



One University. A World of Experiences.

OFFICE OF THE PRESIDENT
101 BRADDOCK ROAD
FROSTBURG, MD 21532-2303
T 301.687.4111
F 301.687.7070

December 3, 2018

Dr. James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21202

Dear Secretary Fielder:

Attached please find the proposal for the substantial modification of the existing Master of Science in Nursing (MSN) program at Frostburg State University (FSU). Currently, the MSN program offers two tracks including (1) Education and (2) Administration. The proposal seeks to convert and retitle the two currently existing tracks into two areas of concentration to include (1) Nursing Education and (2) Nursing Leadership & Management, respectively.

While maintaining each track's original focus on education and administration, the proposed changes respond to the Commission on Collegiate Nursing Education's (CCNE) recommendation that "MSN degrees be structured with concentrations specific to the area of focus that the student wishes to pursue." In addition to improving the program's curriculum structure in alignment with accreditation standards, the changes intend to provide guidelines for curriculum within each area of focus, and to support the needs and demand for nurses to enter the field with preparation in education, leadership and management.

FSU's MSN program is critical to filling the state nursing shortage, and particularly serves the western Maryland region. By responding to local, regional, national, and global challenges, FSU remains committed to providing our students with skills and knowledge to meet workforce demands within the complex healthcare environment. Therefore, the proposed changes align with FSU's mission to serve regional and statewide economic and workforce development, with a specific focus on preparing a changing student population for an era of complexity and globalization. This is a key element in Frostburg's current strategic plan and is essential to the University's economic, educational and professional development responsibilities to serve both state and regional workforce development needs.

We appreciate your support for this proposed modification to FSU's master's degree program offerings, and the benefit it would have for the state. An amount of \$250.00 has been electronically processed to cover the fee for substantial changes to a degree program. If you have any questions, please do not hesitate to contact me or our Associate Provost, Dr. Doris Santamaria-Makang at dsantamariamakang@frostburg.edu.

Yours very truly,

A handwritten signature in dark ink that reads "Ronald H. Nowaczyk".

Ronald H. Nowaczyk, PhD
President

pc: Dr. Robert Caret, Chancellor, USM
Dr. Elizabeth A. Throop, Provost and Vice President for Academic Affairs, FSU
Dr. Doris Santamaria-Makang, Associate Provost for Academic Affairs, FSU
Dr. Dorothy Campbell, Interim Dean, College of Liberal Arts and Sciences, FSU



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

Institution Submitting Proposal	Frostburg State University
---------------------------------	----------------------------

Each action below requires a separate proposal and cover sheet.

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

Department Proposing Program	Department of Nursing	
Degree Level and Degree Type	Graduate Master's of Science in Nursing	
Title of Proposed Program	Master's of Science in Nursing	
Total Number of Credits	37-41	
Suggested Codes	HEGIS: 1203-00	CIP: 51.3802 51.3817
Program Modality	<input type="radio"/> On-campus <input checked="" type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year:	
Provide Link to Most Recent Academic Catalog	URL: https://www.frostburg.edu/admissions-and-cost/graduate/online-graduate-catalog-2018-2020.php	

Preferred Contact for this Proposal	Name: Dr. Heather Gable
	Title: Associate Professor/Chair, Department of Nursing
	Phone: (301) 687-4894
	Email: hagable@frostburg.edu

President/Chief Executive	Type Name: Dr. Ronald Nowaczyk, President
	Signature: Date: 12/5/18

Approval/Endorsement by Governing Board	Type Name: Dr. Elizabeth Throop, Provost
	Signature: Date: 12/3/18

Revised 5/15/18

Frostburg State University

Master of Science in Nursing

Change of Existing Track in Education to Area of Concentration in Nursing Education

A. Centrality to Institutional Mission and Planning Priorities:

1. Description of Program and Mission Alignment

Frostburg State University (FSU) has offered an online Master of Science in Nursing (MSN) since 2014. The program currently has two tracks - Education and Administration, and two concentrations - Family Nurse Practitioner (FNP) and Psychiatric and Mental Health Nurse Practitioner (PMHNP). The tracks were part of the original program approved in 2014, while the two concentrations (FNP and PMHNP) were recently approved for a fall 2018 implementation. To better align the program's structure and to meet accreditation standards, FSU proposes to change the currently existing 15 credit Education track to an 18-19 credit Nursing Education concentration. This change will reflect the five courses that currently exist in the 15 credit Education track as well as an additional 3-4 credit clinical specialty course. The addition of this course is being made to align with Commission on Collegiate Nursing Education (CCNE) nursing standards.

Frostburg State University Mission:

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

The MSN degree, including the Nursing Education concentration, continues to meet the mission of FSU by serving to meet workforce needs within the state for advanced practice nurses, and is preparing future leaders to meet the complex challenges within healthcare.

1. Alignment with FSU Strategic Goals, Commitment and Funding

FSU remains committed to providing our students with skills and knowledge to meet workforce demands within the complex healthcare environment. This is evidenced in FSU's new strategic plan, *Goal I: Focus learning on both the acquisition and application of knowledge* and *Goal V: Align University Resources – Human, Fiscal and Physical – with Strategic Priorities. Particularly, it supports objective B – Assure academic programs meet student and workforce needs.*

2. Adequate funding

The MSN with a track in Education, has been in place at FSU since 2014. The program initially received grant funds through MHEC NSP II for planning and initial implementation of the program. Since grant funding has ended, the program has been sustained through funds

received from tuition and fees associated with program enrollment. The proposed change to move from an Education track to a Nursing Education concentration are being made to appropriately reflect the program-structure and to meet accreditation standards. No new resource will be required for this change as the current resources are in place to support the concentration through the MSN degree program and are sufficient to sustain the concentration for the next five years and beyond.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program

CCNE, the accreditation body for nursing education, recommends the MSN degree be structured with concentrations specific to the area of focus that the student wishes to pursue as well as provide guidelines for curriculum within each area of focus. The FSU nursing program, in preparation for the next CCNE accreditation visit, engaged a consultant to review the program as part of the self-study process. The recommendations for restructuring to concentrations as opposed to tracks and the addition of the specialty course in the proposed Nursing Education concentration were recommendations of this review process.

2. Evidence of consistency with Maryland State Plan for Postsecondary Education

The MSN degree at FSU continues to meet the Maryland State Plan for Postsecondary education by meeting goals of the plan as follows:

Goal 1: Quality and Effectiveness. Eighty percent of nursing faculty have a doctoral degree or are in pursuit of their doctoral degree. Each faculty member brings a variety of expertise within their specialty to the nursing courses to ensure the quality up-to-date content is within the curriculum of every course. *Goal 2: Access.* The nursing program is accessible in two ways, accessible to the working learner by offering online education, and accessibility to those living in the rural community. FSU is the only four-year institution to the west of the Baltimore/Washington Metropolitan area, by offering this program in rural Western Maryland it gives local students an opportunity to quality nursing education within their region.

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

As stated above in this proposal, FSU is proposing to change the classification for the MSN Education track to a Nursing Education concentration. The current program was approved in 2014, has graduated 11 students with an MSN who enrolled in the Education track. This track currently has 8 students actively enrolled who will transition to the concentration if approved. FSU's MSN program is critical to filling the state nursing shortage, and particularly serves the western Maryland region. The Table below provide occupational data to support the need for the proposed concentration which will prepare nurses to enter the field with preparation in Education, as there are an anticipated 722 new educator positions anticipated by 2026.

Maryland Long Term Occupational Projections (2016-2026) (SOC) Nursing Education Concentration

		2016	2026	Change	Pct. Change
25-1027	Nursing Instructors and Teachers, Postsecondary	676	727	51	7.54%
13-1151	Training and Development Specialist	7,045	7,606	561	7.96%
11-9033	Education Administration Postsecondary	1,440	1,550	110	7.64%
29-1141	Registered Nurses*	51,778	57,704	5,926	11.45%
		60,939	67,587	6,648	34.59%

**The need for educators effects the need for practicing nurses.*

D. Reasonableness of Program Duplication:

This proposal is requesting a change to the currently existing 15 credit Education track to an 18-19 credit Nursing Education concentration. Therefore, there should be no threat of program duplication as the track currently exists and FSU is simply requesting the track be changed to a concentration for improved program structure and alignment with CCNE accreditation standards.

Currently there are nine nursing programs within the state of Maryland that offer MSN degrees, excluding FSU. Of these nine schools, only six offer a Nursing Education concentration. Of these six schools, only one (Stevenson University) has an online nursing education concentration. FSU’s MSN program with the Education track is delivered online and will continue to be delivered online once approved as a Nursing Education concentration. With an estimated 35% increased need for nurse educators by 2026 in Maryland as evidenced in the previous section, there is support for all currently existing MSN programs and in particular, those offering Nursing Education concentrations.

Number of Degrees Awarded in Maryland 2012-016 by Program with Education Concentration Areas

School Name	Online Delivery	Concentrations	2012	2013	2014	2015	2016
Bowie State University	No	Family Nurse Practitioner, Nurse Educator	22	28	53	46	42
Salisbury University	No	Nurse Educator, Health Care Leadership	8	17	6	6	3
Towson University	No	Nurse Educating, Clinician-Administrator	16	26	28	24	20
U of MD Baltimore	Yes	Public health nursing, health services leadership and management, nursing informatics	331	308	286	334	243
Morgan State University	No	Nurse Educator and Nursing Leadership/Management	31	46	24	9	6
Johns Hopkins University	No	Public health, Advanced nursing practice, health system management	89	83	86	96	93
Notre dame of Maryland	No	Leadership in Nursing Administration, Leadership in Nursing Education	39	38	66	40	55
Stevenson	Yes	Nursing Education, Nursing Leadership/Management, Population Based Care Coordination	0	36	45	49	45
Washington Adventist University	Unsure	Nursing education, Nursing and Business Leadership	5	24	26	7	10
Total			541	606	620	611	517

Note: Frostburg State University graduated eleven students from our MSN program enrolled in the Education track. This data is not reflected in the above chart.

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

This proposal has no impact on HBIs as it is proposing a change in a currently existing program. This change will not affect HBIs, as there are no Historically Black Institutions in Maryland, which offer a comparable online program to FSU’s MSN with a concentration in Nursing Education. University of Maryland Eastern Shore does not offer nursing programs. Coppin State University’s only graduate option within the health care field is the Family Nurse Practitioner (FNP) program. Bowie State University (EDU) offers the options of the FNP and a M.S. in Nursing Education in an on campus format. Morgan State University does offer a M.S. in Nursing Education with a Track in Nursing Leadership but only in the face-to-face format. However, the face-to-face format is not appropriate for practicing nurses living and working in Western Maryland.

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

There is no impact on the institutional identities and mission of HBIs as this program has been in existence since 2014. The change being proposed is directly related to alignment of the current program with CCNE accreditation standards.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1 Describe how the program was established and who will oversee the program.

The online MSN degree which includes the existing Education track was developed in 2014 by FSU nursing faculty that are both experientially and academically trained within each concentration area. Dr. Heather Gable is the chair of the Department of Nursing, and Dr. Kara Platt is the program coordinator. Both hold responsibility for curriculum development, oversight and delivery. Each course within the degree is assigned to a course coordinator who oversees the content of their assigned course. Course coordinators are assigned based on the faculty member's experience and academic education. A full list of faculty who teach within the MSN program in the proposed Nursing Education concentration can be found in **Appendix B: Nursing Faculty**. This faculty have also been involved in continuous improvement and have been involved in the decisions related to the proposed changes.

2. Describe educational objectives and learning outcomes

The curriculum for the MSN is based on the *AACN's Essentials of Master's Education for Advanced Practice Nursing*. The goal of the program is the preparation of professional nurses with proficiency in the ability to analyze, synthesize, and utilize current trends and knowledge for the improvement of the health care environment across the lifespan. The ability to communicate effectively both orally and in writing is also essential to transmit the outcomes of these processes (MHEC, 2006). Please refer to **Appendix A: MSN Overview (Mission, Vision, Goals and Objectives)**

3. Assessment of Student Achievement and Learning Outcomes

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement (AACN, *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs*, 2013).

As evidenced by:

- The Department of Nursing Assessment Committee meets monthly to review student learning outcomes, student satisfaction and achievement, employer and alumni satisfaction, completion and employment rates.
- The Department of Nursing has an overall Systematic Evaluation Plan that is reviewed biannually to establish programmatic effectiveness.
- FSU Assessment and Institutional Research reviews all programs every seven years for institutional effectiveness.

- FSU Institution Priorities and Resources reviews the program every three years for funding and resource allocation.
- External CCNE accreditation of the program.

4. List of Course Title, Credit Hour and Course Descriptions

The table in **Appendix E: Student Learning Goal Matrix**, displays the crosswalk between the AACN Essential, the FSU Graduate Student Learning goals, and the MSN program objectives. This matrix reflects the 18-19 credit hours in the proposed Nursing Education concentration. A full curricular overview including mission, vision, program requirements, course titles and descriptions can be found in **Appendix A: MSN Overview, Appendix C: Curriculum, and Appendix D: Course Descriptions**. Provided in the tables below is the curriculum and the admission and graduation requirements for the Nursing Education Concentration (currently known as track).

Proposed MSN Nursing Education Concentration – 18-19 credits		
	Credits	
613- Curriculum Development and Design	3	
614- Teaching & Learning Strategies	3	
615- Evaluation and Assessment of Clinical Education	3	
692- Current Trends in Nursing Education	3	
694- Graduate Nursing Practicum	3	
Clinical Specialty Elective*	3	

**Depending on course selected.*

Admission/Graduation Requirements	
Admission Requirement	Graduation Requirement
<ul style="list-style-type: none"> • Have earned a minimum of 3.0 GPA (4.00 scale) in the B.S. in Nursing. • Satisfy FSU requirements for admission to graduate study. • Hold a current, unrestricted U.S. RN License. • Hold the degree of B.S. in Nursing from a nursing program accredited by CCNE or ACEN. • Have completed 3 credits of undergraduate statistics. • As part of application process, submit three letters of reference and an essay describing how the M.S. in Nursing meets student’s professional goals. 	<ul style="list-style-type: none"> • Completion of all coursework required for the M.S. in Nursing within 5 years from semester of initial enrollment. • Completion of all coursework with a minimum cumulative GPA of 3.0. • Completion of all courses with a grade of “C” or better to count towards the M.S. in Nursing.

5. General Education – As a graduate program, the GEP requirements do not apply

6. Special Accreditation

This program is accredited by the Commission on Collegiate Nursing Education (CCNE) to ensure the quality and integrity of baccalaureate and graduate programs in nursing to contribute to the improvement of the public’s health.

The Commission serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement in collegiate professional education and post-baccalaureate nurse residency programs (AACN, *The Essentials of Master’s Education in Nursing*, 2011).

7. Contracting with other institutions – N/A

8. Student Communication

The proposed program changes will be communicated to students with sufficient information regarding curriculum, cost, courses, degree requirements, financial aid, and availability of student support services via a number of sources including but not limited to the Graduate Catalog, university and program website, student handbook and any additional recruitment and orientation materials. FSU also complies with the Higher Education Opportunity Act of 2008 (HEOA) related to the disclosure requirements for postsecondary education institutions. Students admitted to the program are also provided with an orientation course to review all requirements and resources and have access to a resource center in our LMS system, Canvas

9. Advertising, Recruiting and Admission Materials

All publications including advertising, recruiting, and admissions materials are required to be accurate, up-to-date, and consistent by both the Department of Nursing's Systematic Evaluation Plan and CCNE accreditation requirements.

H. Adequacy of Articulation – N/A

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Faculty

Currently there are eight faculty members that are both experientially and academically qualified to teach in the MSN program. Six of these faculty members are tenured or tenure track, and two are full time contracted faculty. All faculty members have expertise in their respective fields. Three faculty are currently assigned to teach courses in the proposed Nursing Education concentration. These faculty members are identified in **Appendix B: Nursing Faculty**

2. Pedagogy, LMS, and evidence-based practice for Distance Education

The Center for Instructional Technologies (CIT) at FSU provides training and technical support on the use of technology in teaching and supports distance education by providing professional development opportunities to faculty. The CIT also works closely with individual faculty members whose course development needs require special technical assistance by providing guidance in the use of multimedia and other technologies supporting the development of quality teaching materials. All faculty members within the Department of Nursing have taken the FSU Teaching Online 101 training course to be eligible to teach online at FSU and participate in related training throughout the year

As an online program, the MSN utilizes the Canvas™ learning management system, Big Blue Button™ synchronous classroom, Program Resource Center, tutorials on various applications, and online new student orientation. In addition, the CIT unit works in conjunction with the Helpdesk to assist students and faculty in troubleshooting technical problems that involve hardware, software, email, and other applications.

Both the CIT and the Department of Nursing subscribe to the Quality Matters™ Certification (QM) to provide best practice rubrics for online courses and training for faculty. Quality Matters is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses and online components. Colleges and universities across and beyond the U.S. use the tools in developing, maintaining and reviewing their online courses and in training their faculty. The QM process for certification also provides effective professional development for faculty making the transition into distance education. All core courses in the MSN and courses within the concentration (former track) of Nursing Education have been certified by Quality Matters™.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

The Lewis J. Ort Library at FSU has provided adequate resources for this existing MSN program since 2014. The library holds licensure for CINAHL, MEDLINE, Health Source Nursing/Academic, UpToDate, AccessMedicine, and ProQuest & Allied Health Source as well as other psychology (PsycInfo), science, education (Education Resource Center). In addition, there are several journals specific to the curriculum of the program's concentrations such as *Harvard Business Review*, *American Journal of Nursing*, *Journal of Nursing Education*, *On-line Journal of Nursing Informatics*, and *Nursing Ethics*. Additional electronic journals are evaluated by the Department of Nursing and Library liaison yearly, and purchased as needed. There is no additional library resources needed to support this proposed changes.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

Frostburg State University has adequate facilities and infrastructure to support a fully online MSN program. This is an existing online program which will require no additional resources, all faculty members have adequate office space, and the online delivery method is supported by the current FSU infrastructure, including 24/7 help desk, equipment, and instructional technologies.

All students are provided with an FSU e-mail, access to the learning management system Canvas™, as well as The Big Blue Button™ for live and recorded presentations. Instructional designers provide support to the faculty and students to ensure best online practices. The FSU help desk also assists students and faculty with trouble shooting of technical issues. Students also have access to all FSU support services such as disability support services, veteran's affairs, financial aid, registration and billing. Student have access to the library the database portal and to the librarians via phone, email and 24/7 Ask a Librarian.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

This proposal will require no additional funding or resources. All resources that are shown as reallocated reflect the current budget to support the currently existing MSN program Education track. Moving from track to a Nursing Education concentration and adding a required elective will not require any new resources as these courses already exist within the approved MSN program. .

TABLE 1: RESOURCES

Graduate MSN - Nursing Education Concentration	FY2020	FY2021	FY2022	FY2023	FY2024
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	65,880	67,856	69,892	71,989	74,149
2. Tuition Revenue (c + g below)	50,466	51,980	57,798	63,918	70,353
a. Number of F/T Students (instate)	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 (instate)	10	10	11	12	13
d. Number of P/T Students (out of state)	2	2	2	2	2
e. Credit Hour Rate (instate)	446	459	473	487	502
e. Credit Hour Rate (out of state)	574	591	609	627	646
f. Annual Credit Hours	9.0	9.0	9.0	9.0	9.0
g. Total P/T Revenue (d x e x f)	50,466	51,980	57,798	63,918	70,353
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources (fees)	2,700	2,781	2,864	2,950	3,039
TOTAL (Add 1 – 4)	119,046	122,617	130,554	138,857	147,540

Narrative Resources

- 1. Reallocated Funds** –The reallocated funds line item reflects the faculty expenses associated with the delivery of the courses with the current Education track which will become a Nursing Education concentration once approved. This reflects .75 FTE reallocation of faculty to teach in the proposed concentration.
- 2. Tuition Revenue (a – g)** – Tuition projections were calculated using a per student credit hour generation of an average of 9 credits per year per student. Graduate tuition is charged per credit hour and not on a full-time or part-time basis. Students will take an average of 9 credits each year while in the program to satisfy this Nursing Education concentration requirement. Average credit hour per student and enrollment projections are based on the programs enrollment trends. Application of an 85/15 In-State /OS rate has been applied.
- 2. Grants, Contracts & Other – N/A**
- 3. Other Sources** – Includes \$8 course fee and \$17 per credit hour technology fee (total \$25 per credit hour). 12 students x 9 credit hours per year x \$25. A small increase in fees was applied each year.

TABLE 2: EXPENDITURES**Expenditure Categories**

	FY2020	FY2021	FY2022	FY2023	FY2024
	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	65,880	67,856	69,892	71,989	74,149
a. # FTE	0.75	0.75	0.75	0.75	0.75
b. Total Salary	48,800	50,264	51,772	53,325	54,925
c. Total Benefits	17,080	17,592	18,120	18,664	19,224
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	65,880	67,856	69,892	71,989	74,149
Net	53,166	54,761	60,662	66,868	73,392
Total 5 year net					308,849

Narrative Expenditures

- Faculty** –Salaries and benefit calculations are based on using actual salary figures equal to .75 FTE of the identified faculty teaching in the program. Figures also assume a 3% annual increase.

There are no new or reallocated expenditures required as the proposed changes do not require reallocation of expenditures from the MSN degree outside of faculty costs.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

At the institutional level, FSU’s academic program review provides departments an opportunity to assess and improve the quality of program offerings. The program review process occurs every seven years for each distinct undergraduate and graduate program and is mandated by USM’s Board of Regents.

The program review schedule serves as the foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle, the Office of Assessment, and Institutional Research (AIR) collects information on the status of

assessment activities using a midterm review template. Programs undergoing review in any given year must submit the Program Review Self-Study, External Review Report, and Certificate to AIR.

In respect to review by the accrediting agency, AACN holds nursing programs accountable to the community of interest – the nursing profession, consumers, employers, higher education, students and their families, nurse residents – and to one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfill their expected roles (AACN, *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs*, 2013). The institution must demonstrate the following:

- **Mission and Governance:** The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.
- **Quality in Institutional Commitment and Resources:** The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty enables the achievement of the mission, goals, and expected program outcomes.
- **Quality in Curriculum and Teaching-Learning Practices:** The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.
- **Assessment and Achievement of Program Outcomes:** The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

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

FSU affirms its commitment to a campus environment that values human diversity and respects individuals who represent that diversity. In this spirit, Frostburg State University is committed to a policy of equal opportunity and to the elimination of discrimination in both education and employment on the basis of race, color, national origin, ethnic background, gender, sexual orientation, age, genetic information, creed, political or

religious opinion or affiliation, disability, veteran's status or marital status, in conformity with all pertinent federal and state laws on non-discrimination and equal opportunity.¹

The University System of Maryland has dedicated itself to improving higher education opportunities for minority students in Maryland, thus helping students take part in post-graduate education programs such as pursuit of an M.S. in Science degree.

The Department of Nursing's program is increasingly diverse with an estimated 38% of minority students between the RN-BSN and MSN programs. Since the implementation of the MSN degree began in 2014, the main feeder of students into the graduate program has been current RN-BSN students, so we expect to see similar growth of diversity in the graduate program based on alumni students choosing to return for their graduate degree.

To assure the curriculum and services are in place for student success, faculty meet regularly to discuss curriculum in terms of content, course design, assignments, grading, and rubrics. Adjustments are made to future course curriculum as needed to reduce academic obstacles and increase degree completion for all students.

Additional support such as supplemental instruction programming is provided on an individual basis as needed by the instructors, and other kinds of academic support. Faculty provide Big Blue Button™ sessions, Podcasts/video in Canvas™, face-to-face meetings, and phone assistance as needed that is individualized for each student.

O. Relationship to Low Productivity Programs Identified by the Commission:

Not applicable

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

The MSN program has offered online courses since its inception in 2014. When first developed as an online program, the emphasis on quality delivery has been a focus and commitment of both the university and the department of Nursing. This commitment is evidenced via the following:

- a. Institutional membership as a NC-SARA (National Council for State Authorization Reciprocity Agreement): While there are many benefits to institutions, which hold such membership, the benefit to distance learners is assurance that participating institutions are committed to the Principles of Good Practice for online education.
- b. FSU policy guidelines for online education require that faculty complete a six-week online teaching certification program, which is designed using the standards of Quality Matters, a framework of course delivery designed on best practices supported by literature. FSU's instructional design team delivers this training program.
- c. FSU offers regular professional development opportunities for faculty to improve teaching skills and knowledge using best practices. The training is delivered by the Instructional Design and Delivery department and is offered in either individual or group

or sessions. The MSN program regularly invites the instructional design team to present workshops for the purpose of faculty development for online teaching.

d. Instructional designers are available to work with faculty on the development, delivery, and assessment of online courses as needed.

e. All MSN courses have been certified by Quality Matters.

Appendix A: Program Overview (Mission, Vision, Goals and Objectives)

According to the AACN's *Essentials (2010)*, master's programs prepare nurses for flexible leadership and critical action within complex, changing systems, including educational and organizational systems. Master's prepared nurses are equipped with advanced nursing knowledge and higher level skills to lead change, promote health, and elevate care in roles such as educator and administrator in both academic and health care systems.

Proposed Nursing Education Concentration

The Nursing Education concentration provides graduates with competence in applying teaching/learning principles to patients and/or students across the continuum of care in a variety of settings. Nurse Education graduates require preparation across all nine essential areas linking graduate level clinical practice content and experiences. In addition, the program prepares students for nurse educational roles in curriculum design and development, teaching methodology, educational needs assessment, and learner centered theories and methods (AACN, 2010).

M.S. in Nursing Degree

Mission

The M.S. in Nursing at Frostburg State University provides a pathway to success for registered nurses in Western Maryland, the surrounding regions, and state-wide. This program provides student-centered learning experiences in a supportive community to prepare registered nurses to assume leadership positions, manage complex clinical care, and prepare graduates to assume responsibility and accountability for health promotion of citizens within the community and across the nation. Program graduates will develop competencies in higher levels of leadership and practice to effectively work with patients and/or students across the continuum of care in a variety of settings.

Vision

The M.S. in Nursing at Frostburg State University aims to increase the number of nurses able to teach and lead in Western Maryland, the surrounding region, and statewide by preparing graduates with a broad knowledge and practical expertise that builds and expands upon baccalaureate or entry-level nursing practice. This degree program provides graduates with a broader understanding of the discipline of nursing in order to engage in higher-level practice and leadership in a variety of settings.

Program Goal

The M.S. in Nursing aspires to prepare nurses for the complexities of health and nursing care in today's contemporary care environment to develop a broader understanding of the discipline of nursing to engage in higher-level practice and leadership in a variety of settings and commitment to lifelong learning.

Core Objectives

Upon completion of the program, students will be able to:

1. Execute the change agent role by integrating multidisciplinary quality evidence to resolve practice issues and improve outcomes.
2. Advocate as a leader in the coordination and implementation of integrated patient care technologies.
3. Demonstrates effective communication and consultation with other inter-professionals as a leader of a healthcare team to manage and coordinate patient care.
4. Integrate care across the continuum to provide patient-centered, culturally appropriate services to diverse populations through evidence-based planning, delivery, management, and evaluation.

M.S. in Nursing Specialty Concentrations

Proposed Nursing Education Concentration

Proposed Nursing Leadership and Management Concentration

Psychiatric & Mental Health Nurse Practitioner Concentration

Family Nurse Practitioner Concentration

Objectives:

1. Integrate critical thinking and creativity to provide higher levels of leadership and practice in nursing and healthcare systems.
2. Synthesize the impact of relationships between organizational and systems leadership as it relates to the implementation of quality and safe patient care delivery.
3. Apply evidence-based methods, tools, performance measures, and standards that relate to the integration of quality principles within complex care settings.
4. Advocate at the system level for policy transformation to improve health and health systems.
5. Develop advanced nursing practice interventions that influence both direct and indirect care components to improve healthcare outcomes for individuals, populations, and systems.

Program Goal

The goal of each concentration is to prepare experienced baccalaureate nurses for the complexities of providing primary care or mental health care in today's contemporary rural care environment (but will not exclude urban populations) with a broad understanding of the discipline of nursing and the expanding role of the NP. The ability to communicate effectively both orally and in writing is also essential to transmit the outcomes of these processes (MHEC, 2006).

Objectives:

1. Integrate multi-disciplinary evidence-based outcomes into clinical practice to provide expert care across the life span.
2. Synthesize the impact of relationships between organizational and systems leadership to promote critical decision-making to ensure ethical, quality care delivery.
3. Adapt practice standards to reflect current evidence-based methods, tools, and performance measures to ensure safe patient care.
4. Advocate at the system level for policy transformation to enhance health and care delivery.
5. Implement advanced nursing practice interventions reflecting a multi-disciplinary approach to facilitate improvements at the individual, population, and system level.

Appendix B: Nursing Faculty

Faculty Name	Appointment Type	Terminal Degree	Academic Rank	Status	Courses
Stefanie Hay	Tenured	EdD, Frostburg State University	Associate Professor	Full-Time	NURS 613, 614, 615
Mary Beth McCloud	Tenured	PhD Candidate, Medical University of South Carolina	Associate Professor	Full-Time	NURS , 613, 614, 615, 694,
Kate Eby	Full time Contract	Doctor of Nursing Practice, University of Colorado	Assistant Professor	Full-Time	NURS 613, 614, 615

Appendix C: Curriculum

Masters of Science in Nursing Curriculum														
M.S. in Nursing's Core Courses- 20 Credits														
									Credits		Clinical Specialty Hours			
504- Nursing Informatics									3					
602- Research and Systematic Analysis									4					
603- Roles and Issues in Advanced Practice									3					
605- Healthcare Systems and Population									3		45			
Nursing Education/Leadership & Management Specialty Core Courses- 7 Credits					Nurse Practitioner Specialty Clinical Core Courses- 15 Credits									
					Credits		CSH					Credits		CSH
507 Health Finance					3				650 Advanced Physiology and Pathophysiology			4		
601 Advanced Health, Physiology, and Pharmacology					4		45		651 Advanced Health Assessment & Diagnostic Reasoning			4		
									653 Advanced Pharmacology			3		
									701 Transitional Role Course For the Nurse Practitioner			1		
									675 Quality Improvement in Advanced Nursing Practice			3		
M.S. in Nursing Specialty Concentrations														
Nursing Education Concentration 18-19 credits			Proposed Nursing Leadership and Management Concentration 15 credits			Psychiatric & Mental Health Nurse Practitioner Concentration 18 Credits			Family Nurse Practitioner Concentration 13 Credits					
	Cr	CSH		Cr	CSH		Cr.	CSH		Cr	CSH			
613- Curriculum Development and Design	3		610- Administration of Healthcare Organizations	3		625 Neurobiology of Psychiatric Disorders Across the Lifespan	2		660 Adult/Geriatric Primary Care and lab	4				
614- Teaching & Learning Strategies	3		611- Organizational Theory	3		626 Psycho-pharmacology	2		665 Pediatrics in Primary Care	3				
615- Evaluation and Assessment of Clinical Education	3		612- Health Policy	3		627 Psychiatric Diagnostic Reasoning	2		668 Women's Health in Primary Care	3				
692- Current Trends in Nursing Education	3		691- Current Trends in Nursing Administration	3		629 Physical Health Issues in Psychiatric Disorders	2		670 Mental Health in Primary Care	3				
694- Graduate Nursing Practicum	3	135	695- Graduate Nursing Practicum	3										
Clinical Specialty Elective	3-4	45*				630 Therapeutic Management of Adult/Geriatric Psychopathology	2							

<i>*Depending on course selected.</i>			632 Adult/Geriatric Focused Brief Individual and Group Psychotherapy	2				
			634 Therapeutic Management of Child/Adolescent Psychopathology	2				
			636 Child/ Adolescent Focused Brief Individual and Family Psychotherapy	2				
			638 Therapeutic Management of Vulnerable Populations	2				
			Clinical Practicum Experiences					
			PMHNP- 14 Credits	Cr.	CSH	FNP- 14 Credits	Cr.	CSH
Education and Leadership & Management Capstone			628 Psychiatric Diagnostic Reasoning - Practicum	3	135	652 Advanced Health Assessment & Diagnostic Reasoning	2	90
700- Capstone Project	2	45	631 Therapeutic Management of Adult/ Geriatric Psychopathology I	3	135	662 Adult/Geriatric Primary Care I	2	90
			633 Adult/ Geriatric Focused Brief Individual and Group Psychotherapy	1	45	663 Adult/Geriatric Primary Care II	2	90
			635 Therapeutic Management of Child/ Adolescent Psychopathology II	3	135	664 Primary Care	3	135
			637 Child/ Adolescent Focused Brief Individual and Family Psychotherapy	1	45	666 Pediatrics	2	90
			639 Therapeutic Management of Vulnerable Populations Psychopathology III	3	135	669 Women's Health	2	90

Appendix D: Course Descriptions

Nursing Education Concentration:

NURS 613 – Curriculum Development and Design (3cr.)

Theories of curriculum development and nursing education will be examined from philosophical and historical foundations. 3 hrs. lecture. Fall, spring.

NURS 614 – Teaching and Learning Strategies (3cr.)

Examination of a variety of teaching strategies and evaluative approaches designed to promote a productive and effective learning environment. Students establish nurse education practicum goals and objectives and are required to obtain a nurse educator preceptor. Practicum hours involve practical observational and hands-on experiences in both the clinical and classroom environments. 3 hrs. lecture. Fall, spring.

NURS 615 – Evaluation and Assessment of Clinical Education (3cr.)

Selection and implementation of instructional strategies and media appropriate to variety of learning styles and behavior objectives. Didactic and experiential applications. Focus on measurement principles of reliability and validity, test construction, assessment of skill acquisition and competence, and interpreting results. 3 hrs. lecture. Fall, spring.

NURS 691 – Current Trends in Nursing Administration (3cr.)

This course will examine major topics in healthcare administration such as professional development and certification, shared governance, finance, and healthcare quality metrics, and reimbursement methods. Students will analyze these topics and complete a comprehensive assignment that demonstrates their ability to lead in an organization. Fall and spring. Pre-requisite/Co-requisite NURS 610, NURS 611, NURS 612 or permission from Program Coordinator.

NURS 692 – Current Trends in Nursing Education (3cr.)

This course in the education specialty core examines the contemporary issues of nursing education. While traditional contexts for learning are included, students will also focus on modern technology, professional development, and trends in nursing education. Students will explore education, leadership, communication, ethical and legal issues, evidence-based practice/practice based evidence, research and scholarship, program and project management, and current technology in nursing education. Fall, spring. Pre-requisites/ Co-requisites NURS 613, NURS 614, NURS 615 or permission by Program Coordinator.

NURS 694 – Graduate Nursing Practicum (3cr.)

Students operationalize the leader or advanced care nurse in their respective specialty areas in appropriate agencies and facilities in conjunction with an expert nurse leader or advanced care nurse/nurse educator. A project involving a topic of interest to the student and organization, using clinical practice skills along with role skills gained in their respective specialty area courses will be initiated. Varied *Prerequisite/Co-requisite NURS 691 or 692.*

Elective to be chosen from any of the below existing courses

NURS 660 Adult and Geriatric Primary Care Theory (4 cr.)

This course enhances the core knowledge of the advanced practice nurse providing the information, education and resources to provide primary care at an expert level to the adult and geriatric population. It is presented in a systems format with emphasis on health promotion, disease prevention and management. Course must be taken with NURS 662. 3 Credits theory and 1 credit on-campus lab (4 credits), Blended. Fall. Prerequisites: NURS 650, 651, 652, 653 or with permission of NP program director

NURS 665 Pediatrics in Primary Care (3cr)

Provides core knowledge for providing primary health care for the special population of pediatrics. Presented in a developmental format with emphasis on health promotion, disease prevention, childhood illnesses and their management. Includes illness/injury and chronic care concerns. Lecture. Spring.. Prerequisites: NURS 650, 651, 652, 653; or with permission of NP program director

NURS 668 Women's Health in Primary Care Across the Lifespan (3cr)

Addresses the special, inherent needs of women through stages of development across the lifespan. Provides core knowledge on gynecology, obstetrics and family planning. Discusses the developmental stages of pregnancy and specialized care as well as identification of the critical concepts in providing primary care to the pregnant patient. Lecture. Summer. Prerequisites: NURS 650, 651, 652, 653; or with permission of NP program director

NURS 670 Mental Health in Primary Care Across the Lifespan (3 cr.)

Building upon the advanced health assessment & diagnostic reasoning across the lifespan course, focuses on the development of skills in conducting comprehensive psychiatric evaluations and making informed DSM 5 diagnoses with differentials. A biopsychosocial, patient-centered perspective is emphasized across the lifespan. Lecture. Summer Prerequisites: NURS 650, 651, 652, 653; or with permission of NP program director

Appendix E: Student Learning Goal Matrix

AACN Essential	FSU SLGs	MSN Program Objectives	Course	Assignment
Background for Practice from Sciences and Humanities	Demonstrate breadth and depth of knowledge in the field of study.	Integrate critical thinking and creativity to provide higher levels of leadership and practice in nursing and healthcare systems	N/A	Transcripts from BSN
Organizational and Systems Leadership	Exhibit the best practices, values, and ethics of the profession.	Synthesize the impact of relationships between organizational and systems leadership as it relates to the implementation of quality and safe patient care delivery	N610 Administration of Healthcare Organizations	Final Mind Map
			N611 Organizational Theory	Final Exam
			N614 Teaching & Learning Strategies	Philosophy of Nursing Education
Quality Improvement and Safety	Demonstrate ability for analytic thinking in the field of study.	Apply evidence based methods, tools, performance measures, and standards that relate to the integration of quality principles within complex care settings	N507 Health Finance	Final Mind Map
			N691 Current Trends in Nursing Administration	QAPI Project
			N613 Curriculum Development and Design	Curriculum Development Project
			N615 Evaluation and Assessment of Clinical Education	Final Project – Test Development and Analysis
Translating and Integrating Scholarship into Practice	Apply knowledge and skills in the discipline.	Execute the change agent role by integrating multidisciplinary quality evidence to resolve practice issues and improve outcomes.	N602 Research and Systematic Analysis	Research Paper

Informatics and Healthcare Technologies	Effectively communicate knowledge in the field of study.	Advocate as a leader in the coordination and implementation of integrated patient care technologies.	N504 Nursing Informatics	Technical Innovation PPT.
Health Policy and Advocacy	Exhibit the best practices, values, and ethics of the profession.	Advocate at the system level for policy transformation to improve health and health systems	N605 Systems and Population	System and Population Final Paper
			N612 Health Policy	Experiential Learning Assignment
			N692 – Current Trends in Nursing Education	Professional Development Certification Exam
Inter-professional Collaboration for Improving Patient and Population Health Outcomes	Effectively communicate knowledge in the field of study.	Demonstrates effective communication and consultation with other inter-professionals as a leader of a healthcare team to manage and coordinate patient care.	N603 Roles and Issues in Advanced Practice	APRN Role paper
			N610 Administration of Healthcare Organizations	Final Mind Map
			N694 Graduate Nursing Practicum	Experiential Learning Project
Clinical Prevention and Population Health for Improving Health	Demonstrate breadth and depth of knowledge in the field of study.	Integrate care across the continuum to provide patient-centered, culturally appropriate services to diverse populations through evidence-based planning, delivery, management, and evaluation	N601 Advanced Health, Physiology, and Pharmacology	Proctored Physical Exam
			N605 Healthcare Systems and Population	System and Population Final Paper
			N610 Administration of Healthcare Organizations	Final Mind Map
			N601 Advanced Health, Physiology, and Pharmacology	Proctored Physical Exam
Master's-Level Nursing Practice	Apply knowledge and skills in the discipline.	Develop advanced nursing practice interventions that influence both direct and indirect care components to improve healthcare outcomes for individuals, populations, and systems.	N700 Capstone	Project TBD
			N610 Administration of Healthcare Organizations	Final Mind Map
			N694 Graduate Nursing Practicum	Professional Development Certification Exam