



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

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

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

Payment Submitted:	Yes	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:		CIP:
Program Modality			On-campus		Distance Education (<i>fully online</i>)
Program Resources			Using Existing Resources		Requiring New Resources
Projected Implementation Date			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature:		Date:
			Date of Approval/Endorsement by Governing Board:		



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

OFFICE OF THE CHIEF ACADEMIC OFFICER

February 1, 2024

Dr. Sanjay Rai
Acting Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty St.
Baltimore, MD 21201

Dear Dr. Rai:

On behalf of the University of Maryland Global Campus (UMGC), this letter serves as an official request for a substantial modification to the Bachelor's of Science in Nursing for Registered Nurses program. (HEGIS: 120300, CIP: 51.3801). In accordance with COMAR 13B.02.03, the following proposal is submitted for your review.

We appreciate your review of this request and look forward to adding this program to UMGC's portfolio of academic programs beginning in Fall 2024. If you have any questions or require additional information about this proposal, please contact me at blakely.pomietto@umgc.edu.

Payment for review of this substantial modification has been made to MHEC via R*STARS interagency fund transfer, transaction number # JF012520 in the amount of \$250.00 in accordance with the MHEC fee schedule.

Sincerely,

A handwritten signature in black ink, appearing to read "Blakely R. Pomietto".

Blakely R. Pomietto, EdD
Senior Vice President and Chief Academic Officer

CC: Candace Caraco, PhD, Associate Vice Chancellor for Academic Affairs, University System of Maryland

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Consistent with the institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2013)1), the mission of UMGC is improving the lives of adult learners. UMGC will accomplish this by:

- (1) Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;
- (2) Providing our students with affordable, open access to valued, quality higher education; and
- (3) Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

This substantial modification is a direct result of the American Association of Colleges of Nursing (AACN) – a national organization that represents nursing academia – updating its standards document outlining the necessary curriculum content and expected competencies of graduates of nursing programs. This document is titled [*The Essentials: Core Competencies for Professional Nursing Education*](#).

The Commission on Collegiate Nursing Education (CCNE), which is the autonomous accrediting arm of the AACN and is the program accreditation agency for the Nursing for Registered Nurses Program at UMGC, requires that CCNE accredited programs incorporate the AACN Essentials into their curriculums. The Nursing for Registered Nurses program must undergo a major revision to align its curriculum with the new Essentials standard. This substantial modification is in response to keeping the UMGC RN to BSN program in compliance with AACN standards.

The revised Nursing for Registered Nurses Mission statement is as follows:

Our mission is to prepare diverse and professional nurses who provide safe, high quality, compassionate, culturally sensitive, and evidence-based nursing care to individuals, families, communities, and populations. Graduates of our nursing program will practice interprofessional collaboration, lead with a spirit of innovation, promote health and wellness, advocate for health equity, aim for excellence in patient care, and transform lives.

In keeping with the above UMGC mission statement, UMGC's nursing program employs online education and other educational modalities, including selected clinical experiences, to meet the aspirational goal that 80% of registered nurses in Maryland will obtain and hold a BSN degree. As a nursing program within an open university, it serves the needs of working nurses in the public, private, and military communities. The program was designed to focus on registered nurses in the state of Maryland; however, as an online program, it is also available to registered nurses in 36 states and the District of Columbia. Our program serves a diverse population of nurses who share their varied experiences with each other in the classroom.

By offering an affordable online option, the program will continue to meet the needs of working adult nurses. We have highly educated and trained nursing faculty, who are active in their current nursing practice within a variety of health care settings and specialties. Through this revised program, we are providing our students with the ability to promote health and wellness, advocate for health equity, aim for excellence in patient care, and transform lives. The program offers a high-quality curriculum that enables students to advance in their careers in a variety of workplace settings and/or to advance to a graduate nursing program. By the successful completion of this program, students are expected to understand the value of lifelong learning to remain relevant in their profession and to assume leadership roles in their practice setting.

Each facet of UMGC's mission has direct bearing on the programs the university offers and how those programs are designed and delivered. By mission and state mandate, every aspect of the UMGC student experience is designed from its origins for working-adult and military-affiliated students to access online education and built to leverage our unique and longstanding expertise in designing online learning. The learning resources, the selection, training, and evaluation of faculty, the non-academic supports, the success-coach advising model, the virtual classroom, the academic resources, the term and session structure, and course length are all deliberately derived from adult-learning science in distributed, online modalities, and the learning ecosystem is designed for a learner experience taking place anywhere in the world. These students' demographic profile drives the design and delivery of our learning model: The average age of UMGC's undergraduate student is 33 years old, 75% of them work full-time, and 46% have dependent children.

The demographic profile of the students in the Nursing for Registered Nurses program mirrors the general student population at UMGC. The average age of the students in the program is 36.6 years of age. According to data collected from AY 22-23 student exit surveys, 87.6% of those who responded are working full time, and 9.2% are working part time. Many also care for their families in addition to their school and work responsibilities.

For these students, their often-complicated life circumstances while pursuing higher education means they need and benefit most from the authentic online education that UMGC has delivered for more than two decades. This is particularly true for the students in this program. Since the students are practicing nurses, and mostly work in patient care settings at the bedside because they have not yet obtained their bachelor's degree, they have been heavily impacted by the recent COVID-19 pandemic. By providing an authentic online degree option, these students can pursue their bachelor's degree and advance their careers for new nursing opportunities.

Authentic online education is fundamentally different from courses and programs originating at traditional institutions and taught remotely in the same way as face-to-face classes. Instead, authentic online education is a distinctive educational architecture intentionally designed for virtual teaching, learning and assessment, with technology tools strategically deployed for engagement and outcomes, as well as wraparound services that provide support throughout the online student life cycle. These features set UMGC apart in the higher education landscape of Maryland.

Our history and expertise have allowed us to build strong relationships with the military community which is nothing less than part of UMGC's institutional identity. As of Fall 2023, 65% of UMGC's undergraduate students are military affiliated, including active duty

servicemembers, their families, and Veterans. This dimension of UMGC's identity is a particular point of pride, beginning with the university first sending faculty overseas in 1949 to teach America's soldiers on military installations in Europe. The relationship between UMGC and the military has grown ever stronger in the decades since then because of our intentional program design and delivery model that meets adult learners *where they are*, whether through asynchronous online courses or on military bases in Germany, Italy, Japan, Korea, Guam, Colorado, Virginia, and many other military facilities around the world.

Today UMGC holds competitively awarded contracts from the U.S. Department of Defense (DOD), under which we serve military servicemembers in Europe, Asia, and the Middle East, delivering specifically solicited programs of study identified by the DOD as responsive to the training, education, and upskilling needs of the military. UMGC is recognized as one of the top military- and veteran-friendly schools in the country, with an unmatched expertise and established reputation as a preeminent provider of quality, affordable, career-relevant postsecondary education. Recognition as one of the Best Military Friendly Online Colleges (GuideToOnlineSchools.com) and as the Military Times No. 4 Best Cybersecurity Program for 2018, among other accolades, are evidence of UMGC's successful commitment to serving our nation's troops.

Since a bachelor's degree in nursing is required to work as an RN in the military, the Nursing for Registered Nurses program has a smaller population of active-duty students as compared to other disciplines in the university. However, since the program is available in 36 states and the District of Columbia, with future plans on expanding to other states, this program is an excellent option for those who may be military dependents. Due to the relocation of service members and their families every 2 to 4 years, having a program where a student can continue their coursework without needing to stop out and start at another institution removes a barrier to completing their degree.

The proposal aligns with UMGC's mission by providing a learner-focused program based on leading-edge adult learning theory and curriculum design that accommodates the needs of students and the community. In addition, the Nursing for Registered Nurses program aligns with UMGC's mission to offer high quality, workplace-relevant academic programs that expand the range of credentials and career opportunities for working adult, federally employed, and military affiliated students.

The Nursing for Registered Nurses program will support students' professional development with opportunities to learn from their local community windshield survey, employers, and peers through the required practice experience within the curriculum. Students are given time to practice skills as they progress through formative instruction. The fully online, asynchronous program model offers flexibility, continuing education and social opportunities to adults interested in refreshing and reshaping their career opportunities. Detailed descriptions of the revised curriculum for the program and its required courses are in section G.

2. Explain how the proposed program supports the institution’s strategic goals and provide evidence that affirms it is an institutional priority.

As the public state and national leader in distance and distributed education, UMGC awards associate, bachelor’s, master’s, and doctoral degrees, as well as undergraduate and post-baccalaureate certificates. The university’s academic inventory offers programs that are core to any public university, but UMGC’s mission to serve adult students results in a sustained academic emphasis on career-relevant and workforce-aligned programs. Consequently, the university awards degrees and certificates in the arts and humanities, behavioral and social sciences, business and management, health-related fields, computing, education, and technology. As part of its emphasis on career-relevant education, UMGC offers non-credit professional development programs and hosts professional conferences and meetings supporting economic and societal needs of the State.

In keeping with UMGC’s mission, the Nursing for Registered Nurses program offers an online option for working nurses to complete their BSN degree. By updating the curriculum to align with the new 2021 AACN *Essentials*, students will be better prepared to address the increasingly complex healthcare needs of diverse populations. These updates also reflect the recommendations of the National Academies of Medicine Committee’s report: *The Future of Nursing: Charting a Path to Achieve Health Equity*¹ that emphasizes moving healthcare out of the acute care environment and into the community. This program’s revised curriculum will enable students to better serve the needs of diverse populations in a variety of dynamic health care settings.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.

Subject matter expert (SME) costs for the updated curriculum were paid for by a Nurse Support Program II (NSPII) grant. Additional funds for the Integrative Learning Design department, to create courses within the Learning Management System will be funded through existing departmental budget allocation of funds in this fiscal year 2024 and through a departmental budget allocation as part of the FY 2024 budget process. The financial data in Table 2 in section L reflects an existing base of FTE faculty, administrative staff, adjunct faculty, and support staff, which will be sufficient to provide continued support to the Nursing for Registered Nurses program. Salaries are shown with benefits at the current rate of 37%.

4. Provide a description of the institution’s a commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

UMGC’s support services are designed to accommodate students who may not be physically in Maryland or who would simply prefer to access support remotely. These services are, therefore, intentionally, and thoughtfully built for complete online delivery rather than in

¹ <https://nap.nationalacademies.org/catalog/25982/the-future-of-nursing-2020-2030-charting-a-path-to>

the primarily face-to-face format that exists on traditional campuses. Support services include the following:

- Help@UMGC provides support services for the learning management system (LEO). A specialized technical support team for LEO questions and problems is available 24 hours a day, seven days a week, 365 days a year. In addition, UMGC trains faculty to handle some LEO troubleshooting, publishes LEO FAQs, provides chat, phone, and e-mail access to a Help Center with a comprehensive knowledge base and includes a peer-to-peer feature in the online classroom to encourage students to help each other with LEO issues.
- The Digital Teaching and Learning unit within Academic Affairs provide instructional-design support and consultation to Help Desk staff and program leadership to optimize the learning environment across delivery modes and resolve challenges or obstacles students and faculty encounter.
- Students also receive 24/7 support in the use of educational technology from UMGC's Virtual Lab Assistance team, which resolves students' technical questions and issues in lab environments. Complementarily, program leadership and faculty support students in the proficiency of use with educational technology tools.
- MyUMGC is a self-service portal that provides access to UMGC administrative functions and student records. UMGC has designed this portal to ensure that students around the world can complete administrative tasks and view records at their convenience.
- UMGC's library is directly accessible through a link within each online classroom. The library helps to educate students in the use of library and information resources and services and develops and manages UMGC's extensive online library collection.
- The Effective Writing Center (EWC) offers an array of writing-related services to students, including review of draft papers, guest lecturers on writing skills for the classroom, a plagiarism tutorial, resources on citing and referencing, and resources to support research activities. The EWC is also directly accessible through a link within each online classroom.
- Turnitin has been integrated within courses as a developmental tool for students to assist with achieving authenticity in their writing.
- Subject matter tutoring is available in select courses. Subject matter tutors can help define and explain concepts, clarify examples from course content, and guide students toward understanding a particular topic. Students can connect with a subject matter tutor by accessing a link in their online classroom.
- The Office of Accessibility Services arranges accommodations for students with disabilities. Students can register with this office via an online form and then work with a staff member to receive appropriate accommodations for either online or hybrid courses. UMGC students move locations frequently and often need to adjust their course schedules because of work or family obligations, so the Office of Accessibility Services is prepared to help students with transitioning their accommodations even when these changes occur.
- The Office of Career Services and its CareerQuest portal provides quality resources and services to assist students and alumni with their career planning and job search needs including Mentoring and Internship Plus programs. This office supports students who are transitioning from one career to another or are looking to climb up the corporate ladder, in addition to those who are entering the workforce for the first time. The CareerQuest portal is available 24 hours a day, seven days a week and

includes an online database that allows students to connect with local and national hiring managers.

- The Alumni Association is a way for our graduates to network and connect. Its online community features a career center, information on available chapters, discussion boards, photo sharing, and a resource center.
- The Financial Aid Office helps students understand and navigate the process of filing for financial aid. Extended office hours ensure that students can receive support quickly and staff members have expertise with a variety of financial aid options as UMGC students may be using employer assistance, veterans' benefits, or other aid that is more common among adult student populations.
- Success Coaches assist students with mapping out degree plans, selecting and scheduling courses, and navigating the administrative and academic landscape of earning a degree or certificate.
- Mental Health and Wellness resources are available to all UMGC students. Together all is an anonymous, no cost online peer to peer support service where students can find a safe space to vent their feelings to like-minded students who can offer support. Welltrack Connect is an online directory of more than 10,500 therapists, prescribers, and group practices. Students can register for these services through a link on the [university webpage](#).

b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

UMGC is fully committed to student success and providing students with a clear and seamless pathway to successful program completion. UMGC will institute an organized and detailed teach-out plan for all students currently enrolled in the RN to BSN program. Students will be provided with appropriate opportunities to discuss their plan of study and receive advising support to continue their nursing program journey uninterrupted and inclusive of an updated nursing curriculum reflective of today's dynamic health care systems. Depending on which courses students have already successfully completed and whether they are part time or full time, their plan of study will be adjusted and aligned to the revised curriculum during the transition year, inclusive of the [New Essentials: Core Competencies for Professional Nursing Education](#).

Our current curriculum has 9 courses totaling 30 credits taken in 8-week sessions with two sessions per semester. Students can take up to 4 courses per semester if they are full time, thereby completing the entire program in 12 months. Students who are part time can complete the program in 16 months.

The revised curriculum has 10 courses totaling 30 credits to better accommodate and include all 10 domains, 45 competencies, and 8 Concepts from the *new Essentials*. The program has crafted a phased development and rollout schedule which will have five of the courses ready for Fall 2024 rollout, three courses ready for Spring 2025, then the final two courses ready for rollout in Summer 2025.

During this transition year from August 2024 through July 2025 – encompassing Fall 2024, Spring 2025, and Summer 2025 sessions/semesters – all current students' plans of study will be reviewed to determine if a transition to the revised curriculum is warranted.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:
1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

- a) The need for the advancement and evolution of knowledge**
- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.**

As an open access institution, UMGC makes educational opportunities and choices available for all students within the state of Maryland, including college majority populations – especially military affiliated and working adults most often left behind by higher education.

In the School of Integrative and Professional Studies, where the Nursing for Registered Nurses program is located, approximately 64% of undergraduate students are military affiliated, including active duty. On average, UMGC students transfer 38 credits to the university; 43% of students transfer between 30-59 credits and approximately 36% transfer between 60-89 credits.

In the Nursing for Registered Nurses Program, the average age of a student is 37 years-of-age, 48 students attend classes full-time, and 407 attend classes part-time. In the program exit survey from AY 22-23, 87.6% of students reported working full time and 9.2% reported working part-time.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The program proposal is designed to meet present and future needs of the state, as identified in 2017-2021 State Plan for Post-Secondary Education: Student Success with Less Debt (State Plan).² This program supports the three primary goals in the State Plan in the following ways:

The program serves Goal 1 (Access) in the State Plan in that it is designed to support UMGC's overall mission to set a global standard for excellence and to be respected as a leader in affordable and accessible adult education programs. In addition, UMGC administers its programs to meet the University System of Maryland goals of effectiveness and efficiency by employing data-driven decision-making that ensures that academic programs are broadly accessible and offer high quality education at an affordable cost.

At UMGC this commitment to affordability and access is synonymous with a commitment to diversity and inclusion. The university's open admission approach is central to this commitment. The process to apply for admission is streamlined and does not require the submission of standardized test scores.

² Source: 2017-2021 Maryland State Plan for Postsecondary Education:
<http://www.mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>

UMGC is committed to maintaining its position in serving the educational needs of minority students.

In Fiscal Year 22, the existing Nursing for Registered Nurses program awarded 113 degrees to minority students. Specifically, as shown in Table 1 below, in Fiscal Year 2022, the existing Nursing for Registered Nurses program awarded 60 degrees to African American students and 10 degrees to Hispanic students.

Table 1. Percentage of Bachelor of Science in Nursing Degrees Awarded to Student Demographic Populations, Fiscal Year 2022³

Demographic	UMGC Total UG Degree	UMGC Nursing for Registered Nurses Total Program	% Maryland Institutions in Total
Black/African American	2,023	60	29.0%
Hispanic/Latino	102	10	7.4%
White	3,219	69	44.5%
Other Subpopulations	1,606	43	19.1%
Total	7,904	182	-

The percentage of degrees that were awarded to minority students from the Nursing for Registered Nurses Program is consistent or higher than with the total number of undergraduate degrees conferred to minority students by the university as a whole, at 62% and 47% respectively for 2022. Compared to other Maryland institutions, the program and university are conferring at least as many degrees to minority students, or even a slightly higher percentage, including the HBI institutions (55.5%).

The program serves Goal 2 (Success) and Goal 3 (Innovation) in the State Plan, as it is based on principles of competency- and performance-based learning that are at the forefront of developments in adult learning in higher education. Competency-based learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their disciplines, fields, and careers. The approach is learner-focused, and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world, job-relevant competencies in real time.

Consistent with these goals, the Nursing for Registered Nurses program seeks to update its curriculum to align with the 2021 American Association of Colleges of Nursing (AACN) [Essentials](#), which is moving toward a revised model and framework for nursing education using a competency-based approach. As a result, students will employ authentic, project-based assessments that are relevant to tasks that graduates will perform on the job; such projects serve as both the means of instruction and assessment of learning in the program. Retention and success focus on students' learning

³ Source: 2022 Conferral Data, National Center for Education Statistics

experiences and are improved through enhanced learning resources (e.g., readings, handouts, slides, etc.). These resources are provided online within the learning management system. The methodology and on-demand nature of this type of student support is innovative in higher education and online learning, thus reflective of best practices in adult teaching and learning.

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.**
- 2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
- 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.**
- 4. Provide data showing the current and projected supply of prospective graduates.**

Job demand in healthcare is one of the strongest of any industry today. This holds true across the breadth of healthcare occupations, including nursing, and the need for these highly qualified individuals is expected to continue to grow over the next decade. In Maryland, the demand for nurses is forecasted to increase by nearly 5% in the next five years and continue that trend for the foreseeable future. This same strong demand is also seen across the region and nationally.

Table 2 shows both the five-year and ten-year job forecast for nursing jobs in Maryland, with regional and national data included for context. The National Average is adjusted to account for differences in workforce size difference between Maryland and the whole United States.

Table 2. Five-Year & Ten-Year Job Forecast for Maryland, Regional and National Average (2023-2033)

Registered Nurses 5-Year Job Growth Forecast	2023 Jobs	2028 Jobs	2033 Jobs	2023 - 2028 % Change	2023 - 2033 % Change
Maryland	54,974	57,534	59,634	4.7%	8.5%
Maryland, Virginia, District of Columbia	145,474	153,791	159,806	5.7%	9.4%
National Average*	59,902	62,882	65,302	5.0%	9.0%

Source: Lightcast Occupation Overview for Registered Nurses

*National average values are derived by taking the national value for Registered Nurses and scaling it down to account for the difference in overall workforce size between the nation and Maryland. In other words, the values represent the national average adjusted for region size.

The top job postings in Maryland over the past year are listed in Table 3, along with the number of open positions, which demonstrates a current and future need for Registered Nurses in Maryland.

Table 3. Lightcast. Registered Nurses related job postings in Maryland (September 2022 – September 2023)

Top Job Titles	Number of Unique Postings
Registered Nurses	6,061
Medical Surgical Registered Nurses	1,625
Home Health Registered Nurses	1,314
Operating Room Registered Nurses	1,285
Travel Registered Nurses	1,213

Source: Lightcast Job Posting Analytics

The American Association of Colleges of Nursing’s 2023 Employment Research Brief, an annual survey of educational and healthcare institutions, found that, “...25.0% of hospitals and other healthcare settings are requiring hires to have a bachelor’s degree in nursing, while 69.8% of employers are expressing a strong preference for BSN program graduates.”⁴ This requirement supports our request to update the RN to BSN program to meet the current *Essentials* and remain a viable option for nurses to earn a bachelor’s degree.

Table 4 shows the top required qualifications for Registered Nurses job postings over the same period.

Table 4. Lightcast. Top Qualifications for Registered Nurses Jobs in Maryland (September 2022 – September 2023)

Educational Level Preferred	Unique Job Postings in Maryland
Registered Nurse (RN)	53,344
Basic Life Support (BLS) Certification	16,885
Cardiopulmonary Resuscitation (CPR) Certification	9,221
Advanced Cardiovascular Life Support (ACLS) Certification	8,616
Licensed Practical Nurse (LPN)	3,501

Source: Lightcast Job Posting Analytics

Additionally, the Bureau of Labor Statistics’ (BLS) Education and Training data shows a majority of Registered Nurses in the labor market, 65%, hold a bachelor’s degree or higher. Only 35% have educational attainment below the bachelor’s level (Table 5). This further supports the need for the bachelor’s level program, to ensure a qualified and competitive workforce in Maryland as Registered Nursing job demand continues to grow.

Table 5. Lightcast. Educational Attainment for Registered Nurses in the United States (2023)

Educational Attainment	% of Workforce
Less than high school diploma	0.4%

⁴ Source: Employment of New Nurse Graduates and Employer Preferences for Baccalaureate-Prepared Nurses <https://www.aacnnursing.org/Portals/0/PDFs/Data/Research-Brief-10-23.pdf>

High school diploma or equivalent	0.9%
Some college, no degree	3.8%
Associate degree	29.9%
Bachelor's degree	52.5%
Master's degree	10.2%
Doctoral or professional degree	2.3%

Source: Lightcast Occupational Overview; obtained from BLS Education and Training Measurements for Workers 25 Years and Older by Detailed Occupation.

The job data also shows a strong need for entry-level registered nurses in Maryland, with over 56,000 related unique job postings, requiring three years or less of experience, in the past year (Table 6). This need will continue to grow in future years, as demonstrated previously in the five-year and ten-year occupational forecasts (Table 2). The growing demand and high numbers of entry-level positions is a great opportunity for job seekers.

Table 6. Lightcast. Minimum Experience Required for Registered Nurses Jobs in Maryland (September 2022 – September 2023)

Minimum Experience Required	Unique Job Postings in Maryland
No Experience Listed	26,055
0-1 Years	17,879
2-3 Years	12,275
4-6 Years	1,929
7-9 Years	97
10+ Years	108

Source: Lightcast Job Posting Analytics

To meet the demand for Registered Nurses in Maryland, an expansion of the educational opportunities in the state is needed. Currently, there are 12 state approved bachelor-level nursing programs across the various institutions within the state. The state has an average annual conferral rate of just over 1,600 for nursing bachelor's degrees from 2017-2021. Table 7 shows the breakdown of conferrals by institutions reporting over the five-year time period.

Table 7. State Approved Bachelor-Level Nursing Programs at Maryland Institutions, Including Five-Year Conferral Data (2017-2021)

School Name	Degree Level	Conferrals by Year				
		2017	2018	2019	2020	2021
University of Maryland, Baltimore	Bachelors	378	389	411	396	389
Towson University	Bachelors	273	271	271	313	326
University of Maryland Global Campus	Bachelors	97	125	187	244	248
Stevenson University	Bachelors	190	202	182	196	220
Frostburg State University	Bachelors	155	149	160	142	139

Notre Dame of Maryland University	Bachelors	208	100	95	69	108
Salisbury University	Bachelors	97	87	89	89	83
Washington Adventist University	Bachelors	14	32	57	40	67
Coppin State University	Bachelors	68	66	71	66	62
Bowie State University	Bachelors	50	58	55	48	35
Morgan State University	Bachelors	7	14	16	12	23
Hood College	Bachelors	5	13	24	20	16

Source: National Center for Educational Statistics Integrated Postsecondary Education Data System

When taking into account that more than 50% of the 54,974 Registered Nurse job postings listed in table 1 prefer a bachelor’s degree, but all institutions within the state are only averaging 1,600 new BSNs per year, the state is currently not able to meet to workforce demand.

D. Reasonableness of Program Duplication:

- 1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

According to a search of MHEC’s Academic Program Inventory conducted on October 12th, 2023, there are 12 RN to BSN programs in Maryland. These programs are listed in Table 8, below, along with the attributes that help to differentiate them from UMGC’s Nursing for Registered Nurses program.

Table 8. MHEC Academic Program Inventory Review

Institution	Program Attributes	Program Differentiations
University of Maryland Global Campus Nursing for Registered Nurses Program (RN to BSN) 30 credits	CIP:51.3801 Type of Institution – Public Admission GPA: 2.0 Didactic Modality - Online Accreditation: CCNE	Admission GPA 2.0. Does not require students to have experience, can enroll directly after graduation.
Bowie State University RN to BSN Program 39 credits	CIP: 51.3801 Type of Institution: State - HBU Admission GPA: N/A Didactic Modality: N/A Accreditation: ACEN	Admission GPA 2.75 (cumulative); Science GPA 3.0. Requires essay, two letters of reference, and successful completion of the Test of Essential Academic Skills (TEAS)
Coppin State University RN to BSN Program 29 credits	CIP: 51.3801 Type of Institution: State - HBU Admission GPA: 3.0 Didactic Modality: face to face Accreditation: CCNE	Higher admission GPA Requires essay, three letters of reference and an interview for admission. Classes are offered face to face.

Frostburg State University RN to BSN Program 32 credits	CIP: 51.3801 Type of Institution: State Admission GPA: Depends on the number of transferable credits. Didactic Modality: Online Accreditation CCNE	Available only to students in MD, PA, OH and WV.
Hood College RN to BSN Program 31 credits	CIP: 51.3801 Type of Institution: Private Admission GPA: 2.75 Didactic Modality: N/A Accreditation CCNE	Private institution Higher admission GPA
Morgan State University BSN Program 58 credits	CIP: 51.3801 Type of Institution: State Didactic Modality: N/A Accreditation CCNE	Must have a 3.0 in undergraduate coursework for admission to the nursing program
Notre Dame Of Maryland University RN to BSN 31 credits	CIP: 51.3801 Type of Institution: Private Admission GPA: 2.5 Didactic Modality: Option of Online or face-to-face Accreditation CCNE	Private institution Higher admission GPA
Salisbury University RN to BSN Program Minimum of 24 credits	CIP: 51.3801 Type of Institution State Admission GPA: 2.0 Didactic Modality: N/A Accreditation: CCNE	Does not have rolling admissions. Requires essay for admission along with CV and two letters of reference
Stevenson University RN to BSN Program	CIP: 51.3801 Type of Institution: Private Admission GPA: 2.5 Didactic Modality: Online or Hybrid Accreditation CCNE	Private institution Higher admission GPA Need to complete a personal statement
Towson University RN to BSN Program 30 credits	CIP: 51.3801 Type of Institution: State Admission GPA: 2.5 Didactic Modality: Online with optional Hybrid Accreditation: CCNE	Higher admission GPA Two admission points
University of Maryland, Baltimore RN to BSN Program 31 credits	CIP: 51.3801 Type of Institution – Public Admission GPA: 2.5 Didactic Modality: Online Accreditation: CCNE	Higher admission GPA Requires science GPA of 2.75 Requires experience as an RN
Washington Adventist 30 credits	CIP: 51.3801 Type of Institution: Private Admission GPA: 2.0 Didactic Modality Face to face Accreditation: CCNE	Private institution Classes are offered face to face

In keeping with the UMGC mission of operating as the state's open university serving the needs of the military and working adults, the admission GPA of the UMGC Nursing for Registered Nurses program is a 2.0, which is lower than most of the other RN to BSN programs in the state and the minimum GPA needed to graduate from an associate degree program in MD. By offering the program outside of Maryland, in 35 additional states and the District of Columbia, the program is fulfilling the UMGC mission of serving the needs of those in the military, as well as military dependents who may need to relocate while still engaging in their studies. Unless a student moves to one of the few states in which UMGC cannot offer its nursing program, students can continue their coursework without interruption.

2. Provide justification for the proposed program.

In 2011, the Institute of Medicine (IOM)⁵, now known as the National Academies of Sciences, Engineering, and Medicine, recommended that 80 percent of registered nurses in the United States have a baccalaureate degree by the year 2020. Although willing to actively participate in the IOM goal, the State of Maryland was challenged by a shortage of seats in baccalaureate programs that could accommodate the number of registered nurses in the state. The shortage (then estimated at 300 to 400 seats) would force these registered nurses to either choose to go out of state to continue their education or delay admissions. In response, the presidents of the Community Colleges in Maryland and the Chancellor of the University System of Maryland approached UMGC to create an RN-to-BSN program to address the shortage of RN-to-BSN academic seats within the State of Maryland. This prompted UMGC to launch the Nursing for Registered Nurses (RN-to-BSN) program, drawing upon the special relationship that UMGC has with community colleges in Maryland.

The program was proposed to and approved by the USM Board of Regents on February 15, 2013. On May 10, 2013, UMGC received approval from the Maryland Higher Education Commission (MHEC), to offer the Bachelor of Science in Nursing (BSN) degree. This program is designed to focus on Maryland RNs; however, because the program is offered online, many students who live outside the region are eligible to attend as well. In spring 2014, the UMGC RN-to-BSN had enrolled 31 students and offered its first classes. In addition to Maryland, the program is now available to students in 35 other states and the District of Columbia although most of our students are located in Maryland. According to the latest Maryland Health Services Cost Review Commission report on the Nurse Support Program II⁶, as of 2021, the proportion of nurses with a BSN or a higher degree in Maryland was at 67%. Although higher than most other states, the 80% goal has still not been achieved. Complicating this is the impact that the COVID-19 pandemic has had on the nursing workforce, so there will continue to be a need for a flexible and affordable online option for registered nurses to obtain their BSN degree.

According to IPEDS data from FY 22, the UMGC Nursing for Registered Nurses program conferred 11.3% of the BSN degrees in MD. This includes the entry into practice BSN as well as RN to BSN programs. With the continued shortage of BSN prepared nurses in the state, as well

⁵ <https://nursesupport.org/assets/files/1/files/nspii/future-of-nursing-2010-recommendations.pdf>

⁶

<https://hsrc.maryland.gov/Documents/Final%20NSP%20II%20FY%202023%20Report%2004252022.docx.pdf>

as being among the top four institutions in the state that have conferred BSN degrees, there continues to be a significant demand for this program.

As shared earlier, this substantial modification is a direct result of the American Association of Colleges of Nursing (AACN) updating its standards document that outlines the necessary curriculum content and expected competencies of graduates of nursing programs. UMGC's Nursing for Registered Nurses program must undergo a major revision to align its curriculum with domains and competencies from the revised Essentials.

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

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

A search performed on November 13th, 2023, of MHEC's inventory of approved academic programs in Maryland found two RN to BSN programs at HBIs In Maryland. This includes a review of the four Historically Black Institutions in Maryland (Bowie State University, Coppin State University, University of Maryland Eastern Shore, and Morgan State University).

Of the four universities reviewed, two of these universities, Bowie and Coppin, offer RN to BSN programs. Currently, Bowie State University is not accepting students into their RN to BSN program. UMGC and Coppin State University each have had an RN to BSN program since 2013, when MHEC approved UMGC's RN to BSN program. Both programs have co-existed due to the high demand of nurses in the state and nationally. All Maryland nursing program curriculum will need to be updated for alignment with the new Essential Standards, including Coppin's. The updated curriculum in this proposal should not have an impact on Coppin's ability to implement and maintain their RN to BSN program.

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

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

A search performed on November 13th, 2023, of MHEC's inventory of approved academic programs in Maryland. The institution's review includes the four Historically Black Institutions in Maryland (Bowie State University, Coppin State University, University of Maryland Eastern Shore, or Morgan State University).

Of the four universities reviewed, Bowie and Coppin offer RN to BSN programs. However, UMGC differs from the programs at Bowie and Coppin due to our mission and delivery modality. UMGC mission is serving as the state's open university serving the needs of the military and working adults. Therefore, the Nursing for Registered Nurses program requires a GPA of 2.0, which is the CCNE accreditation minimum GPA required to graduate from a nursing program, does not require the submission of a personal statement or letters of reference, and is delivered online. Currently, Bowie is not accepting students into their RN to BSN program. The program at Coppin has a higher GPA admission requirement than UMGC, requires the submission of a personal statement and three letters of reference, and is offered only as an on-campus program. UMGC's existing program has not, therefore, had an impact on the nursing programs at Bowie and Coppin and should not have any impact in the future, despite the curriculum change requested through this proposal.

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

- 1. Describe how the proposed program was established and will be modified, and also describe the faculty who will oversee the program.**

The Nursing for Registered Nurses program was established in 2013 and continues to provide Maryland with a much-needed educational option for registered nurses in Maryland. The proposed revisions to the RN to BSN program were developed with the goal of incorporating the revised AACN's 2021 *Essentials: Core Competencies for Professional Nursing Education*⁷. This new set of Essentials is intended to move nursing education to a revised model and framework using a competency-based approach.

As the acting program director for the RN to BSN program, Dr. Teresa Gaston will oversee the modification to the RN to BSN program. Dr. Gaston has dual certifications as a Certified Nurse Educator (CNE) and Nursing Informaticist (BC) with expertise in online course curriculum and design. Dr. Gaston worked in collaboration with Dr. Wendy Thomson, a nursing program and curriculum development consultant and subject matter expert, to analyze the new Essential Standards and industry trends and revise the current nursing curriculum. This ensures that the proposed curriculum will follow the most current nursing education standards based upon the best evidence available regarding content, pedagogy, and accreditation requirements. The revised BSN curriculum includes 10 courses totaling 30 credits, delivered in an online didactic format, except a required practice experience course. Each course is delivered over an 8-week session.

UMGC intentionally seeks highly qualified full-time and adjunct faculty who have hands-on experience in the disciplines in which they teach and who can draw on that experience to provide a more career-relevant learning experience for students. As a nontraditional institution serving working-adult students, UMGc hires a majority of adjunct faculty who are *scholar-practitioners* engaged daily in their profession.

Currently, the nursing program has two full-time faculty member (FTE) positions, a program director, currently Dr. Gaston as Acting Program Director, and a collegiate faculty member. The need for additional full-time faculty and/or staff resources are assessed at the end of each academic year. In addition to the Program Director and one full-time collegiate faculty member positions, UMGc has 26 adjunct/part-time faculty who are committed to teaching nursing courses in the revised curriculum. Adjunct faculty are hired by contract for individual classes and may teach a maximum of 18 credit hours per year. Their contractual obligation is solely teaching. Adjunct faculty members may choose to give additional service on university committees or assume additional program responsibilities, which are voluntary and, when extensive, are separately compensated. Adjunct faculty allow UMGc to quickly deploy offerings in response to changing enrollments and workforce-related needs. All faculty positions at UMGc are non-tenure, and all faculty who teach nursing courses comply with the State of Maryland regulations requirement for teaching in a nursing program (COMAR 10.27.03.80).

⁷ <https://www.aacnnursing.org/essentials>

Please see section I.1, for a listing of the faculty and the courses they will teach in the revised curriculum.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The revised Nursing for Registered Nurses program will provide registered nurses in Maryland with a program based on the latest industry and accreditation standards. Students will develop the skills to care for a diverse population of patients with complex medical problems in many settings. As stated in the 2017 Maryland Nursing Articulation⁸ agreement students receive a block of 30 upper-level credits for having an active, unencumbered license. These credits are applied to the program major. In addition, students can transfer up to an additional 59 credits from other accredited colleges or universities which are applied as part of the 120 credits of the degree. The number of credits in the revised major is 30.

The revised program outcomes are:

1. Utilize knowledge gained from the arts, sciences, and humanities to the role of the professional nurse by incorporating ethics, core values, accountability, and theories to professional nursing practice.
2. Develop a nursing plan of care using person-centered assessment skills and strategies that are culturally sensitive, respect diversity, support equity and inclusivity when recognizing alterations in patients' genetic, psychobiological, and environmental processes.
3. Describe health wellness and chronic disease management in patient populations that span the continuum of healthcare delivery including community/public/global health, acute care, ambulatory care, long term care, rehabilitative and palliative care settings.
4. Integrate evidenced-based practice and nursing research to analyze patient outcomes data, apply clinical judgment to make informed decisions, and deliver high-quality care to individuals, families, and communities along the health continuum of care.
5. Demonstrate active participation as a vital member of an interprofessional healthcare team, by engaging in open communication, teamwork, and collaboration to enhance, advocate for, and measure safe, equitable, high-quality, cost-effective, inclusive, and compassionate patient care outcomes.
6. Engage actively in complex systems of healthcare systems emphasizing patient safety, quality improvement principles, collaborative partnerships, and current policy initiatives to measurably enhance outcomes of diverse patient populations including individuals, families, and communities.
7. Evaluate information and communication technologies effectively to collect data, generate knowledge, promote accurate documentation to support safe patient care, and consistently adhere to ethical and legal standards during the provision of care to patients, communities, and populations.
8. Demonstrate both personal and professional leadership development skills within complex healthcare systems by participating in innovative strategies

⁸ Source: Maryland Board of Nursing Articulation Information:
<https://mbon.maryland.gov/Pages/articulation.aspx>

and solutions that improve overall patient outcomes with a heightened awareness of social justice and social determinants of health.

Table 9 provides a crosswalk of the current RN to BSN program learning goals to the proposed learning goals.

Table 9: Program Learning Goals

Current Program Learning Goals	Proposed Program Learning Goals
<ol style="list-style-type: none"> 1. Demonstrate clinical reasoning in selecting and applying health care approaches for individuals, families, and communities. 2. Evaluate, synthesize, and apply research to promote evidence-based nursing practice. 3. Apply management and leadership concepts in various settings to promote health. 4. Evaluate and communicate the effects of health policy and health care systems on the nursing profession and the delivery of care. 5. Demonstrate an understanding of the value of continuous personal and professional development as the nature of health care evolves. 	<ol style="list-style-type: none"> 1. Utilize knowledge gained from the arts, sciences, and humanities to the role of the professional nurse by incorporating ethics, core values, accountability, and theories to professional nursing practice. 2. Develop a nursing plan of care using person-centered assessment skills and strategies that are culturally sensitive, respect diversity, support equity and inclusivity when recognizing alterations in patients’ genetic, psychobiological, and environmental processes. 3. Describe health wellness and chronic disease management in patient populations that span the continuum of healthcare delivery including community/public/global health, acute care, ambulatory care, long term care, rehabilitative and palliative care settings. 4. Integrate evidenced-based practice and nursing research to analyze patient outcomes data, apply clinical judgment to make informed decisions, and deliver high-quality care to individuals, families, and communities along the health continuum of care. 5. Function as a vital member of an interprofessional healthcare team, by engaging in open communication, teamwork, and collaboration to optimize and advocate for safe, equitable, high-quality, cost-effective, inclusive, and compassionate patient care. 6. Participate in complex systems of healthcare with a focus on patient safety, quality improvement principles, collaborative partnerships, and current policy initiatives to enhance outcomes of diverse patient populations including individuals, families, and communities. 7. Evaluate information and communication technologies effectively to collect data, generate knowledge, promote accurate documentation to support safe patient care, and consistently adhere to ethical and legal standards during the provision of care to patients, communities, and populations. 8. Demonstrate both personal and professional leadership development skills within complex healthcare systems by participating in innovative strategies and solutions that improve overall patient outcomes with a heightened awareness of social justice and social determinants of health.

3. **Explain how the institution will:**
 - a) **provide for assessment of student achievement of learning outcomes in the program**
 - b) **document student achievement of learning outcomes in the program**

UMGC approaches learning design from an “Understanding by Design” perspective, utilizing a backward design model. This approach begins with identifying the program learning goals that a student will achieve through the program of study. The program learning goals are mapped first to the Degree Qualification Program (DQP) to ensure that the set of learning goals are comprehensive and appropriate for the degree level. In addition, the program learning goals are mapped against UMGC institutional learning goals to validate that the program aligns with the university mission and institutional goals.

Once the program learning goals have been validated through mapping to the DQP and institutional learning goals, the program learning goals are mapped to the courses in the program. This step ensures that all program learning goals are addressed in the curriculum and provide guidance in the development of the courses to ensure that each course contributes to the program learning goals without unnecessary duplication of outcomes across courses.

Using the mapping of institutional learning goals to courses, key assignments are identified in courses for use in assessing student achievement of program learning goals. Periodically, a random sample of student artifacts for these identified key assignments are collected and reviewed by faculty to assess how effectively students are meeting the program learning goals.

Using student learning assessment results along with non-direct measures of student learning including student retention and market and labor data, program directors produce an annual review of program quality. For updated programs, these annual reviews are integrated into an Academic Program Review including external review after 5 years. After this initial review, programs continue the annual review every year with an Academic Program Review every 7 years.

In November 2020, UMGC licensed AEFIS as its assessment management system. AEFIS will be the central repository for program learning goals, assessment maps, and student artifacts. AEFIS integrates with the D2L LMS to allow student work to be duplicated from the LMS into AEFIS for assessment purposes. This process ensures that assessment review is independent of grades and evaluation within the class and allows for independent review of student work apart from the classroom faculty. AEFIS also holds annual program review reports.

4. **Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.**

Table 10. Proposed course title, description, and credit hours.

Course title	Credit hours
<p>NURS 302- Transition to Professional Nursing Practice In this course, students will explore the diverse roles, responsibilities, ethics, core values, and the identity of the professional registered nurse to enhance their knowledge, skills, and attitudes. Students will develop skills such as personal well-being, emotional intelligence, critical thinking, clinical judgment, spirit of inquiry, interprofessional communication, professional development, and scholarly resource utilization will be highlighted. Nursing and other healthcare theories will be applied to the clinical practice of nursing. The topics of healthcare literacy, quality improvement, health equity and patient safety will be examined to elevate the delivery of nursing care for patients, communities, and populations.</p>	3
<p>NURS 322 - Health Assessment and Wellness Promotion In this course, students utilize the findings from a comprehensive, holistic health assessment, including point-of-care diagnostic screenings, in developing a wellness promotion/ chronic disease management plan of care. Students demonstrate effective professional communication and collaboration strategies and caring behaviors in performing health assessments for culturally diverse patients and families across the lifespan. Students employ a participatory approach to the nursing care of patients across the lifespan that demonstrates empathy, cultural sensitivity, professionalism, and compassionate care. Students integrate the principles of person-centered and humanistic care, critical thinking, and clinical judgment while performing, documenting, and communicating the assessment of patients across their lifespans.</p>	4
<p>NURS 352 - Introduction to Nursing Scholarship In this course, students will demonstrate the ability to differentiate among various approaches to scholarly practice including qualitative and quantitative research methods to advance nursing knowledge and practice. Students will critically appraise current evidence-based research findings as they apply to nursing practice. Students will evaluate the reporting of evidence-based research to include the level of evidence, legal and ethical conduct in protecting human subjects, and the impact on health equity in clinical research. Students will generate a PICOT question that addresses a current nursing practice issue, while incorporating quality improvement principles to benefit nursing practice for individuals, communities and populations.</p>	3
<p>NURS 372 - Introduction to Healthcare Informatics Technology in Nursing In this course, students will describe the various communication and information technologies utilized in patient-centered, healthcare system level, community-based, and population-focused nursing practice settings. Students will comply with ethical, legal, and regulatory standards in healthcare information technologies in the delivery of safe, high-quality nursing care. Students will summarize evidence-based practice evidence using clinical judgment and reasoning on both current and future healthcare information technology topics. Students will identify the types of information and communication technologies to gather data, generate knowledge, collaborate interprofessionally, and promote accurate documentation of care within diverse populations in a variety of settings.</p>	3
<p>NURS 392 - Policy, Politics, & Economics in Healthcare</p>	3

<p>In this course, students will discuss policies, politics, and economics of the nursing profession, advocacy groups, healthcare organizations and population health with a focus on policies that impact health equity, health promotion, chronic diseases, quality and patient safety, access to care, social determinants of health, and cost factors. Students explain the legislative process, advocacy efforts of nursing professional organizations as well as payment models. Students analyze the impact of sociocultural, economic, and environmental factors on current, relevant topics in health policy legislation to support nurses in leading the change process and better understanding challenges related to diversity, equity, inclusion, quality, access, affordability, and social justice at the local, state, and national levels within a variety of healthcare settings. This course will inspire students to practice effective oral and written communication and advocacy skills consistent with ethical standards of professional conduct to encourage policy change that will support the application of social justice principles in health care.</p>	
<p>NURS 412 - Population, Global, and Community Health Issues In this course, students will describe the diverse roles of community/public/global health nurses in promoting population-focused care supporting diversity, equity, inclusion, cultural competence, social justice, and high-quality health outcomes. Students will integrate evidence, theory, professional standards, ethics, and knowledge from nursing, public health, and other related disciplines to guide population-focused nursing practice. Students will assess global health data, social determinants of health, disaster preparedness, health literacy, and potential outcomes that influence the access and delivery of safe care, use of resources and technology, and development of equitable policies that promote population health and disease prevention. Students will foster interprofessional communication and collaboration as well as leadership skills to engage in effective partnerships while advocating for the overall health of people.</p>	3
<p>NURS 432 - Leadership in Personal and Professional Nursing Practice In this course, students will define and examine leadership principles, styles, and theories for diverse nursing leadership roles in a variety of healthcare settings. Students will expand upon their nursing knowledge base and skills to focus on communication, interprofessionalism, budgeting, collaboration, and crisis/conflict management. Nurse leaders play a major role in the delivery of safe, high-quality, cost-effective, and equitable healthcare services to patients, families, communities, populations, and healthcare systems. Students will integrate a spirit of inquiry, clinical judgment, innovative ideas, along with diversity, equity, and inclusion while utilizing recent literature promoting evidence-based practice in the realm of current issues facing nurse leaders today. Students will self-reflect on biases, emotional intelligence, self-efficacy, and compassionate care to all. Students will demonstrate their personal and professional development that fosters healthy well-being, life-long career learning, and leadership development.</p>	3

<p>NURS 452 - Complex Healthcare Systems: Quality Improvement and Patient Safety</p> <p>In this course, students will explore the relationships of leadership theories, frameworks, concepts, models, management, patient safety, and quality improvement within today's fast-paced, dynamic healthcare systems. Students will lead with innovative solutions to address complex health care issues utilizing evidenced-based practice across the continuum of care. Students will incorporate financial management principles, cost-effectiveness of care, and payment models. Nursing knowledge will be applied to a systems-based framework including the importance of advocacy, policy, regulatory, and ethical standards with a focus on diversity, equity and inclusion, health disparities, racism, and social determinants of health.</p>	3
<p>NURS 472 - Nursing Practice Experience</p> <p>In this practice experience course, students will synthesize knowledge derived from nursing theory, leadership, scholarship, and practice experiences. Students will collect data and information about regional community-based organizations to develop a project to improve the health and well-being of individuals, families, communities, and populations. Students will incorporate the essential concepts of high-quality care, patient safety, interprofessional partnerships, systems-based practice, healthcare informatics to improve healthcare outcomes along a continuum of care. Students will demonstrate how they will transition to the role of the baccalaureate-prepared, registered nurse utilizing critical thinking, clinical reasoning, compassionate care, communication skills, ethics, and professionalism. Topics will include Aging and End of Life Care, Chronic Disease Management, Health Promotion, and Regenerative-Restorative nursing care.</p>	2
<p>NURS 496 - Nursing Capstone</p> <p>Students must have successfully completed 25 credits of prior nursing coursework before engaging in this final capstone course. This intensive writing course will allow students to demonstrate achievement of the UMGC nursing program learning goals/outcomes, skills, and competencies gained throughout the RN to BSN program. Students will design a quality improvement patient safety project related to a current nursing practice issue utilizing evidence-based practice that exemplifies the culmination of previous nursing coursework.</p>	3
Total	30 credits

5. Discuss how general education requirements will be met, if applicable.

All UMGC undergraduate students are required to complete 41 credit hours in general education requirements. These requirements include courses in writing and communications, arts and humanities, social and behavioral sciences, natural sciences, mathematics, technology, and research. Those required 41 credits are part of the RN to BSN program sequence and degree graduation review.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

The program is accredited by the Commission on Collegiate Nursing Education (CCNE). The program's next re-accreditation is due in 2030. The program will be submitting a substantive change form to CCNE to report the update to the existing program.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

N/A for this program as it does not contract with other institutions.

8. Provide assurance and any appropriate evidence that the proposed program will provide 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 systems, availability of academic support services and financial aid resources, and costs and payment policies.

- UMGC maintains a comprehensive website that houses all updated information about its programs. Students will have access to degree requirements, course catalogs, course schedules, and other pertinent information about the program.
- The website also provides specific and clear information about technology requirements for UMGC students, information and training on learning management system, and other additional resources to maximize students' learning experience.
- A variety of support services are available to students for academic assistance (Tutoring, Writing Center), as well as technical support and financial aid.
- UMGC students are guided by the Student Handbook that is available online and serves as a general guide for all current and prospective students. In addition, students in the Nursing for Registered Nurses program have a program handbook as well.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

All Nursing for Registered Nurses program-related communications (advertising, recruiting and admission materials) are done with UMGC-wide institutional communication strategy which adheres to the principle of truth in advertising. All written and electronic materials prepared for prospective students for the purpose of recruitment will accurately and clearly represent the courses, the program, and services available.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

UMGC has many existing articulations with community colleges, both within the state of Maryland and nation-wide, reflecting the national and international reach of our service

capacity. UMGC has a flexible and convenient transfer policy – accepting up to 70 credits from community colleges – and we also offer a “completion scholarship,” whereby students who complete their 2-year degree at a local community college are guaranteed admission to UMGC as well as a tuition rate which will allow recipients of the scholarship to complete the four-year degree for \$12,000 or less. There are 15 existing articulations with all the community colleges in Maryland that offer an associate degree in nursing and the Nursing for Registered Nurses program, thereby offering students from these community college a seamless pathway to a four-year degree in Nursing.

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

- 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

UMGC’s model employs full-time faculty (known as collegiate faculty) in faculty leadership roles, such as Department Chairs and Program Directors, with responsibility for the overall intellectual coherence and integrity of the program. Other collegiate faculty teach and serve in complementary roles that maintain and support the academic programs, providing input into the design and content of the program and their courses. This core group of full-time collegiate faculty will support the Adjunct faculty in teaching in the program courses.

In keeping with UMGC’s emphasis on workplace relevance, the Nursing for Registered Nurses teaching faculty will be practicing professionals who teach part-time for UMGC. These adjunct faculty provide instruction for most courses (which is true for all programs at all levels at UMGC). This model is responsible for one of UMGC’s greatest strengths: scholar-practitioner faculty who have solid academic credentials and continue to work outside the university, providing a continuous infusion of current workplace knowledge, career relevant perspectives, and maximum flexibility for adapting to changing student demand and rapidly changing industries and technologies. In this way, UMGC supports students in a learning experience that is practical and relevant to today’s competitive and evolving global marketplace. Many adjuncts have considerable experience with UMGC. Collegiate and adjunct faculty both hold academic rank and title, based on their academic qualifications and professional experience, including teaching experience at UMGC. Since 1996 UMGC has held a MHEC-approved waiver of the Code of Maryland (COMAR) requirements for total credit hours taught by full-time faculty (Appendix A).

The centrality and appropriateness of UMGC’s faculty model relative to its educational mandate and mission were reaffirmed by MHEC in its 2016 review of mission statements, as evidenced in the following excerpt from the Commission’s report:

“UMUC intentionally seeks highly qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university’s mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC’s capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing programs is particularly important to the university: given its history of

very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting.⁹ “

Consistent with this model, UMGC has a substantial roster of faculty with expertise in areas related to Nursing. Teaching effectiveness is monitored by class observation, student course evaluations, and program-specific, student-level competency assessment. The Nursing for Registered Nurses program already has an active unit of faculty qualified and prepared to teach courses in this program. There are several faculty who have been teaching with the program since its start in 2013, with the average years of working with the program as 6 years. Additional faculty are recruited as needed.

Table 11 is a partial list of faculty with their graduate degree title(s), academic title/rank, and the courses they will teach:

Table 11: Faculty Availability for Program.

Name and degree title	Academic Rank	Courses
Catherine Amitrano MSN, RN	Adjunct Asst Professor	NURS 302- Transition to Professional Nursing Practice NURS 452 – Complex Healthcare Systems: Quality Improvement and Patient Safety
Latonya Anderson MSN, RN	Adjunct Instructor	NURS 302- Transition to Professional Nursing Practice NURS 322 – Health Assessment and Wellness Promotion NURS 392- Policy, Politics, & Economics in Healthcare NURS 412 – Population, Global and Community Health Issues
Jacqueline M. Bateman, DNP, RN, CHPN®, CNEcl	Adjunct Assoc Professor	NURS 302- Transition to Professional Nursing Practice NURS 352 – Introduction to Nursing Scholarship NURS 392 – Policy, Politics, & Economics in Healthcare NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 472 – Nursing Practice Experience
Mirella V. Brooks, PhD, APRN, FNP-BC	Adjunct Professor	NURS 372 – Introduction to Informatics and Technology in Nursing Practice NURS 392- Policy, Politics, & Economics in Healthcare NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 452 – Complex Healthcare Systems: Quality Improvement and Patient Safety
Angela D’Alto, MS, RN	Adjunct Instructor	NURS 412 – Population, Global and Community Health Issues NURS 472- Nursing Practice Experience
Denise Foster PhD, MSN, RN, CNE	Adjunct Assoc Professor	NURS 302- Transition to Professional Nursing Practice NURS 352 – Introduction to Nursing Scholarship NURS 392- Policy, Politics, & Economics in Healthcare

⁹ Source: Maryland Higher Education Commission (December 2015), Mission Statement Review: http://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf

		NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 452 – Complex Healthcare Systems: Quality Improvement and Patient Safety
Bonnie Franckowiak DNP, RN, FNP-BC	Adjunct Assoc Professor	NURS 302- Transition to Professional Nursing Practice NURS 322 – Health Assessment and Wellness Promotion NURS 412 – Population, Global and Community Health Issues NURS 472- Nursing Practice Experience NURS 496 – Nursing Capstone
Teresa Gaston, DNP, RN, CNE, BC	Acting Program Director & Collegiate Professor	NURS 302- Transition to Professional Nursing Practice NURS 322 – Health Assessment and Wellness Promotion NURS 352 – Introduction to Nursing Scholarship NURS 372 – Introduction to Informatics and Technology in Nursing Practice NURS 392- Policy, Politics, & Economics in Healthcare NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 452 – Complex Healthcare Systems: Quality Improvement and Patient Safety NURS 472- Nursing Practice Experience NURS 496 – Nursing Capstone
Daniel Gracie, DNP, RN	Adjunct Professor	NURS 302- Transition to Professional Nursing Practice NURS 352 – Introduction to Nursing Scholarship NURS 372 – Introduction to Informatics and Technology in Nursing Practice NURS 392- Policy, Politics, & Economics in Healthcare NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 452 – Complex Healthcare Systems: Quality Improvement and Patient Safety
Soraya Green, MS, RN	Adjunct Asst Professor	NURS 302- Transition to Professional Nursing Practice NURS 352 – Introduction to Nursing Scholarship NURS 372 – Introduction to Informatics and Technology in Nursing Practice NURS 392- Policy, Politics, & Economics in Healthcare NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 496 – Nursing Capstone
Yvette Hammond, MSN, RN	Adjunct Asst Professor	NURS 302- Transition to Professional Nursing Practice NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 472- Nursing Practice Experience

Bonita Jenkins , EdD, RN	Adjunct Professor	NURS 352 – Introduction to Nursing Scholarship NURS 392- Policy, Politics, & Economics in Healthcare NURS 412 – Population, Global and Community Health Issues
David Kimble , EdD, RN, PNHCNS-BC, CNE	Adjunct Assoc Professor	NURS 302- Transition to Professional Nursing Practice NURS 352 – Introduction to Nursing Scholarship NURS 392- Policy, Politics, & Economics in Healthcare NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 496 – Nursing Capstone
Lindsey Leeds , MSN, RN	Adjunct Asst Professor	NURS 352 – Introduction to Nursing Scholarship NURS 496 – Nursing Capstone
Stacey Malinowski , DNP, RN, CCRN, PCCN	Adjunct Assoc Professor	NURS 302- Transition to Professional Nursing Practice NURS 352 – Introduction to Nursing Scholarship NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 452 – Complex Healthcare Systems: Quality Improvement and Patient Safety NURS 496 – Nursing Capstone
Denise McKain , PhD, RN, CNE	Adjunct Assoc Professor	NURS 302- Transition to Professional Nursing Practice NURS 352 – Introduction to Nursing Scholarship NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 452 – Complex Healthcare Systems: Quality Improvement and Patient Safety
Kimya Nance , PhD, RN	Adjunct Assoc Professor	NURS 302- Transition to Professional Nursing Practice NURS 352 – Introduction to Nursing Scholarship NURS 372 – Introduction to Informatics and Technology in Nursing Practice NURS 392- Policy, Politics, & Economics in Healthcare NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 452 – Complex Healthcare Systems: Quality Improvement and Patient Safety
Gina Percoco , DNP, MBA, RN, CNE	Adjunct Assoc Professor	NURS 302- Transition to Professional Nursing Practice NURS 322 – Health Assessment and Wellness Promotion NURS 372 – Introduction to Informatics and Technology in Nursing Practice NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 452 – Complex Healthcare Systems: Quality Improvement and Patient Safety NURS 472- Nursing Practice Experience

Robin L. Pirtle DNP, RN	Adjunct Assoc Professor	NURS 302- Transition to Professional Nursing Practice NURS 322 – Health Assessment and Wellness Promotion NURS 352 – Introduction to Nursing Scholarship NURS 372 – Introduction to Informatics and Technology in Nursing Practice NURS 392- Policy, Politics, & Economics in Healthcare NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 452 – Complex Healthcare Systems: Quality Improvement and Patient Safety NURS 472- Nursing Practice Experience NURS 496 – Nursing Capstone
Carolyn B. Ramwell MSN, CRNP	Adjunct Assoc Professor	NURS 302- Transition to Professional Nursing Practice NURS 322 – Health Assessment and Wellness Promotion NURS 352 – Introduction to Nursing Scholarship NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 452 – Complex Healthcare Systems: Quality Improvement and Patient Safety NURS 472- Nursing Practice Experience NURS 496 – Nursing Capstone
Tammy Schossler, MSN, RN	Adjunct Asst Professor	NURS 352 – Introduction to Nursing Scholarship NURS 372 – Introduction to Informatics and Technology in Nursing Practice NURS 452 – Complex Healthcare Systems: Quality Improvement and Patient Safety NURS 496 – Nursing Capstone
Ellen Sheridan MS, MEd, RN	Adjunct Assoc Professor	NURS 352 – Introduction to Nursing Scholarship NURS 452 – Complex Healthcare Systems: Quality Improvement and Patient Safety NURS 496 – Nursing Capstone
Sandra Sund MSN. FNP-BC	Adjunct Assoc Professor	NURS 302- Transition to Professional Nursing Practice NURS 322 – Health Assessment and Wellness Promotion NURS 392- Policy, Politics, & Economics in Healthcare NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 496 – Nursing Capstone
Juanita Takeno, EdD, RN	Adjunct Professor	NURS 302- Transition to Professional Nursing Practice NURS 352 – Introduction to Nursing Scholarship NURS 372 – Introduction to Informatics and Technology in Nursing Practice NURS 392- Policy, Politics, & Economics in Healthcare NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 452 – Complex Healthcare Systems: Quality Improvement and Patient Safety

		NURS 472- Nursing Practice Experience NURS 496 – Nursing Capstone
Olivia Velez, PhD, MS, MPH, RN	Adjunct Professor	NURS 352 – Introduction to Nursing Scholarship NURS 372 – Introduction to Informatics and Technology in Nursing Practice NURS 392- Policy, Politics, & Economics in Healthcare NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 452 – Complex Healthcare Systems: Quality Improvement and Patient Safety NURS 496 – Nursing Capstone
Kelly Winters, MSN, RN	Adjunct Asst Professor	NURS 302- Transition to Professional Nursing Practice NURS 412 – Population, Global and Community Health Issues NURS 432 – Leadership in Personal and Professional Nursing Practice NURS 452 – Complex Healthcare Systems: Quality Improvement and Patient Safety NURS 472- Nursing Practice Experience NURS 496 – Nursing Capstone

Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

UMGC is committed to providing pedagogy training in support of student learning throughout the faculty life cycle with the institution. FACDEV 411, our required New Faculty Academic Orientation, is a two-week, facilitated online training that covers the history of UMG, pedagogy of adult learning, facilitating online learning, and providing additional support for students through UMG's Library, Effective Writing Center, and Office of Accessibility Services. Parallel required training courses exist for faculty teaching hybrid courses.

In addition, faculty members have access to just-in-time professional development opportunities such as our bi-monthly webinars; self-paced workshops on pedagogical and LMS-related matters; quick guides on online classroom support and technology; and a variety of Skillsoft courses.

b) The learning management system

UMGC provides multiple touchpoints to ensure thorough orientation to and continued education about our Learning Management System (LMS), Desire2Learn (D2L). Building on the materials provided in FACDEV 411, UMG offers workshops on grading strategies; the integration of audio and video feedback to students; gradebook setup and rubrics; crafting powerful introductions; open education resources (OERs) used in the classroom; and netiquette.

In addition, many webinars directly amplify the skills needed by faculty members to be

successful in the online classroom, e.g., recursive feedback; scaffolding student learning; digital literacy; classroom assessment techniques; creating a more engaging classroom; etc.

c) **Evidenced-based best practices for distance education, if distance education is offered.**

Besides the strategies outlined above, UMGC has recognized the need to equip faculty more comprehensively with skills and abilities to enhance engagement and coaching, to improve student learning and retention.

To that end, UMGC has developed a coaching training that is available to all UMGC faculty. Faculty teaching in this program will therefore benefit from this training. This faculty training course, FACDEV 111—Coaching and Providing Feedback that Matters—will provide coaching skills to create an active and motivating presence in the classroom to establish helpful and supportive relationships with each student leading to persistence and academic success.

This addition to our training catalog will diminish the distance between faculty and students inherent in online courses by providing specific strategies and tactics to facilitate regular interaction and outreach and personalized and actionable coaching and feedback.

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

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

No new library resources are needed to serve the revised Nursing for Registered Nurses program. The UMGC Library provides access to a vast array of library resources and services to UMGC students, faculty, and staff worldwide to meet their academic needs and includes a wide and varied collection of journal articles, reports, case studies, and, in some instances, complete books available electronically via a comprehensive selection of online library databases. Library services include instruction, reference, electronic reserves, and document delivery for materials not otherwise available in the library databases. The UMGC Library relies on distributed technology as its primary mechanism to provide online access to resources and services to UMGC's widely dispersed, working-adult student population.

The curated collection of online academic research databases available to UMGC faculty and students provides access to hundreds of thousands of full-text articles as well as reports, statistics, case studies, book chapters, and complete books in a wide range of subject areas. In addition, students have access to the full text of dissertations and theses via the *ProQuest Dissertations and Theses* database. The library assists faculty and learning designers in providing links to Library materials directly in online classes.

The UMGC Library also offers other resources and services. UMGC students, faculty, and staff within the continental United States have access to more than ten million volumes in print from the 16-member University System of Maryland and Affiliated Institutions (USMAI) library consortium. The UMGC Library offers document delivery services to all UMGC students, faculty, and staff worldwide for a variety of materials, including journal articles and book chapters. UMGC's expanding collection of 75,000 electronic books (e-

books) has significantly increased the ability to meet the needs of UMGC's global population.

The UMGC Library provides faculty and students with research assistance in creating search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats via its *Ask a Librarian*, which includes 24/7 chat and email. A guide to locating scholarly articles and using UMGC's library databases. The UMGC Library *OneSearch* tool allows users to simultaneously search for scholarly articles, books, and/or other research resources via a single search engine in most of the databases to which the UMGC Library subscribes, either directly or as additional resources.¹⁰ In addition, UMGC faculty can request customized library instruction sessions for both on-site and online classes, and can also add UMGC Library tutorials and materials to their learning management system classrooms and refer students to them through the Web gateway.

A librarian liaison assigned to each academic department assists faculty with resource identification and other program needs. The Subject Guides area of the library's web site provides a listing of resource guides for each subject area, with each guide containing relevant databases, Web sites, books, and other resources along with technical and citation assistance. In addition to the databases that are available to the university, additional databases that are available to support the nursing program include CINAHL, Nursing Reference Center Plus, ScienceDirect, MEDLINE, Health Source Nursing/Academic and Consumer Edition, Healthcare Administration Database, and Health Business Elite.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

- 1. Provide an assurance that physical facilities, infrastructure, and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

The revised Nursing for Registered Nurses program will continue to be primarily offered online using a distance education platform, except for a required practicum experience. Existing resources related to facilities, infrastructure, and equipment are adequate to meet the Nursing for Registered Nurses program needs.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
 - a) An institutional electronic mailing system, and**
 - b) A learning management system that provides the necessary technological support for distance education**

UMGC has an internal email network that provides all incoming students and all faculty with consistent email domains @student.umgc.edu and @faculty.umgc.edu respectively. Students are encouraged but not limited to using this email address in all their communication with the university. Faculty are required to use their UMGC addresses for all their official UMGC communications.

¹⁰ Source: UMGC Library, 2020: <http://sites.umgc.edu/library/index.cfm>

UMGC's standard learning management system is Desire2Learn (D2L). All UMGC classes are taught using this system and all the students with appropriate technology and online access (referenced in section G8) have access to this system through their learning portal. Support is available for students and faculty through a 24/7 help desk and a large variety of online help resources on UMGC's [website](#).

- L. Adequacy of Financial Resources with Documentation** (as outlined in COMAR 13B.02.03.14)
- 1. Complete Table: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

No new general funds are required for the continuation of this program. The financial table that follows is based only on students entering the revised program.

As shown in Table 12 below, the program is expected to be self-supporting from inception. If necessary, resources will be reallocated from an Applied Science program to support the revised program in year one. Regarding expenditures UMGC's existing base of FTE faculty and administrative and support staff will be redirected to support and serve the Nursing for Registered Nurses program.

For the resource category 2.e, note that only instate tuition is considered.

Table 12: Resources

Resource Categories	Year1	Year2	Year 3	Year4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	2,569,466	2,627,672	2,700,567	2,789,223	2,894,981
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	687	691	698	708	722
e. Credit Hour Rate	320	326	332	338	344
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total PIT Revenue (d x e x f)	2,569,466	2,627,672	2,700,567	2,789,223	2,894,981
3. Grants, Contracts & Other External Sources *	56,672	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	2,626,138	2,627,672	2,700,567	2,789,223	2,894,981

* NSP II Grant Funds used for Subject Matter Experts for course revision

2. **Complete Table: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**

The data below for faculty, staff, and technical support and equipment is based on UMGC's existing base of FTE faculty and administrative and support staff who will be utilized to support and serve the Nursing for Registered Nurses program, as well as existing technical support and equipment.

In category 1.b, the adjunct faculty salary is the median salary for an adjunct associate faculty member with a terminal degree at longevity step 11. In category 7, the expenditure listed is for course development.

Table 13: Program expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Faculty (b + c below)	554,979	569,782	587,160	607,308	630,469
a.Number of FTE	11.19	11.25	11.35	11.52	11.74
b.Total Salary	482,897	495,675	510,808	528,478	548,908
c.Total Benefits	72,082	74,108	76,352	78,830	81,561
2.Admin. Staff (b + c below)	298,300	307,249	316,467	325,961	335,740
a.Number of FTE	1.60	1.60	1.60	1.60	1.60
b.Total Salary	217,737	224,270	230,998	237,928	245,065
c.Total Benefits	80,563	82,980	85,469	88,033	90,674
3.Support Staff (b + c below)	256,049	263,730	271,642	279,791	288,185
a.Number of FTE	0.54	0.43	0.43	0.43	0.43
b.Total Salary	186,896.95	192,504	198,279	204,227	210,354
c.Total Benefits	69,152	71,226	73,363	75,564	77,831
4.Technical Support and Equipment*	10,351	10,403	10,507	10,664	10,878
5.Library	0	0	0	0	0
6.New or Renovated Space	0	0	0	0	0
7.Other Expenses**	240,000	0	0	0	0

TOTAL (Add 1 - 7)	1,359,679	1,151,165	1,185,776	1,223,725	1,265,272
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*GoReact software **Course development

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

1. Discuss procedures for evaluating courses, faculty, and student learning outcomes.

UMGC has created an annual program review process that includes assessment of student learning as described earlier along with non-direct measures of student learning including student course evaluations, student retention and graduation rates, and student program surveys administered in capstone courses. As part of this process, external data is collected, including enrollment in related programs at other institutions and trends in labor markets. UMGC’s mission for career relevant education requires that program learning goals and curriculum are maintained in the context of changing needs in labor markets and required skills for graduates.

As part of the annual program review, courses within the program portfolio are reviewed for course health. This includes student success rates within courses and course reenrollment rates (how many students in a course re-enroll in the following term). In addition, student course evaluations are administered every term for every course. Data are aggregated in academic dashboards at the course level to allow faculty to evaluate the effectiveness of course curriculum and delivery. When a course is scheduled for revision, faculty teaching the course are surveyed to provide input to the faculty and instructional designers revising the course.

UMGC is adopting Quality Matters for course evaluation. As that process rolls out, courses will be reviewed on a regular basis against the Quality Matters rubric to ensure quality of course materials and design.

Full-time faculty are reviewed at least every two years. Part-time faculty are reviewed on a course/semester basis. The student course evaluation provides an opportunity for faculty to receive both quantitative and qualitative feedback on their teaching.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Faculty, administrators, and the Office of Academic Quality collaborate to implement and monitor assessment activities, review results, and make appropriate resources, curriculum, or other modifications. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Changes are made to curriculum and/or student support models. The process supports a continuous cycle of improvement.

Additional evaluation includes tracking of student retention, grade distributions and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support and adequacy of facilities.

N. Consistency with the State’s Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution’s cultural diversity goals and initiatives.

UMGC seeks to reflect the diversity of the global community it serves. Cultural differences are recognized, valued, and considered essential to the educational process. UMGc provides an academic environment in which diversity is not only articulated as one of the institutional core values, but it is reflected in the university’s ethnically and racially diverse student body and its proven record of providing higher education access to minority students. The university’s Integrative Learning and Design unit collaborates with UMGc’s Office of Diversity and Equity to ensure a robustly inclusive curriculum that is built around UMGc’s focus on project-, scenario-, and problem-based learning, which learning science has shown to respond to the learning approaches most effective more adequately for adult students.

The Nursing for Registered Nurses Program is designed to support UMGc’s overall mission to set a global standard for excellence and to be respected as a leader in affordable and accessible adult education programs. At UMGc this commitment to affordability and access is synonymous with a commitment to diversity and inclusion.

A study conducted in 2020 at Grambling State University has shown that African American college students perceived ACT testing, lack of support systems, and access to financial aid as a barrier to entering a public regional university¹¹. A study by Ford and Pinedo (2022) indicated that the obstacles faced by the Latino community included lack of knowledge on how to apply for college and lack of financial resources.¹² UMGc’s open admission approach is central to this commitment in addressing these disparities. The process to apply for admission is streamlined and does not require the submission of standardized test scores, thus removing this as a barrier. UMGc employs data-driven decision-making that ensures that academic programs are broadly accessible and offer high-quality education at an affordable cost. These measures are also in alignment with UMGc’s [Diversity, Equity and Inclusion Strategic Plan](#), which has a goal of expanding access to higher education to a broader community, by helping to close financial and career gaps that many underrepresented groups face.

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

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Not applicable

¹¹ Davidson, Jillian; Clark, Teresa B.; Ijames, Amanda; Cahill, Ruth Faith; Johnson, Trent. (2020) African American Student Perceptions of Higher Education Barriers. *Educational Research Quarterly*, v43 n4 p59-70. <https://eric.ed.gov/?id=EJ1251480>

¹² Ford, K., & Pinedo, M.C. (2022). Learning to Increase Access to Higher Education in a New Latino Destination. *Journal of Higher Education Outreach and Engagement*, 26 (1): 105-16. <https://files.eric.ed.gov/fulltext/EJ1342702.pdf>

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

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**
- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

University of Maryland Global Campus has been approved to offer distance education by the Middle States Commission on Higher Education (MSCHE) and maintains compliance with COMAR 13B.02.03.22. UMGC is approved to offer distance education as an alternative delivery method included within its scope of accreditation, as evidenced in the university's MSCHE Statement of Accreditation Status. Furthermore, among its many recognitions, as of 2016 UMGC had received five Sloan Consortium (now Online Learning Consortium) Excellence Awards for online program quality and three IMS Global Learning Consortium awards for technology integration in the classroom environment.

Historically, UMGC was an early provider of off-campus educational opportunities for students and one of the first universities in Maryland to develop online education. UMGC has been a leader among public institutions in providing quality and affordable online education and has been providing distance education to residents of the state of Maryland, to the nation's service members, and to those who live outside of Maryland for more than seventy years. Additionally, UMGC's Europe and Asia divisions offer hybrid and onsite classes to fulfill contract requirements and meet the needs of military students overseas. Stateside, all onsite classes, except for an occasional accelerated offering, are in hybrid format, blending onsite and online delivery.

UMGC's distance education offerings, are in compliance with C-RAC's 2011 Guidelines.

Appendix A



90-2-1.001

Robert L. Ehrlich, Jr.
Governor

Michael S. Steele
Lt. Governor

John J. Oliver, Jr.
Chairman

Calvin W. Burnett
Secretary of Higher Education

cc: LEL
Bob J.

MEMORANDUM

DATE: January 6, 2005
TO: Dr. Nicholas H. Allen
Provost and Chief Academic Officer, UMUC
FROM: Michael J. Kiphart, Ph.D. *MAK*
Assistant Secretary for Planning and Academic Affairs
SUBJECT: UMUC Waiver of Full-Time Faculty and Library/Learning Resources Center

Office of the Provost
UMUC

JAN 10 2005

According to our records, UMUC's request for a waiver of full-time faculty and library/learning resource center went before the Education Policy Committee on January 16, 1996. The Education Policy Committee **approved for the University a waiver of the definition of full-time faculty and library/learning resource center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*, and further, that the Commission instruct the Secretary of Higher Education to review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.**

On February 15, 1996, the matter went before the Commission and an **amended recommendation was approved. The Commission approved for the University a waiver of the requirements for total credit hours taught by full-time faculty and for a waiver of the requirements for a minimum library collection for the Library/Learning Resource Center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*.** Further, the Commission instructed the Secretary of Higher Education to **review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.** The Commission also approved a recommendation that the Faculty Advisory Council and Student Advisory Council recommendations be referred to the University of Maryland System Board of Regents.

Enclosed are documents supporting the approval of the waiver. Should you require additional assistance, please contact David Sumler, Director of Academic Affairs – Planning and Policy, at 410-260-4533 or dsumler@mhec.state.md.us.

MJK:aaw
Enclosures



cc: as files

Forward memo
for appropriate
action
via
Comm. on ED
Policy

Mr. Lance W. Billingsley, Esq.
Chairman, Board of Regents
University of Maryland System
3300 Metzgerott Road
Adelphi, MD 20783

April 23, 1996

RECEIVED
APR 30 1996
By VCAA

Parris N. Glendening
Governor
Edward O. Clarke, Jr.
Chairman
Patricia S. Florestano
Secretary of
Higher Education

RECEIVED

APR 29 1996

OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

Dear Mr. Billingsley:

At its February 15, 1996 meeting, the Maryland Higher Education Commission considered a request by University of Maryland University College for a waiver of the Commission's minimum requirements in the area of full-time faculty and library resources. The Commission has granted the waiver.

In the discussion of the waiver and related issues, both the Faculty Advisory Council and the Student Advisory Council to the Commission raised issues which the Commission felt were more appropriately addressed by the University of Maryland's governing board. Therefore, I am forwarding to you the resolutions submitted to the Commission by these two advisory councils, in addition to the relevant materials considered by the Commission in granting the waivers.

Consistent with the final recommendations of the Commission on this matter, I would appreciate a review of these issues by the Board of Regents. I would also appreciate receiving the results of that review when it is completed. Since the academic year is coming to a close, I realize that any reaction on the part of the Board of Regents may be delayed until next fall. In light of that schedule, could you please supply the Commission with the Board of Regents' position by November 1, 1996.

Sincerely,
Edward O. Clarke, Jr.
Edward O. Clarke, Jr.
Chairman

EOC:PSF:JAS:ds

Enclosures

cc: Dr. Patricia S. Florestano
Dr. Donald N. Langenberg

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