

July 14, 2023

Sanjay K. Rai, Ph.D., Acting Secretary of Higher Education
Maryland Higher Education Commission (MHEC)
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Rai:

University of Maryland is seeking approval to substantially modify the approved and existing **Master of Science in Nursing's Nursing Informatics area of concentration** (HEGIS 1203.00; CIP 51.3808) to establish a competency-based curriculum.

The re-conceptualize curriculum will align with the American Association of Colleges of Nursing's (AACN) recently revised and published document *The Essentials: Core Competencies for Professional Nursing Education* (Essentials). The Essentials calls for a transition to competency-based education focusing on two levels of professional nursing education: entry-level and advanced-nursing level practice. The new competency-based master's Nursing Informatics curriculum meets the increasing demand for the adoption of electronic information systems in health care organizations and businesses that develop and sell health information technology. The revised curriculum will provide greater clarity for expectations of applicants, graduates, stakeholders and a more disciplined approach to nursing education. The UMSON is on the leading edge of nursing schools nationwide to re-conceptualize its MSN curriculum to meet these Essentials.

As shown in this proposal, UMSON has the resources to appropriately fund, teach, and support this modification. The MSN program will have the same high quality, competency-based accredited curriculum. Thank you for your time and consideration of this request. Please contact Dr. Courtney Resnick at 410-706-1527 or cresnick@umaryland.edu if you have any questions.

Sincerely,



Dr. Roger J. Ward, EdD, JD, MSL, MPA
Provost and Executive Vice President
Dean, Graduate School
University of Maryland, Baltimore



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

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

- | | |
|-----------------------------|---|
| New Academic Program | Substantial Change to a Degree Program |
| New Area of Concentration | Substantial Change to an Area of Concentration |
| New Degree Level Approval | Substantial Change to a Certificate Program |
| New Stand-Alone Certificate | Cooperative Degree Program |
| Off Campus Program | Offer Program at Regional Higher Education Center |

Payment Submitted:	Yes No	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (fully online)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature:		Date:
			Date of Approval/Endorsement by Governing Board:		

Revised 1/2021



**Proposal for Substantial Modification to the
Master of Science in Nursing
Area of Concentration in
Nursing Informatics
to the
Maryland Higher Education Commission**

University of Maryland School of Nursing
At the University of Maryland Baltimore

July 5, 2023

Executive Summary

Since 1986, the American Association of Colleges of Nursing (AACN) has published *The Essentials: Core Competencies for Professional Nursing Education* (Essentials), which provides the educational framework and expectations for the preparation of nurses at four-year colleges and was last published in 2008 until the most recent 2021 revision:

<https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-Executive-Summary.pdf>. In April 2021, the AACN member schools voted to approve the revised Essentials, which will transform how nurses are prepared in baccalaureate, master's, and Doctor of Nursing Practice programs. The Essentials calls for a transition to competency-based education focusing on two levels of professional nursing education: entry-level and advanced-level nursing practice. The principles of competency-based education in the re-envisioned Essentials present a new model and framework for preparing registered nurses for contemporary practice. These Essentials introduce 10 domains and the expected competencies (and sub-competencies) for each domain that represent professional nursing practice and reflect the diversity of practice settings. The competencies are applicable across four spheres of care defined by AACN (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care), across the lifespan, and with diverse patient populations.

The University of Maryland School of Nursing (UMSON) is on the leading edge of nursing schools nationwide to re-conceptualize its Master of Science (MSN) curriculum to meet the 2021 Essentials. This proposal outlines the new competency-based master's area of concentration, Nursing Informatics (NI), curriculum that will provide greater clarity as it relates to expectations of graduates and a more disciplined approach to nursing education. Revising our program to meet the Essentials and competencies is consistent with our mission to prepare leaders and to address local, national, and global health priorities. Revising our curriculum allows us to serve the Maryland nursing community who desire an evolving trajectory for nursing education aligned with stakeholder demands, nursing regulatory standards, and economics, and advances equity in all health care settings using principles of social justice, advocacy, and collaboration, both intra- and interprofessionally.

As shown in this proposal, UMSON has the resources to appropriately fund, teach, and support this modification. The MSN area of concentration in NI (MSN-NI) will have the same high quality as the current MSN-NI program but will shift to a competency-based curriculum. The MSN- NI curriculum will maintain the leadership, policy, and scholarship focus that are strengths of the MSN-NI program, while increasing overall practice hours from 135 to 500. Students completing their MSN degree will be taught by experienced full- and part-time faculty from UMSON and will have access to a full range of student services at the University of Maryland, Baltimore (UMB).

A. Centrality of the Proposed Modification to the Mission of the Institution

Program description

Ranked in the top 10 nationwide by U.S. News & World Report¹ and at one of the country's largest schools of nursing, our MSN program is a rigorous and nationally respected program that transforms students into top-tier nurses -- professionals who can make an immediate and lasting impact in any health care setting. The MSN area of concentration in NI (MSN-NI) meets the increasing demand for the adoption of electronic information systems in health care organizations and businesses that develop and sell health information technology. This timely revision builds upon the new National Academy of Medicine's Future of Nursing report, which outlines urgent changes in nursing education²; new technologies in teaching and learning such as simulated clinical experiences; increased content in public health and emergency management post-Covid; increased awareness for electronic, mobile, and telehealth systems; and a new emphasis on social determinants of health including structural racism; and an understanding of the broadened student demographics with a variety of learning styles. Our last revision was in 2019 and since that time we have collected data from the literature and from stakeholders including students, faculty, employers, a market analysis conducted by the Education Advisory Board, and our NI advisory board. Our data suggests a decrease in the number of credits, more emphasis on the NI role, artificial intelligence and big data, the need to add more practice hours to meet AACN requirements, will better align with the nursing leadership and management core content specific to evidence-based practice, biostatistics, and professional writing, etc. We approached the curriculum revision by forming a task force of NI faculty who worked together monthly starting in October of 2021, with increasing frequency through the spring of 2023 to develop this innovative curriculum; then sending it to the master's level curriculum committee, faculty council, and finally faculty assembly for official approval. Our goal is to begin teaching the new curriculum in fall 2024 as we teach out the remaining terms in the old program of study so that by summer term of 2027 all MSN-NI students will be in the revised curriculum. This aligns with AACN's suggestion of a three-year period for schools to move to the new Essentials. Please see appendix A for phase in and phase out plan and appendix B for a curriculum comparison.

Institution mission

As stated on the UMB website, founded in 1807, UMB is the state's public health, law, and human services university devoted to excellence in professional and graduate education, research, patient care, and public service. We emphasize interdisciplinary education and research in an atmosphere that includes the following core values: respect and integrity, equity and justice, well-being and sustainability, and innovation and discovery. By conducting internationally recognized research to cure disease and to improve the health, social functioning, and just treatment of the people we serve, we foster economic development in the city, state, and nation. We are committed to ensuring that the knowledge we generate provides maximum benefit to society and directly enhances Maryland communities.

¹ U.S News & World Report: <https://www.usnews.com/best-graduate-schools/top-nursing-schools/university-of-maryland-baltimore-33121>

² National Academy of Medicine's Future of Nursing report: <https://nam.edu/publications/the-future-of-nursing-2020-2030/>

The UMB mission states that by using state-of-the-art technological support, the university will improve the human condition and serve the public good of Maryland and society-at-large through education, research, clinical care, and service. The mission of the UMB is to shape the profession of nursing and the health care environment by developing nursing leaders in education, research, and practice. The reconceptualized MSN-NI program will transform students entering the nursing profession at the master's level to make an immediate and lasting impact in any health care setting. Maintaining the current NI program would require more credits under the new Essentials to satisfy both level 1 and level 2 competencies, making it a less desirable or practical pathway for students seeking careers in informatics. The new MSN NI curriculum will meet level 2 objectives with continued educational focus on the use of information and communication technologies and informatics process to provide care, gather data from information to drive decision making and support professionals as they expand knowledge for practice. This proposal to substantially modify the MSN-NI curriculum by adopting the AACN's new Essentials is consistent with the school's mission and will assist the school in meeting objectives in the strategic plan.

Alignment with the institution's strategic goals

In 2021, the UMB community revised its previous strategic plan to help guide the University through 2026. UMB continues to incorporate the themes of the plan which include the provision of 1) a vibrant learning environment, 2) respect and inclusiveness, 3) decision-making through data, 4) high-impact research and scholarship, and 5) excellence and diversity.

The UMB's MSN-NI program is congruent with the UMB and UMB mission and strategic plans in the following four areas:

- *Education:* We are an upper-division professional school, and the MSN NI program will provide students with informatics competencies incorporating nursing, cognitive, computer, information, and management sciences to improve patient care and outcomes through the development, implementation, and evaluation of information technology. The NI program will offer exceptional and rigorous education programs for nursing informatics practice, scholarship, and research. Students will demonstrate leadership and new knowledge and skills using informatics and industry tools to design, develop, implement, and evaluate effectiveness of health informatics practice such as writing an evidence-based practice paper, developing a project plan, writing a request for proposal (RFP), and preparing data flow diagrams. Practice experiences will include simulation, case studies, and real-world practice experiences. All MSN-NI graduates have foundational knowledge and skills for a career in nursing informatics across a broad spectrum of inpatient, ambulatory, public health, private vendor, federal government and state level settings. MSN-NI graduates are positioned to become leaders in facility, and community-based settings and can move rapidly into formal and informal leadership roles. Some roles include directors, Chief Informatics Officers and Chief Nurse Informatics Officers and other leadership roles.
- *Application:* The MSN-NI program will prepare students to apply clinical decision making to diverse populations in need of respectful, quality, safe, excellent health outcomes, and evidence-based practice NI graduates will apply principles of data

management using technology to generate knowledge and improve patient outcomes. NI Students will create, access and analyze data in health care using database management / SQL, and other information systems.

- *Health Information Technology*: The MSN-NI students will use informatics resources to further population health and informatics-related policies by collaborating with professional, government, and non-government organizations. NI graduates integrate information management, health policy and patient care technologies to address health equity in diverse populations such as development of a request for proposal (RFP) and practicum projects. Nursing informatics students participate in the development, advocacy, and evaluation of health information technology policy on the local, national, and global levels. Students are prepared to analyze and apply current standards and policies impacting the practice of the informatics specialists through participation in clinical leadership and nursing informatics specialty organizations
- *Research*: The MSN-NI faculty members and students use the research process through translation of evidence-based findings to advance professional nursing and the delivery of health care. Our students take a 3-credit course in Evaluating the Evidence for scholarship and practice. The MSN NI program will advance data-driven knowledge discovery and research conducted by nursing informatics faculty and students.
- *Evidence-based Practice (EBP)*: EBP is woven into courses, challenging students to find and apply primary and secondary evidence in all clinical decisions.

Institution's commitment

The MSN-NI program has been offered since 1988 and has increased the number of online courses based on market demand. The UMSON has committed and will continue to commit faculty and resources to the specialty. Offering the MSN-NI program is essential to meet demands and address increasing competition by out-of-state and for-profit entities. The existence of the program for nearly 35 years reflects the quality and the satisfaction of our graduates. The UMSON and its faculty are committed to the success and graduation of our students.

B. Regional or Statewide Need

The need for the advancement and evolution of knowledge

The new Essentials introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain. The domains and competencies exemplify the uniqueness of nursing as a profession and reflect the diversity of practice settings yet share common language that is understandable across healthcare professions and by employers, learners, faculty, and the public. By adopting the new Essentials, UMSON will bridge the gap between nursing education and practice in Maryland.

Woven throughout the new Essentials is a liberal education approach to create the foundation for intellectual and practical abilities within the context of nursing practice as well as for engagement with the larger community, both in Maryland and globally. MSN NI graduates will leverage their personal and professional experience and nursing master's degree, to provide skillful, safe, evidence-based care; nurse and patient education; advocacy for patients, families,

communities, and populations; quality and safety management both on and off the nursing unit; and to promote health equity and social justice. Using information and communication technologies, the program teaches the use of tools to support equal access to health care including expanded approaches with digital options. Equally important, UMSON's adoption of the new Essentials will integrate a better understanding of the intersection of bias, structural racism, and social determinants with healthcare inequities and promote a call to action.

Consistency with the Maryland State Plan for Postsecondary Education

The MSN program is consistent with the Maryland State Plan for Postsecondary Education and the UMB Strategic Plan. UMSON and UMB have systems in place to address the goals of “equitable access, student success, and innovation”³ ensuring the quality and effectiveness of courses and programs, access to educational offerings, the affordability of a state educational institution, and student completion of programs enhanced through a variety of student services including scholarship opportunities and library services that support academic work. As part of their strategic plans, UMB schools, including UMSON, have in place ongoing efforts to increase diversity and inclusion including a DEI Council with student representation. MSN program faculty incorporate risk-taking into the curriculum within our culture of encouraging innovation by promoting technologies to address social determinants of health and health equity for all populations. Our graduates go on to lucrative careers and frequently find positions that eliminate student debt after employment for a set number of years. We currently have partnerships with the major healthcare institutions across the state to improve student success as they graduate and begin a professional career in NI. Our faculty and administrators sit on advisory boards for the major healthcare institutions and invite hospital administrators to serve on our advisory board as well. As an example, we have worked with the University of Maryland Medical System, Johns Hopkins, Medstar, and other renowned, facilities in Maryland to provide innovative practicum experiences to facilitate student learning and support the NI workforce. These arrangements provide expert instruction for the students, career mentoring and job offers to students in some cases before graduation.

Additionally, the NI program has an advisory board consisting of NI experts within Maryland and across the country that provide input into course content needed to assist with student transition into real world practice. For example, during COVID-19 some students were involved in helping to set up data collection and do analysis for vaccination deployment. Others were involved in projects to quickly setup and deploy telehealth services. Current student project examples include evaluation of technology that monitors sensors for hospital acquired pressure injuries and other technologies tracking tissue implants and outcomes.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

³ 2022 State Plan for Postsecondary Education: [https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105\(b\)\(3\)\(i\)_2022.pdf](https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105(b)(3)(i)_2022.pdf)

Our graduates from the MSN-NI program may enter the workforce immediately with unique qualifications as a nurse and informatician with the knowledge and skills to connect interdisciplinary health care teams and serve as a leader in health information technology (IT) teams. MSN-NI prepared graduates serve in various settings and industries, including hospitals, community clinics, public health, rehabilitation centers, IT vendors, consulting agencies, health care analytics fields, research settings, federal agencies such as Centers for Medicare and Medicaid Services and Department of Defense, along with faculty roles in universities. According to a recent Healthcare Information and Management Systems Society (HIMSS) Workforce Survey (2022), 62% of respondents work in a hospital or multi-facility, the ambulatory and long-term care settings have seen a slight increase in areas for employment. Job titles include nursing informatics specialist, clinical informatics specialist, clinical analyst, director of clinical informatics, manager of clinical informatics, nurse educator, consultant, chief nursing informatics officer, or professor⁴.

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

Between December 2021 and November 2022, a Market Pulsecheck survey was conducted reporting that national employment is projected to increase faster than average in three of the five top occupations for relevant informatics professionals, indicating employment opportunities for graduates will likely increase across the next decade. The Bureau of Labor Statistics predicts high growth in part due to the widespread use of electronic health records (EHR), creating a need for managers with knowledge of health information technology and information systems. Building upon research that began in 2004, the HIMSS 2022 Nursing Informatics Workforce Survey continues to show that nurse informaticists are a critical human component to enhancing healthcare broadly. They are the driving force behind health innovation and technology to realize the full health potential of every human everywhere. Specifically, nursing informaticists are healthcare information systems developers and implementors who use project, change management expertise, optimize electronic medical/health records, quality initiatives and reporting to enhance the healthcare industry. According to the Market Pulsecheck survey national data showed that the average monthly demand growth is growing. Between December 2021 and Nov 2022, the number of employers advertising relevant job postings increased 2.51%.

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

With the ongoing advancements in healthcare technology, the increasing focus on data-driven decision-making, and the need to ensure the effective and secure use of health information will contribute to the demand for informatics nursing expertise. Additionally, as the healthcare industry continues to face challenges related to interoperability, cybersecurity, and the efficient utilization of health data, informatics nurses are expected

⁴ HIMSS NI Workforce Survey: <https://www.himss.org/resources/himss-nursing-informatics-workforce-survey>

to play a crucial role in bridging the gap between clinical practice and technology. They help healthcare organizations implement and optimize health information systems, ensure data integrity and privacy, and provide training and support to healthcare professionals. According to the Market Pulsecheck survey, 71.20% of employers requested bachelor's-level professionals, however, 38.44% of relevant employers requested or preferred a master's degree, indicating potential for career advancement through continued education. (Marketspulse survey, 2022). Earning a master's degree in nursing informatics will boost earning potential by several thousands of dollars. Based on the HIMSS data, over half of all master's degree holders earn over \$100,000 a year compared to 34% of bachelor's degree holders. Between December 2019 and November 2022, national data from the Market pulse survey showed an increase of job postings from 677 to 1,395 for master's level nursing informatics professionals.

4. Provide data showing the current and projected supply of prospective graduates.

The process of developing the Essentials document was delayed by several years as the need for employer input was realized. The final version includes employer and other stakeholder input that reflects what our healthcare agencies need. UMSON's adoption of the new Essentials better aligns the MSN-NI curriculum and student outcomes with the necessary competencies and skills required to work as a nursing informatics specialist, for example, project management, development of a RFP, analysis of systems, data management and artificial intelligence. Based on past data, the prospective graduates are interested in the UMSON program due to its stellar reputation for high quality education, faculty expertise and preparation for an expanding job market. UMSON graduates are well prepared to integrate knowledge, skills, and values to provide critical analysis of systems; advocate for patients, families, communities, and populations; and have a better understanding of the intersection of bias, structural racism, and social determinants with healthcare inequities. This is especially crucial as additional individuals from an array of cultural and ethnic backgrounds are projected to enter Maryland's health care systems. New courses will focus on cases promoting health equity and access utilizing technology such as the patient portal.

Current and projected supply of prospective graduates

On average UMSON graduates 161 MSN students from 17 out of 24 Maryland counties. On average UMSON graduates 18 MSN-NI students from 12 out of 24 Maryland counties. On average UMSON graduates 31 MSN-NI students from 14 out of 50 states. In 2022, 54% of all UMSON MSN-NI students were employed full time in nursing within one year of graduating

The numbers of graduates for the past three AY

AY	MSN Concentrations CPH⁵, HSLM⁶, NI, RN-MSN	MSN-NI Concentration only
2020-2021	171	22
2021-2022	193	32

⁵ CPH – Community Public Health

⁶ HSLM- Health Services Leadership Management

2022-2023	190	39
Average	184.67	31

The employment rate for the past two AY graduates

AY	MSN (All concentrations CPH, HSLM, NI, CNL, RN-MSN)	MSN-NI Concentration only
2020-2021	97%	95%
2021-2022	94%	92%
2022-2023*	96%	100%

* Indicates partial year

D. Reasonableness of Program Duplication

While no other schools of nursing in Maryland offer a master's degree in nursing informatics, Maryland nurses have many online options. UMSO's online format enhances the program's ability to maintain enrollment in an increasingly competitive environment where out of state online programs offer substantial duplication and competition to programs within the State. UMSO's program also selects and facilitates the practicum placements for students ensuring a high quality learning experience for students.

Justification for the proposed program change

UMSON was approved by MHEC to offer the Master of Science in 1988, (HEGIS 1203.00; CIP 51.3808). The UMSO verified its MS-NI program in MHEC's Academic Program Inventory in 2004. The UMSO was approved by MHEC to change the award level of the Master of Science program to Master of Science in Nursing in 2019 (HEGIS 1203.00; CIP 51.3801) in addition to receiving MHEC clarification the UMSO can offer the NI area of concentration fully online. The MSN program was accredited for 10 years by the Commission on Collegiate Nursing Education (CCNE) in 2014.

This curriculum revision is necessary secondary to the AACN revised Essentials document published in 2021. We expect other schools of nursing will need to make similar changes to align with the Essentials and maintain accreditation.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

No Historically Black Institutions (HBIs) in Maryland offer a master's degree program in nursing informatics, so there will be no impact on programs at HBIs. informatics master's degree programs in nursing: Bowie State University, Coppin State University, and Morgan State University.

Bowie State University (BSU) BSU offers two Masters of Science in Nursing (MSN) degree programs in nursing, in Family Nurse Practitioner and Nurse Educator. Both programs require applicants to have a bachelor's degree in nursing and a full, active, unrestricted nursing license

prior to admission. Currently, BSU does not offer an informatics MSN program so there is no direct competition with their programs.

Coppin State University (CSU) CSU is authorized to offer the BSN degree. In addition, CSU does not offer any graduate nursing programs.

Morgan State University (MSU) MSU offers one Master of Science degree program in nursing, with a primary emphasis for the roles of Nurse Educator and Leadership/Management in Nursing. The program requires the applicant have a bachelor's degree in nursing and a full, active, unrestricted nursing license prior to admission. Currently, MSU does not offer an informatics MSN program so there is no direct competition with their programs.

F. Relevance to the identity of Historically Black Institutions (HBIs)

There is no change in impact because of the modification to the MSN curriculum on the uniqueness and institutional identities and missions of HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

The revised MSN-NI curriculum will have the same oversight, quality control, and student services that our current high-quality MSN-NI program has. Dr. Lori Edwards, associate dean for the MSN program, will maintain curricular oversight of the MSN program. Dr. Cheryl Fisher director of the MSN-NI program will also oversee the MSN-NI curriculum. The UMSON MSN curriculum committee and the faculty governance structure at UMSON have final decision-making authority regarding the MSN curriculum.

Our program modality is primarily on-line asynchronous didactic instruction although some courses may include live class time with interactive web-conferencing synchronous experiences. The program includes a total of 500 practice hours. The online format allows flexibility for the working adult student and involves a variety of teaching strategies to address diverse learning styles. Many of the courses include real-world experience and application of content for a total of 500 practice hours.

List of Courses and course descriptions

Please see Appendix C

Educational objectives and intended student learning outcomes

A MSN-NI graduate will:

1. Demonstrate leadership, new knowledge, and skills using informatics and industry tools to assess, design, develop, implement, and evaluate the effectiveness of health informatics products and practices.
2. Have essential knowledge and skills in information and communication technology to provide care for patients, communities, and populations at the advanced practice level.
3. Apply principles of data management and databased systems to generate information, knowledge, and wisdom to improve outcomes for patients' communities and populations.

4. Contribute to the evidence base of informatics through scholarly work such as scholarly papers, posters, and presentations.
5. Integrate concepts of information management, health policy, social determinants of health and patient care technologies to support health equity in diverse populations through a variety of practice projects.
6. Analyze and apply current standards and policies impacting the practice of the informatics specialists through participation in clinical leadership and nursing informatics specialty organizations.
7. Envision, identify, develop, and evaluate technology and informatics solutions for problems using innovative approaches.

Student achievement of learning outcomes is measured and documented across the program of study, increasing in complexity, and demonstrated across different practice populations. Faculty use a multitude of assessment tools such as performance rubrics, exams, quizzes, assignments, and weekly feedback to the student about their achievement of daily, weekly, and course objectives. The program objectives are met by successful completion of the program of study as described in Appendix C.

General education requirements

Transfer of Credits

Credit for a course taken at an accredited institution that is eligible for credit at UMSO. Grades for transfer credits are not calculated in the UMSO GPA. Bachelor of Science in Nursing (BSN), MSN entry-into-nursing (MSN), and certificate students may not transfer any nursing courses.

Waiver of Credits

A course taken at another institution that is equivalent to a course at UMSO and meets the requirements for that course. Credits are not transferrable to UMSO, and the student will need to make up the waived number of credits. (Neither BSN nor MSN entry-into-nursing (MSN) students may waive any nursing courses.)⁷

Specialized Accreditation or graduate certification requirements

Admission

- Baccalaureate degree with a major in nursing from an Accreditation Commission for Education in Nursing (ACEN) or Commission on Collegiate Nursing Education (CCNE) accredited college or university or an equivalent degree from a comparable foreign institution.
- An undergraduate cumulative grade point average of at least 3.0.
- Valid, unrestricted (current) RN license in the United States.

Graduation

All MSN-NI students are required to complete a final practicum experience as well as

⁷ UMSO Student Handbook, pages 15 and 16: <https://www.nursing.umaryland.edu/media/son/student-life/Student-Handbook-2022-2023-POSTED-1-27-2023.pdf>

a scholarly comprehensive paper at the culmination of the program.

Specialty Certification

The American Nurses Credentialing Center offers the Informatics Nursing Certification Examination. Graduates of the MSN-NI specialty are eligible to sit for this examination which requires a bachelor's or higher degree as well as two years practice as a registered nurse.

If contracting with another Institution or Non-collegiate Organization, provide copies of contract(s)

Please see section H below.

Assurances

The University of Maryland School of Nursing website⁸ provides students with clear, complete, and timely information and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies. In addition, the website clearly and accurately represents the MSN program and areas of concentration, to include services available.

H. Adequacy of Articulation

The UMSON and the College of Southern Maryland (CSM) have a Memorandum of Understanding (MOU) providing for dual admission of graduates of associate degree nursing programs to complete prerequisite course work at CSM and enroll in UMSON's Registered Nurse to Master of Science in Nursing Program (RN to MSN) and transfer credits from one institution to the other based on the terms and conditions of the MOU. The MSN-NI specialty thus supports CSM and their provision of associate degree nursing education by allowing simultaneous admission to both programs. (See Appendix F for Memorandum of Understanding).

I. Adequacy of Faculty Resources

Quality of faculty

Since the UMSON has been offering the MSN-NI program the faculty and resource infrastructure already exists to support the modified curriculum. All MSN-NI faculty members are experienced nurse informaticians and have taught across the curriculum within the MSN-NI specialty. The range of experience of the MSN-NI faculty is varied, providing students with a rich learning environment. MSN-NI faculty backgrounds include work in the use of informatics in longitudinal intervention trials, the development of large-scale intelligent software agents, and the creation of models, algorithms, and intelligent systems for large-scale biomedical data,

⁸ UMSON website: <https://www.nursing.umaryland.edu/>

including health care, genomic, and clinical data. In addition, faculty have expertise in translating evidence into health care practices; exploring design efficiencies in computerized provider order entry; evaluating the usability of the electronic medical record to include system implementation, training, and user satisfaction; developing community and cognitive engagement techniques related to on-line learning modalities; and computer science and artificial intelligence. In addition, faculty have expertise in examining the impact that healthcare information technologies have on nursing practice and quality and safety in hospital settings, as well as expertise in supporting and implementing information systems in health care, finance, e-business, and e-commerce.

Faculty resources

Appendix D lists faculty with appointment type, terminal degree, academic title/rank, and status.

J. Adequacy of Library Resources

UMSON was successfully reaccredited by the Commission on Collegiate Nursing Education (CCNE) in 2014 for the maximum ten years. Professional accreditation focuses specific attention on adequacy of library resources. UMSON students completing their degree can use the UMB Health Science and Human Service Library (HS/HSL).

Health Sciences and Human Services Library (HS/HSL) Facilities and Resources

The HS/HSL is one of the largest health sciences libraries in the U.S. with a track-record of user-centered innovative services and programs. Eighty employees, including 25 faculty librarians, staff the library. The attractive and vibrant facility, which opened in 1998, serves as a hub for collaboration and learning with resources, programs and tools that promote discovery, creativity and innovation. With wireless connectivity throughout the building, the HS/HSL has 41 group study rooms, 3 computer classrooms, an Innovation Space which includes 3D printers, a presentation and practice studio, art gallery, and multiple technology-enhanced meeting spaces. Through the HS/HSL's web site⁹ the UMB community has access to a full range of resources and services.

The HS/HSL supports the University's students, faculty and staff members in the schools of dentistry, law, medicine, nursing, pharmacy, and social work; the Graduate School; the University of Maryland Medical Center; and other affiliated institutions. Research Connection, the library's suite of research services, is available for all programs on campus, and includes individual research consultations, a systematic review service, research impact assessment, reference assistance, and more. For over 30 years, the HS/HSL has provided liaison services, in which faculty librarians are assigned to work with specific user communities. Faculty librarians have many years of instructional experience in the classroom, in the community, and in the online environment. In 2022, faculty librarians reached 8,935 faculty, staff and students through

⁹ HS/HSL web site: www.hshsl.umaryland.edu

online and in-person instructional sessions, research consultations, and systematic review collaborations¹⁰ offered through the curriculum and in library-sponsored workshops.

In 2022, the HS/HSL licensed 108 databases, 4,733 journals, 17,669 e-books, and maintained a print collection of 360,530 volumes¹¹. One hundred percent of the current journal subscriptions literature is available electronically. Through its interlibrary loan and document delivery service, library staff can acquire articles and other resources not available through the library's collections. These are secured through local, regional, and national networks including the University System of Maryland and Affiliated Institutions, the National Library of Medicine's DOCLINE service, and OCLC, among others.

On May 1, 2021, the HS/HSL began an \$8.925 million, five-year cooperative agreement from the National Library of Medicine (NLM) to serve as the Regional Medical Library (RML) for the National Network of Libraries of Medicine, Region 1. The mission of the Network is to advance the progress of medicine and improve the public health by providing all U.S. health professionals with equal access to biomedical information and improve the public's access to information to enable them to make informed decisions about their health. With only seven regions in the U.S. designated as regional medical libraries under contract to the National Library of Medicine at the National Institutes of Health, Region 1 serves 1,700 academic, health sciences, and public libraries in eight surrounding states and the District of Columbia. The HS/HSL has held this competitive and prestigious designation with the National Network of Libraries of Medicine for over 30 years.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

Because the UMSON has offered the MSN-NI program and other courses online previously, there is no anticipated need for additional physical facilities, infrastructure, or instructional equipment. The systems and resources needed for face-to-face and distance education are already in place and available. Software licenses and costs to the institution are already in place and are sufficient to support program offering. We do not anticipate the need for additional resources.

L. Adequacy of Financial Resources with Documentation

The modification of the MSN-NI will not require new state funds. Over time, based on changes in education, technology and student demand, UMSON has incrementally increased its use of learning technologies and faculty technology expertise. Therefore, offering the revised curriculum will not result in additional expense and no new general funds will be required for implementation.

Resources and Expenditures

Existing faculty and staff resources are sufficient to support the transition to the MSN-NI program. Library and other resources are adequate for this modification to the UMSON offerings. Please see Appendix E for resource and expenditures.

¹⁰ HS/HL Annual Report: <https://www2.hshsl.umaryland.edu/hshsl/about/HS/HL%20Annual%20Report%20FY22.pdf>

¹¹ HS/HL By the Numbers: <https://www.hshsl.umaryland.edu/about/bythenumbers.php>

M. Adequacy of Provisions for Evaluation of Program

Procedures for evaluating courses, faculty and student learning outcomes

The majority of nursing programs, including UMSON programs, rely heavily on professional accreditation as the primary means of evaluation and quality control. Professional accreditation is based on a national consensus around student competencies and program standards. UMSON's Master Evaluation Plan requires the annual evaluation of courses, faculty performance, and student learning outcomes. This plan and the resulting findings were reviewed and approved during the 2014 CCNE accreditation process. UMSON will apply for a substantive change to the CCNE for modification of the MSN-NI curriculum. The substantive change notification must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change.

Since the UMSON's MSN program is an accredited competency-based program, all students are expected to graduate with a demonstrated core set of competencies. The MSN-NI curriculum will use the same competencies across course sections to ensure quality control and consistency.

Course evaluation

Each semester, students evaluate the courses in which they were enrolled. The evaluation includes an anonymous online assessment of various aspects of the course as well as the student's perspectives on the quality of instruction. Results of these evaluations are compiled, analyzed, and reviewed by faculty and UMSON administration and are used for course improvement and faculty development.

Student outcome evaluation

Students enrolled in the MSN program are required to meet core competencies. The curriculum for the MSN-NI program is designed to meet the essential elements or outcomes of graduate level education as set forth by the AACN Essentials. Student achievement of these program outcomes is required for program completion as well as for program accreditation. In addition to meeting the AACN curriculum standards, for graduates to be eligible for national board certification in the specialty, the curriculum and program outcomes must meet the standards and competencies of NI-related professional nurse certification. Graduates of MSN-NI are eligible to take the American Nurses Credentialing Center (ANCC) Nurse Informatics Certification.

Evaluation of student progress and achievement is determined by:

- Examinations of core and specialty knowledge.
- Evaluation of written papers, projects, and case studies.
- Assessment of learning in the final practicum experience which enables students to demonstrate the ability to apply knowledge gained from previous coursework.
- Completion of a comprehensive examination which demonstrates mastery of program outcomes.

Faculty evaluation

- Student Course Evaluation of Instructional Effectiveness are completed at the end of the term as described above.
- Faculty performance is evaluated annually, and areas of teaching needing improvement are addressed by the faculty member's department chair. UMSON has an Associate Dean for Faculty Development, as well as the Institute for Educators, that provide one on one consultations and workshops to further develop teaching expertise ¹²

N. Consistency with the State's Minority Student Achievement Goals

Minority student access

The MSN program adheres to the University's Affirmative Action and Equal Opportunity policies in all recruitment and admission activities. The program admits qualified students regardless of their race, ethnicity, religions, sex, sexual orientation, national origin, age, disability or veteran status. UMSON and the MSN program are committed to the recruitment and retention of students from diverse backgrounds.

Minority student achievement and success

The MSN program provides a variety of learning experiences and flexible offerings designed to address the needs of a diverse student body. UMSON's Office for Academic and Career Success addresses the learning needs to support courses which often pose challenges to students who may face language or cultural barriers. Such services include guided study sessions, peer tutoring and additional types of academic support. UMSON's strategic plan, consistent with that of UMB, has a significant emphasis on diversity and inclusion.

UMB has a variety of diversity and inclusion initiatives in place. Trainings offered include safe space training, poverty simulations, avoiding micro-aggression, moral and ethical leadership, cultural understanding, and others to enhance the ability of the university community to provide an inclusive environment. In addition, UMSON has an Office of Equity, Diversity, and Inclusion, led by an Associate Dean, who are available to all students, faculty, and staff

O. Relationship to Low Productivity Programs Identified by the Commission

Not applicable.

P. Adequacy of Distance Education Programs

The MSN-NI program provides for appropriate real-time and delayed interaction between faculty and students. All MSN-NI faculty members maintain office hours during which they are available via telephone, email, videoconferencing, or through the Blackboard learning platform which provides the means for both synchronous and asynchronous interactions between faculty and students and among students.

¹² UMSON Institute for Educators: <https://www.nursing.umaryland.edu/institute-for-educators/>

Courses specific to the MSN-NI specialty were designed by experts in nursing informatics and instructional design personnel to assure that distance education courses operate efficiently and with ease for students. Technology evaluation is included in course evaluations. The appropriateness of the specific technology used is determined through faculty and student feedback as part of our ongoing curricular evaluation process.

Under the direction of the Assistant Dean, Information and Learning Technology¹³, a highly skilled and growing staff of instructional technology specialists provide ongoing training for faculty teaching with technology in a distance education format. Training includes the use of the Blackboard Learning Management System and other technology necessary for effective teaching in a distance education environment. The Institute for Educators within the UMSON provides professional development on the pedagogy of distance education provided by faculty experts in online teaching. These sessions are offered in the form of grand rounds and webinars covering topics ranging from creative online teaching approaches to evaluation of online learning.

UMSON principles of best practices for online teaching and learning are based on Quality Matters (QM) principles¹⁴. QM provides a comprehensive framework for assuring the quality of online education and student learning. QM principles provide the basis for the use of evidence-based approaches to online teaching and the ongoing evaluation of outcomes. Faculty enhance the quality of their online teaching by enrolling in QM training or by attending UMSON professional development workshops.

Students enrolled in distance education courses have access to the same library services from the Health Sciences and Human Services Library (/HS/HSL) as students enrolled in campus-based courses. With a username and password, students can access a variety of databases, journals, eBooks, reference managers, and other resources and services. Workshops, tutorials, a digital archive, and expert advice for the use of library resources are available from the HS/HSL librarians assigned to academic programs. Specific instructions for off-campus access are available online.

Students enrolled in UMSON distance education have the same access to information as students enrolled in face-to-face education. The UMSON website¹⁵ provides clear, complete, and timely information for both face-to-face and distance students on curriculum and degree requirements, technology competence and skills, and technical equipment requirements to engage in online learning. Online tutorials and resources are available to assist students to use the Blackboard Learning Management System. Online course information provides students with information about accessing faculty, faculty availability and modes of communication including synchronous and asynchronous interactions.

Information about student support services is provided on the UMSON website for all students, both traditional and distance. The website provides information on academic support services, student organizations and activities, tuition and fees, and financial aid resources and policies.

¹³ UMSON Technology: <https://test-www.nursing.umaryland.edu/technology/>

¹⁴ Quality Matters: <https://www.qualitymatters.org/index.php/>

¹⁵ UMSON website: <https://www.nursing.umaryland.edu/>

The Blackboard Learning Management System provides 24-hour online help, and during regular business hours, the UMSO help desk is available via telephone and email. The UMSO Student Success Center provides remote access for student assistance and the HS/HSL provides online resources to assist students in literature searches, managing references, and other skills needed for graduate education.

APPENDIX A
PHASE IN AND PHASE OUT PLAN
MSN-NI Concentration

Spring – Summer 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Summer 2025	Fall 2025	Spring 2026	Summer 2026	Fall 2026	Spring 2027	Summer 2027
UMSON proposal to MHEC for MSN-NI revised curriculum	Last time current MSN-NI curriculum 1 st semester courses are taught	Last time current MSN-NI curriculum 2 nd semester courses are taught	MSN-NI revised curriculum 1 st semester courses are taught. Last time current MSN-NI curriculum 3 rd semester courses are taught.	MSN-NI revised curriculum 2 nd semester courses are taught . Last time current MSN-NI curriculum 4 th semester courses are taught.	MSN-NI revised curriculum 3 rd semester courses are taught. Last time current MSN-NI curriculum 5 th semester courses are taught.	MSN-NI revised curriculum 4 th semester courses are taught. Last time current MSN-NI curriculum 6 th semester courses are taught	MSN-NI revised curriculum 5 th semester courses are taught. Last time current MSN-NI curriculum 7 th semester courses are taught	MSN-NI revised curriculum 6 th semester courses are taught Last time current MSN-NI curriculum 8 th semester courses are taught	MSN-NI revised curriculum 7 th semester courses are taught No MSN-NI current curriculum courses taught	MSN-NI revised curriculum 8 th semester courses are taught	All MSN-NI revised curriculum courses taught

APPENDIX B
CURRICULUM COMPARISON MSN-NI CONCENTRATION

Pre Fall 2024 Master of Science of Nursing NI Option Curriculum			Post Fall 2024 Master of Science of Nursing NI Option Curriculum		
Course	Title	Credits	Course	Title	Credits
Semester 1			Semester 1		
NRSG 780	Health Promotion and Population Health	3	NRSG 780	Health Promotion and Population Health	3
NRSG 790	Methods for Research and Evidence Based Practice	3	NURS XXX	Evaluating the Evidence/Biostats	3
NRSG 782	Health Systems and Health Policy: Leadership and Quality Improvement	3	NURS 736	Technology Solutions for Generating Knowledge in Health Care	3 (5)
Semester 2			Semester 2		
NURS 736	Technology Solutions for Generating Knowledge in Health Care	3	NRSG 782	Health Systems and Health Policy: Leadership and Quality Improvement	3
NRSG 795	Biostatistics for Evidence Based Practice	3	NURS 690	Managerial Health Finance	3 (45)
NURS 786	Systems Analysis and Design	3	NURS 786	Systems Analysis and Design	3 (45)
Semester 3			Semester 3		
NURS 785	Health Care Database Systems	3	NURS 785	Health Care Database Systems	3 (45)
Semester 4			Semester 4		
NURS 690	Managerial Health Finance	3	NRSG 785	Professional Writing	1
NURS 737	Nursing Informatics Concepts and Practice in Systems Adoption	3	NURS XXX	Artificial Intelligence and Big Data	2
NURS 784	Information Technology Project Management	3	NURS 784	Information Technology Project Management	3 (45)
			NURS 737	Practicum in Nursing Informatics I	3 (135)
Semester 5			Semester 5		
NURS 738	Practicum in Nursing Informatics	4	NURS 691	Organizational Theory: Application to Health Services Management	3 (45)
NURS 691	Organizational Theory: Application to Health Services Management	3	NURS 738	Practicum in Nursing Informatics II	3 (135)
NURS 770	Human-Technology Interaction in Healthcare	3			
	Total: 40 Credits/ 135 practice hours	40		Total: 36 credits/500 practice hours	

APPENDIX C

MSN-NI CONCENTRATION NEW PROGRAM OF STUDY

Masters Core		
NURS XXX*	Evaluating the Evidence/Biostats	3
NRSG 780	Health Promotion and Population Health	3
NRSG 782	Health Systems and Health Policy: Leadership and Quality Improvement	3
NRSG 785*	Professional Writing	1
Nursing Leadership and Management Core		
NURS 690	Managerial Health Finance; 45 practice hours	3
NURS 691	Organizational Theory: Application to Health Services Management; 45 practice hours	3
Nursing Informatics Courses		
NURS 736	Essentials in Health Care Informatics; 5 practice hours	3
NURS 786	Systems Analysis and Design; 45 practice hours	3
NURS 785	Health Care Database Systems; 45 practice hours	3
NURS 784	Information Technology Project Management; 45 practice hours	3
NURS 737	Practicum in Nursing Informatics I; 135 practice hours <i>Pre-requisites: New EBP/Bio, NRSG780, NRSG782, NRSG785, NURS 736, NURS785, NURS786</i>	3
NURS 738	Practicum in Nursing Informatics II; 135 practice hours <i>Pre-requisites: New EBP/Bio, NRSG780, NRSG782, NRSG785, NURS736, NURS784, NURS785, NURS786, NURS737</i>	3
NURS XXX*	Artificial Intelligence and Big Data	2

* indicates new coursework.

36 credits total; 500 clinical hours

APPENDIX C

FULL TIME MATRICULATION MSN-NI CONCENTRATION

Fall Matriculation		
Semester	Course	Credit
Fall		
	New EBP/Biostats	3
	NRSG 780 Hlth Prom/Pop Hlth	3
	NURS 736 Essentials in Inform	3 (5)
Spring		
	NRSG 782 Policy	3
	NURS 690 Finance	3 (45)
	NURS 786 Systems Analysis	3 (45)
Summer		
	NURS 785 Database	3 (45)
Fall		
	NRSG 785 Profess Writing	1
	New AI and Big Data	2
	NURS 784 Project Mgmt	3 (45)
	NURS 737 Practicum I*	3 (135)
Spring		
	NURS 691 Org Theory	3 (45)
	NURS 738 Practicum II **	3 (135)
Total: 36 credit hours; 500 practice hours		

Spring Matriculation		
Semester	Course	Credit
Spring		
	New EBP/Biostats	3
	NRSG 780 Hlth Prom/Pop Hlth	3
	NURS 736 Essentials in NI	3 (5)
Summer		
	NRSG 785 Profess Writing	1
	NURS 785 DB	3 (45)
Fall		
	NURS 690 Org Theory	3 (45)
	NURS 691 Finance	3 (45)
	New AI and Big Data	2
Spring		
	NURS 786 Systems Analysis	3 (45)
	NRSG 782 Policy	3
Fall		
	NURS 784 Project Mgmt	3 (45)
	NURS 737 Practicum 1*	3 (135)
Spring		
6 Spring	NURS 738 Practicum 2**	3 (135)
Total: 36 credit hours; 500 practice hours		

*NURS 737 Pre-requisites= New EBP/Bio, NRSG780, NRSG782, NRSG785, NURS 736, NURS785, NURS786

**NURS 738 Pre-requisites= New EBP/Bio, NRSG780, NRSG782, NRSG785, NURS736, NURS784, NURS785, NURS786, NURS737

APPENDIX C

PART TIME MATRICULATION MSN-NI CONCENTRATION

Fall Matriculation		
Semester	Course	Credit
Fall		
	New EBP/Biostats	3
	NRSG 782 Policy	3
Spring		
	NRSG 780 Hlth Prom/Pop Hlth	3
	NURS 736 Essentials	3 (5)
Summer		
	NRSG 785 Profess Writing	1
Fall		
	NURS 691 Finance	3 (45)
	New AI and Big Data	2
Spring		
	NURS 690 Org Theory	3 (45)
	NURS 786 Systems Analysis	3 (45)
Summer		
	NURS 785 DB	3 (45)
Fall		
	NURS 784 Project Mgmt	3 (45)
	NURS 737 Practicum 1*	3 (135)
Spring		
	NURS 738 Practicum 2**	3(135)
Total: 36 credit hours; 500 practice hours		

Spring Matriculation		
Semester	Course	Credit
Spring		
	New EBP/Biostats	3
	NRSG 782 Policy	3
Summer		
	NRSG 785 Profess Writing	1
Fall		
	NURS 736 Essentials	3 (5)
	New AI and Big Data	2
Spring		
	NURS 786 Systems Analysis	3 (45)
	NRSG 780 Hlth Prom/Pop Hlth	3
Summer		
	NURS 785 DB	3 (45)
Fall		
	NURS 784 Project Mgmt	3 (45)
	NURS 737 Practicum 1*	3 (135)
Spring		
	NURS 690 Org Theory	3 (45)
	NURS 738 Practicum 2**	3 (135)
Summer		
	NURS 691 Finance	3 (45)
Total: 36 credit hours; 500 practice hours		

*NURS 737 Pre-requisites= New EBP/Bio, NRSG780, NRSG782, NRSG785, NURS 736, NURS785, NURS786

**NURS 738 Pre-requisites= New EBP/Bio, NRSG780, NRSG782, NRSG785, NURS736, NURS784, NURS785, NURS786, NURS737

APPENDIX C

Course Descriptions for MSN-NI Concentration

MASTERS CORE

NRSG 780 Health Promotion and Population Health (3 credits)

This core course is designed to examine the determinants of health and distribution of disease. Epidemiological, demographic and environmental data, national reports and surveys, and legislation are used to assess trends and establish priorities to improve the health status of the population. The course focuses on the leading causes of death and disability as well as key issues in infectious disease, behavioral health, and environmental and occupational health. It addresses the importance of health disparities, cultural competence and social justice in developing health promotion and disease prevention programs. Models and theories for behavior change and program planning, health communication strategies, and the role of health policy are emphasized in developing and evaluating high risk and population-based interventions to improve the health status of populations

NRSG 782 Health Systems & Health Policy: Leadership and Quality Improvement (3 credits)

This core course is designed to provide an analysis of health care delivery and policy trends and their effects on organization of clinical and health systems. The course investigates the policy, regulatory, financial, technological and social dynamics that lead to quality improvement and patient safety impacting health care organizations, health care professionals and patient populations. Leadership strategies are explored that influence decisions at both the practice-level and systems-level. Emphasis is placed on the role of nurses in developing and implementing initiatives to improve quality and cost-effectiveness of care and demonstrate sensitivity to diverse organizational cultures and populations.

NURS XXX Evaluating the Evidence/Biostats (3 credits)

This didactic course provides essential tools to critically evaluate and apply research to nursing practice using an evidence-based approach. Students will become critical consumers of research to search the evidence in support decision making, performing in-depth review and synthesis, rating the strength of the evidence, and identifying recommended practice changes, if indicated. Skills in quantitative reasoning are expanded through critical review of research design and statistics. Descriptive and inferential statistics most commonly reported and used in evidence-based practice are taught, including differences in proportions, difference in means testing and regression techniques.

NRSG 785 Professional Writing (1 credit)

This didactic course is designed to provide DNP, PhD, and MS students with the knowledge and skills to begin to write professionally. Students focus on the components of academic writing that are required for the scholarly project manuscripts, scholarly papers, and future publications. Other subjects covered include peer review, literature search strategies, the development of synthesis matrices, abstract construction, and critical literature analysis and synthesis.

NURSING LEADERSHIP AND MANAGEMENT CORE

NURS 690 Managerial Health Finance (3 credits, 45 practice hours)

This course introduces the student to healthcare financial management concepts, tools and strategies that are applied in collaboration with nursing and non-nursing colleagues in healthcare settings. The course prepares the nurse leader to improve nursing and health system fiscal efficiencies, operations, and outcomes through the application of practical approaches to budgeting, financial analysis, and the management of financial resources. Students will apply concepts and tools to "real world" data sets and issues within each topic. Students will be encouraged to supplement the lecture material.

NURS 691 Organizational Theories: Applications to Healthcare Management (3 credits, 45 practice hours)

The purpose of this course is to examine leadership and management theories and principles, issues and opportunities related to organizational behavior in complex health care environments. In this foundational course for Health Services, Leadership and Management, students appraise, apply and demonstrate social science theories to planning, organizing, leading and evaluating nursing operations. Course goals include understanding the complexity of health care organizations through the lens of organizational theories and their applications; appreciating the foundations and fulfillment of leadership and managerial roles in health care organizations, self-appraisal of the characteristics needed in order to function effectively in these roles; and analyzing the impact of organizational behavior on safe, high quality, and equitable care to improve the health of the diverse populations served.

NURSING INFORMATICS CORE

NURS 736 Essentials in Healthcare Informatics (3 credits, 5 practice hours)

This introductory course builds knowledge, skills and abilities necessary to work in an information technology enabled healthcare environment. This course focuses on the application of information and communication technologies that support the provision of care including social context, availability of technology, human factors, and type of information along with social-technical, legal, regulatory and ethical concerns. Emerging technologies and contemporary issues are highlighted.

NURS 786 Systems Analysis and Design (3 credits, 45 practice hours)

This course will apply knowledge of the systems development life cycle (SDLC) in which technical, organizational, and human aspects are assessed to create improvements in health care delivery. Various principles, methods, and tools will be explored and applied. This course will prepare students for the role of the informatics nurse who engages in discrete work elements, serves in leadership positions, and contributes in many diverse ways to the systems analysis and design process. This course includes practice hours for students to apply knowledge related to a healthcare information system.

NURS 784 Information Technology Project Management (3 credits; 45 practice hours)

This course addresses how information technology projects are planned and managed. Content includes relevant examples and practical applications of project management concepts within a healthcare context. In this project-based course, students are expected to manage a simulated healthcare information technology project. This course includes practice hours using project management software and application of IT project skills and knowledge to a real-life practice issue.

NURS 785 Healthcare Database Systems (3 credits; 45 practice hours)

This course introduces how data are captured, stored, structured, processed, retrieved, and translated to information and knowledge using database management systems. The content includes theory, examples, and practical applications of database design, implementation, and maintenance within healthcare systems. Other topics include data modeling, development of database management systems, manipulation of data using Structured Query Language, and database security and the role of the informatician. This course includes practice hours where students will apply knowledge to a real-life health care delivery problem.

NURS 737 Practicum in Nursing Informatics I (3 credits; 135 practice hours)

This course builds upon knowledge, skills, and abilities introduced in previous informatics courses.

The role of the Informatics Nurse Specialist in system selection, analysis, design, implementation, and evaluation are explored and applied. Organizational and informatics theories, models, and concepts are considered in relation to information system adoption in health care. Analysis of technology standards in systems development to include standardized languages, terminologies, and classifications will be conducted. Critical thinking and analytic skills will be applied to discussions and assignments. This course includes practice hours where students will apply knowledge to a real-life health care delivery problem.

NURS 738: Practicum in Nursing Informatics II (3 credits; 135 practice hours)

Practical experience in selected agencies/businesses with preceptors reinforces and enhances the skills needed by informatics nurse specialists to analyze, select, develop, implement, and evaluate information systems that impact nursing and health care. These experiences also allow students to analyze the informatics nurse specialist roles of their preceptors. Students will build upon knowledge and skills from prior courses. During the practicum, students will work with informaticians who are functioning in the field of nursing/health informatics. Students will be assigned to health care agencies, healthcare information technology businesses, or healthcare consulting firms for the practicum.

NURS XXX Artificial Intelligence and Big Data (2 credits)

The course examines how emerging artificial intelligence (AI) and big data reshape and advance human life, human-computer interaction, and healthcare delivery. Students will learn about current development and implementation efforts in the field, including AI/ machine learning (ML) natural language processing, and robotics. In addition, the course also covers data science, including data models and real-world data. Students will appraise the impact of these technologies on human perception, decision making, behavior, and performance in the healthcare environment. Students will demonstrate understanding and application of the content to the health care delivery system through discussion, presentation, and group projects.

APPENDIX D
MSN- NI FACULTY RESOURCES

Dept.	Last Name	First Name	Title	Highest Degree	Field of Study	Type of Course	FTE Status	Courses
OSAH	Fisher	Cheryl	Associate Professor Specialty Director, Nursing Informatics	EdD	Informatics, Instructional Technology, decision support	Online, didactic and practicum	F/T	NURS 736 Essentials in Health Care Informatics NURS 737 Practicum in Nursing Informatics I NURS 738 Practicum in Nursing Informatics II
OSAH	Seckman	Charlotte	Associate Professor	PhD	Informatics, evaluation of informatics competencies, decision support, usability evaluation	Online, didactic	F/T	NURS 736 Essentials in Health Care Informatics NURS 784 Information Technology Project Management
OSAH	Stephens	Cory	Assistant Professor	DNP	Informatics, clinical decision support, promoting integration of information and communication technologies into practice	Online, didactic	F/T	NURS 736 Essentials in Health Care Informatics NURS 784 Information Technology Project Management
OSAH	Kelemen	Arpad	Professor	PhD	Biomedical informatics; database development, healthcare software and game development; human- computer interaction; intelligent patient care technologies with artificial intelligence; and data mining	Online, didactic	F/T	NURS XXX Artificial Intelligence and Big Data NURS 785 Health Care Systems Database
OSAH	Opoku-Ageyman	Ernest	Assistant Professor	PhD	information systems in healthcare, finance, e- business and e-commerce.	Online, didactic	F/T	NURS 786 Systems Analysis and design

**APPENDIX E
PROGRAM RESOURCES**

	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	4,749,874	4,844,872	5,008,320	5,108,486	5,210,656
2. Tuition/Fee Revenue	9,838,830	10,014,590	10,526,414	10,548,157	10,570,334
(c + g below)	1,104	1,104	1,124	1,144	1,164
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	1,104	1,104	1,124	1,144	1,164
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue	0	0	0	0	0
(d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	14,588,704	14,859,462	15,534,734	15,656,643	15,780,990

The reallocated funds represent the portion of UMSON's state appropriation budget attributable to all specialties within the entire Masters program and includes an estimated increase consistent with the estimated salary increases on the program expenditures table. Historically when cola and merit have been awarded they have been funded via state appropriations increases.

The UMSON tuition and fee structure is multi-layered and is based upon a student’s residency status (in-state vs. out-of-state), full-time vs. part-time, number of credit hours, semester of study in the program, etc. It does not allow for the formulaic approach called for in the program resource table. We have built in a 2% increase consistent with what has historically been approved by UMB President's office, the University System of Maryland Board of Regents and the State of Maryland Governor’s office.

APPENDIX E

PROGRAM EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty					
a. Number of FTE	24	24	24	24	24
b. Total Salary	4,520,295	4,655,903	4,795,581	4,939,488	5,087,631
c. Total Benefits	1,189,175	1,224,850	1,261,596	1,299,444	1,338,427
2. Admin. Staff					
a. Number of FTE	26	26	26	26	26
b. Total Salary	2,434,679	2,507,719	2,582,951	2,660,439	2,740,252
c. Total Benefits	721,820	743,474	765,779	788,752	812,415
3. Support Staff					
a. Number of FTE	9	9	9	9	9
b. Total Salary	1,275,907	1,314,184	1,353,609	1,394,218	1,436,044
c. Total Benefits	345,373	355,734	366,406	377,399	388,721
4. Technical Support and Equipment	645,000	664,350	684,280	704,809	725,953
5. Library	1,470	1,514	1,560	1,606	1,654
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	1,478,483	1,523,128	1,568,822	1,615,886	1,664,363
TOTAL	12,612,483	12,990,858	13,380,583	13,782,001	14,195,461

The expenses in the above table represent allocations for all specialties in our Masters programs. Our organizational department structure and financial systems do not allow for direct reporting on individual Masters specialty programs.

The faculty salary and fringes shown on the program expenditures table represent an allocation based on faculty FTE effort for all specialties within the Masters program. The administrative and support staff salary and fringes represent an allocation based on percent of Masters students to our overall student enrollment. The salary and fringes in years 2-5 include a 2% adjustment for estimated COLA/merit increases.

The technical and support equipment represent an allocation attributable to the Masters program and include annual increases of 3% related to cost increases, simulation technology replenishment and new and emergency instructional technologies. The library and other expenses represent an allocation attributable to the Masters program and include annual increase of 3% related to cost increase.

Appendix F

Memorandum of Understanding



Certificate Of Completion

Envelope Id: 569CA2C302434A34A4B9CE7B56F02D15 Status: Completed
Subject: Complete with DocuSign: Articulation Agreement between UMSON and College of Southern Maryland
School Identifier:
Student Name:
Document Identifier:
Source Envelope:
Document Pages: 10 Signatures: 4 Envelope Originator:
Certificate Pages: 3 Initials: 0 Jeffrey Frederick
AutoNav: Enabled 601 W Lombard St Ste 206
Enveloped Stamping: Disabled Baltimore, MD 21201
Time Zone: (UTC-05:00) Eastern Time (US & Canada) jeffrey.frederick@umaryland.edu
IP Address: 134.192.92.254

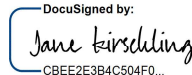
Record Tracking

Status: Original Holder: Jeffrey Frederick Location: DocuSign
5/24/2023 10:10:49 AM jeffrey.frederick@umaryland.edu

Signer Events

Jane Kirschling
kirschling@umaryland.edu
Security Level: Email, Account Authentication
(None)

Signature

DocuSigned by:

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Signature Adoption: Pre-selected Style
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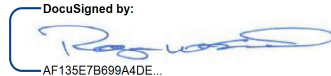
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Electronic Record and Signature Disclosure:

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Roger Ward
rward@umaryland.edu
Provost and Dean, Graduate School
University of Maryland, Baltimore
Security Level: Email, Account Authentication
(None)

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Electronic Record and Signature Disclosure:

Not Offered via DocuSign

Bruce Jarrell
bjarrell@umaryland.edu
President
Security Level: Email, Account Authentication
(None)

DocuSigned by:

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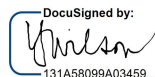
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Yolanda Wilson
yswilson@csmd.edu
President
Security Level: Email, Account Authentication
(None)

DocuSigned by:

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Signature Adoption: Drawn on Device
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Agent Delivery Events	Status	Timestamp
Intermediary Delivery Events	Status	Timestamp
Certified Delivery Events	Status	Timestamp
Carbon Copy Events	Status	Timestamp
Angie Hines hines@umaryland.edu Director of Academic Administration University of Maryland School of Nursing Security Level: Email, Account Authentication (None) Electronic Record and Signature Disclosure: Not Offered via DocuSign	COPIED	Sent: 6/1/2023 4:02:55 PM
Ann Mech amech@umaryland.edu Director, Legal Affairs Security Level: Email, Account Authentication (None) Electronic Record and Signature Disclosure: Not Offered via DocuSign	COPIED	Sent: 6/1/2023 4:02:55 PM
Celeste Seger seger@umaryland.edu Security Level: Email, Account Authentication (None) Electronic Record and Signature Disclosure: Not Offered via DocuSign	COPIED	Sent: 6/1/2023 4:02:55 PM
Courtney Resnick cresnick@umaryland.edu Security Level: Email, Account Authentication (None) Electronic Record and Signature Disclosure: Not Offered via DocuSign	COPIED	Sent: 6/1/2023 4:02:55 PM
Deborah Prout prout@umaryland.edu Security Level: Email, Account Authentication (None) Electronic Record and Signature Disclosure: Not Offered via DocuSign	COPIED	Sent: 6/1/2023 4:02:55 PM
Sheena Jackson sheena.jackson@umaryland.edu Internet2 OBO University of Maryland, Baltimore Security Level: Email, Account Authentication (None) Electronic Record and Signature Disclosure: Not Offered via DocuSign	COPIED	Sent: 6/1/2023 4:02:55 PM
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Payment Events	Status	Timestamps

**Agreement for Dual Admission
between
University of Maryland School of Nursing
and
College of Southern Maryland, School of Sciences and Health**

University of Maryland, Baltimore (UMB), a public university that is part of the University System of Maryland, a public corporation and an instrumentality of the State of Maryland, acting through its academic unit the University of Maryland School of Nursing ("UMSON") hereby enters into an Agreement ("Agreement") with College of Southern Maryland, School of Science and Health ("CSM") to offer dual admission to students and transfer credits from one institution to the other on the terms and conditions of this Agreement.

I. Dual Admission. CSM and UMSON agree to allow simultaneous admission to CSM Health Science Division's Associate of Science in Nursing Program ("ADN") and UMSON's Bachelor of Science in Nursing Program ("BSN") through a coordinated admission process using the procedures set forth in Exhibit 1 ("Dual Admission Program"). Eventual enrollment at UMSON is dependent upon a student meeting criteria for progression to UMSON. UMSON criteria for progression shall be obtained before the desired date of enrollment.

II. Acceptance of Degrees. In order to matriculate to UMSON, a CSM student must have graduated from CSM with an Associate of Science in Nursing and satisfy UMSON's progression criteria and other applicable requirements at the time the student matriculates to UMSON as identified in Exhibit 2. Licensure as a Registered Nurse in the District of Columbia, Maryland or another Compact State must be obtained on or before the end of the first semester of enrollment at UMSON. UMSON shall accept up to 59 transfer credits that will also satisfy General Education Requirements at CSM and UMSON, also identified in Exhibit 2. In addition to transfer credits for completed coursework, UMSON will award students 30 credits toward their BSN upon verification of an active RN license.

III. Transfer of UMSON Credits to CSM. A CSM student enrolled through the Dual Admission Program without a degree from CSM may transfer UMSON credits back to CSM in accordance with CSM's academic policies and procedures to complete a degree at CSM. The parties will direct students who wish to apply UMSON credits toward obtaining a CSM degree to consult a CSM advisor. Credits to be counted towards the ADN cannot be also counted towards the BSN.

IV. Enrollment in UMSON BSN Courses Prior to Graduation from CSM. While enrolled in the ADN program at CSM, a student may take UMSON courses under Special Student status to earn credits towards the BSN degree. The parties will direct students who wish to apply UMSON credits toward obtaining a BSN degree to consult a UMSON representative. Credits to be counted towards the BSN cannot be also counted towards the ADN. The procedures for Special Student status are set forth in Exhibit 1 ("Special Student Status").

V. Applicability. The status afforded to students as contemplated in this Agreement applies only to the Dual Admission Program, courses in the Dual Admission Program, transfer of credits and credentials, and credential requirements in effect as of the Effective Date (as defined in Section XI.). The Dual Admission Program and the processes and procedures outlined in this agreement are limited to the Dual Admission Program. UMSON and CSM agree that students enrolled in the Dual Admission Program are subject to the respective laws, regulations, practices and policies in effect at the institution the student is attending. Such laws, regulations, practices and policies include, but are not limited to, payment of tuition and fees, grading, appeals of grades,

reasonable accommodation and academic misconduct. Each party will bear its own expenses related to resolving grievances and academic matters at its respective institution.

A student will pay regular deposits, tuition and fees set up by the institution in which the student is enrolled. Each institution is responsible for collecting tuition and fees from its students in the Dual Admissions Program according to its own rate structure in place at the time of the students' enrollment at the institution. Each institution is responsible for billing and student accounts for the semester(s) when a student is enrolled at the institution. Financial aid will be administered through CSM prior to a student's enrollment into UMSON's BSN program. After enrollment into UMSON's BSN program, financial aid will be administered through UMSON.

VI. Student Responsibility. Dual Admission Program students must execute a written authorization (a FERPA release) to permit CSM and UMSON to monitor any matter of legitimate educational interest. Both parties will inform the students of the responsibility to ensure that they meet all requirements for successful completion of the Dual Admission Program including the CSM Associate of Science in Nursing requirements and all prerequisites for successful enrollment to UMSON as specified in UMSON guidelines <https://www.nursing.umaryland.edu/academics/undergrad/registered-nurse-to-bachelor-science-nursing/>. Students must also meet UMSON Technical Standards, enrollment requirements and maintain satisfactory academic standing in courses taken at UMSON.

CSM students are responsible for submitting all forms and materials as required by CSM and UMSON and ensuring that all required materials have been received by UMSON.

Students must comply with the policies and procedures, as well as the academic and non-academic standards of CSM and UMSON during the time students are enrolled in each institution.

VII. CSM and UMSON Responsibilities. Consultation and communication on student progress will be maintained by CSM and UMSON once a FERPA release form is completed by each student at each institution.

CSM will provide counseling /advising to students accepted into the Dual Admission Program and evaluate students' performance in accordance with the requirements as stated herein every semester while students are enrolled at CSM. At the end of each semester, CSM and UMSON will provide an overview of students accepted into the Dual Admission Program to include courses completed, GPA, and projected semester to matriculate to UMSON. UMSON will meet with these students in a group on an annual basis. CSM Dual Admission Program students will be invited to visit the Shady Grove site or Baltimore campus during UMSON open houses.

UMSON will provide CSM Registrar's staff with student progress and BSN completion data for all Dual Admission Program students as well as information supporting the BSN program and, if requested, on-site visits annually.

CSM and UMSON must maintain accreditation by a national nursing accreditation agency recognized by the U.S. Department of Education (USDE). Both programs must be approved by the Maryland Board of Nursing.

VIII. Degrees Awarded. Students will be awarded the Associate of Science in Nursing from CSM upon successful completion of all requirements for the ADN degree. Students will be awarded the Bachelor of Science in Nursing degree from UMSON after successful completion of all the requirements for the BSN degree.

IX. Promotion/Publicity. During the term of this Agreement, CSM and UMSON shall develop and agree upon a mutually acceptable marketing and student recruitment plan to promote the Dual Admission Program and inform students of the opportunities available at both institutions under this Agreement. CSM will provide to UMSON its student directory information for graduates of the Associate of Science in Nursing program for the promotion of the alliance. CSM will also send one email a semester to students currently enrolled in the Associate of Science in Nursing program promoting UMSON. This email will be approved by CSM and UMSON prior to being sent to current students.

Any and all marketing, promotional, or other materials developed by one party to publicize this Agreement must be reviewed and approved in writing by the other party prior to use of any such materials. Neither party shall use the name or marks of the other party in connection with any product, service, promotion, news release or other publicity, without the prior written consent of the party whose name or marks is under consideration. In all communications, marketing, promotional and other materials related to the Dual Admissions Program, students shall be referred to as dual admission students in the CSM ADN and UMSON BSN programs.

X. Changes in Programs. Notwithstanding anything in this Agreement to the contrary, UMSON and CSM retain the right and the authority to make changes in their respective courses, programs, and credential requirements. The parties shall give each other reasonable notice of changes in their respective courses, programs, and/or credential requirements that may materially affect a student's status, acceptance of degrees, or the transfer of credit as contemplated in this Agreement. A student who is already enrolled in the Dual Admission Program at the time of such changes will have the option to choose whether to follow the existing or new requirements. A student's selection of either option, as well as the student's proposed plan of study, must be approved by representatives of both the CSM and UMSON nursing programs.

The parties shall meet, at least once a year, to review their respective courses, programs, and credential requirements to determine whether this Agreement should be amended to reflect the courses, programs, and credential requirements then in effect at each institution, as well as to determine if there is a need for a cap on enrollment in the Dual Admissions Program.

XI. Term and Termination. The term of this Agreement is one year commencing as of September 1, 2023 ("Effective Date") and ending on August 31, 2024. The term will extend automatically for successive one-year periods.

Either party may terminate this Agreement by providing ninety (90) days prior written notice to the other party.

Provided neither UMSON's nor CSM's programs, courses, or credential requirements have changed such that articulation or the transfer of credit is no longer academically appropriate, UMSON shall accept the transfer of CSM credits and afford the students the status on the terms and conditions of this Agreement for those students who have enrolled in UMSON and remained continuously enrolled at or before termination of this Agreement. Continuous enrollment means enrollment in at least one course at CSM within a two-year period (i.e., six semesters) and enrollment in at least one course every semester during enrollment at UMSON.

XII. General Provisions. This Agreement is subject to applicable policies and procedures promulgated by the Maryland Higher Education Commission regarding the transfer of credits.

All notices under this Agreement must be in writing; delivered in person or by U.S. mail, e-mail (receipt confirmed) or commercial courier; and addressed as follows:

If to UMSON:

If to CSM:

University of Maryland School of Nursing
655 W. Lombard Street, Suite 505
Baltimore, MD 21201

College of Southern Maryland
8730 Mitchell Road
LaPlata, MD 20646

Attn:
Jane Kirschling, PhD, RN, FAAN
Dean and Professor
kirschling@umaryland.edu

Attn:
Laura Polk, PhD, RN, CNE
Dean, School of Science and Health
lvpolk@csmmd.edu

Either party may change its respective notice address by providing notice to the other party.

This Agreement integrates the entire agreement of the parties and supersedes any and all prior and/or contemporaneous agreements between the parties, written or oral, with respect to the subject matter of this Agreement. This Agreement may be modified only by a writing signed by both parties.

The laws of the State of Maryland govern interpretation of this Agreement.


Neither party may assign this Agreement, its interest herein, or its rights or obligations hereunder without the prior written consent of the other.

The parties shall not discriminate on the basis of race, sex, gender identity and expression, age, ethnicity, religion, disability, sexual orientation, creed, national origin or veteran's status in the programs and activities covered by this Agreement.

It is expressly understood and agreed that this Agreement is not intended and shall not be construed to create the relationship of agent, servant, employee, partner, joint venture, or association between the parties but is only an agreement between independent contractors.


This Agreement shall be only for the benefit of the undersigned parties and their permitted successors and assigns, and no student or other person shall be deemed to be a third-party beneficiary of this Agreement.

For: University of Maryland School of Nursing

DocuSigned by:

CBEE2E3B4C604F0...
Jane Kirschling, PhD, RN, FAAN
Dean and Professor


5/24/2023

Date

DocuSigned by:

AF135E7B609A4DE...
Roger Ward, EdD, JD, MSL, MPA
Executive Vice President and Provost
Dean, Graduate School

5/25/2023

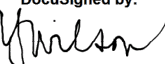
Date

DocuSigned by:

F86533462665431...
Bruce Jarrell, MD, FACS
President

6/1/2023

Date

For: College of Southern Maryland

DocuSigned by:

131A58099A03459...
Yolanda Wilson, EdD
President

6/1/2023

Date

Exhibit 1: Dual Admission Program

I. Admissions. A student may apply for dual admission as early as the time of application to the ADN program at CSM but no later than the end of the fourth semester of enrollment in the ADN program. UMSON will consider for admission into its BSN program CSM students with an overall GPA of 3.0 for higher education course work completed and a 2.75 GPA in any prerequisite science courses taken by the time of admission to CSM's ADN program. UMSON and CSM shall develop and use a coordinated application process ("Dual Application") that will result in the progression of the student to UMSON. A student must complete and submit the appropriate admission paperwork to both CSM and UMSON to CSM. CSM shall forward the application to the Office of Student and Academic Services at UMSON. The student is responsible for paying the application fees when applying to CSM and UMSON. Both UMSON and CSM shall identify students enrolled in the Dual Admission Program in their respective student databases.

II. Progression Process. Students interested in the CSM and UMSON Dual Admission Program must meet with the CSM nursing advisor to ensure appropriate course scheduling and to specify preferred location for progression into the BSN program. Students must enroll in courses in the nursing plan of study in order to progress to UMSON. Progression to UMSON must be done within the timeframe specified below.

The CSM nursing advisor, in collaboration with the student in the Dual Admission Program, will monitor the process for completing the CSM Dual Admission Program. CSM students must submit all required materials to UMSON no later than December 1st for enrollment in the following fall semester and no later than May 1st for enrollment in the following spring semester. All student inquiries for information regarding the status of a student's filing for progression should be directed to UMSON Office of Student and Academic Services (OSAS).

Following reviews of the student's materials, UMSON will notify the students whether or not they qualify for provisional acceptance for progression to UMSON BSN program by November 1st for spring enrollment and April 1st for the fall enrollment. Provisional acceptance for progression is granted to students who meet UMSON progression criteria, are completing their remaining studies at CSM, and will complete all prerequisite courses prior to the beginning of the semester offered progression to UMSON. Students pursuing this Dual Admission Program may not have more than 6 outstanding prerequisite courses in their fall or spring semester prior to enrollment to UMSON. Students in the Dual Admission Program must be enrolled in UMSON within three years of their acceptance into CSM's ADN program unless the student falls under the Armed Forces and Sailors Act, with respect to involuntary recall to active duty. In these cases, individual reviews will be made case by case.

CSM students in the Dual Admission Program must notify the UMSON Office of Student and Academic Services of their decision to matriculate and pay the required deposit by the date included in the offer of progression letter or the offer of progression will be rescinded.

If students in the guaranteed CSM to UMSON Dual Admission Program do not fulfill remaining progression requirements satisfactorily, UMSON reserves the right to rescind the provisional acceptance for progression.

III. Special Student Status. CSM students that have successfully met the criteria outlined in Dual Admission Program may enroll in coursework towards the BSN degree at UMSON. CSM students interested in dual enrollment coursework at CSM and UMSON must submit all of the necessary materials to enroll in a course at UMSON and follow the policies and procedure outlined by UMSON, including completion of a course's prerequisite requirements. Special Students will be limited to enrollment in available courses specified by UMSON.

IV. Enrollment in UMSON. A student is eligible for enrollment in UMSON if the student has graduated from CSM with an Associate of Science in Nursing with an overall GPA of 3.0, and an overall GPA of 2.75 in the science prerequisites (Principles of Chemistry I, Human Anatomy & Physiology I and II, and Microbiology), and successfully passes the NCLEX licensure exam, prior to the end of the first semester at UMSON, in order to remain in the program.

V. Registration. A student must register through the institution offering the course and pay the appropriate tuition and fees to the institution where registered. The UMSON Undergraduate Catalog and Schedule of Classes will be available on the UMB main website. In order to register as a Special Student in the UMSON the student must have an overall GPA of 3.0 in his/her CSM course work and a GPA of 2.75 in the science prerequisites.

VI. Residency for Tuition Purposes. Residency requirements for each institution shall apply to courses taken at that institution. Initial determination of residency will be made at the time of admission. Verification of residency is the responsibility of each institution.

VII. Advising. General advising for degrees available through the Dual Admission Program will be provided by CSM academic advisors while a student is at CSM and by UMSON while a student is at UMSON.

VIII. Disabled Student Services. All students must meet the technical standards of both CSM and UMSON. Students with disabilities can request reasonable accommodations, and these will be determined on a case by case basis, in order to demonstrate technical standards.

IX. Financial Aid. While a student is at CSM, CSM will issue the student's financial aid. When the student is accepted for enrollment to UMSON's RN-to-BSN, the student's financial aid will be administered through UMSON.

Exhibit 2: Program Requirements

CROSSWALK BETWEEN CSM AND UMB RN BSN COURSE REQUIREMENTS

CSM Required Courses		Credits	UMB Requirements	Credits
General Education Core				
ENG-1010	Composition and Rhetoric	3	English I	3
ENG-1020	Composition and Literature		English 2	3
COM-1350	Intercultural Communications	3	Humanities	3
PSY-1010	Psychology	3	Introduction to Psychology	3
BIO-2170	Anatomy and Physiology I with Lab (previously BIO-2070 AND BIO-2070L)	4	Anatomy and Physiology I	4
BIO-2180	Anatomy and Physiology II with Lab (previously BIO-2080 AND BIO-2080L)	4	Anatomy and Physiology II with Lab	4
MTH-1120	College Algebra	3	General Elective	3
MTH-1015	Statistics (previously MTH-2300)	3	Statistics	3
PHL-1410	Ethics	3	Humanities	3
REQUIRED COURSES RELATED TO MAJOR				
BIO-2010	Microbiology with Lab	4	Microbiology with Lab	4
PSY-2050	Human Development	3	Human Growth and Development	3
NUR-1050	Introduction to Nursing	2		
NUR-1175	Foundation of Professional Nursing	4		
NUR-1175L	Foundations Lab/Clinical	3		
NUR-1250	Professional Nursing Practice: Behavior	2		
NUR-1250L	Clinical Behavioral	1		
NUR-1275	Professional Nursing: Basic Health	4		
NUR-1275L	Clinical: Basic Health	3		
NUR-2350	Professional Nursing Practice: Childbearing	2		
NUR-2350L	Clinical: Childbearing	1		
NUR-2375	Professional Nursing Practice: Complex Health	4		
NUR-2375L	Complex Health Clinical/Lab	3		
NUR-2450	Professional Nursing Practice: Child Rearing	2		
NUR-2450L	Child Rearing Clinical	1		
NUR-2475	Professional Nursing Leadership, Management	3		
NUR-2475L	Leadership Management Clinical	2		
			Chemistry with Lab	4

	<i>Social Sciences Elective (one must be Intro to Sociology or Anthropology)</i>	6
	<i>Nutrition</i>	3
	<i>Humanities</i>	3
	<i>General Elective</i>	7
	UMB Requirements	Credits
	NURS 450 RN BSN Transition	3
	NURS 452 Nursing Research	3
	NURS 454 Patho-Assessment	5
	NURS 460 Nursing Informatics	3
	NURS 462 Nursing Leadership	3
	NURS 467 Public Health Nursing	5
	NELC Nursing Elective	3
	NELC Nursing Elective	3
	NELC Nursing Elective	3
	RN to BSN Credits	31
	Prerequisites completed with ADN	36
	Outstanding Prerequisites**	23
	Credits for RN Licensure	30
	Total BSN Credits	120

Notes: Courses shaded in **Green** are courses that meet both the CSM ADN and UMSO BSN course requirements, and reflect the 36 Prerequisite credits completed with the ADN.

The ***bold/italicized*** courses are the remaining prerequisites for the UMSO BSN program.

Courses shaded in **Gray** are CSM Nursing courses. Each course may satisfy only one requirement.

- Selected RN/BSN Courses may be taken if all prerequisites for the specific courses are completed. Course Prerequisites are in Exhibit 3. CSM students may also work on completing the 26** outstanding prerequisites required prior to matriculation to UMSO.

EXHIBIT 3: DUAL ADMISSION PROGRAM

PREREQUISITES FOR UMSON RN TO BSN COURSES

UMSON	COURSE TITLE	CSM Prerequisites	UMSON Prerequisites
NURS 450 (3 credits)	RN to BSN Transitions: Implications for the Profession	ENG 1010 NUR 1175/1175L	N/A
NURS 452 (3 credits)	Building Evidence Based Practice through Nursing Research	ENG 1010 Statistics NUR 1175/1175L	N/A
NURS 454 (5 credits)	Moving from Assessment to Improved Patient Outcomes	ENG 1010 Chemistry Microbiology A and P I & II NUR 1250/1250L NUR 1275/1275L	N/A
NURS 460 (3 credits)	Health Informatics for the Registered Nurse	ENG 1010 NUR 1250/1250L NUR 1275/1275L	NURS 450 NURS 452
NURS 462 (3 credits)	Nursing Leadership and Management for the Registered Nurse	Completion of ADN program and RN licensure	NURS 450 NURS 452 NURS 454
NURS 467 (5 credits – 3 credits theory, 2 credits which equals 90 practice hours)	Public Health Nursing Essentials for the Registered Nurse	Completion of ADN program and RN licensure	NURS 450 NURS 452 NURS 454
Example NELC 402* (Elective courses) (3 credits)	End of Life Nursing Care	ENG 1010 NUR 1175/1175L	NURS 452
Example NELC 412* (Elective course) (3 credits)	Emergency Nursing Care	ENG 1010 Chemistry Microbiology A and P I & II NUR 2350/2350L NUR 2375/2375L	NURS 454

*Three (3) NELC nursing electives are required for the RN to BSN Program. Two (2) examples listed above.

**Agreement for Dual Admission for Registered Nurses
between
University of Maryland, Baltimore, School of Nursing
and
College of Southern Maryland**

University of Maryland, Baltimore, School of Nursing ("UMSON") hereby enters into an Agreement ("Agreement") with College of Southern Maryland, (" CSM") to offer dual admission to graduates of Associate Degree nursing education programs to complete prerequisite coursework at CSM and enroll in UMSON's Bachelor of Science in Nursing Program or Registered Nurse to Master of Science Program ("BSN" and "RN to MS") and transfer credits from one institution to the other on the terms and conditions of this Agreement.

I. Registered Nurse (RN) Dual Admission Program. CSM and UMSON agree to allow simultaneous admission to CSM and UMSON's BSN or RN to MS Programs through a coordinated admission process using the procedures set forth in Exhibit 1 ("RN Dual Admission Program"). Eventual matriculation at UMSON is dependent upon a student meeting criteria for progression to UMSON before the desired date of enrollment at UMSON.

II. Acceptance of Credits. In order to matriculate to UMSON, a CSM student must have graduated from an accredited nursing education program with an Associate of Science degree in Nursing, possess an active Registered Nursing license in Maryland or another Compact State, and satisfy UMSON's progression criteria and other applicable requirements at the time the student matriculates to UMSON as identified in Exhibit 2. UMSON shall accept up to 59 transfer credits that will satisfy general education and prerequisite course requirements at CSM and UMSON, also identified in Exhibit 2. In addition to transfer credits for completed coursework, UMSON will award students 30 credits toward their BSN upon verification of an active RN license.

III. Enrollment in UMSON BSN Courses Prior to Completion of Prerequisites at CSM. While enrolled in the RN Dual Admission program at CSM, a student may take UMSON courses under Special Student status to earn credits towards the BSN degree. The parties will direct students who wish to apply UMSON credits toward obtaining a BSN degree to consult a UMSON representative. The procedures for Special Student status are set forth in Exhibit 1 ("Special Student Status"). Course prerequisite requirements are set forth in Exhibit 3 ("Prerequisites for UMSON RN to BSN Courses").

IV. Applicability. The status afforded to students as contemplated in this Agreement applies only to the RN Dual Admission Program, courses in the RN Dual Admission Program, transfer of credits and credentials, and credential requirements in effect as of the Effective Date (as defined in Section X.). The RN Dual Admission Program and the processes and procedures outlined in this agreement are limited to the RN Dual Admission Program. UMSON and CSM agree that students enrolled in the RN Dual Admission Program are subject to the respective laws, regulations, practices and policies in effect at the institution the student is attending. Such laws, regulations, practices and policies include, but are not limited to, payment of tuition and fees, grading, appeals of grades, reasonable accommodation and

academic misconduct. Each party will bear its own expenses related to resolving grievances and academic matters at its respective institution.

A student will pay regular deposits, tuition and fees set up by the institution in which the student is enrolled. Each institution is responsible for collecting tuition and fees from its students in the RN Dual Admission Program according to its own rate structure in place at the time of the students' enrollment at the institution. Each institution is responsible for billing and student accounts for the semester(s) when a student is enrolled at the institution. Financial aid will be administered through CSM prior to a student's enrollment into UMSON's programs. After enrollment into a UMSON program, financial aid will be administered through UMSON.

V. Student Responsibility. Upon acceptance to the RN Dual Admission Program students must execute a written authorization (a FERPA release) to permit CSM and UMSON to monitor any matter of legitimate educational interest. It is the students' responsibility to ensure that they meet all requirements for successful completion of the RN Dual Admission Program including the general education requirements and all prerequisites for successful matriculation to UMSON as specified in UMSON guidelines <http://nursing.umaryland.edu/academic-programs/undergrad/rn-bsn>. Students must also meet UMSON Technical Standards, matriculation requirements and maintain satisfactory academic standing in courses taken at UMSON.

CSM students are responsible for submitting all forms and materials as required by CSM and UMSON and ensuring that all required materials have been received by UMSON.

Students must comply with the policies and procedures, as well as the academic and non-academic standards of CSM and UMSON during the time students are enrolled in each institution.

VI. CSM and UMSON Responsibilities. Consultation and communication on student progress will be maintained by CSM and UMSON once a FERPA release form is completed by each student.

CSM will provide counseling / advising to students accepted into the RN Dual Admission Program and evaluate students' performance in accordance with the requirements as stated herein every semester while students are enrolled at CSM. At the end of each semester, CSM and UMSON will provide an overview of students accepted into the RN Dual Admission Program to include courses completed, GPA and projected semester to matriculate to UMSON. UMSON will meet with these students in a group on an annual basis. CSM RN Dual Admission Program students will be invited to visit the College of Southern Maryland site during UMSON open houses.

UMSON will provide CSM Admissions staff with student progress and BSN and MS completion data for all RN Dual Admission Program students as well as information supporting the BSN and RN to MS programs and, if requested, on-site visits annually.

CSM and UMSON must maintain accreditation by a national nursing accreditation agency recognized by the U.S. Department of Education (USDE). UMSON's BSN program must be approved by the Maryland Board of Nursing.

VII. Degree Awarded. Students will be awarded the Bachelor of Science in Nursing or a Master's of Science degree by UMSON after successful completion of all the requirements as identified for the UMSON program.

VIII. Promotion/Publicity. During the term of this Agreement, CSM and UMSON shall develop and agree upon a mutually acceptable marketing and student recruitment plan to promote the RN Dual Admission Program and inform students of the opportunities available at both institutions under this Agreement. CSM will provide to UMSON its student and alumni directory information for promotion of the alliance.

Any and all marketing, promotional, or other materials developed by one party to publicize this Agreement must be reviewed and approved in writing by the other party prior to use of any such materials. Neither party shall use the name or marks of the other party in connection with any product, service, promotion, news release or other publicity, without the prior written consent of the party whose name or marks is under consideration. . In all communications, marketing, promotional and other materials related to the RN Dual Admissions Program, students shall be referred to as RN dual admission students taking pre requisite coursework at CSM to UMSON BSN or RN to MS programs.

IX. Changes in Programs. Notwithstanding anything in this Agreement to the contrary, UMSON and CSM retain the right and the authority to make changes in their respective courses, programs, and credential requirements. The parties shall give each other reasonable notice of changes in their respective courses, programs, and/or credential requirements that may materially affect a student's status, acceptance of degrees, or the transfer of credit as contemplated in this Agreement. A student who is already enrolled in the RN Dual Admission Program at the time of such changes will have the option to choose whether to follow the existing or new requirements. A student's selection of either option, as well as the student's proposed plan of study, must be approved by representatives of both the CSM and UMSON's nursing program.

The parties shall meet, at least once a year, to review their respective courses, programs, and credential requirements to determine whether this Agreement should be amended to reflect the courses, programs, and credential requirements then in effect at each institution, as well as to determine if there is a need for a cap on enrollment in the RN Dual Admissions Program.

X. Term and Termination. The term of this Agreement is one year commencing as of September 1, 2015 (the "Effective Date") and ending on August 31, 2016. The term will extend automatically for successive one-year periods.

Either party may terminate this Agreement by providing ninety (90) days prior written notice to the other party.

Provided neither UMSON's nor CSM's programs, courses, or credential requirements have changed such that articulation or the transfer of credit is no longer academically appropriate, UMSON shall accept the transfer of CSM credits and afford the students the status on the terms and conditions of this Agreement for those students who have enrolled in UMSON and remained continuously enrolled at or before termination of this Agreement. Continuous enrollment means enrollment in at least one course at CSM within a two-year period (i.e., six semesters) and enrollment in at least one course every semester during matriculation at UMSON.

XI. General Provisions. This Agreement is subject to applicable policies and procedures promulgated by the Maryland Higher Education Commission regarding the transfer of credits.

All notices under this Agreement must be in writing; delivered in person or by U.S. mail, facsimile, or commercial courier; and addressed as follows:

If to UMSO:

University of Maryland School of Nursing
655 W. Lombard ST., Suite 505
Baltimore, MD 21201
Attn:
Jane Kirschling, PhD, RN, FAAN
Dean and Professor

If to CSM:

College of Southern Maryland
8730 Mitchell Road
La Plata, MD 20646
Attn:
Laura Polk, PhD, RN, CNE
Professor and Chair
Health Sciences Division

Either party may change its respective notice address by providing notice to the other party.

This Agreement integrates the entire agreement of the parties and supersedes any and all prior and/or contemporaneous agreements between the parties, written or oral, with respect to the subject matter of this Agreement. This Agreement may be modified only by a writing signed by both parties.

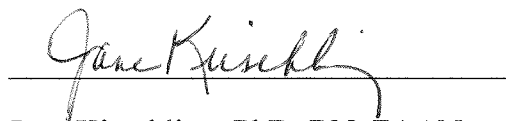
The laws of the State of Maryland govern interpretation of this Agreement.

Neither party may assign this Agreement, its interest herein, or its rights or obligations hereunder without the prior written consent of the other.

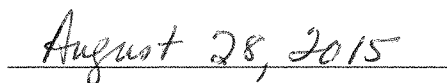
Nothing in this Agreement is intended to constitute a partnership or joint venture between the parties. Nothing in this Agreement is intended to create rights in or benefit any person or entity other than the parties.

[SIGNATURES ON FOLLOWING PAGE]

For: University of Maryland, Baltimore, School of Nursing




Jane Kirschling, PhD, RN, FAAN
Dean and Professor



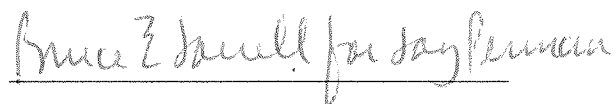
Date



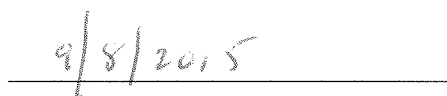
Bruce Jarrell, MD
Chief Academic and Research Officer



Date

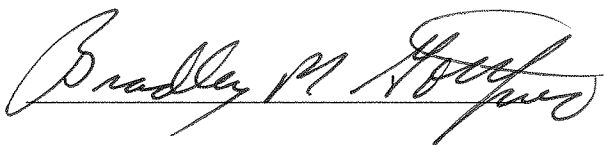


Jay Perman, MD
President



Date

For: College of Southern Maryland



Bradley Gottfried, PhD
President



Date

EXHIBIT 1 RN DUAL ADMISSION PROGRAM

I. Admissions. A student may apply for dual admission as early as the time of application to CSM but no later than the completion of the last course at CSM. UMSON will consider for admission into its BSN and RN to MS program CSM students with an overall GPA of 3.0 for higher education course work completed and a 2.75 GPA in any prerequisite science courses if applying to the BSN program and 3.0 if applying to the RN to MS program. UMSON and CSM shall develop and use a coordinated application process ("RN Dual Application") that will result in the progression of the student to UMSON. A student must complete and submit the appropriate admission paperwork for both CSM and UMSON to CSM. CSM shall forward the application to the Office of Admissions at UMSON. The student is responsible for paying the application fees for both CSM and UMSON when applying to the RN Dual Admission Program. Both UMSON and CSM shall identify students enrolled in the RN Dual Admission Program in their respective student databases.

II. Progression Process. Students interested in the CSM and UMSON RN Dual Admission Program must meet with the CSM nursing advisor to ensure appropriate course scheduling for progression into the BSN or RN to MS programs. Students must enroll in courses in the nursing plan of study in order to progress to UMSON. Progression to UMSON must be done within the timeframe specified below.

The CSM nursing advisor, in collaboration with the student in the RN Dual Admission Program, will monitor the process for completing the CSM RN Dual Admission Program. CSM students must submit all required materials to UMSON no later than December 1st for enrollment in the following fall semester and no later than May 1st for enrollment in the following spring semester. All student inquiries for information regarding the status of a student's filing for progression should be directed to UMSON Office of Student and Academic Services (OSAS).

Following reviews of the student's materials, UMSON will notify the students whether or not they qualify for provisional acceptance for progression to UMSON BSN or RN to MS programs by November 1st for spring enrollment and April 1st for the fall enrollment. Provisional acceptance for progression is granted to students who meet UMSON progression criteria, are completing their remaining studies at CSM, and will complete all prerequisite courses prior to the beginning of the semester offered progression to UMSON. Students pursuing this RN Dual Admission Program may not have more than 6 outstanding prerequisite courses in their fall or spring semester prior to Enrollment to UMSON. Students in the RN Dual Admission Program must be enrolled in UMSON within three years of completion of CSM coursework unless the student falls under the Armed Forces and Sailors Act, with respect to involuntary recall to active duty. In these cases, individual reviews will be made case by case.

CSM students in the RN Dual Admission Program must notify the UMSON Office of Admissions of their decision to matriculate and pay the required deposit by the date included in the offer of progression letter or the offer of progression will be rescinded.

If students in the guaranteed CSM to UMSON RN Dual Admission Program do not fulfill remaining progression requirements satisfactorily, UMSON reserves the right to rescind the provisional admission for progression.

III. Special Student Status. CSM students that have successfully met the criteria outlined in RN Dual Admission Program may enroll in coursework towards the BSN degree at UMSON. CSM students interested in dual enrollment coursework at CSM and UMSON must submit all of the necessary materials to enroll in a course at UMSON and follow the policies and procedure outlined by UMSON, including completion of a

course's prerequisite requirements. Special Students will be limited to enrollment in available courses specified by UMSON.

IV. Matriculation to UMSON. A student is eligible for matriculation to UMSON if the student has graduated with an Associate of Science degree in Nursing and completed UMSON's BSN and RN to MS prerequisite coursework at CSM with an overall GPA of 3.0, and an overall GPA in the science prerequisites (general chemistry, microbiology, and anatomy and physiology I and II) of 2.75 if applying to the BSN program and 3.0 if applying to the RN to MS program. The student must also possess an active RN license in Maryland or a Compact State. The GPA calculation is based on the student's final transcript at CSM and the final transcripts from other institutions attended. Applicants who do not meet the GPA requirements will be automatically considered for admission to UMSON as part of UMSON's regular applicant pool

V. Registration. A student must register through the institution offering the course and pay the appropriate tuition and fees to the institution where registered. The UMSON's Catalogues and Schedule of Classes will be available on the UMB main website. In order to register as a Special Student in the UMSON the student must have an overall GPA of 3.0 in his/her CSM course work and a GPA of 2.75 in the science prerequisites if applying to the BSN program and 3.0 if applying to the RN to MS program.

VI. Residency for Tuition Purposes. Residency requirements for each institution shall apply to courses taken at that institution. Initial determination of residency will be made at the time of admission. Verification of residency is the responsibility of each institution.

VII. Advising. General advising for degrees available through the RN Dual Admission Program will be provided by CSM academic advisors while a student is at CSM and by UMSON while a student is at UMSON.

VIII. Disabled Student Services. All students must meet the technical standards of both CSM and UMSON. Students with disabilities can request reasonable accommodations, and these will be determined on a case by case basis, in order to demonstrate technical standards.

IX. Financial Aid. While a student is at CSM, CSM will issue the student's financial aid. When the student plans to matriculate to UMSON, the student must reapply for financial aid through UMSON. From then on, the student's aid will be issued from UMSON only.

EXHIBIT 2
DUAL ADMISSION PROGRAM
CROSSWALK BETWEEN CSM AND UMSON RN BSN COURSE REQUIREMENTS

CSM Required Courses		Credits	UMB Requirements	Credits
Pre Nursing				
BIO-2070	Human A&P I	3	Anatomy and Physiology I	3
BIO-2070L	Human A&P Lab	1	Anatomy and Physiology I Lab	1
ENG-1010	English and Rhetoric	3	English I	3
HTH-1030	Current Issues of the Older Adult	1	General Elective	1
NUR-1015	Introduction to Nursing	1		
	Mathematics	3	College Algebra, Calculus, Pre-Cal	3
			<i>English II</i>	3
			<i>General Chemistry</i>	3
			<i>General Chemistry Lab</i>	1
			<i>Human Growth and Development</i>	3
			<i>Social Sciences Elective</i>	3
			<i>Statistics</i>	3
			<i>Nutrition</i>	3
			<i>General Elective</i>	3
			<i>General Elective</i>	3
1st Semester				
NUR-1115	Fundamentals of Nursing	3		
NUR-1115L	Fundamental of Nursing Lab	4		
BIO-2080	Human A&P II	3	Anatomy and Physiology II	3
BIO-2080L	Human A&P II Lab	1	Anatomy and Physiology II Lab	1
PSY-1010	General Psychology	3	Introduction to Psychology	3
2nd Semester				
BIO-2010	Microbiology	3	Microbiology	3
BIO-2010L	Microbiology Lab	1	Microbiology Lab	1
NUR-1215	Nursing Care of Adults	4		
NUR-1215L	Nursing Care of Adults Lab	5		
SOC-1010	Introduction to Sociology	3	Introduction to Sociology	3
3rd Semester				
NUR-2115	Nursing Care of Adults II	3		
NUR-2115L	Nursing Care of Adults II Lab	2		
NUR-2315	Nursing Care in Comm/Behav	2		
NUR-2315L	Nursing Care in Comm/Behav Lab	2		
COM-XXXX	Communications Elective	3	Humanities	3
4th Semester				
NUR-2215	Nursing Care Child Bearing/Rearing	3		
NUR-2215L	Nursing Care Child Lab	2		
NUR-2415	Management and Trends	2		
NUR-2415L	Management and Trends Lab	2		
	Arts and Humanities	3	Humanities	3
	Arts and Humanities	3	Humanities	3

CSM Required Courses	Credits	UMB Requirements	Credits
		NURS 450 RN BSN Transition	3
		NURS 452 Nursing Research	3
		NURS 454 Patho-Assessment	5
		NURS 460 Nursing Informatics	3
		NURS 462 Nursing Leadership	3
		NURS 467 Public Health Nursing	5
		NURS 418 Elective	3
		NURS 418 Elective	3
		NURS 418 Elective	3
		RN to BSN Credits	31
		Prerequisites completed with AS	34
		Outstanding Prerequisites**	25
		Credits for RN Licensure	30
		Total BSN Credits	120
		UMB HSLM MS Requirements	Credits
		NRSG 780 Health Promotion and Population Health	3
		NRSG 782 Health Systems & Health Policy: Leadership & Quality Improvement	3
		NRSG 790 Application of Science for Evidence-based Practice	3
		NRSG 795 Biostatistics for Evidence-based Practice	3
		NURS 690 Managerial Health Finance	3
		NURS 691 Organizational Theories: Applications to Health Service Management	3
		NURS 692 Administration of Nursing and Health Care Services	3
		NURS 695 Practicum in Health Services, Leadership, and Management	5
		NURS 736 Technology Solutions for Generating Knowledge in Health Care	3
		HSLM EXECUTIVE PRACTICE Directed Electives***	9
		HSLM EDUCATION Directed Electives***	9
		Total MS Credits	38

	UMB Informatics MS Requirements	Credits
	NRSG 780 Health Promotion and Population Health	3
	NRSG 782 Health Systems & Health Policy: Leadership & Quality Improvement	3
	NRSG 790 Application of Science for Evidence-based Practice	3
	NRSG 795 Biostatistics for Evidence-based Practice	3
	NURS 690: Managerial Health Finance	3
	NURS 691 Organization Theory	3
	NURS 736 Technology Solutions for Generating Knowledge in Health Care	3
	NURS 786: Systems Analysis and Design	3
	NURS 784: Information Technology Project Management -	3
	NURS 785 Healthcare Database Systems	3
	NURS 737 Nursing Informatics Concepts and Practice in Systems Adoption	3
	NURS 738 Practicum In Nursing Informatics	4
	NURS 770 Human-Technology Interaction	3
	Total MS Credits	40

*** Students should select a focus (HSLM Executive Practice or HSLM Education) for their electives. Students in the RN-MS program are required to complete 2 NURS 418 electives, rather than the 3 required for the RN-BSN.

* Selected RNBSN Courses may be taken if all prerequisites for the specific courses are completed. (Course Prerequisites are in Exhibit 3). CSM students may also work on completing the 25** outstanding prerequisites required prior to matriculation to UMSO.

Notes: Courses shaded in **Green** are courses that meet both the CSM AS and UMSO BSN course requirements, and reflect the “34 Prerequisites completed with the AS”.

Courses shaded in **Gray** are CSM Nursing courses.

The ***bold/italicized*** courses are the remaining prerequisites for the UMSO BSN program.

EXHIBIT 3
DUAL ADMISSION PROGRAM

PREREQUISITES FOR UMSON RN TO BSN COURSES

UMSON	COURSE TITLE	CSM Prerequisites	UMSON Prerequisites
NURS 450 (3 credits)	RN to BSN Transition: Implications for Practice, Policy and the Profession	English I	N/A
NURS 452 (3 credits)	Nursing Research and Evidence Based Care for the Registered Nurse	English I Statistics Math/Algebra	N/A
NURS 454 (5 credits)	Pathophysiologic Implications to Patient Assessment	English I Chemistry Microbiology A and P I & II	N/A
NURS 460 (3 credits)	Health Informatics for the Registered Nurse	Completion of ADN program and RN licensure	NURS 450 NURS 452 NURS 454
NURS 462 (3 credits)	Nursing Leadership and Management for the Registered Nurse	Completion of ADN program and RN licensure	NURS 450 NURS 452 NURS 454
NURS 467 (5 credits – 3 credits theory, 2 credits which equals 90 practice hours)	Public Health Nursing Essentials for the Registered Nurse	Completion of ADN program and RN licensure	NURS 450 NURS 452 NURS 454
NURS 418* (Elective courses) (3 credits)	Cardiovascular Nursing Care Pain Management	English I Chemistry Microbiology A and P I & II	
NURS 418* (Elective course) (3 credits)	Emergency Nursing Care	English I Chemistry Microbiology A and P I & II	

*Three NURS 418 electives are required for the RN to BSN Program. Two options are listed above. Prerequisites for other NURS 418 electives vary by course. Students must have completed at least Fundamentals of Nursing Theory (NUR 1115) and Fundamentals of Nursing Lab/Clinical (NUR 1115L) to register for any NURS 418 elective. Specific prerequisites for each NURS 418 will be available from the UMSON Office of Registration. Students should contact a UMSON advisor to discuss NURS 418 options.