

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Notre Dame of Maryland University

Institution Submitting Proposal

Fall 2017

Projected Implementation Date

MSN

Award to be Offered

Masters of Science in Nursing

Title of Proposed Program

1203.00

Suggested HEGIS Code

51.1601

Suggested CIP Code

School of Nursing

Department of Proposed Program

Dr. Kathleen Wisser, Dean

Name of Department Head

Clarenda Phillips

Contact Name

cphillips@ndm.edu

Contact E-Mail Address

410-532-5319

Contact Phone Number

Signature and Date

President/Chief Executive Approval

Date

Date Endorsed/Approved by Governing Board



NOTRE DAME OF MARYLAND UNIVERSITY

**Program Proposal for Masters of Science in Nursing at
Arundel Mills Regional Higher Education Center**

A. An off-campus program may be approved only if there is already an existing on-campus program.

The Notre Dame of Maryland University School of Nursing is proposing to offer its existing and previously endorsed Master of Science in Nursing (MSN) program with concentrations in Leadership in Nursing Administration and Leadership in Nursing Education at the following off-campus location: 7009 Arundel Mills Circle, Hanover, MD 21076. The MSN program with concentrations in Leadership in Nursing Education and Leadership in Nursing Administration has been offered by Notre Dame of Maryland, School of Nursing (formerly Department of Nursing) since 2007.

The program received Maryland Higher Education Commission approval in 2007 (HEGIS code 1203-00, CIP code 51.1601). The MSN program received full initial National League for Nursing Accreditation Commission (NLNAC) accreditation for five years in July 2009. The MSN program was re-accredited by the Accreditation Commission for Education in Nursing (ACEN), formerly known as NLNAC, in July 2014 for a full eight years. In 2015, the School of Nursing faculty decided to change accreditation bodies to the Commission on Collegiate Nursing Education (CCNE). A CCNE accreditation site visit occurred in February 2017. CCNE will inform the President of Notre Dame of Maryland of their decision for full accreditation in November 2017.

B. Program Proposal for an Off-Campus Program

1. Title of Program

Masters of Science in Nursing. The program has two concentrations—Leadership in Nursing Education and Leadership in Nursing Administration.

2. The resource requirements for the program and the source of funds to support the program for the first 2 years of program implementation;

Refer to Table 1(Resources) and Table 2 (Expenditures) in the Tables section of this document.

3. The need and demand for the program

In the fall 2017 semester, Notre Dame of Maryland School of Nursing will admit two cohorts of students, one cohort in the Leadership in Nursing Administration and one cohort in Leadership in Nursing Education on the main campus. The influx of new students to MSN cohorts in both fall and spring has kept the number of students enrolled steady. The School of Nursing is seeking the opportunity to provide the MSN program at another convenient location for students who are balancing work, family responsibilities, and the desire for continuing their educational advancement. Expanding the MSN program locations should have a positive effect on the continued growth of this program and graduating educationally prepared nurses to care for the citizens of Maryland. Therefore, Notre Dame of Maryland would like approval to operate the program at an additional, off-campus location.

a. Specific Local, Regional and State Need for Graduates

Nursing Administration and Nursing Education: Maryland healthcare facilities are experiencing problems hiring educationally prepared and experientially qualified nurses for specific roles. The Maryland Organization of Nurse Executives (MONE) survey of 32 Maryland hospitals reports that the three most difficult to fill RN roles were: Nurse Manager (63%), Director (50%), and Nursing Professional Development Specialist (47%) (hospital-based nurse educator) (MONE, 2014). It is anticipated that advancing the education of Maryland's registered nurses will expand the pipeline of candidates for these positions in the future.

Nursing Education: The state's Health Services Cost Review Commission (HSCRC) and the Maryland Higher Education Commission (MHEC) have worked diligently to respond to the nursing faculty shortage and to improve nursing educational capacity. By offering the MSN program, Notre Dame of Maryland is answering the statewide call from HSCRC and MHEC to address the projected nursing shortage by providing sufficient numbers of qualified nursing faculty to teach in Maryland's nursing programs. Increasing the numbers of educationally prepared nursing faculty will assure that all qualified students are admitted to nursing programs, successfully graduate, and practice in Maryland.

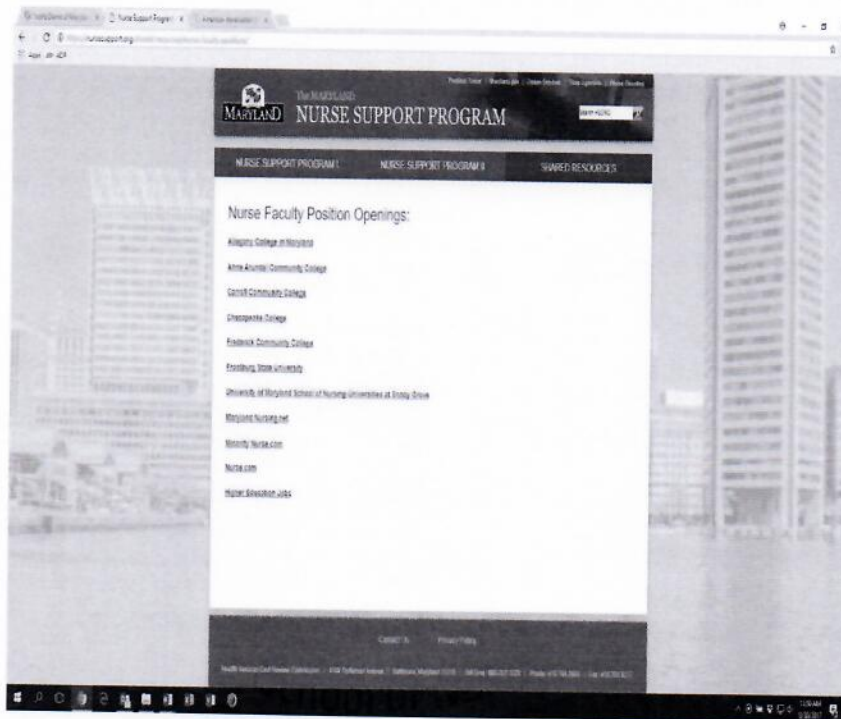
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Nursing Education

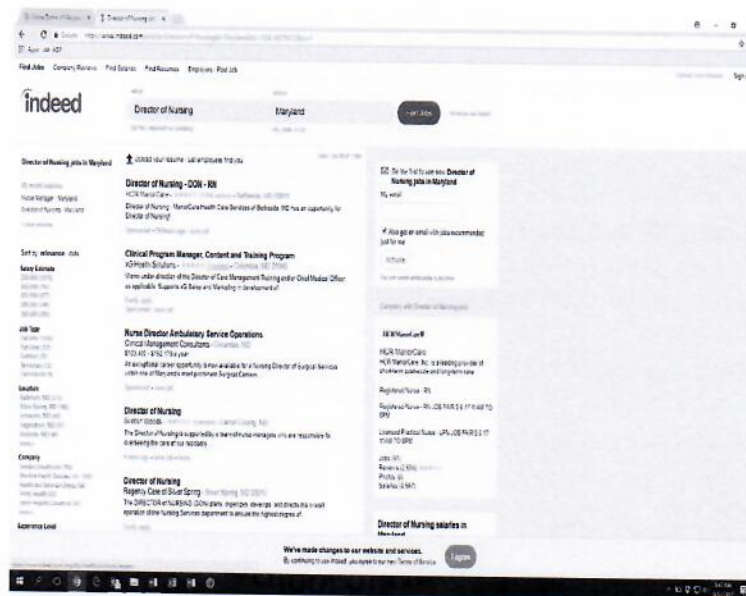
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The ultimate goal of HSCRC goal is to improve the health of Maryland's population in conjunction with other funded initiatives. The Commission identified nursing leadership as an essential force in shaping health care service models to accomplish this goal. In a simplified google search using the phrase— 'nursing leadership positions in Maryland'—1,369 links to Director and Executive Director open positions on Indeed.com were generated. (<https://www.indeed.com/q-Nurse-Manager-l-Maryland-jobs.html>)



c. Evidence of Market Demand Through Supporting Data, Including Results of Surveys That Have Recently Been Conducted

The U.S. Department of Labor predicts that between 2014 and 2024, the number of RN positions nationwide will grow by 16 % — or 439,300 jobs. If job replacement needs are considered, an additional 649,000 positions will be required, making the total need more than 1 million. This growth bodes well for individuals interested in pursuing their nursing education, but we need to educate more nurses to meet the projected demand for RNs in Maryland, one of 16 states in the country and the only state in this geographic region projected to have a

nursing shortage in 2025, according to the U.S. Health Resources and Services Administration. The nursing faculty shortage is well documented as a contributing factor in the overall nursing workforce shortfall. In addition, there is an equal need for administrative nurses to create the systems needed to lead complex healthcare environments.

The MSN program, with its rigorous curriculum is designed to help fill these gaps by preparing highly qualified nurse leaders in nursing education and administration to work in academic and healthcare facilities throughout Maryland. In the last five years, Notre Dame of Maryland has graduated over 275 aspiring nurse leaders committed to serving in Maryland. This proposed additional off-campus location will generate at least 20 new nurse educators every two years who can fill new and open nurse educator in academia and clinical nurse educator and staff development positions in healthcare facilities.

4. If a similar program exists in the State, describe the similarities or differences in the degree to be awarded

a. Area(s) of Specialization

Maryland universities offer a wide variety of accredited graduate programs at the master's and doctoral levels, post - master's certificates, and specialty areas for concentration. However, only Towson University and Stevenson University offer a concentration in nursing education in their MSN program.

Meanwhile, there are four graduate nursing programs designed to educate nurse managers and administrators in Maryland. These are the University of Maryland School of Nursing Master's in Health Services Leadership and Management; the Johns Hopkins School of Nursing Master's in Health Systems Management; Towson University Clinician-Administrator Post-Baccalaureate Certificate, and Stevenson's Nursing Leadership Management online program. None of these programs is offered face-to-face in Anne Arundel County.

The Notre Dame of Maryland program is the only program in Maryland to offer a MSN degree in a face-to-face accelerated format. Students take one course at a time over an eight-week period, studying on the same day, 4 hours per week throughout the program. Additionally, the theoretical framework of the School of Nursing is grounded in Caring Science and the premises of caring theory originally developed by Jean Watson (2008). Caring Science provides nurses with an authentic way to move beyond the conventional model of medical science by acknowledging caring as central to nursing, embracing relationships, appreciating multiple ways of knowing, and focusing on human-to-human caring (Watson, 2008). There is an intentional focus on transformation, diversity, relationships, and human wholeness. This type of curriculum acknowledges a shared power in learning and supports a caring, respectful, and safe teaching-learning environment

(Bevis & Watson, 2000). This intentional focus on students and transformation sets the School of Nursing apart from traditional models of nursing education. For example, it provides MSN students with the opportunity to reflect on their current practice, identify how caring can be preserved as the ethical foundation for nursing practice, and utilize caring practice as they work to transform healthcare from the inside out.

b. Specific Academic Content of the Program or Course of Study

The MSN program offered at Arundel Mills Regional Higher Education Center is identical to the academic content offered at the main campus. The MSN program prepares graduates with expertise in two specialized concentrations with role preparation in nursing education and nursing administration. The School of Nursing requires all MSN degree seeking candidates to complete 36 graduate level credits.

The Leadership in Nursing Education concentration is planned for the experienced registered nurse who seeks a career as a nurse educator in clinical practice or academic settings. Students learn how to plan, implement, and evaluate a variety of teaching strategies based on assessment of learner needs, advanced evidence-based research, and curriculum and educational theory. They learn to use leadership skills and ethical and legal principles to implement policies and procedures related to learners, faculty, and the educational environment.

The Leadership in Nursing Administration concentration is planned for the experienced registered nurse who seeks a career as a leader. Students learn how to analyze policy, legal and ethical aspects of healthcare and proactively address important issues such as quality and safe patient care, elimination of health disparities and the work environment.

Core Courses. The core courses are shared by both concentrations and include NUR-501 *Theoretical Foundations of Nursing*, NUR-510 *Contemporary Leadership in Nursing*, NUR-520 *Nursing Informatics*, NUR-543 *Nursing Research I: Synthesis of Literature*, and NUR-507 *Nursing Research II: Proposal*. These core courses form a foundation of graduate study and serve as the common ground for the concentrations of Leadership in Nursing Education and Nursing Administration.

Courses in the Leadership in Nursing Administration concentration incorporates three business courses taught by faculty in the School of Arts, Sciences, and Business with a focus on the financial and business aspects of healthcare.

Courses in the Leadership in Nursing Education concentration incorporates two education courses taught by faculty in the School of Education with a focus on

assessment of student learning and the use of technology in the classroom.

5. A description of the method of instructional delivery, including distance education, on-site faculty, and the mix of full-time and part-time instructors

Instructional Delivery

The instructional delivery method of the MSN program at the Anne Arundel Regional Higher Education location will be identical to the one used at the main Notre Dame of Maryland campus location. The MSN program is designed as a part-time program for working adults who are professional registered nurses with a BSN. Courses will be delivered primarily face-to-face. Students typically take six credits per semester (one 8-week course at a time).

Faculty

Notre Dame of Maryland School of Nursing has a full complement of full- and part-time faculty who will teach at both locations. The School of Nursing is in compliance with the Maryland Board of Nursing with regard to academic preparation of nursing faculty. All full- and part-time nursing faculty hold a minimum of a graduate degree in nursing plus an appropriate level of experience in nursing. All nursing faculty are licensed as a professional registered nurse and hold a minimum of a master's degree in nursing. All faculty who teach graduate level courses hold a doctorate degree. University faculty who contribute to the MSN program through teaching business and education courses are educationally qualified by holding at least a master's degree, many have an earned doctorate degree, and are experientially qualified. (Table 3)

Faculty at Anne Arundel Regional Higher Education Center will have the same responsibilities, expectations, and qualifications, and similar levels of expertise and experience than faculty members who teach at the main campus.

It may prove necessary for the School of Nursing to employ a small number of similarly qualified associate (adjunct) faculty to teach certain courses in the program. The SON is fortunate to have a cadre of highly qualified associate faculty members who can be relied upon to teach in the MSN program. An efficient system of full-time faculty serving as Course Coordinators in the MSN program, has ensured stability, consistency, and quality of courses taught by associate faculty through ongoing guidance by full-time faculty.

F. A brief description of the academic oversight, quality control, and student services to be provided.

Dr. Sabita Persaud, Associate Dean Graduate Programs (full-time Associate Professor) serves to direct, coordinate, and oversee the day-to-day administration of the MSN program for all locations—main campus and off site. As the Associate Dean, Dr. Persaud serves as chair of the Graduate Program Committee, as well as a member of Curriculum and Outcomes Committees within the School of Nursing to ensure the academic rigor and quality control of the program.

In the role of Associate Dean, Dr. Persaud's responsibilities include: day-to-day program operations; assisting students toward successful program completion; staffing, mentoring, supervising, and evaluating faculty (Full-time, Part-time, and Associate); and assessing student learning in on-ground, online, and clinical simulation learning environments. In regards to the MSN program curricula for both concentrations, Dr. Persaud's responsibilities encompass:

- Review and approve syllabi of courses taught by new full-time and associate faculty members.
- Schedule regular review of the MSN curriculum content, in consultation with course coordinators.
- Develop and maintain relationships with staff at practicum facilities.

While no student services will be provided directly at the off-campus location, students in the MSN program at Arundel Mills Regional Higher Education Center will have access to the full range of services available to all students at Notre Dame of Maryland. With the proposed off-campus location situated a short distance from the main campus location, students will be able to access various services in-person. For students who are unable to access these services in-person, Dr. Persaud will serve as a liaison between the student and Notre Dame of Maryland to assure students are connected with services, as applicable. Additionally, the School of Nursing publishes the *MSN Program Handbook*, located on the School of Nursing page, which contains information on all the services available to students. The Notre Dame of Maryland website is an additional location for information such as, registration, financial aid, tuition and billing, student affairs, and disability services.

Brief descriptions of specific services are as follows:

Technology Support

NDMU's Information Technology (IT) Department serves to design, implement and maintain all systems, services and technology-enabled teaching/learning facilities used by the university. A full-time IT Help Desk services students, faculty and staff as it relates to all manner of technology, applications, equipment and services used at NDMU. The IT Help Desk is trained to provide computer lab information, email and connectivity assistance, telecommunications assistance, one-card system, learning management system support, and security alerts.

Learning Management System

Joule is a web based learning management system that uses an open-source application called Moodle. Joule provides delivery of course content, activities and resources to students online and in classroom settings. Joule features include:

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

- Submitting online course evaluations

Faculty in all nursing programs, including associate faculty, use Joule to post course documents, links to multi-media resources, and overall assignment and course grades. In the MSN program where some courses are online or hybrid, Joule is used extensively. Student and faculty technical support for Joule is offered through the Multi-Media Specialist located under the auspices of Information Technology. As a back-up the School of Nursing's Simulation and Technology Specialist offers technical support to nursing faculty, including associate (adjunct) nursing faculty.

Advisement

Students in the MSN program are assigned a faculty member as their academic advisor. Aspects of academic advising include: progression in the program, academic success; career path, networking, and meeting with students at least once during the semester.

Counseling Center

The Center fosters academic success by supporting personal growth and psychological wellness. Students typically discuss concerns related to personal, social, and academic issues. Confidential counseling is provided in a safe setting to enhance academic performance, personal development and interpersonal relationships. Students can turn to the counseling center for a wide range of issues. Counseling services are free of charge for all students. Students are referred to off campus professionals as deemed necessary, for services that include diagnostic testing and evaluation, as well as psychiatric and medication management services if appropriate. Nursing faculty and advisors maintain a working relationship with the counseling center to improve student support in this area.

Writing Center

The Writing Center mission is to help writers become better writers. Writing Center consultants focus on assisting students in developing stronger essay topics, thinking about the significance of what to say, improving the support for and development of ideas, organizing material, and enhancing the effectiveness of writing style. Appointments and walk-in sessions are available to students on an as-needed basis. For students who are unable to meet on campus, course faculty will serve as a writing coach.

Students with Disabilities

The School of Nursing and Notre Dame of Maryland are committed to making all academic programs, support services, and facilities accessible to qualified individuals. Students with disabilities who require reasonable accommodations can contact Notre Dame of Maryland's Director of Accessibility & Health Promotion.

Student Identification Card

The Student ID card serves as the student's University identification card. The card is obtained during New Student Orientation. This card acts as the Loyola Notre Dame Library card, and provides access to the fitness center.

G. Provision for adequate and appropriate library resources within reasonable distance of the instructional site or through institution-sponsored electronic collections and databases.

The Loyola Notre Dame Library is a partner in the missions of Notre Dame of Maryland University and Loyola University Maryland. Through the library's website (<http://www.lndl.org>), faculty, students and staff may use over 100 databases, 269,291 online and print periodical titles, and 23,804 media, including DVDs, videos, and CDs. These resources include periodical/newspaper article databases, such as the Cumulative Index to Nursing and Allied Health Literature, Ovid Nursing Journals, ProQuest Nursing Journals, PsycArticles, Health Source: Nursing/Academic, and ScienceDirect, and informational databases such as the Cochrane Database of Systematic Reviews, Gale Virtual Reference Library, and multiple drug resources supporting Notre Dame of Maryland's Pharm.D and nursing programs.

In addition to over 750,000 physical items at the library, resources are available to Loyola Notre Dame Library patrons through two consortiums. On July 1, 2016, Loyola Notre Dame Library became the first private academic library to join the University System of Maryland and Affiliated Institutions consortium. The consortium provides access to nine million items at 17 member libraries. Loyola Notre Dame Library patrons may use e-resources at most of the institutions and may request print materials via the online catalog. Loyola Notre Dame Library is also a member of the Eastern Academic Libraries Trust, a print retention archive that guarantees access to six million volumes via interlibrary loan.

Students, faculty and staff may request assistance via email, instant messaging, and telephone or in person. Online chat reference is available 24 hours a day, seven days a week, through the "Ask a Librarian" service. A liaison librarian has been assigned to the School of Nursing, and the library also has a dedicated health sciences instruction librarian. Faculty work closely with librarians to develop course specific resource guides for nursing faculty and students. Librarians tailor information literacy instruction for nursing classes; in Fiscal Year 2016, 18 sessions were presented to nearly 400 nursing students across all programs. Education about copyright is available through a resource guide, workshops and individual consultations provided by a trained librarian in the newly formed Copyright Information Center opened in September 2016.

The Loyola Notre Dame Library is open seven days, 107 hours a week during the semester, and seven days a week during the summer. Students in both the BSN and MSN programs have access to and utilize these resources.

- 125,000 square feet on four floors
- 693 seats available for studying alone or with others in addition to the learning spaces below:
 - a 100 seat auditorium
 - Two computer instructional labs. Lab A has 20 seats; Lab B has 30 seats

- The Collaboratory at the Library, an active learning space which can accommodate up to 22 students, showcases options for faculty and students to interact in a flexible environment.
- A 24-seat screening room
- Cyber Café with a multi-functional gallery that is used for events such as art displays
- Group study areas
- Seminar rooms
- 91 computers with Microsoft Office and access to the Internet

A digital media lab with accessibility hardware and software to expand use of library resources for disabled users

TABLES SECTION

TABLE 1: RESOURCES

Resource Categories	Year 1	Year 2
1. Reallocated Funds	N/A	N/A
2. Tuition/Fee Revenue (c + g below)	\$ 120,600	\$ 244,800
a. # F/T Students	N/A	N/A
b. Annual Tuition/ Fee Rate	N/A	N/A
c. Total F/T Revenue (a x b)	N/A	N/A
d. # P/T Students	10	20
e. Credit Hr. Rate	\$ 670	\$ 680
f. Annual Credit Hr. per student	18	18
g. Total P/T Revenue (d x e x f)	\$ 120,600	\$ 244,800
3. Grants, contracts, & other external sources	0	0
4. Other sources	0	0
TOTAL (add 1-4)	\$120,600	\$244,800

NARRATIVE

1. Reallocated Funds: No funds will be reallocated from existing campus resources.
2. Tuition and Fee Revenue: This is a 2-year program for part-time students seeking their Masters in Nursing degree. It is anticipated that one cohort of 10 students will begin each year.
3. Grants and Contracts: No grants or contracts are required for the successful implementation of this program.
4. Other Sources: None

TABLE 2: EXPENDITURES

Expenditure Categories	YEAR 1	YEAR 2
1. Faculty (b + c below)	\$ 73,754	\$ 148,708
a. # FTE	0.86	1.7
b. Total Faculty Salary	\$ 57,620	\$ 116,178
c. Total Benefits	\$ 16,134	\$ 32,530
2. Admin. Staff (b + c below)	\$ 2,144	\$ 2,188
a. # FTE	0.05	0.05
b. Total Salary	\$ 1,675	\$ 1,709
c. Total Benefits	\$ 469	\$ 479
3. Support Staff	0	0
4. Equipment	0	0
5. Library	0	0
6. New or Renovated Space	0	0
7. Other Expenses: Software, Marketing, Faculty Development, New Course Development	\$ 7,900	\$ 15,050
8. TOTAL (add 1-7)	\$ 83,798	\$ 165,946

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NARRATIVE

1. Faculty

- FTE calculations are based on the %age of a full time faculty member's teaching load that will be needed to offer the courses in the program each year
- Salary is based on the average of the salaries earned by those faculty members who will teach in the program, with a 2% annual raise built into the projections
- Benefits are calculated at the standard rate of 28% of salary

2. Administrative staff

- FTE calculation is based on the %age of a full time administrative assistant's work load that will be needed to support the program each year
- Salary is based on the actual salary of the Administrative Assistant with a 2% annual raise built into the projections
- Benefits are calculated at 28% of salary

3-6: Support Staff, Equipment, Library, Space:

No expenses

7. Other Expenses

OTHER EXPENSES	Year 1	Year 2
Office supplies	\$ 200	\$400
Marketing	\$ 500	\$250
Facility rental	\$ 7,200	\$14,400
TOTAL	\$ 7,900	\$ 15,050

TABLE 3

First Name	Last Name	Education and Certifications	Content Area	Concentration	Years of Teaching Experience
NURSING					
Jane	Balkam	PhD, PhD., APRN, CPNP	Informatics	Nursing Education Nursing Administration	10
Kathryn	Handy	DNP, RN	Advanced Health Assessment Pathopharmacology	Nursing Education	6
Roxanne	Moran	PhD, RN, CNE	Issues and Trends in Nursing Education Education Practicum Research Methods	Nursing Education	28
Mary	O'Connor	PhD, RN, FACHE	Administration Practicum Issues and Trends in Nursing Administration Leadership Nursing Administrative Theory and Strategy	Nursing Administration	12
Mary	Packard	EdD, MSN, RN	Curriculum Development and Evaluation Theoretical Foundation for Nursing	Nursing Education Nursing Administration	20
Sabita	Persaud	PhD, RN, APHN-BC	Health Policy Issues and Trends in Nursing Administration Research Methods	Nursing Education Nursing Administration	13
Melody	Seitz	PhD, RNC-OB	Research Methods	Nursing Education Nursing Administration	2
Marleen	Thornton	PhD, RN	Theoretical Perspectives in Nursing	Nursing Education Nursing Administration	7

Kathleen	Wisser	PhD, RN, CNE	Research Methods	Nursing Education Nursing Administration	11
BUSINESS					
Deborah	Calhoun	EdD	Healthcare Finance Business of Healthcare	Nursing Administration	20
Ahmed	Elsayed	MS	Health Economics	Nursing Administration	3
EDUCATION					
Madelyn	Ball	MS	Technology for Instruction and Management	Nursing Education	30
Danea	Farley	MS	Educational Assessment	Nursing Education	30

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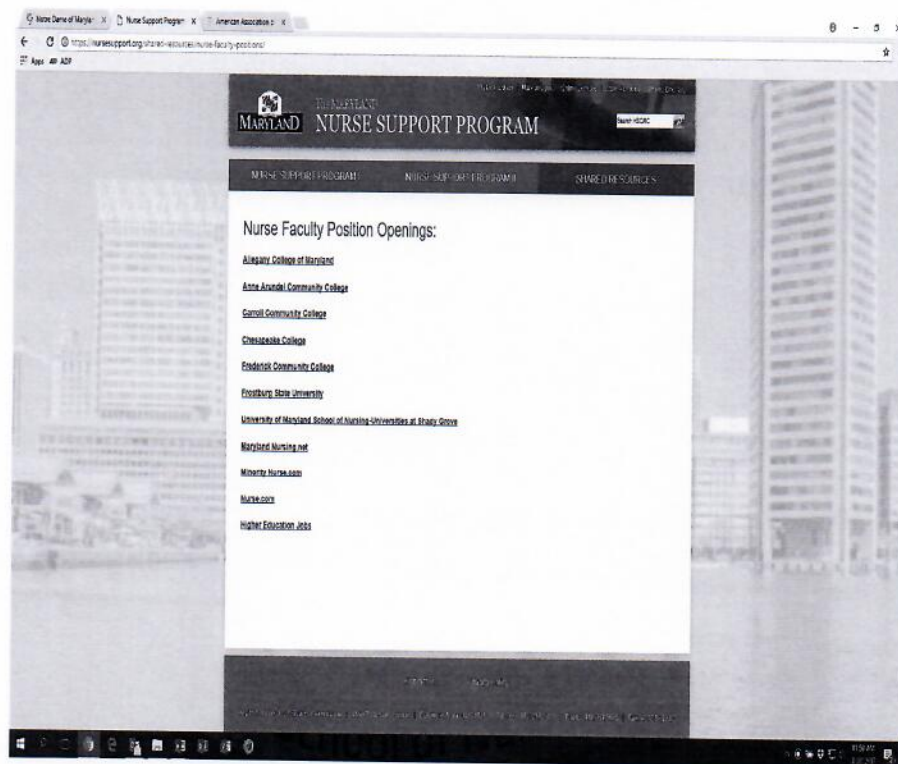
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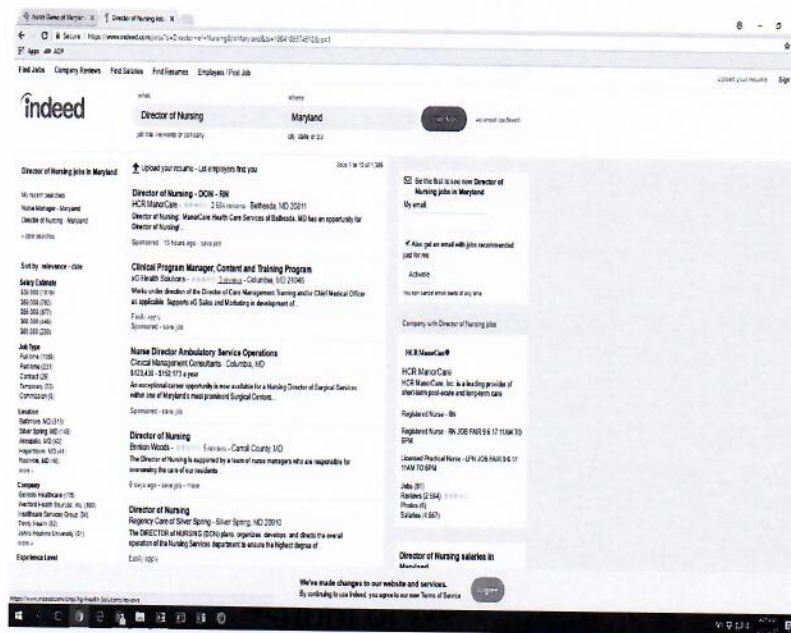
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The ultimate goal of HSCRC goal is to improve the health of Maryland's population in conjunction with other funded initiatives. The Commission identified nursing leadership as an essential force in shaping health care service models to accomplish this goal. In a simplified google search using the phrase—‘nursing leadership positions in Maryland’—1,369 links to Director and Executive Director open positions on Indeed.com were generated. (<https://www.indeed.com/q-Nurse-Manager-l-Maryland-jobs.html>)



c. Evidence of Market Demand Through Supporting Data, Including Results of Surveys That Have Recently Been Conducted

The U.S. Department of Labor predicts that between 2014 and 2024, the number of RN positions nationwide will grow by 16 % — or 439,300 jobs. If job replacement needs are considered, an additional 649,000 positions will be required, making the total need more than 1 million. This growth bodes well for individuals interested in pursuing their nursing education, but we need to educate more nurses to meet the projected demand for RNs in Maryland, one of 16 states in the country and the only state in this geographic region projected to have a

nursing shortage in 2025, according to the U.S. Health Resources and Services Administration. The nursing faculty shortage is well documented as a contributing factor in the overall nursing workforce shortfall. In addition, there is an equal need for administrative nurses to create the systems needed to lead complex healthcare environments.

The MSN program, with its rigorous curriculum is designed to help fill these gaps by preparing highly qualified nurse leaders in nursing education and administration to work in academic and healthcare facilities throughout Maryland. In the last five years, Notre Dame of Maryland has graduated over 275 aspiring nurse leaders committed to serving in Maryland. This proposed additional off-campus location will generate at least 20 new nurse educators every two years who can fill new and open nurse educator in academia and clinical nurse educator and staff development positions in healthcare facilities.

4. If a similar program exists in the State, describe the similarities or differences in the degree to be awarded

a. Area(s) of Specialization

Maryland universities offer a wide variety of accredited graduate programs at the master's and doctoral levels, post - master's certificates, and specialty areas for concentration. However, only Towson University and Stevenson University offer a concentration in nursing education in their MSN program.

Meanwhile, there are four graduate nursing programs designed to educate nurse managers and administrators in Maryland. These are the University of Maryland School of Nursing Master's in Health Services Leadership and Management; the Johns Hopkins School of Nursing Master's in Health Systems Management; Towson University Clinician-Administrator Post-Baccalaureate Certificate, and Stevenson's Nursing Leadership Management online program. None of these programs is offered face-to-face in Anne Arundel County.

The Notre Dame of Maryland program is the only program in Maryland to offer a MSN degree in a face-to-face accelerated format. Students take one course at a time over an eight-week period, studying on the same day, 4 hours per week throughout the program. Additionally, the theoretical framework of the School of Nursing is grounded in Caring Science and the premises of caring theory originally developed by Jean Watson (2008). Caring Science provides nurses with an authentic way to move beyond the conventional model of medical science by acknowledging caring as central to nursing, embracing relationships, appreciating multiple ways of knowing, and focusing on human-to-human caring (Watson, 2008). There is an intentional focus on transformation, diversity, relationships, and human wholeness. This type of curriculum acknowledges a shared power in learning and supports a caring, respectful, and safe teaching-learning environment

(Bevis & Watson, 2000). This intentional focus on students and transformation sets the School of Nursing apart from traditional models of nursing education. For example, it provides MSN students with the opportunity to reflect on their current practice, identify how caring can be preserved as the ethical foundation for nursing practice, and utilize caring practice as they work to transform healthcare from the inside out.

b. Specific Academic Content of the Program or Course of Study

The MSN program offered at Arundel Mills Regional Higher Education Center is identical to the academic content offered at the main campus. The MSN program prepares graduates with expertise in two specialized concentrations with role preparation in nursing education and nursing administration. The School of Nursing requires all MSN degree seeking candidates to complete 36 graduate level credits.

The Leadership in Nursing Education concentration is planned for the experienced registered nurse who seeks a career as a nurse educator in clinical practice or academic settings. Students learn how to plan, implement, and evaluate a variety of teaching strategies based on assessment of learner needs, advanced evidence-based research, and curriculum and educational theory. They learn to use leadership skills and ethical and legal principles to implement policies and procedures related to learners, faculty, and the educational environment.

The Leadership in Nursing Administration concentration is planned for the experienced registered nurse who seeks a career as a leader. Students learn how to analyze policy, legal and ethical aspects of healthcare and proactively address important issues such as quality and safe patient care, elimination of health disparities and the work environment.

Core Courses. The core courses are shared by both concentrations and include NUR-501 *Theoretical Foundations of Nursing*, NUR-510 *Contemporary Leadership in Nursing*, NUR-520 *Nursing Informatics*, NUR-543 *Nursing Research I: Synthesis of Literature*, and NUR-507 *Nursing Research II: Proposal*. These core courses form a foundation of graduate study and serve as the common ground for the concentrations of Leadership in Nursing Education and Nursing Administration.

Courses in the Leadership in Nursing Administration concentration incorporates three business courses taught by faculty in the School of Arts, Sciences, and Business with a focus on the financial and business aspects of healthcare.

Courses in the Leadership in Nursing Education concentration incorporates two education courses taught by faculty in the School of Education with a focus on

assessment of student learning and the use of technology in the classroom.

5. A description of the method of instructional delivery, including distance education, on-site faculty, and the mix of full-time and part-time instructors

Instructional Delivery

The instructional delivery method of the MSN program at the Anne Arundel Regional Higher Education location will be identical to the one used at the main Notre Dame of Maryland campus location. The MSN program is designed as a part-time program for working adults who are professional registered nurses with a BSN. Courses will be delivered primarily face-to-face. Students typically take six credits per semester (one 8-week course at a time).

Faculty

Notre Dame of Maryland School of Nursing has a full complement of full- and part-time faculty who will teach at both locations. The School of Nursing is in compliance with the Maryland Board of Nursing with regard to academic preparation of nursing faculty. All full- and part-time nursing faculty hold a minimum of a graduate degree in nursing plus an appropriate level of experience in nursing. All nursing faculty are licensed as a professional registered nurse and hold a minimum of a master's degree in nursing. All faculty who teach graduate level courses hold a doctorate degree. University faculty who contribute to the MSN program through teaching business and education courses are educationally qualified by holding at least a master's degree, many have an earned doctorate degree, and are experientially qualified. (Table 3)

Faculty at Anne Arundel Regional Higher Education Center will have the same responsibilities, expectations, and qualifications, and similar levels of expertise and experience than faculty members who teach at the main campus.

It may prove necessary for the School of Nursing to employ a small number of similarly qualified associate (adjunct) faculty to teach certain courses in the program. The SON is fortunate to have a cadre of highly qualified associate faculty members who can be relied upon to teach in the MSN program. An efficient system of full-time faculty serving as Course Coordinators in the MSN program, has ensured stability, consistency, and quality of courses taught by associate faculty through ongoing guidance by full-time faculty.

F. A brief description of the academic oversight, quality control, and student services to be provided.

Dr. Sabita Persaud, Associate Dean Graduate Programs (full-time Associate Professor) serves to direct, coordinate, and oversee the day-to-day administration of the MSN program for all locations—main campus and off site. As the Associate Dean, Dr. Persaud serves as chair of the Graduate Program Committee, as well as a member of Curriculum and Outcomes Committees within the School of Nursing to ensure the academic rigor and quality control of the program.

In the role of Associate Dean, Dr. Persaud's responsibilities include: day-to-day program operations; assisting students toward successful program completion; staffing, mentoring, supervising, and evaluating faculty (Full-time, Part-time, and Associate); and assessing student learning in on-ground, online, and clinical simulation learning environments. In regards to the MSN program curricula for both concentrations, Dr. Persaud's responsibilities encompass:

- Review and approve syllabi of courses taught by new full-time and associate faculty members.
- Schedule regular review of the MSN curriculum content, in consultation with course coordinators.
- Develop and maintain relationships with staff at practicum facilities.

While no student services will be provided directly at the off-campus location, students in the MSN program at Arundel Mills Regional Higher Education Center will have access to the full range of services available to all students at Notre Dame of Maryland. With the proposed off-campus location situated a short distance from the main campus location, students will be able to access various services in-person. For students who are unable to access these services in-person, Dr. Persaud will serve as a liaison between the student and Notre Dame of Maryland to assure students are connected with services, as applicable. Additionally, the School of Nursing publishes the *MSN Program Handbook*, located on the School of Nursing page, which contains information on all the services available to students. The Notre Dame of Maryland website is an additional location for information such as, registration, financial aid, tuition and billing, student affairs, and disability services.

Brief descriptions of specific services are as follows:

Technology Support

NDMU's Information Technology (IT) Department serves to design, implement and maintain all systems, services and technology-enabled teaching/learning facilities used by the university. A full-time IT Help Desk services students, faculty and staff as it relates to all manner of technology, applications, equipment and services used at NDMU. The IT Help Desk is trained to provide computer lab information, email and connectivity assistance, telecommunications assistance, one-card system, learning management system support, and security alerts.

Learning Management System

Joule is a web based learning management system that uses an open-source application called Moodle. Joule provides delivery of course content, activities and resources to students online and in classroom settings. Joule features include:

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

- Submitting online course evaluations

Faculty in all nursing programs, including associate faculty, use Joule to post course documents, links to multi-media resources, and overall assignment and course grades. In the MSN program where some courses are online or hybrid, Joule is used extensively. Student and faculty technical support for Joule is offered through the Multi-Media Specialist located under the auspices of Information Technology. As a back-up the School of Nursing's Simulation and Technology Specialist offers technical support to nursing faculty, including associate (adjunct) nursing faculty.

Advisement

Students in the MSN program are assigned a faculty member as their academic advisor. Aspects of academic advising include: progression in the program, academic success; career path, networking, and meeting with students at least once during the semester.

Counseling Center

The Center fosters academic success by supporting personal growth and psychological wellness. Students typically discuss concerns related to personal, social, and academic issues. Confidential counseling is provided in a safe setting to enhance academic performance, personal development and interpersonal relationships. Students can turn to the counseling center for a wide range of issues. Counseling services are free of charge for all students. Students are referred to off campus professionals as deemed necessary, for services that include diagnostic testing and evaluation, as well as psychiatric and medication management services if appropriate. Nursing faculty and advisors maintain a working relationship with the counseling center to improve student support in this area.

Writing Center

The Writing Center mission is to help writers become better writers. Writing Center consultants focus on assisting students in developing stronger essay topics, thinking about the significance of what to say, improving the support for and development of ideas, organizing material, and enhancing the effectiveness of writing style. Appointments and walk-in sessions are available to students on an as-needed basis. For students who are unable to meet on campus, course faculty will serve as a writing coach.

Students with Disabilities

The School of Nursing and Notre Dame of Maryland are committed to making all academic programs, support services, and facilities accessible to qualified individuals. Students with disabilities who require reasonable accommodations can contact Notre Dame of Maryland's Director of Accessibility & Health Promotion.

Student Identification Card

The Student ID card serves as the student's University identification card. The card is obtained during New Student Orientation. This card acts as the Loyola Notre Dame Library card, and provides access to the fitness center.

G. Provision for adequate and appropriate library resources within reasonable distance of the instructional site or through institution-sponsored electronic collections and databases.

The Loyola Notre Dame Library is a partner in the missions of Notre Dame of Maryland University and Loyola University Maryland. Through the library's website (<http://www.lndl.org>), faculty, students and staff may use over 100 databases, 269,291 online and print periodical titles, and 23,804 media, including DVDs, videos, and CDs. These resources include periodical/newspaper article databases, such as the Cumulative Index to Nursing and Allied Health Literature, Ovid Nursing Journals, ProQuest Nursing Journals, PsycArticles, Health Source: Nursing/Academic, and ScienceDirect, and informational databases such as the Cochrane Database of Systematic Reviews, Gale Virtual Reference Library, and multiple drug resources supporting Notre Dame of Maryland's Pharm.D and nursing programs.

In addition to over 750,000 physical items at the library, resources are available to Loyola Notre Dame Library patrons through two consortiums. On July 1, 2016, Loyola Notre Dame Library became the first private academic library to join the University System of Maryland and Affiliated Institutions consortium. The consortium provides access to nine million items at 17 member libraries. Loyola Notre Dame Library patrons may use e-resources at most of the institutions and may request print materials via the online catalog. Loyola Notre Dame Library is also a member of the Eastern Academic Libraries Trust, a print retention archive that guarantees access to six million volumes via interlibrary loan.

Students, faculty and staff may request assistance via email, instant messaging, and telephone or in person. Online chat reference is available 24 hours a day, seven days a week, through the "Ask a Librarian" service. A liaison librarian has been assigned to the School of Nursing, and the library also has a dedicated health sciences instruction librarian. Faculty work closely with librarians to develop course specific resource guides for nursing faculty and students. Librarians tailor information literacy instruction for nursing classes; in Fiscal Year 2016, 18 sessions were presented to nearly 400 nursing students across all programs. Education about copyright is available through a resource guide, workshops and individual consultations provided by a trained librarian in the newly formed Copyright Information Center opened in September 2016.

The Loyola Notre Dame Library is open seven days, 107 hours a week during the semester, and seven days a week during the summer. Students in both the BSN and MSN programs have access to and utilize these resources.

- 125,000 square feet on four floors
- 693 seats available for studying alone or with others in addition to the learning spaces below:
 - a 100 seat auditorium
 - Two computer instructional labs. Lab A has 20 seats; Lab B has 30 seats

- The Collaboratory at the Library, an active learning space which can accommodate up to 22 students, showcases options for faculty and students to interact in a flexible environment.
- A 24-seat screening room
- Cyber Café with a multi-functional gallery that is used for events such as art displays
- Group study areas
- Seminar rooms
- 91 computers with Microsoft Office and access to the Internet

A digital media lab with accessibility hardware and software to expand use of library resources for disabled users

TABLES SECTION

TABLE 1: RESOURCES

Resource Categories	Year 1	Year 2
1. Reallocated Funds	N/A	N/A
2. Tuition/Fee Revenue (c + g below)	\$ 120,600	\$ 244,800
a. # F/T Students	N/A	N/A
b. Annual Tuition/ Fee Rate	N/A	N/A
c. Total F/T Revenue (a x b)	N/A	N/A
d. # P/T Students	10	20
e. Credit Hr. Rate	\$ 670	\$ 680
f. Annual Credit Hr. per student	18	18
g. Total P/T Revenue (d x e x f)	\$ 120,600	\$ 244,800
3. Grants, contracts, & other external sources	0	0
4. Other sources	0	0
TOTAL (add 1-4)	\$120,600	\$244,800

NARRATIVE

1. Reallocated Funds: No funds will be reallocated from existing campus resources.
2. Tuition and Fee Revenue: This is a 2-year program for part-time students seeking their Masters in Nursing degree. It is anticipated that one cohort of 10 students will begin each year.
3. Grants and Contracts: No grants or contracts are required for the successful implementation of this program.
4. Other Sources: None

TABLE 2: EXPENDITURES

Expenditure Categories	YEAR 1	YEAR 2
1. Faculty (b + c below)	\$ 73,754	\$ 148,708
a. # FTE	0.86	1.7
b. Total Faculty Salary	\$ 57,620	\$ 116,178
c. Total Benefits	\$ 16,134	\$ 32,530
2. Admin. Staff (b + c below)	\$ 2,144	\$ 2,188
a. # FTE	0.05	0.05
b. Total Salary	\$ 1,675	\$ 1,709
c. Total Benefits	\$ 469	\$ 479
3. Support Staff	0	0
4. Equipment	0	0
5. Library	0	0
6. New or Renovated Space	0	0
7. Other Expenses: Software, Marketing, Faculty Development, New Course Development	\$ 7,900	\$ 15,050
8. TOTAL (add 1-7)	\$ 83,798	\$ 165,946

TABLE 2: EXPENDITURES

NARRATIVE

1. Faculty

- FTE calculations are based on the %age of a full time faculty member's teaching load that will be needed to offer the courses in the program each year
- Salary is based on the average of the salaries earned by those faculty members who will teach in the program, with a 2% annual raise built into the projections
- Benefits are calculated at the standard rate of 28% of salary

2. Administrative staff

- FTE calculation is based on the %age of a full time administrative assistant's work load that will be needed to support the program each year
- Salary is based on the actual salary of the Administrative Assistant with a 2% annual raise built into the projections
- Benefits are calculated at 28% of salary

3-6: Support Staff, Equipment, Library, Space:

No expenses

7. Other Expenses

OTHER EXPENSES	Year 1	Year 2
Office supplies	\$ 200	\$400
Marketing	\$ 500	\$250
Facility rental	\$ 7,200	\$14,400
TOTAL	\$ 7,900	\$ 15,050

TABLE 3

First Name	Last Name	Education and Certifications	Content Area	Concentration	Years of Teaching Experience
NURSING					
Jane	Balkam	PhD, PhD., APRN, CPNP	Informatics	Nursing Education Nursing Administration	10
Kathryn	Handy	DNP, RN	Advanced Health Assessment Pathopharmacology	Nursing Education	6
Roxanne	Moran	PhD, RN, CNE	Issues and Trends in Nursing Education Education Practicum Research Methods	Nursing Education	28
Mary	O'Connor	PhD, RN, FACHE	Administration Practicum Issues and Trends in Nursing Administration Leadership Nursing Administrative Theory and Strategy	Nursing Administration	12
Mary	Packard	EdD, MSN, RN	Curriculum Development and Evaluation Theoretical Foundation for Nursing	Nursing Education Nursing Administration	20
Sabita	Persaud	PhD, RN, APHN-BC	Health Policy Issues and Trends in Nursing Administration Research Methods	Nursing Education Nursing Administration	13
Melody	Seitz	PhD, RNC-OB	Research Methods	Nursing Education Nursing Administration	2
Marleen	Thornton	PhD, RN	Theoretical Perspectives in Nursing	Nursing Education Nursing Administration	7
Kathleen	Wisser	PhD, RN, CNE	Research Methods	Nursing Education Nursing Administration	11
BUSINESS					
NDM Deborah	PROPOSAL FOR CATHOLIC	MSN PROGRAM AT HEALTHCARE EDUCATION	Healthcare Education Business of Healthcare	Nursing Administration	20

Ahmed	Elsayed	MS	Health Economics	Nursing Administration	3
EDUCATION					
Madelyn	Ball	MS	Technology for Instruction and Management	Nursing Education	30
Danea	Farley	MS	Educational Assessment	Nursing Education	30

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