance education, and financial aid.

Methods of assessment include both qualitative and quantitative measures, formative data throughout students' practicum experiences, and summative data, reflecting the cumulative experience. Assessment activities are embedded in each course throughout the program so that evaluation is integrated and readily accomplished. The assessment plan that will be utilized for the MSN/AG-PCNP program is integrated closely with the program evaluation model used for external accreditation for the University (Middle States) and/or for nursing programmatic (CCNE), as applicable.

The primary purpose of ongoing assessment is to ensure a positive teaching/learning environment where the goals of programs are aligned with the mission of the University and the outcomes demonstrate that graduates are prepared to meet the needs of individuals and families in primary care settings. To accomplish this, it is necessary to assess all aspects of the program and make modifications as appropriate so students and faculty can be successful.

The School of Nursing systematically evaluates program effectiveness by using various methods and multiple sources to acquire data. Nursing faculty and professional staff, such as the Clinical Simulation Lab Director analyze data and present findings to faculty at an annual "Program Evaluation Day."

The following table provides a snapshot of multiple data sources obtained from students, faculty, and employers that will assess teaching and program effectiveness of the proposed MSN/AG-PCNP program:

Data Sources

Source	Why	Who	When
Clinical Practice Site and Preceptor Evaluations	Evaluate experience and preparation of student	Program Director	At end of course

Source	Why	Who	When
Course Evaluations	Evaluate course and offer suggestions for improvement	Course faculty	At end of course when on the cycle for review
Course Instructor Reports	Assess teaching effectiveness of faculty	Students	At end of course
Employer Satisfaction	Evaluate employer satisfaction with student	Program Director	6 to 12 months post-graduation
Employment Rates	Determine if DNP graduates are employed as APRNs	Program Director	6 to 12 months after graduation
Exit Survey	Evaluate student satisfaction with university support services, for example, student support services, physical facilities, and financial aid	University's Institutional Research Department	Annually
Focus Group	Evaluate student satisfaction with MSN/AG-PCNP Program	Program Director	First cohort, then every two to three years
National Board Certification ANCC and AANP	Evaluate graduate achievement	Program Director	Annually
Capstone Projects	Assess student learning	Program Director	Post-graduation

N. CONSISTENCY WITH STATE MINORITY ACHIEVEMENT GOALS

The MSN/AG-PCNP program will use a holistic admissions process that fairly supports a diverse student body.

O. RELATIONSHIP TO LOW PRODUCTIVITY PROGRAMS IDENTIFIED BY THE COMMISSION

Not Applicable

P. IF PROPOSING A DISTANCE EDUCATION PROGRAM, PLEASE PROVIDE EVIDENCE OF THE PRINCIPLES OF GOOD PRACTICE

In accordance with the *Principles of Good Practice* as outlined in COMAR 13B.02.03.22C, any online aspects of the program curriculum of the MSN/AG-PCNP will meet the same level of rigor and follow the same administrative structures and class policies as face-to-face content.

NDMU utilizes a modified Quality Matters™ standards of online curricular design. All faculty hired to teach in the AG-PCNP program and prior to offering any professional MSN/AG-PCNP courses online, faculty will provide either proof of experience with online teaching and/or will receive educational sessions with the online platform and tools if these tools are unfamiliar. The vast majority of full-time nursing faculty are adept with online pedagogy. AG-PCNP adjunct faculty will be paired with a full-time faculty member who consistently uses principles of best practice for online teaching and learning.

Regular educational sessions in the teaching/learning management platform, online course design, design of learning objects, and online course management will be available. An instructional designer will work with AG-PCNP faculty prior to launch and during the first year of the launch to ensure the online curriculum design is consistent throughout each course and incorporates the mission components of the NDMU and School of Nursing. NDMU employs several instructional designers to assist faculty with curricular design.

There exists a broad library of internally developed video tutorials to guide faculty and their use of the Learning Management system, Brightspace, as well as access to a global community of tutorial resources available to all faculty. Below are some examples:

Workshops (recordings)

1. Brightspace Learning Environment (2:43 minutes) - https://youtu.be/ysM2cc2zIPM

2. Introduction to Brightspace Interface and Navigation (56 minutes) - https://youtu.be/7vtkEvL_h3o

3. Brightspace Content Tool (student view): (1:45 minutes) - https://youtu.be/IZtzwWJnIXU

4. Use and Modify Class Progress Reports (2 minutes) - https://youtu.be/ju_TKT5WgTM

5. Customize Individual User progress Reports (2.5 minutes) - https://youtu.be/ju_TKT5WgTM

6. Understanding the Brightspace Gradebook (2.5 minutes) - https://youtu.be/51yxwGJ-SYs

7. Link Course Activities to your Gradebook (2 minutes): this is useful if you have created assignments, activities, or discussions that do not yet have grade items in the gradebook...anything that will be graded needs to be associated to a grade item and category. https://youtu.be/IRdoP_9k44w

8. Create a new Topic/Module in Brightspace (2 minutes): insert stuff (like files, videos, images) https://youtu.be/AjNUuBlWRL4

9. Create a New Quiz (2:32 minutes) - https://youtu.be/1JLbaU2Zc1E

10. Create an Assignment (2 minutes) - https://youtu.be/UAhn8imeI4k

11. Create a Brightspace Discussion Forum (3 minutes): and then Create a Discussion Topic (2 minutes) Remember: all discussion topics must belong to a discussion forum. The forum is just the room and the topics are the conversations that take place within the room...in one room you can have as many conversations as you want. https://youtu.be/I1Q7FV7NPFk and https://youtu.be/6rgdlXf75Us

12. Introduction to Brightspace Interface and Navigation (56 minutes) - https://youtu.be/7vtkEvL_h3o

13. Building Course Content in Brightspace (56 minutes) - https://youtu.be/d-z1aRumPWU

14. Brightspace Gradebook (47 minutes) - https://ndmu.zoom.us/rec/share/zpc4Gqq3ERQTtvJgRkBhXiB4rK-9-Jmybvs7OnQXgxGY-JU_jhUc-p6RXP9OfaqY.zNdxAPwevVkp1GHG?startTime=1604596598000

15. Brightspace Learning Environment (2:43 minutes) - https://youtu.be/ysM2cc2zIPM

16. Introduction to Brightspace Interface and Navigation (56 minutes) - https://youtu.be/7vtkEvL_h3o

17. Brightspace Content Tool (student view): (1:45 minutes) - https://youtu.be/IZtzwWJnIXU

18. Use and Modify Class Progress Reports (2 minutes) - https://youtu.be/ju_TKT5WgTM

19. Customize Individual User progress Reports (2.5 minutes) - https://youtu.be/ju_TKT5WgTM

20. Understanding the Brightspace Gradebook (2.5 minutes) - https://youtu.be/51yxwGJ-SYs

21. Link Course Activities to your Gradebook (2 minutes): this is useful if you have created assignments, activities, or discussions that do not yet have grade items in the gradebook...anything that will be graded needs to be associated to a grade item and category. https://youtu.be/IRdoP_9k44w

22. Brightspace Community Resource Library - https://community.brightspace.com/s/

Students enrolled in online courses are provided information prior to enrollment about hardware, software, and technical requirements prior to admission. The orientation at the beginning of the program verifies student identity and provides student ID badges needed for course enrollment and participation, as well as engages students in a sample online course with introduction to online services. Students enrolled in online courses receive reasonable and adequate access to the range of student services, and a 24-hour help desk to support their education activities.

All students, regardless of the modality of content delivery have access to advisors to support clarity of curricular and online community expectations, access to library resources, e-books, and databases, and access to faculty, advisors, and support services. Students may utilize Brightspace related tutorials located on YouTube.