



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

Institution Submitting Proposal	Univeristy of Maryland, Baltimore
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Each action below requires a separate proposal and cover sheet.

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

Payment <input type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #	Amount: \$250	Submitted: 11/8/2022

Department Proposing Program	University of Maryland School of Nursing		
Degree Level and Degree Type	Master's Degree		
Title of Proposed Program	Master of Science in Nursing		
Total Number of Credits	65		
Suggested Codes	HEGIS:	CIP:	
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input checked="" type="radio"/> Both		
Program Resources	<input type="radio"/> Using Existing Resources <input checked="" type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submisison as per COMAR 13B.02.03.03)</small>	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer Year: 2024		
Provide Link to Most Recent Academic Catalog	URL:		

Preferred Contact for this Proposal	Name:	Dr. Courtney Resnick
	Title:	Director, Academic Administration
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	Email:	cresnick@umaryland.edu

President/Chief Executive	Type Name:	Dr. Roger Ward
	Signature:	Date: 11/15/2022

	Date of Approval/Endorsement by Governing Board:
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November 15, 2022

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

Dear Secretary Fielder:

University of Maryland is seeking approval to substantially modify the approved and existing **Master of Science in Nursing** program (CIP 513801, HEGIS 120300) to establish a new area of concentration: a generalist master's entry-into-practice.

The generalist master's entry-into-practice program's curriculum will align with the American Association of Colleges of Nursing's (AACN) recently revised and published document *The Essentials: Core Competencies for Professional Nursing Education* (Essentials). The Essentials calls for a transition to competency-based education focusing on two levels of professional nursing education: entry- level and advanced-nursing level practice. The new competency-based master's entry-into-nursing curriculum will eventually replace the University of Maryland School of Nursing's (UMSON) current MSN Clinical Nurse Leader (MSN-CNL) concentration with a generalist MSN entry-into-nursing (MSN), providing greater clarity for expectations of applicants, graduates, stakeholders and a more disciplined approach to nursing education. The UMSON is on the leading edge of nursing schools nationwide to re-conceptualize its MSN curriculum to meet these Essentials.

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

Sincerely,



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



UNIVERSITY *of* MARYLAND
SCHOOL OF NURSING

**Proposal for Substantial Modification to Existing
Master of Science in Nursing Program
To Establish a New Area of Concentration:
Generalist Master's Entry-into-Nursing Program
to the
Maryland Higher Education Commission**

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

November 15, 2022

Executive Summary

Since 1986, the American Association of Colleges of Nursing (AACN) has published *The Essentials: Core Competencies for Professional Nursing Education* (Essentials), which provides the educational framework and expectations for the preparation of nurses at four-year colleges and was last published in 2008 until the most recent 2021 revision: (American Association of Colleges of Nursing, 2021). In April 2021, the AACN member schools voted to approve the revised Essentials, which will transform how nurses are prepared in baccalaureate, master's, and Doctor of Nursing Practice programs. The Essentials calls for a transition to competency-based education focusing on two levels of professional nursing education: entry-level and advanced-level nursing practice. The principles of competency-based education in the re-envisioned Essentials present a new model and framework for preparing registered nurses for contemporary practice. These Essentials introduce 10 domains and the expected competencies (and sub-competencies) for each domain that represent professional nursing practice and reflect the diversity of practice settings. The competencies are applicable across four spheres of care defined by AACN (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care), across the lifespan, and with diverse patient populations.

The University of Maryland School of Nursing (UMSON) is on the leading edge of nursing schools nationwide to re-conceptualize its Master of Science (MSN) curriculum to meet the 2021 Essentials. This proposal outlines the new competency-based master's entry-into-nursing curriculum that will eventually replace UMSON's current MSN Clinical Nurse Leader (MSN-CNL) concentration with a generalist MSN entry-into-nursing (MSN), providing greater clarity for expectations of applicants, graduates, stakeholders and a more disciplined approach to nursing education. Establishing a new area of concentration to meet the Essentials and competencies is consistent with our mission to prepare leaders and to address local, national, and global health priorities. Implementing a new generalist MSN entry-into-nursing curriculum allows us to serve the Maryland nursing community who desire an evolving trajectory for nursing education aligned with stakeholder demands, nursing regulatory standards, and economics, and advances equity in all health care settings using principles of social justice, advocacy, and collaboration, both intra- and inter-professionally.

As shown in this proposal, UMSON has the resources to appropriately fund, teach, and support this modification. The MSN entry-into-nursing program will have the same high quality as the current MSN-CNL program but with a competency-based curriculum that will give students flexibility to build upon their previous experience and professional goals by providing graduate level elective choices. The transferable elective credits can apply toward future completion of a UMSON doctoral degree or certificate program, or electives may be focused in a student's particular area of scholarly or practice interest. The MSN entry-into-nursing curriculum will maintain the leadership, policy, and scholarship focus, while increasing overall clinical hours. Students completing their MSN degree will be taught by experienced full and part-time faculty from UMSON and will have access to a full range of student services at University of Maryland, Baltimore (UMB).

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

Program description

Ranked in the top 10 nationwide by U.S. News & World Report and at one of the country's largest schools of nursing, our MSN program is a rigorous and nationally respected program that transforms students into top-tier nurses -- professionals who can make an immediate and lasting impact in any health care setting. This timely revision builds upon the new National Academy of Medicine's Future of Nursing report¹ the newly revised Next Generation National Council Licensure Examination for Registered Nurses (NCLEX)², new technologies in teaching and learning such as simulated clinical experiences, increased content in population and public health and emergency management post-Covid, a new emphasis on social determinants of health including structural racism, and an understanding of the broadened student demographics coming into the profession with a variety of learning styles. Our last revision was in 2016 and since that time we have collected data from the literature and from stakeholders including students, faculty, employers, and our advisory board. Our data suggests an interest in some online classes, more electives in the program of study, more emphasis on licensure preparation, the need to divide large credit courses into smaller ones, the need for an additional adult health clinical course, and interest in pass/fail grading in clinical, etc. We approached the curriculum revision by forming a task force of MSN-CNL faculty who worked together starting monthly in October of 2021, with increasing frequency through the summer of 2022 to develop this innovative curriculum, then sent it to our entry-level and master's level curriculum committees, Faculty Council, Academic and Student Affairs Council, Governance Council, and finally, the faculty assembly for official approval. The new curriculum incorporates more flexibility for students to tailor their education by selecting electives that build upon previous experience or interests in nursing, and can be applied toward doctoral or certificate programs, as well as other career goals. Our goal is to begin teaching the new MSN entry-into-nursing curriculum in spring 2024 as we teach out the remaining terms in the current MSN-CNL program of study so that by summer term of 2025 all MSN students will be in the new MSN entry-into-nursing curriculum, thereby discontinuing the MSN-CNL concentration. This aligns with AACN's suggestion of a three-year period for schools to move to the new Essentials. See Appendix F for UMSO's phase in of the MSN entry-into-nursing concentration and phase out of MSN-CNL concentration plan.

Institution mission

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

¹ National Academy of Medicine's Future of Nursing report: <https://nam.edu/publications/the-future-of-nursing-2020-2030/>

² Next Generation National Council Licensure Examination for Registered Nurses: <https://www.ncsbn.org/testplans.htm>

nation. We are committed to ensuring that the knowledge we generate provides maximum benefit to society and directly enhances Maryland communities.

The UMB mission states that by using state-of-the-art technological support, the university will improve the human condition and serve the public good of Maryland and society at large through education, research, clinical care, and service. The mission of the UMSON is to shape the profession of nursing and the health care environment by developing nursing leaders in education, research, and practice. The MSN entry-into-nursing program will transform students entering the nursing profession at the master's level, who are new to the field of the nurse professional, to make an immediate and lasting impact in any health care setting. The new MSN entry-into-nursing will meet AACN's level 1 objectives with continued educational focus on skilled direct care nursing, transformational leadership, health policy, and evidence-based scholarship. This proposal establishes a new area of concentration, MSN entry-into-nursing program, by adopting the AACN's 2021 Essentials and is consistent with the school's mission and will assist the school in meeting objectives in the strategic plan.

Alignment with the institution's strategic goals

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

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

- *Education:* We are an upper-division professional school, and the MSN entry-into-nursing program will offer a rigorous curriculum to develop nursing competencies building upon previous bachelor's or higher degrees in sciences, arts, and humanities and previous work and life experience. While in school, students participate in lectures, discussions, reflective practice, simulated clinical, interprofessional education, labs, and clinical experience that expose them to all aspects of a healthcare system and health care delivery. All MSN entry-into-nursing graduates have foundational knowledge and skills for a nursing career across a broad spectrum of acute and post-acute care; specialty populations such as pediatric nursing, child-bearing populations, psychiatric and mental health nursing; and population health and community-based settings. MSN entry-into-nursing graduates are positioned to become leaders in unit, facility, and community-based quality improvement and to move rapidly into formal and informal leadership of clinical practice that is focused on equitable care and outcomes.
- *Application:* The MSN entry-into-nursing program will prepare students to apply clinical decision making to diverse populations in need of respectful, quality, safety, excellent health outcomes, and evidence-based practice. Because we prepare students to work and contribute across a range of health care environments, they can conceptualize a career ladder for themselves that aligns with their interests.
- *Health Information Technology:* The MSN program empowers students to use UMSON's state-of-the-art facilities, to incorporate information management and patient care

technology to further social and evidence-based related policies by collaborating with faculty, researchers, and expert clinicians who are on the cutting edge of nursing education and research. We weave electronic information systems, informatics, and patient care technology throughout the program of study. We also use a software vendor called DocuCare to provide an internal electronic health record for simulated patients in each clinical course.

- *Research:* The MSN faculty members and students use the research process through translation of evidence-based findings to advance professional nursing and the delivery of health care. Our students take a 3-credit course in evaluating the evidence for scholarship and practice and may choose to take additional electives in research methods and statistics to prepare for future doctoral study and research opportunities. Evidence-based Practice (EBP) is also woven into every course, challenging students to find and apply primary and secondary evidence in all clinical decisions.

B. Regional or Statewide Need

The need for the advancement and evolution of knowledge

The 2021 Essentials introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain. The domains and competencies exemplify the uniqueness of nursing as a profession and reflect the diversity of practice settings yet share common language that is understandable across healthcare professions and by employers, learners, faculty, and the public. By adopting the new Essentials, UMSON will bridge the gap between nursing education and practice in the state of Maryland.

Woven throughout the new Essentials is a liberal arts education approach to create the foundation for intellectual and practical abilities within the context of nursing practice as well as for engagement with the larger community, both in the state of Maryland and globally. MSN graduates with previous degrees in the liberal arts and sciences will leverage their personal and professional experience and nursing master's degree, to provide skillful, safe, evidence-based care; nurse and patient education; advocacy for patients, families, communities and populations; quality and safety management both on and off the nursing unit; and to promote health equity and social justice. Equally important, UMSON's adoption of the new Essentials will integrate a better understanding of the intersection of bias, structural racism, and social determinants with healthcare and health inequities and promote a call to action.

Consistency with the Maryland State Plan for Postsecondary Education

The MSN program is consistent with the Maryland State Plan for Postsecondary Education and the UMB Strategic Plan. The UMSON and UMB have systems in place to address the goals of "access, success, and innovation to support student success with less debt" (Maryland Higher Education Commission, 2017) ensuring the quality and effectiveness of courses and programs, access to educational offerings, the affordability of a state educational institution, and student completion of programs enhanced through a variety of student services. As part of their strategic plans, UMB schools, including UMSON, have in place ongoing efforts to increase diversity and

inclusion. MSN program faculty incorporate risk-taking into the curriculum within our culture of encouraging innovation. Our graduates go on to lucrative careers and frequently find positions that eliminate student debt after employment for a set number of years. We currently have partnerships with the major healthcare institutions across the state to improve student success as they graduate and begin a professional career. Our faculty and administrators sit on advisory boards for the major healthcare institutions and invite hospital administrators to serve on our advisory board as well. As an example, we have worked with the University of Maryland Medical System to design two innovative education initiatives to address the nursing crisis in the United States: the Ace program (Academy of Nursing Essentials)³ and the P3 Program (Practicum to Practice Program)⁴. These initiatives provide expert instruction, career mentoring and job offers to students before graduation. Graduates can more affordably advance their education by applying credits from the master's program to satisfy requirements for doctoral degrees and certificate programs at UMSO.

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

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

Graduates from the MSN entry-into-nursing program may enter the workforce immediately as Graduate Nurses and after successfully sitting for licensure may begin work as a Registered Nurse (RN). RNs work in many settings and industries, including acute care hospitals; community clinics; post-acute rehabilitation centers; pediatric, reproductive, and psychiatric settings; as school nurses; occupational nurses; in research, etc. Employer preference for BSN or higher preparation has been the standard since the evidence of better patient outcomes was published over 25 years ago. After 2 years of experience, our MSN prepared graduates can teach in clinical and classroom settings, addressing the significant and ongoing shortage of nurse educators. Additionally, students may tailor their electives toward teaching or other areas that lead to a certificate or area of study to differentiate themselves as new graduates and jumpstart their careers in nursing.

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

In February 2021, the Maryland Hospital Association reported 3,900 current openings in the state of Maryland hospitals (WBAL TV Baltimore, 2021). The Association projects a nationwide shortage of 1.1 million nurses by the end of 2022 (Smith, 2022).

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

³ Ace program (Academy of Nursing Essentials): <https://www.umms.org/healthcare-professionals/nursing/ace>

⁴ P3 Program (Practicum to Practice Program): <https://app.smartsheet.com/b/publish?EQBCT=2b2cefb07c7946778bdf2d39a6fb24c4>

The crisis in nurse staffing began before the COVID epidemic and has worsened by the recent pandemic. Many nurses have retired or left the profession worsening the crisis that was already significant. Nurses are a critical part of healthcare and make up the largest section of health professionals. According to the World Health Statistics Report, there are approximately 29 million nurses globally, with 3.9 million of those individuals in the United States (Aiken, Cheung, & Olds, 2009). Estimates of upwards to one million additional nurses will be needed by 2030 (Slattery, et al., 2016).

According to The American Nurses Association (ANA), more registered nurse jobs will be available through 2022 than any other profession in the United States (Haddad, Annamaraju, & Toney-Buttler, 2022). According to an article in the Nursing Times, the U.S. Bureau of Labor Statistics projects that more than 275,000 additional nurses are needed from 2020 to 2030. Employment opportunities for nurses are projected to grow at a faster rate (9%) than all other occupations from 2016 through 2026 (U.S. Department of Labor, 2022). The nursing profession continues to face shortages due to a lack of educators, high turnover, and retirements. There are currently approximately one million RNs older than 50 years, meaning one-third of the workforce could be at retirement age in the next 10 to 15 years. This number includes nurse faculty, and that presents its own unique problem, educating more nurses with fewer resources (Haddad, Annamaraju, & Toney-Buttler, 2022).

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

The process of developing the Essentials document was delayed by several years as the need for employer input was realized. The final version includes employer and other stakeholder input that reflects what our healthcare agencies need in newly graduated nursing students. UMSON's adoption of the new Essentials better aligns the MSN entry-into-nursing curriculum and student outcomes with the Next Generation National Council Licensure Examination (NCLEX) because of its focus on competencies as opposed to content and clinical judgement for job readiness (Giddens, Douglas, & Conroy, 2022). This will move UMSON graduates further along the educational continuum to RNs well prepared to integrate knowledge, skills, and values to provide safe, quality care; advocate for patients, families, communities, and populations; and have a better understanding of the intersection of bias, structural racism, and social determinants with health inequities. This is especially crucial as additional individuals from an array of cultural and ethnic backgrounds are projected to enter Maryland's health care systems.

Current and projected supply of prospective graduates

On average, UMSON graduates 162.33 MSN students from 19 out of 24 Maryland counties. In 2019, 88% of all UMSON entry-into-practice students were employed full time in nursing within one year of graduating. We anticipate that offering the master's entry-into-nursing program without the CNL role will clarify the academic and professional trajectory of MSN graduates and increase the number of applicants over time.

The numbers of graduates for the past three academic years

AY	MSN Concentrations CPH⁵, HSLM, NI, RN-MSN	MSN-CNL Concentration only*	Total All MSN Concentrations
2018-2019	86	103	189
2019-2020	87	111	198
2020-2021	70	101	171
Average	81	105	186

*The MSN entry-into-nursing program will replace the current MSN-CNL concentration.

The employment rate for graduates during the past three academic years

AY	MSN (All concentrations CPH, HSLM, NI, CNL, RN-MSN)	MSN-CNL Concentration only*
2018-2019	95%	89%
2019-2020	93%	91%
2020-2021	95%	97%

*The MSN entry-into-nursing program will replace the current MSN-CNL concentration.

D. Reasonableness of Program Duplication

Justification for the proposed program change

UMSON was approved by MHEC to offer the Master of Science in 1988 (HEGIS 1203.00; CIP 51.3808). UMSON was approved by MHEC to offer a new area of concentration within an existing Master of Science degree, the MS-CNL, in 2005. UMSON was approved by MHEC to change the award level of the Master of Science (MS) program to Master of Science in Nursing (MSN) in 2019 (HEGIS 1203.00; CIP 51.3801). The MSN program was accredited for 10 years by the Commission on Collegiate Nursing Education (CCNE) in 2014. The proposed program modification in the MSN curriculum is not considered unnecessarily duplicative of existing programs in UMSON’s Baltimore geographical areas. Currently, The Johns Hopkins University and Towson University’s entry-into-nursing master’s degree programs overlap with UMSON’s current and proposed MSN entry-into-nursing program. However, UMSON’s program will stand out because of the options to apply elective credits toward doctoral study, certificates, or an area of focus.

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

⁵ CPH – Community Public Health, HSLM – Health Services, Leadership, Management, NI – Nursing Informatics

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

Three of Maryland's Historically Black Institutions (HBIs) do not offer entry-into-practice master's degree programs in nursing: Bowie State University, Coppin State University, and Morgan State University.

Bowie State University (BSU) BSU offers two Masters of Science in Nursing (MSN) degree programs in nursing, in Family Nurse Practitioner and Nurse Educator. Both programs require applicants to have a bachelor's degree in nursing and a full, active, unrestricted nursing license prior to admission. Currently, BSU does not offer an entry-into-practice MSN program so there is no direct competition with their programs.

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

Morgan State University (MSU) MSU offers one Master of Science degree program in nursing, which requires the applicant have a bachelor's degree in nursing and a full, active, unrestricted nursing license prior to admission. Currently, MSU does not offer an entry-into-practice MSN program so there is no direct competition with their programs.

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

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

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

The revised MSN curriculum will have the same oversight, quality control, and student services that our current high-quality MSN program has. Dr. Lori Edwards, interim associate dean for the MSN program, will maintain curricular oversight of the MSN program. Dr. Janet Wulf, director of the current MSN-CNL concentration, will oversee the MSN entry-into-nursing curriculum. The UMSON MSN curriculum committee and the faculty governance structure at UMSON have final decision-making authority regarding the MSN curriculum.

Our program modality is face-to-face didactic instruction, and we also have online electives available.

List of Courses and course descriptions

Please see Appendix A

Educational objectives and intended student learning outcomes

An MSN entry-into- nursing UMSON graduate will:

1. Integrate prior education, experience, and personal values to enrich nursing knowledge and practice. *

2. Implement the nursing process to provide equitable, person, family, and community centered nursing care grounded in compassion, cultural humility, and respect.
3. Coordinate care that anticipates and meets the needs of diverse populations, informed by an understanding of nursing practice and social determinants of health. **
4. Initiate quality improvement processes to promote a culture of safety and to integrate best evidence into practice to deliver and shape effective, innovative, and ethical nursing care.*
5. Facilitate collaboration and communication among interprofessional teams to improve health outcomes across the continuum of care.
6. Incorporate an understanding of the impact of policies, systems, and economics on health equity and care outcomes.
7. Integrate information management and patient care technologies to provide equitable and safe care for individuals, families, and communities. **
8. Assimilate previous personal and professional experience to develop a nursing identity guided by principles of ethics, legal responsibility, emotional intelligence, and social justice to ensure excellence in nursing practice; and a capacity for leadership. *
9. Demonstrate a spirit of inquiry that fosters intellectual curiosity, flexibility, clinical reasoning, scholarship, and lifelong learning.
10. Engage in self-care practices, incorporating self-reflection and feedback from others, to promote personal and professional resilience, professional maturity, and long-term well-being.

*Outcomes that build on BSN program outcomes

**Outcomes that are identical (or nearly) to BSN program outcomes as a shared, entry-to-practice outcome

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

General education requirements

Please see Appendix B for general education requirements.

Transfer of Credits

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

Waiver of Credits

A course taken at another institution that is equivalent to a course at UMSON and meets the requirements for that course. Credits are not transferrable to UMSON, and the student will need to make up the waived number of credits. (Neither BSN nor MSN entry-into-

nursing (MSN) students may waive any nursing courses.)

Specialized accreditation or graduate certification requirements

Baccalaureate degree in a major other than nursing with an overall undergraduate cumulative GPA of 3.0.

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

Not applicable.

Assurances

The University of Maryland School of Nursing website⁶ provides students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies. In addition, the website clearly and accurately represents the proposed program and the services available.

H. Adequacy of Articulation

The UMSON does not offer academic partnerships for its MSN entry-into-nursing program.

I. Adequacy of Faculty Resources

Quality of faculty

Since the UMSON has been offering the MSN-CNL concentration, the faculty and resource infrastructure already exists to support the new MSN entry-into-nursing curriculum. All MSN program faculty are experienced nurses and have taught across the curriculum. Each has practiced as a registered nurse. These faculty also supervise students during their clinical experiences.

Faculty resources

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

Pedagogy training for faculty in evidenced-based best practices, learning management system, and distance education

UMB has a robust process for training faculty and ensuring effective instruction. Based on Quality Matters standards, UMB developed a rubric which details the best practices for distance education. This rubric helps faculty and instructional designers create the courses; assesses the readiness of the course and ensures that the online courses are instructionally and pedagogically

⁶ The University of Maryland School of Nursing website: <https://www.nursing.umaryland.edu/>

sound. The best practices are a synthesis of strategies, activities, design techniques, and 20 organizational items that have been successful in higher education. The specific domains of this checklist are as follows:

- Course overview and introduction to the students
- Course organization and design
- Learning Objectives (competencies)
- Instructional Materials
- Learner Communication, Interaction and Collaboration
- Assessment and Evaluation (measurement)
- Course Technology
- Learner Support

The Learning Management Platform UMB utilizes and provides IT support for is the Blackboard Learning Management System for online and in-person course delivery. Within Blackboard is the Collaborate conferencing software that is used for our synchronous live activities. The UMSON's Office of Learning Technology, is dedicated to improving the quality of teaching, learning, research, and community service through technology. Services provided by the office include instructional design and technology, video production, distance education, online learning, and faculty development in teaching with technology.

J. Adequacy of Library Resources

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

Health Sciences and Human Services Library (HS/HSL) facilities and resources

The HS/HSL is one of the largest health sciences libraries in the United States with a track-record of user-centered innovative services and programs. Eighty employees, including 25 faculty librarians, staff the library. The attractive and vibrant facility, which opened in 1998, serves as a hub for collaboration and learning with resources, programs and tools that promote discovery, creativity and innovation. It is conveniently located in the same block as UMSON making it very convenient for nursing students. With wireless connectivity throughout the building, the HS/HSL has 41 group study rooms, 3 computer classrooms, an Innovation Space which includes 3D printers, a presentation and practice studio, art gallery, and multiple technology-enhanced meeting spaces. Through the HS/HSL's web site⁷ the UMB community has access to a full range of resources and services.

The HS/HSL supports the University's students, faculty and staff members in the schools of dentistry, law, medicine, nursing, pharmacy, and social work; the Graduate School; the University of Maryland Medical Center; and other affiliated institutions. Research Connection,

⁷ Health Sciences and Human Services Library (HS/HSL) website: www.hshsl.umaryland.edu

the library's suite of research services, is available for all programs on campus, and includes individual research consultations, a systematic review service, research impact assessment, reference assistance, and more. For over 30 years, the HS/HSL has provided liaison services, in which faculty librarians are assigned to work with specific user communities. Faculty librarians have many years of instructional experience in the classroom, in the community, and in the online environment. In 2021, faculty librarians reached 7,056 faculty, staff, and students through online and in-person instructional sessions offered through the curriculum and in library-sponsored workshops.

In 2021, the HS/HSL licensed 108 databases, 5,091 journals, 17,400 e-books, and maintained a print collection of 360,129 volumes. One hundred percent of the current journal subscriptions literature is available electronically. Through its interlibrary loan and document delivery service, library staff can acquire articles and other resources not available through the library's collections. These are secured through local, regional, and national networks including the University System of Maryland and Affiliated Institutions, the National Library of Medicine's DOCLINE service, and OCLC, among others.

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

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

Because the MSN entry-into-nursing will replace the MSN-CNL concentration, there is no anticipated need for additional physical facilities, infrastructure, or instructional equipment. The systems and resources needed for face-to-face and online education are already in place and available. Software licenses and costs to the institution are already in place and are sufficient to support program offering. We do not anticipate the need for additional resources.

L. Adequacy of Financial Resources with Documentation

Establishing a new MSN entry-into-nursing concentration will not require new state funds, as the program will replace the current MSN-CNL concentration. Over time, based on changes in education, technology and student demand, UMSON has incrementally increased its use of learning technologies and faculty technology expertise. Therefore, offering the revised curriculum will not result in additional expense and no new general funds will be required for implementation.

Resources and Expenditures

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

M. Adequacy of Provisions for Evaluation of Program

Procedures for evaluating courses, faculty, and student learning outcomes

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

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

Course evaluation

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

Student outcome evaluation

Students enrolled in the MSN program are required to meet core competencies. The curriculum for the MSN entry-into-nursing program is designed to meet the essential elements or outcomes of graduate level education for entry-into-practice as set forth by the AACN Essentials. Student achievement of these program outcomes is required for program completion as well as for program accreditation. In addition to meeting the AACN curriculum standards, for graduates to be eligible for state licensure, the curriculum and program outcomes must meet the standards and competencies of the National Council of State Boards of Nursing (NCSBN) NCLEX-RN licensure exam. Graduates of the MSN entry-into-nursing program are eligible to take the NCLEX-RN licensure exam, making them qualified for positions in variety of health care settings.

Evaluation of student progress and achievements are assessed using several mechanisms. Scholarly materials produced by students throughout their program are used to assess outcomes. Examples of materials include exams, papers, student participation in group systematic reviews, poster and abstract presentations, and the final project product. Clinical simulations and/or clinical site evaluations are completed each clinical semester.

Faculty evaluation

- Student Course Evaluation of Instructional Effectiveness: Completed at the end of the term as described above.
- Faculty performance is evaluated annually, and areas of teaching needing improvement are addressed by the faculty member's department chair.

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

Minority student access

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

Minority student achievement and success

The UMSON MSN program provides a variety of learning experiences and flexible offerings designed to address the needs of a diverse student body. UMSON's Office for Academic and Career Success addresses the learning needs to support courses which often pose challenges to students who may face language or cultural barriers. Such services include guided study sessions, peer tutoring, and additional types of academic support. In August 2021 UMSON introduced its anti-oppression position statement, "In UniSON: Together We Commit, Together We Act," formally signaling the school community's commitment to dismantling structural racism and other forms of structural oppression. This also requires eliminating bias in our curriculum, policies, and procedures and working side by side with our community members to advocate for police reform and equity in education, housing, and health care.⁸ UMSON is working to advance efforts, including two upcoming employee professional development opportunities (one focused on committing and the other on acting), that weave the statement's sentiments into the fabric of daily life at the School (Segneri, 2021). UMSON's strategic plan, consistent with that of UMB, has a significant emphasis on diversity and inclusion.

UMB has a variety of diversity and inclusion initiatives in place. Trainings offered include safe space training, poverty simulations, avoiding microaggressions, moral and ethical leadership, cultural understanding, and others to enhance the ability of the university community to provide an inclusive environment. UMSON was the first on campus to staff an Office of Diversity and

⁸ In UniSON: Together We Commit, Together We Act: <https://www.nursing.umaryland.edu/about/diversity/unison/>

Inclusion which includes three employees dedicated to advancing diversity, inclusion, and equity.

O. Relationship to Low Productivity Programs Identified by the Commission

Not applicable.

P. Adequacy of Distance Education Programs

Not applicable.

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APPENDIX A
MSN ENTRY-INTO-NURSING PROGRAM OF STUDY

		Credits
Semester 1:		
NURS 510	Pathophysiologic and Pharmacologic Bases for Nursing Practice	5
NURS 512	Health Assessment Across the Lifespan	3
NURS 515	Foundations of Nursing Practice; 90 clinical hours	5
NURS 516	Nursing Role and Professionalism	3
		16
Semester 2:		
NURS 525	Psychiatric Mental Health Nursing; 90 clinical hours Pre-reqs: NURS 510, NURS 512, NURS 515, NURS 516	4
NURS 527	Adult Health Nursing 1: Common Conditions; 135 clinical hours Pre-reqs: NURS 510, NURS 512, NURS 515, NURS 516	5
NURS 524	Healthy Aging and Gerontological Nursing	2
NURS 526	Evaluating the Evidence* Pre-reqs: NURS 516	3
		14
Semester 3:		
NURS 531	Reproductive Health Nursing; 90 clinical hours Pre-reqs: NURS 510, NURS 512, NURS 515, NURS 516	4
NURS 533	Pediatrics Nursing; 90 clinical hours Pre-reqs: NURS 510, NURS 512, NURS 515, NURS 516	4
		8
Semester 4: (summer semester)		
NURS 541	Community and Population Health Nursing; 90 clinical hours Pre-reqs: NURS 510, NURS 512, NURS 515, NURS 516, NURS 527	4
NURS 547	Adult Health Nursing 2: Complex Conditions*; 135 clinical hours Pre-reqs: NURS 510, NURS 512, NURS 515, NURS 516, NURS 527	5
NRS 782	Health Systems & Health Policy: Leadership and Quality Improvement Pre-reqs: NURS 510, NURS 512, NURS 515, NURS 516, NURS 526	3
NELC XXX	Elective	3
		15
Semester 5:		
NURS 551	Practicum; 180 clinical hours Pre-reqs: completion of all clinical coursework and NRS 782; eligible to take in last semester. Co-req: NURS 550	6
NRS 550	Leadership in Practice* Pre-reqs: NRS 782; eligible to take in last semester. Co-reqs: NURS 551	3
NELC XXX	Elective	3
NELC XXX	Elective (optional)	3
		12-15

* indicates new coursework.

65 credits total (68 with optional elective); 900 clinical hours

NURS 510: Pathophysiologic and Pharmacologic Bases for Nursing Practice (5 credits)

This didactic course focuses on alterations of normal physiological processes and the medications used to manage them. Individual and population-based risk factors that contribute to treatment outcomes are integrated throughout the course. The course highlights the legal and regulatory issues related to medication development and use. In addition, dependence and addiction issues are introduced. Students apply previously acquired knowledge in human anatomy and physiology as well as other prerequisite basic sciences.

NURS 512: Health Assessment across the Lifespan (3 credits)

This didactic and lab course provides the nursing student with the knowledge and skills necessary for holistic assessment of individual health through all developmental stages. Comprehensive bio-psycho-social-cultural assessment approaches will be introduced to allow students to assess the actual and anticipated impact of environmental influences and other risk factors upon individual health. Students will apply didactic content in the lab setting.

NURS 515: Foundations of Nursing Practice (5 credits)

This didactic and clinical course introduces the student to clinical nursing judgement and foundational concepts of nursing care for adults. Students learn the application of theory to clinical practice and develop cognitive and psychomotor skills necessary to address common needs and responses of persons experiencing various health states. Students will apply didactic content in the simulation laboratory as well as clinical environments with a focus on basic nursing care and appropriate use of patient care technology.

NURS 516: Nursing Role and Professionalism (3 credits)

This didactic course provides an overview of the role of the professional nurse. The course will introduce students to nursing communication, interprofessional collaboration, and professional writing. The legal and ethical contexts of nursing policy, practice, and quality improvement will be introduced and explored. Special emphasis will be placed on the introduction of leadership concepts and the development of competence in problem solving, decision-making, group dynamics, coordination, delegation, and collaboration. The course will also introduce self-care practices, including self-reflection, to promote long-term well-being and resilience.

NURS 525: Psychiatric Mental Health Nursing (4 credits)

This didactic and clinical course provides an understanding of psychiatric and mental health nursing principles. Using a holistic approach, students will learn interventions for the care of individuals and groups with psychiatric disorders. Current research, theory, and biological foundations of psychiatric disorders are introduced. Evidence-based interventions and legal and ethical implications of caring for persons with psychiatric disorders are discussed. Students will apply didactic content, use appropriate patient care technology, and expand therapeutic communication skills in clinical settings.

NURS 527: Adult Health Nursing 1: Common Conditions (5 credits)

This didactic and clinical course focuses on the nursing care of adults with common health conditions. Students will employ clinical judgement and priority setting skills as well as integrating best practice interventions into the care of adult health patients and their families.

Course content includes application of pathophysiology and psychosocial concepts in a model of inclusive patient and family-centered care. Students will use appropriate information management and patient care technologies in the acute setting.

NURS 524: Healthy Aging and Gerontological Nursing (2 credits)

This didactic course provides students with the opportunity to systematically explore concepts relevant to successful aging. Emphasis is placed on healthy psychosocial and physiologic factors rather than the pathological changes associated with aging. Issues that affect the delivery of health services and gerontological nursing care are critically discussed. Social and cultural aspects of aging in our society are explored. Aging-related research findings for clinical practice are analyzed. Nursing strategies aimed at health promotion and successful aging are developed.

NURS 526: Evaluating the Evidence (3 credits)

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

NURS 531: Reproductive Health Nursing (4 credits)

This didactic and clinical course will cover topics in reproductive health and childbearing families throughout the lifespan. The course uses an evidence-based practice approach and emphasizes the biological, psychological, social, cultural, and spiritual aspects of prenatal care, labor and delivery, newborn care, and gender-based care, with special considerations for vulnerable populations and co-morbid conditions impacting reproductive health and pregnancy outcomes. Students will use appropriate technology to provide safe nursing care.

NURS 533: Pediatric Nursing (4 credits)

This didactic and clinical course examines the child at all stages of development, from infancy through adolescence, within the context of the family. Course content includes current trends in pediatric health, anticipatory guidance and health promotion, aimed at both supporting the child's developmental needs across childhood and addressing pathologies specific to children. Students will integrate didactic knowledge and apply previously learned and new skills to children of all ages in various clinical settings. Skills include communication with the child and family, developmentally appropriate care, and the use information management and patient care technology to provide safe nursing care. Students also explore the impact of biological, psychological, social, cultural, and spiritual influences on children.

NURS 541: Community and Population Health Nursing (4 credits)

This didactic and clinical course provides learning experiences framed by public health nursing practice models and competencies. Students will explore the role of nursing in core public health functions and services. Using community assessment strategies, students will define community health problems and plan, implement, or evaluate population-focused and community-based

programs. Students apply principles of cultural humility and social justice to advocate for policies and interventions that assure the health of vulnerable populations and address health disparities, with a focus on primary, secondary, and tertiary prevention strategies.

NURS 547: Adult Health Nursing 2: Complex Conditions (5 credits)

This didactic and clinical course focuses on the nursing care of adults with complex conditions, with multi-system involvement. Students will refine clinical judgement and priority setting skills as well as integrating best practice interventions into the care of adult health patients and their families. Course content includes application of pathophysiology and psychosocial concepts in a model of inclusive patient and family centered care. Students will apply previously learned knowledge and course content and use appropriate information management and patient care technologies in the acute setting.

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

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

NELC X: Elective 1 (3 credits)

Electives provide the master's entry to practice student the opportunity to develop a focus or certificate track that builds on previous education or professional experiences. Students will take two to three graduate level online electives in the program of study. For example, a student who is interested in community health would take the community/public health general course and then choose two to three electives relevant to community health. This is true for Teaching, DNP preparation, Substance Use Disorders, Environmental Health, Global Health, Research, ED/Trauma Nursing, Cardiovascular Nursing, and other areas.

NURS 551: Practicum (6 credits)

This final didactic and clinical immersion course completes the student's transition to novice nurse through the integration of prior education, experience, professional values, and work with a nurse preceptor. Throughout this course students will be encouraged to demonstrate a spirit of inquiry that fosters intellectual curiosity, flexibility, and lifelong learning. The course will also emphasize clinical reasoning to help prepare students for the NCLEX (NGN), the nursing entry to practice licensure exam. In the clinical setting, students will advance their nursing judgement and implement the nursing process to provide equitable, person and family centered nursing care grounded in compassion, cultural humility, and respect. They will coordinate care that anticipates and meets the needs of diverse populations, informed by an understanding of nursing practice and social determinants of health. Students will also facilitate collaboration and communication among interprofessional teams and integrate information management and

patient care technologies to provide equitable and safe care for individuals, families, and communities.

NRSG 550: Leadership in Practice (3 credits)

This didactic course focuses on personal, professional and leadership development. Students will compare and contrast leadership principles and theories to formulate a personal leadership style. Students will develop leadership capacity by drawing on previous coursework in nursing practice and healthcare policy to identify clinical problems, inequities, and opportunities for quality improvement using evidence-based solutions. They will learn how to identify role models and mentors to support professional growth and use self-reflection strategies and feedback from others to modify their leadership behaviors and promote personal and professional resilience.

NELC X: Elective 2 (3 credits)

Electives provide the master's entry to practice student the opportunity to develop a focus or certificate track that builds on previous education or professional experiences. Students will take two to three graduate level online electives in the program of study. For example, a student who is interested in community health would take the community/public health general course and then choose two to three electives relevant to community health. This is true for Teaching, DNP preparation, Substance Use Disorders, Environmental health, Global Health, Research, ED/Trauma Nursing, Cardiovascular Nursing, etc.

NELC X: Elective 3 (3 credits) (optional)

This optional third elective provides the master's entry to practice student the opportunity to complete 3 of 4 courses in a focus area or certificate track that builds on previous education or professional experiences. For example, a student who is interested in community health would take the community/public health general course and then choose two to three electives relevant to community health. This is true for Teaching, DNP preparation, Substance Use Disorders, Environmental health, Global Health, Research, ED/Trauma Nursing, Cardiovascular Nursing, etc.

APPENDIX B
GENERAL EDUCATION REQUIREMENTS

The following lower-division, pre-professional courses may be completed at any accredited college or university.

Prerequisite Course	Credits	Helpful Course Tips
General Chemistry*	4	<ul style="list-style-type: none"> • Must include lab • Must be general chemistry or higher (example: organic) • Preparatory or introductory chemistry is not accepted
Human Anatomy and Physiology I and II*	8	<ul style="list-style-type: none"> • Must include lab • Must be human anatomy and physiology
Human Growth and Development	3	<ul style="list-style-type: none"> • Must be a lifespan course covering conception through death • Child/adolescent psychology is not acceptable
Microbiology*	4	<ul style="list-style-type: none"> • Must include lab
Nutrition	3	<ul style="list-style-type: none"> • Must be a human nutrition course
Statistics	3	<ul style="list-style-type: none"> • Must be a 100-level or higher statistics course

* These courses must have been taken in the past 10 years

APPENDIX C
PROGRAM RESOURCES
(Based on current MSN-CNL concentration)

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	1,748,237	1,748,237	1,748,237	1,748,237	1,748,237
2. Tuition/Fee Revenue	7,047,973	7,168,993	7,292,433	7,418,342	7,546,769
(c + g below)	0	0	0	0	0
a. Number of F/T Students	206	206	224	224	224
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	25	25	27	27	27
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue	0	0	0	0	0
(d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	8,796,210	8,917,230	9,040,670	9,166,579	9,295,006

1) Reallocated funds represent an allocation of state appropriations to MSN-CNL program based on proportion of MSN-CNL students to total students.

- No assumptions have been made regarding increase in state appropriations though historically the state will fund COLA/merit increases.
- There is a 2% COLA assumption in the salaries on the Program Expenditures table.

2) Tuition and fees represent the total tuition and fees projected to be generated by the MSN-CNL students which factors in status (PT, FT) and residency (In-state, Out-of-state).

3) Number of FT and PT students taken from tuition/fee budget spreadsheets, could differ from actual headcounts.

Note:

- UMSON tuition and fee structure does not follow the above requested formulas of students x rate. Our fee structure is many and complex. Our tuition rates are also dependent on residency status (in-state vs. out-of-state). We used total tuition and fees for MSN-CNL FY22 as our baseline and 2% tuition assumptions for future years in MSN entry-into-nursing concentration.
- MSN entry-into-nursing concentration will replace MSN-CNL concentration. Program resources will not change.

**APPENDIX D
PROGRAM EXPENDITURES**

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	2,658,473	2,711,643	2,765,876	2,821,193	2,877,617
a. Number of FTE	18	18	18	18	18
b. Total Salary	2,098,242	2,140,207	2,183,011	2,226,672	2,271,205
c. Total Benefits	560,231	571,435	582,864	594,521	606,412
2. Admin. Staff (b + c below)	1,076,936	1,098,474	1,120,444	1,142,853	1,165,710
a. Number of FTE	8	8	8	8	8
b. Total Salary	784,367	800,054	816,055	832,376	849,024
c. Total Benefits	292,569	298,420	304,389	310,476	316,686
3. Support Staff (b + c below)	492,274	502,120	512,162	522,406	532,854
a. Number of FTE	5	5	5	5	5
b. Total Salary	358,539	365,710	373,024	380,485	388,094
c. Total Benefits	133,735	136,410	139,138	141,921	144,759
4. Technical Support/ Equipment	236,500	260,150	286,165	314,781	346,260
5. Library	539	566	594	624	655
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	542,214	569,325	597,791	627,680	659,064
TOTAL (Add 1 – 7)	5,006,936	5,142,277	5,283,032	5,429,537	5,582,159
Maryland Higher Education Commission					
Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific expenditure category.					
Revenues	8,796,210	8,917,230	9,040,670	9,166,579	9,295,006

Note: a 2% COLA assumption is included in the above salaries. No such assumption was included in the state appropriations on the Program resources table though historically the state has funded COLA increases, but it is not guaranteed.

A 5% year over year expense (technical support and equipment, library and other expenses) increase

Historically, UMSON had different tuition rates for its graduate programs (MSN-CNL, MS for RN's and doctoral degrees). Over the past five years the school has been normalizing to one standard graduate rate while working to keep annual tuition rate increases consistent with the undergraduate tuition rate increases, typically 2%. Our graduate students pay per credit irrespective of whether full-time or part-time vs. our undergraduates pay a full-time rate but have the ability of taking more than 12 credits.

MSN entry-into-nursing concentration will replace MSN-CNL concentration. Program expenditures will not change.

**APPENDIX E
FACULTY RESOURCES**

Dept.	Last Name	First Name	Title	Highest Degree	Field of Study	Type of Course	FTE Status	Courses
FCH	daGraca	Malissa	Assistant Professor	DNP	Obstetrics/Women's Health	Clinical, Didactic	PT	NURS 531 Reproductive Health Nursing
OSAH	Legambi	Tabitha	Assistant Professor and Vice Department Chair	DNP	Med Surg, Emergency/Trauma	Clinical, Didactic	FT	NRSRG 527 Adult Health Nursing 1: Common Conditions
FCH	Michael	Michele	Assistant Professor	PhD	PNP	Didactic	FT	NRSRG 782 Health Systems and Policy NURS 551 Practicum
OSAH	Fahie	Vanessa	Assistant Professor	PhD	Gerontological Nursing	Didactic	FT	NURS 625 Healthy Aging and Gerontological Nursing
OSAH	Murphy-Buc	Hannah	Clinical Instructor	MSN	Palliative care	Clinical, Didactic	FT	NURS 527 Adult Health Nursing 1: Common Conditions
OSAH	Wulf	Janet	Assistant Professor	DNP	Adult-Gero Primary Care	Clinical, Didactic, Lab	FT	NURS 516 Nursing Role and Professionalism NURS 551 Practicum
OSAH	Phillips	Regina	Assistant Professor	DNP	Adult Health	Didactic	FT	NURS 510 Pathophysiologic and Pharmacologic Bases for Nursing Practice
OSAH	Adejumo	Oluremi	Assistant Professor	DNP	Diabetes Prevention	Didactic, Lab	FT	NURS 512 Health Assessment across the Lifespan NURS 551 Practicum
OSAH	Davis	Hershaw	Clinical Instructor	MSN	Health Systems	Clinical, Didactic	FT	NURS 515 Foundations of Nursing Practice
FCH	Smith	Ciara	Assistant Professor	DNP	Psych Mental Health	Clinical, Didactic	FT	NURS 525 Psychiatric Mental Health Nursing
FCH	Streb	Stephanie	Assistant Professor	DNP	Psych Mental Health	Clinical, Didactic	FT	NURS 525 Psychiatric Mental Health Nursing
New course to be offered fall 2024 or after; course instructor to be determined						Didactic	FT	NURS 526 Evaluating the Evidence
FCH	Johnson	Elizabeth	Assistant Professor	DNP	Pediatric Primary Care	Clinical, Didactic	FT	NURS 533 Pediatric Nursing
FCH	Reid	Rachel	Assistant Professor	DNP	System's Leadership	Clinical, Didactic	FT	NURS 533 Pediatric Nursing
FCH	Moen	Marik	Assistant Professor	PhD	Community Health	Clinical, Didactic	FT	NURS 541 Community and Population Health Nursing
New course to be offered fall 2024 or after; course instructor to be determined						Clinical, Didactic	FT	NURS 547 Adult Health Nursing 2: Complex Conditions
FCH	Stoudt	Tara	Clinical Instructor	MS	Neonatal	Clinical, Didactic	FT	NURS 551 Practicum
New course to be offered fall 2024 or after; course instructor to be determined						Didactic	FT	NRSRG 550 Leadership in Practice

APPENDIX F
PHASE IN AND PHASE OUT PLAN
MSN-CNL Concentration TO MSN Entry-into-Nursing Concentration

Fall 2022 – Spring 2023	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Summer 2025
UMSON proposal to MHEC for MSN Entry-into-Nursing concentration	Last time all MSN-CNL concentration 1 st semester courses are taught	MSN Entry-into-Nursing concentration 1 st semester courses are taught. MSN-CNL concentration for 2 nd -4 th semesters are taught.	MSN Entry-into-Nursing concentration 2 nd semester courses are taught. MSN-CNL concentration for 2 nd and/or 3 rd semesters are taught.	MSN Entry-into-Nursing concentration 1 st –3 rd semester courses are taught. MSN-CNL concentration courses for 3 rd - 4 th semesters are taught.	All MSN Entry-into-Nursing concentration courses are taught. MSN-CNL concentration 4 th semester courses are taught.	No MSN-CNL concentration courses are taught. <ul style="list-style-type: none"> • UMSON to notify MHEC of program discontinuation.