



October 31, 2022

Dr. James D. Fielder, Jr., Secretary
Maryland Higher Education Commission
6 North Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Secretary Fielder,

Hood College is submitting for your review a timely proposal for a Master of Science in Nursing (MSN). While completing a BSN is central to the role of the professional nurse, it is only the beginning for many nurses who wish to advance their expertise and impact health care delivery at a higher level. Nurses with graduate-level preparation are needed to provide both leadership in our healthcare system and superior care to patients.

In response to these needs, Hood College proposes the MSN degree to meet the current and projected need for nurses prepared at the graduate level. Building on the success of its undergraduate and graduate programs, Hood College is uniquely positioned to educate generations of nursing professionals given the current and projected demand in the field, building on the college's resources and geographic location. Pending the Commission's concurrence, the College wishes to begin offering the proposed MSN during the 2023-24 academic year. Therefore, we formally request your review and approval of this program.

Sincerely,

Deborah D. Ricker, Ph.D.
Provost and Vice President of Academic Affairs

Enclosure



Melissa McHugh Short, MBA, MN, RN

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Melissa.Short@MeritusHealth.com

October 17, 2022

Dear Provost Ricker,

As the Chief Nursing Officer at Meritus Medical Center, I am writing to express my interest in expanding our collaboration with the Hood College Nursing Program as it relates to graduate nursing degrees. We have both benefitted from our partnerships related to the undergraduate program and other degree programs at Hood College.

The collaborative activities would greatly benefit both of our organizations as students pursue graduate nursing education. For example, we welcome opportunities to host your graduate nursing practicum students to expose them to a “real-world laboratory” with actual issues in healthcare. A regularly scheduled exchange of current knowledge and cutting-edge developments in the field of healthcare via lunch meetings or guest lectures at our respective facilities would enhance our collaboration and resource sharing in these educational opportunities.

The expanded collaboration would support Meritus’ organizational goals by preparing nurses at the graduate level to serve inpatient, outpatient and community needs. It would support our professional practice environment and ongoing goal to increase the percentage of nurses with BSN or higher degrees.

On behalf of Meritus Medical Center we look forward to working with your faculty on this project to provide an educational pathway for students to enter an important phase in their careers by pursuing a graduate nursing degree.

Sincerely,

Melissa McHugh Short, MBA, MN, RN

October 17, 2022

Dear Provost Ricker,

As the COO at Frederick Health, I am writing to express my interest in expanding our collaboration with the Hood College Nursing Program as it relates to graduate nursing degrees. We have both benefited from our partnerships related to the undergraduate program and other degree programs at Hood College.

The collaborative activities would greatly benefit both of our organizations as students pursue graduate nursing education. For example, we welcome opportunities to host your graduate nursing practicum students to expose them to a “real- world laboratory” with actual issues in healthcare. A regularly scheduled exchange of current knowledge and cutting-edge developments in the field of healthcare via lunch meetings or guest lectures at our respective facilities would enhance our collaboration and resource sharing in these educational opportunities.

On behalf of Frederick Health, we look forward to working with your faculty on this project to provide an educational pathway for students to enter an important phase in their careers by pursuing a graduate nursing degree.

Sincerely,



Cheryl Cioffi, DNP, RN, NEA-BC, FACHE
Senior VP, Chief Operating Officer



**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: <i>Anselma E. Chapman</i> Date:		
			Date of Approval/Endorsement by Governing Board:		



MASTER OF SCIENCE IN NURSING

October 31, 2022

A. Centrality to institutional mission statement and planning priorities:

Program Description

Hood College, founded in 1893, is located in downtown Frederick, Maryland and is approximately one hour from Washington D.C. and Baltimore. The College offers thirty-three (33) undergraduate majors, nineteen (19) master's degrees, eleven (11) post-baccalaureate certificate programs and two (2) doctoral degrees. Thirty-eight percent (38%) of the student body is from under-represented racial or ethnic populations, hailing from more than twenty-eight (28) states and twenty-one (21) countries. Over ninety percent (90%) of the faculty hold doctoral or terminal degrees. With a 1:11 student to faculty ratio, students are given high-quality, personalized attention, which fosters their academic and professional success.

For over a century, Hood College has been preparing students to make a difference in their chosen career and community. Hood College implemented a prelicensure Bachelor of Science in Nursing (BSN) in 2014, achieving full accreditation through 2028 by the Collegiate Commission on Nursing Education (CCNE)¹ and approval by the Maryland Board of Nursing. The program has graduated nearly 100 students since its inception who have become licensed as registered nurses, primarily working in Maryland.

The demand for nurses with graduate education to practice within the healthcare system and nursing education is a current and future need. The national nursing workforce at all levels have been affected by an aging population, nurses leaving active practice to retire, and more recently, the effects of the COVID pandemic. According to the American Association of Colleges of Nursing (AACN)² the U.S. is projected to experience an intensified shortage of registered nurses as Baby Boomers retire, the aging population grows, and need for health care grows.

According to the Bureau of Labor Statistics Registered Nursing (RN) is listed among the top occupations in terms of job growth through 2029³. The RN workforce is expected to grow from 3 million in 2019 to 3.3 million in 2029, an increase of 221,900 or 7%. The Bureau also projects 175,900 openings for RNs each year through 2029 when nurse retirements and workforce exits are factored into the number of nurses needed in the U.S.

¹ CCNE, Commission on Collegiate Nursing Education, <https://www.aacnnursing.org/CCNE>

² AACN, <https://www.aacnnursing.org/News-Information/Fact-Sheets/Nursing-Shortage>

³ U.S. Bureau of Labor Statistics, <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>

According to AACN's report on enrollments, graduations, and the nursing shortage^{4,5} U.S. nursing schools turned away 80,407 qualified applicants from baccalaureate and graduate nursing programs in 2019 due to insufficient number of faculty, clinical sites, classroom space, and clinical preceptors, as well as budget constraints. Almost two-thirds of the nursing schools responding to the survey pointed to a shortage of faculty and/or clinical preceptors as a reason for not accepting all qualified applicants into their programs. Thus, there is a continuing need to prepare nurses at the graduate level to be able to teach the nurses of the future.

In 2017, the U.S. Census Bureau reported that by 2030, the number of US residents age 65 and over is projected to rise to 82 million, thereby spurring an increased need for the older adult and geriatric population, including care for individuals with chronic diseases and comorbidities. According to the US Bureau of Labor Statistics⁶ overall employment for advanced practice registered nurses (APRNs) such as nurse practitioners is expected to grow 45% from 2020 to 2030, much faster than for the average for all occupations. Many of these positions are expected to result from nurses exiting the labor force, such as to retire, and as a result of the aging population needing more healthcare resources.

While completing a BSN is central to the role of the professional nurse, it is only the beginning for many nurses who wish to advance their expertise and impact health care delivery at a higher level. Nurses with graduate-level preparation are needed to provide high quality care; conduct research; teach online, across clinical and classroom settings; shape public policy; lead health systems; consult with corporations; and implement evidence-based solutions that revolutionize health care. These providers are in great demand to fill established and emerging roles that allow nurses to focus on a variety of practice areas, such as geriatrics, pediatrics, public health, informatics, systems improvement, and genetics/genomics.

In response to these trends, Hood College proposes the Master of Science in Nursing degree program to meet the current and projected need for nurses prepared at the graduate level. Building on the success of its undergraduate and graduate programs, Hood College is uniquely positioned to educate generations of nursing professionals given the current and projected demand in the field, building on the college's resources and geographic location. Further, the proposed graduate degrees address the core mission of the College: *"Through an integration of the liberal arts and the professions, Hood College provides an education that empowers students to use their hearts, minds and hands to meet personal, professional and global challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement."* (www.hood.edu/discover/about-college/mission-vision)

The proposed graduate nursing program will expand the relationship between the College and local healthcare systems, including Frederick Health and Meritus Medical Center. As part of the College's 2022-2025 Strategic Plan, a significant investment in the growth of the Ruth Whitaker Holmes School of Behavioral and Health Sciences (RWHSBHS,) is a leading

⁴ AACN, 2021, <https://www.aacnursing.org/News-Information/Research-Data-Center/Standard-Data-Reports>

⁵ AACN, 2021. <https://www.aacnursing.org/news-information/fact-sheets/nursing-shortage>

⁶ U.S. Bureau of Labor Statistics, <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>

strategic goal. The Nursing program is part of the inaugural degree programs that form the foundation of the RWHSBHS, and new graduate programs will serve to meet the goals and outcomes of the School while increasing the number of nurses prepared at the graduate level.

II. Detailed Description of the Program

Hood College Nursing is proposing the addition of the Master of Science in Nursing degree with three different tracks. Each of these will be delivered online, except for the required practicums, which are in-person with a preceptor in a healthcare or academic setting. Students have the option of full-time or part-time participation and will be able to complete the degrees in 4-6 semesters.

The **Master of Science in Nursing (MSN)** degree prepares nurses to function in expanded roles, including leadership, education, and in clinical practice as a nurse practitioner. The MSN degree will have three tracks that focus on the top priorities described above:

1. *MSN-Healthcare Leadership (HCL) track* to prepare nurses at the graduate level to assume leadership roles in a variety of healthcare settings, for example nursing manager, nursing director, chief nursing officer.
2. *MSN-Nursing Education (NE) track* to prepare nurses at the graduate level to teach nursing in institutions of higher education, fulfilling existing and future needs.
3. *MSN-Adult-Gerontology Primary Care Nurse Practitioner (NP) track* to prepare nurses with a BSN to become advance practice registered nurses (APRNs) to meet the continuing need for primary care providers in this population.

A list of the required and core courses for each MSN track is provided below in Table 1.

Table 1: Required Courses for MSN – Healthcare Leadership (HCL), Nursing Education (NE), and MSN-Nurse Practitioner (NP)

Course number	Course Title	Credit	Track		
			HCL	NE	NP
NUR 500	Theoretical Foundations of Advanced Nursing Practice and Role Development	3	X	X	X
NUR 501	Healthcare Systems, Policy, and Health Care Advocacy	3	X	X	X
NUR 502	Evidence-based Practice and Research Methods	3	X	X	X
NUR 503	Leadership in Nursing Practice	3	X	X	X
NUR 504	Healthcare Informatics and Technology	3	X	X	X
NUR 510	Healthcare Finance	3	X		
MGMT 560	Leadership and Organizational Behavior	3	X		
NUR 511	Leading in Complex Healthcare Systems Seminar	3	X		
NUR 512	Quality Improvement Science in Healthcare	3	X		
NUR 513	Leadership Seminar and Practicum	4	X		

NUR 520	Principles & Foundations of Adult Learning	3		X	
NUR 521	Curriculum Design and Evaluation	3		X	
NUR 522	Teaching in a Practice Discipline	3		X	
NUR 523	Teaching Strategies and Technology	3		X	
NUR 524	Nurse Educator Seminar & Practicum	4		X	
NUR 530	Advanced Health Assessment	3			X
NUR 531	Advanced Concepts in Physiology and Pathophysiology	3			X
NUR 532	Advanced Concepts in Pharmacology	3			X
NUR 533	Adult-Gerontology Common Health Problems I	3			X
NUR 534	Adult-Gerontology Common Health Problems II	3			X
NUR 535	Adult-Gerontology Common and Comorbid Health Problems in APN Primary Care Practice III	3			X
NUR 536	Adult-Gerontology Common and Comorbid Health Problems in APN Primary Care Practice IV	3			X
NUR 537	Population Based Epidemiology, Advocacy and Policy	3			X
NUR 596A	APN Clinical Practicum I	3			X
NUR 596B	APN Clinical Practicum II	3			X
NUR 596C	APN Clinical Practicum III	3			X
	Total Credits Per Degree		31	31	48

III. Descriptions of Courses

MSN Core - New Courses:

NUR 500 Theoretical Foundations of Advanced Practice and Role Development, 3 cr. Theoretical foundations of advanced nursing practice are examined including the evolution of nursing knowledge and examining theoretical structures from other disciplines. The role advanced practice nurses play in the healthcare system will be explored.

NUR 501 Healthcare Systems, Policy, and Advocacy, 3 cr. Explore the development of health care systems, healthy policy, and the influence of ethics and policy in population health and nursing practice, advocacy, and social justice in healthcare.

NUR 502 Evidence-Based Practice and Research Methods, 3 cr. Develop expanded knowledge of research methods and evidence-based practice to analyze and translate evidence for practice improvement and innovation to improve health and nursing outcomes. Prereq: UG Stats

NUR 503 Leadership in Nursing Practice, 3 cr. Study of organizations and systems and the advanced practice role, including leadership, quality and safety, finance, and health care technology

NUR 504 Healthcare Informatics & Technology, 3 cr. Examine the use of technology and information in healthcare and the influence on policy, regulation, collaboration, interprofessional practice, and outcomes management.

Healthcare Leadership (HCL) Track – New Courses

NUR 510 Healthcare Finance, 3 cr. Examination of health care financing concepts to prepare the nurse leader to function in a variety of settings. Emphasizes the leader's role in understanding, analyzing, and using relevant financial data for management decision-making.

NUR 511 Leading in Complex Healthcare Systems, 3 cr. Explore the nature and behavior of complex healthcare systems in dynamic states to develop effective strategies and skills to embrace highly effective, ethically driven, and data focused leadership. Develop skills with managing change and innovation. Includes 100 practicum hours.

NUR 512 Quality Improvement Science in Healthcare, 3 cr. Examine the science of improving quality, patient safety, and associated theories, methods, and tools. Apply principles of measurement, data management, evaluation, and analysis in the healthcare environment. Includes 100 practicum hours.

NUR 513. Leadership Seminar and Practicum, 4 cr. Integration and application of management and leadership concepts and skills in a healthcare setting. Includes 300 practicum hours.

Health are Leadership Track - Existing Course

MGMT 560 Leadership and Organizational Behavior, 3 cr. Study of the behavior of individuals, groups and their leaders in organizations. Among the topics addressed are motivation, learning, perception, job satisfaction, communication and individual and group change.

Nursing Education (NE) Track Courses – New courses

NUR 520 Principles and Foundations of Adult Learning, 3 cr. Develop knowledge of adult learning theories to apply in the practice of nursing education.

NUR 521 Curriculum Design and Evaluation, 3 cr. Examine the foundations and principles of nursing curriculum design, development, implementation, and evaluation.

NUR 522 Teaching in a Practice Discipline, 3 cr. Explore the issues, theories, and strategies for teaching in disciplines that require clinical learning for the development of needed critical thinking, clinical judgment., and performance abilities. Practicum hours, 100.

NUR 523 Teaching Strategies and Technology, 3 cr. Develop foundational knowledge of various teaching strategies including classroom, skills labs, and the use of simulation in nursing education. Practicum hours 100.

NUR 524 Nurse Educator Seminar & Practicum, 4 cr. Integration and application of nursing education concepts and strategies. Observe, participate, and practice in teaching in an undergraduate nursing program. Practicum hours, 300.

Adult-Gerontology Primary Care Nurse Practitioner (NP) Track – New courses

NUR 530 Advanced Health Assessment, 3 cr. Develop advanced understanding of a client's health incorporating data and information from multiple sources in order to evaluate patient health. Students learn how to integrate all of the data to reason towards a diagnosis, better health, and disease prevention

NUR 531 Advanced Concepts in Physiology and Pathophysiology, 3 cr. Develop an expanded knowledge base in physiology and pathophysiology required for advanced practice, health promotion, and disease prevention.

NUR 532 Advanced Concepts in Pharmacology, 3 cr. Develop advanced knowledge related to the use of pharmacotherapeutics in management of common health problems, nursing prescriptive authority, and development and use of clinical practice guidelines

NUR 533 Adult-Gerontology Common Health Problems I, 3 cr. Focus on developing critical thinking and evidence-based practice to achieve AGPCNP core competencies and standards of clinical primary care. Emphasis on health promotion, disease prevention, risk reduction, and assessment, diagnosis, and management of common health problems among individuals, families, and communities specific to the AGPCNP role.

NUR 534 Adult-Gerontology Common Health Problems II, 3 cr. Additional focus on developing critical thinking and evidence-based practice to achieve AGPCNP core competencies and standards of clinical primary care. Emphasis on health promotion, disease prevention, risk reduction, and assessment, diagnosis, and management of common health problems among individuals, families, and communities specific to the AGPCNP role.

NUR 535 Adult-Gerontology Common and Comorbid Health Problems III, 3 cr. Expanding into comorbid health problems the course focuses on developing critical thinking and evidence-based practice to achieve AGPCNP core competencies and standards of clinical primary care. Emphasis on health promotion, disease prevention, risk reduction, and assessment, diagnosis, and management of common and co-morbid health problems among individuals, families, and communities specific to the AGPCNP role.

NUR 536 Adult-Gerontology Common and Comorbid Health Problems IV, 3 cr. Grounded in theory and evidence the course focuses on synthesis of knowledge to achieve AGPCNP core competencies and standards of clinical primary care. Emphasis on health promotion, disease prevention, risk reduction, and assessment, diagnosis, and management of more complex and co-morbid health problems among individuals, families, and communities specific to the AGPCNP role.

NUR 596A Advanced Practice Nursing Clinical Practicum I, 3 cr. Initial clinical practicum and seminar to develop advanced practice core competencies in a primary care clinical setting. APRN role is examined. Includes online seminar and 240 hours of clinical.

NUR 596B Advanced Practice Nursing Clinical Practicum II, 3 cr. Second clinical practicum and seminar to further develop advanced practice core competencies in a primary care clinical setting.

Integrates content and clinical experiences from all previous courses Includes online seminar and 240 hours of clinical.

NUR 537 Population Based Health Advocacy and Policy, 3 cr. Focus on the advanced practice role in interprofessional, collaborative teams, health policy, promotion, risk reduction, disease prevention, and health equity for population health. Role of the APRN as advocate is explored.

NUR 596C Advanced Practice Nursing Clinical Practicum III, 3 cr. Synthesizes content and clinical experiences from all previous primary care didactic and practicum courses with an emphasis on considering context while providing evidence-based health promotion and maintenance, and clinical assessment, diagnosis, and management of more complex and co-morbid health problems among populations, including individuals, families, and communities, specific to adult-gerontology primary care practitioners. Credits include online seminar and 270 hours of clinical.

IV. Expected Student Learning Outcomes

Master of Science in Nursing graduates will be able to:

1. Integrate scientific findings from nursing, science, liberal arts, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Apply effective leadership and management principles in practice settings.
3. Utilize evidence-based practice to improve delivery of health care, outcomes, health equity, and nursing practice across diverse populations.
4. Apply the best available evidence from nursing and other sciences to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes.
5. Utilize emerging informatics and technology to improve nursing practice.
6. Advocate for healthcare policy that improves the health of the public and the profession of nursing.
7. Demonstrate effective communications and collaboration strategies to develop, participate, and lead interprofessional teams and partnerships.
8. Design client-centered and culturally responsive strategies in delivery of clinical prevention and health promotion interventions for individuals, families, communities, and populations.
9. Exhibit professionalism and adherence to ethical, legal, and regulatory standards of nursing practice.

MSN – Healthcare Leadership Outcomes

In addition to the overall MSN program outcomes described above, upon completion of the healthcare leadership track the graduate will be able to:

1. Function as an effective nurse leader across multiple settings and roles
2. Manage the practice environment to achieve safe, quality, effective nursing care

3. Serve as a role model for professional nursing

MSN – Nursing Education Outcomes

In addition to the overall MSN program outcomes, upon completion of the nursing education track the graduate will be able to:

1. Apply principles of adult education and teaching/learning strategies to serve as an effective nurse educator
2. Demonstrate foundational skills to develop, assess, and evaluate curriculum
3. Integrate technology into nursing education

MSN – Adult/Gerontology Primary Care Nurse Practitioner Outcomes

In addition to the overall MSN program outcomes outlined above, students who achieve the MSN degree as an Adult/Gerontology Primary Care Nurse Practitioner will be able to:

1. Exhibit advanced knowledge, competence, and decision-making in the delivery of culturally appropriate client care in the advanced practice role concentration.
2. Perform comprehensive health assessments, including ordering and interpreting diagnostic procedures
3. Partner with clients and families for health promotion and disease prevention
4. Create differential diagnoses and manage common and chronic health conditions based on a strong biological science foundation
5. Prescribe and evaluate therapies (medication and non-medication based)
6. Use developmental, client, and family-centered approaches to achieve the best possible care outcomes
7. Advocate for nursing and the role of the AGPCNP in the healthcare system.

V. Program Funding and Institutional Commitment

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

I. Regional & Statewide Needs

Need for Primary Care Providers

According to the Health Resources and Services Administration (HRSA, 2021)⁷, Medically Underserved Areas/Populations are areas or populations designated by HRSA as having too few primary care providers, high infant mortality, high poverty or a high elderly population. Health Professional Shortage Areas (HPSAs) are designated by HRSA as having shortages of primary medical care, dental or mental health providers and may be geographic (a county or service area), population (e.g., low income or Medicaid eligible) or facilities (e.g., federally qualified health center or other state or federal prisons). HRSA designated portions of Frederick and Washington Counties in this category indicating the need for more primary care providers, which include nurse practitioners. Similarly, multiple areas of Maryland and surrounding states are also designated as medically underserved and require more primary care providers.

⁷ Health Resources & Services Administration (2022). Medically Underserved Areas/Populations. <https://data.hrsa.gov/tools/shortage-area/mua-find>

Need for Nursing Faculty

There is an existing and future need for nursing faculty across the region, state, and nation to educate the future nurses of the United States. The shortage of nursing faculty is expected to continue related to aging faculty and their associated retirements, and the shortages of registered nurses prompting more enrollments in undergraduate programs across the nation. Nursing faculty require a minimum of a master's degree. Specialized coursework in the principles and practices of adult education and nursing education are needed for optimizing educational outcomes.

Need for Nursing Leaders

All types of healthcare organizations require nurses who can manage and provide leadership for client care, nurses, and organizational interests. Nurse leaders often come from among the ranks of bedside nurses, however in order to be the most effective and successful, education at the graduate level is essential. Many nurse leader positions require a master's degree, and the graduate degree develops additional competencies in communication, finance, quality improvement, and evidence-based practice.

II. Critical and Compelling Need as Identified in the State Plan

Nursing plays a prominent role in the 2021-2025 Maryland State Plan for Higher Education⁸. A brief review of recent MHEC press releases⁹ points clearly to the emphasis and urgent need MHEC places on nursing education with nearly half of all updates relating directly to addressing nursing shortages. The 2022 Maryland State Plan identifies that the State's "private, non-profit institutions of higher education are an important educational resource and vital to the provision of postsecondary education in the State", and therefore the State will continue to provide funding authorized by law to these institutions to foster the continued provision of this important resource. The proposed graduate nursing programs will address the need for nurse educators statewide and advanced practice in the nursing profession.

Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.

Hood College has strong partnerships with local and regional healthcare businesses, including Frederick Health, Meritus Medical Center, the Frederick County Health Department, local community health agencies, and various long-term care and mental health institutions. In addition to the local institutions, Hood College has clinical site agreements with healthcare organizations where our students have their clinical experiences in the District of Columbia, such as Medstar Washington and Children's National, as well as other healthcare organizations across Maryland including the National Institutes of Health, Suburban Hospital, and Shady Grove Medical Center.

⁸ <https://mhec.maryland.gov/Pages/2021-2025-Maryland-State-Plan-for-Higher-Education.asp>

⁹ https://mhec.maryland.gov/Pages/Press_Releases.aspx

What began as clinical course practicum sites for the baccalaureate nursing program the partnerships have strengthened as nurses and pharmacists serve as subject matter experts teaching in our undergraduate program. These organizations offer externships for our students in their facility, and faculty from Hood serve on committees, such as their Nurse Residency Advisory Committee. These shared relationships have benefitted both Hood College and these organizations and provide graduate nurses to fill nursing workforce needs.

Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.

“Student success will not be success for all if there is no consideration for equity. Every student, regardless of race, disability, ethnicity, gender, or sexual identity, is entitled to equal educational opportunities under State and Federal law. Equal opportunity for all students not only is essential to compliance with Constitutional and civil rights laws, but it also is foundational to the State Plan for Higher Education and to the values of the Commission and each postsecondary institution in the State. A wide range of innovative strategies must be pursued by all partners in postsecondary education in Maryland to assure equal opportunities to all Marylanders.”¹⁰ This reflects Hood College’s core value and commitment to diversity, equity, and inclusion, which supports one of the highest percentages (38%) of college students from under-represented racial minorities in the state.

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

Although there are existing graduate nursing programs in Maryland, with a propensity of these based in Eastern Maryland, there is evidence that the need for graduate-level nurses exist in leadership, teaching, and primary care which is projected to extend well into the future. In the local/regional geographic area of Central Maryland, there is an ongoing need for these additions to the nursing workforce, for example as nursing faculty, because of the large gaps in nurses prepared to teach at institutions of higher education. As of this writing, there are vacant full-time, part-time, adjunct, and clinical instructor positions for nursing faculty across Maryland, and in the Frederick and Washington County areas, there are 4-6 positions currently vacant. These gaps in faculty limit the numbers of students that can be admitted in undergraduate prelicensure programs, where the greatest nursing shortages exist now and into the future. In the Frederick/Washington County region there are no existing graduate nursing programs. The closest graduate nursing program is at Frostburg State University, which offers a Family Nurse Practitioner master’s degree and the MSN with a leadership and management focus.

According to the Nursing Support Program II¹¹, a nursing and nurse faculty workforce intervention, “schools of nursing must build their capacities to prepare more students at the

¹⁰ Maryland Higher Education Commission - Maryland State Plan for Postsecondary Education. <https://www.mhec.maryland.gov/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>

¹¹ Nurse Support Program II, <https://nursesupport.org/nurse-support-program-ii/about-nsp-ii/>

graduate level who can assume roles in advanced practice, leadership, teaching, and research”. Nurses with masters and especially doctoral degrees are needed to teach future generations of nurses, lead changes in the healthcare system, and to conduct research that becomes the basis for improvements in nursing science and practice.

D. Reasonableness of Program Duplication:

According to the *Future of Nursing 2020-2030 Charting a Path to Achieve Health Equity*¹² nurses are steadfast in collaborating to promote a culture of health for every member of the populations we serve, playing a “compelling role in addressing inequities across the entire spectrum” of the health care delivery system. The Report goes on to demonstrate this uncontested need for nurses to meet these demands:

*The strengths of the nursing workforce are many, yet they will be tested by formidable challenges that are already beginning to affect nurses and the health systems and organizations in which they work. These challenges will arise not only from the above changes occurring throughout the broader society but also from changes within the health care system itself and within the nursing and larger health care workforce. Further challenges for nursing will arise from health-related public policies and other factors that affect the scope of practice, size, distribution, diversity, and educational preparation of the nursing workforce*⁵.

Adult-gerontology primary care nurse practitioners who provide primary care to adolescents (age 13+) and adults can work in nearly every practice setting and are highly marketable to hiring health care organizations. Hood is proposing this specialty for the nurse practitioner degree to meet the demand for advanced practice nurses which is expected to grow nearly 45% over the next 10 years as the aging population grows considerably in size and the need for more primary care providers for all age groups persists.

With nursing retirements expected to significantly increase post COVID-19 and with only 15% of nurses holding a graduate degree, the nursing education system must respond. Nurses with graduate degrees are needed to teach future generations of nurses and to lead evidence-based practice that becomes the basis for improvements in nursing science and practice.

Maryland’s innovative NSP II program funds multiple scholars and fellowships to support this need. Each additional nurse educator supports 8-10 new nurses entering the workforce. In order to meet the continued demand for registered nurses, undergraduate nursing programs are either expanding or increasing their graduation rates, creating a tremendous challenge to supply faculty to meet this growing demand. As reported by NSP II, the AACN found that on average, nearly two full-time positions go unfilled in nursing education programs annually. The proposed graduate nursing programs will contribute to closing these gaps. Table 2 lists current Maryland graduate nursing programs in Maryland.

¹² National Academies of Science (2021). <https://nam.edu/publications/the-future-of-nursing-2020-2030/>

Table 2. Maryland Higher Education Institutions with Graduate Nursing Programs ** = HBCU		
Institution	Location	Graduate Nursing Programs
Bowie State University**	Bowie, MD	MSN, NE Concentration MSN-FNP
Coppin State University**	Baltimore, MD	MSN - FNP MSN to DNP
Frostburg State University	Frostburg, MD	MSN, NE or Leader/Manager MSN-FNP MSN Psych-Mental Health NP
Johns Hopkins University	Baltimore, MD	MSN, Public Health or Leadership DNP, NP PhD
Morgan State University**	Baltimore, MD	MSN, NE or Leadership PhD
Notre Dame of Maryland	Baltimore, MD	MSN – FNP or ACPCNP, NE, Leadership
Salisbury University	Salisbury, MD	MSN, NE, Leadership MSN to DNP, FNP
Stevenson University	Stevenson, MD	MSN, Forensic Nursing, NE, Leadership, Population-Based Care Coordination
Towson University	Towson, MD	MSN – Direct Entry
Uniformed Services University of the Health Sciences	Bethesda, MD	MSN MSN to DNP PhD
University of MD	Baltimore, MD	MSN, Community/Public Health, Nursing Informatics, Leadership/Management DNP - FNP, NNP, PPCNP, Psych/Mental Health NP, Nurse Anesthetist, Acute Care Adult NP, ACPCNP PhD
KEY: ** = HBI NE = Nursing Education FNP = Family Nurse Practitioner AGPCNP = Adult-Gero Primary Care NP NNP = Neonatal Nurse Practitioner PPCNP = Pediatric Primary Care NP		

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

Hood College acknowledges the need for diversity, equity, and inclusion and fully recognizes its impact on health outcomes. Three HBI’s in Maryland offer graduate nursing degrees (Table

2), and all are located in Baltimore or Southern Maryland. Hood College does not believe our graduate nursing programs will compete with these programs.

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

Not applicable.

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

I. Describe how the proposed program was established and also describe the faculty who will oversee the program.

The graduate nursing programs are designed by licensed PhD and DNP nursing faculty in accordance with established standards of nursing education from the American Association of Colleges of Nursing (AACN)¹³ and the National Taskforce on Quality Nurse Practitioner Education (NTF)¹⁴ with future accreditation by CCNE and approval by the Maryland Board of Nursing. The graduate programs will be directed by faculty with the appropriate educational and experiential backgrounds and competencies. The nurse practitioner master's program will be led by a licensed and credentialed nurse practitioner consistent with accrediting and the NTF.

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

The outcomes listed below are based on scientific and nursing evidence, job related skills and knowledge, scope of practice, licensure requirements, and where applicable, standards for certification in a nursing specialty. The outcomes also align with the American Association of Colleges of Nursing (AACN) Essentials of Nursing, the 2022 Standards for Quality Nurse Practitioner Education¹⁵, 6th edition, the Middle States Commission on Higher Education (MSCHE), and the College's rigorous academic standards.

Master of Science in Nursing graduates will be able to:

1. Integrate scientific findings from nursing, science, liberal arts, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Apply effective leadership and management principles in practice settings.
3. Utilize evidence-based practice to improve delivery of health care, outcomes, health equity, and nursing practice across diverse populations.

¹³ AACN, Essentials of Nursing Education, 2021, <https://www.aacnnursing.org/AACN-Essentials>

¹⁴ Standards for Quality Nurse Practitioner Education, 2022, <https://www.nonpf.org/page/NTFStandards>

¹⁵ Standards for Quality Nurse Practitioner Education, 2022, <https://www.nonpf.org/page/NTFStandards>

4. Apply the best available evidence from nursing and other sciences to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes.
5. Utilize emerging informatics and technology to improve nursing practice.
6. Advocate for healthcare policy that improves the health of the public and the profession of nursing.
7. Demonstrate effective communications and collaboration strategies to develop, participate, and lead interprofessional teams and partnerships.
8. Design client-centered and culturally responsive strategies in delivery of clinical prevention and health promotion interventions for individuals, families, communities, and populations.
9. Exhibit professionalism and adherence to ethical, legal, and regulatory standards of nursing practice.

MSN – Healthcare Leadership (HCL) Track

In addition to the overall MSN program outcomes, upon completion of the healthcare leadership track the graduate will be able to:

- Function as an effective nurse leader across multiple settings and roles
- Manage the practice environment to achieve safe, quality, effective nursing care
- Serve as a role model for professional nursing

MSN – Nursing Education (NE) Track

In addition to the overall MSN program outcomes, upon completion of the nursing education track the graduate will be able to:

- Apply principles of adult education and teaching/learning strategies to serve as an effective nurse educator
- Demonstrate foundational skills to develop, assess, and evaluate curriculum
- Integrate technology into nursing education to advance clinical judgment skills

MSN – Adult/Gerontology Primary Care Nurse Practitioner (NP) Track

In addition to the overall MSN program outcomes, upon completion of the nurse practitioner track the graduate will be able to:

who achieve the MSN degree as an Adult/Gerontology Primary Care Nurse Practitioner will be able to:

- Exhibit advanced knowledge, competence, and decision-making in the delivery of culturally appropriate client care in the advanced practice role concentration.
- Perform comprehensive health assessments, including ordering and interpreting diagnostic procedures
- Partner with clients and families for health promotion and disease prevention
- Create differential diagnoses and manage common and chronic health conditions based on a strong biological science foundation
- Prescribe and evaluate therapies (medication and non-medication based)
- Use developmental, client, and family-centered approaches to achieve the best possible care outcomes

- Advocate for nursing and the role of the AGPCNP in the healthcare system.

III. Explain how the institution will provide for assessment of student achievement of learning outcomes in the program and document student achievement of learning outcomes in the program

The curriculum is designed to build a solid foundation that is evidence-based and to master skills that will make our program graduates work-ready at time of hire. Critical thinking and problem-solving skills will be honed while working on real-life problems. It is anticipated that program graduates will be successful in gaining professional credentials and licensures and employment in their respective specialty. Graduates will be prepared to take their specialty certification exams, such as the Certified Nurse Educator (CNE) and the Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP).

Ongoing assessment developed by the program and required by accrediting and regulatory bodies (Collegiate Commission on Nursing Education, CCNE; Middle States Commission on Higher Education; and the Maryland Board of Nursing) will be conducted to evaluate learning outcomes. Assessment tools including tests, assessment labs, practicums, projects, case studies, evidence-based projects, oral presentations, and practicums will be used to measure students' knowledge, skills, and competencies. Feedback from surveys, focus groups, advisory board, students – past and present – will be collected on an annual basis and evaluated. Findings will be used for continuous improvement and program growth.

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

The courses for the graduate nursing programs will largely be delivered online, utilizing appropriate synchronous and asynchronous learning. Each degree has practicum hours which are completed in-person with a preceptor in healthcare and academic settings. The MSN requires completion of 15 core course credits, and then the concentration course requirements, either full-time or part-time. The MSN – Healthcare Leadership is a total of 31 credits including 500 practicum hours across three courses. The MSN – Nursing Education is a total of 31 credits including 500 practicum hours across three courses. The MSN – Adult-Gerontology Primary Care Nurse Practitioner is a total of 48 credits including a total of 750 practicum hours across three courses as required for certification in this specialty post-graduation. All courses for each track are listed in Table 3.

Table 3. Graduate Nursing Courses			
Course Number	Credits	Course Title	Course Description
MSN Core Courses			
NUR 500	3	Theoretical Foundations of Advanced Practice and Role Development	Theoretical foundations of advanced nursing practice are examined including the evolution of nursing knowledge and examining theoretical structures from other disciplines. The role advanced practice nurses play in the healthcare system will be explored.

NUR 501	3	Healthcare Systems, Policy, and Advocacy	Explore the development of health care systems, healthy policy, and the influence of ethics and policy in population health and nursing practice, advocacy, and social justice in healthcare.
NUR 502	3	Evidence-Based Practice and Research Methods	Develop expanded knowledge of research methods and evidence-based practice to analyze and translate evidence for practice improvement and innovation to improve health and nursing outcomes. Prereq: UG Stats
NUR 503	3	Leadership in Nursing Practice	Study of organizations and systems and the advanced practice role, including leadership, quality and safety, finance, and health care technology
NUR 504	3	Healthcare Informatics & Technology	Examine the use of technology and information in healthcare and the influence on policy, regulation, collaboration, interprofessional practice, and outcomes management.
Healthcare Leadership Track			
NUR 510	3	Healthcare Finance	Examination of health care financing concepts to prepare the nurse leader to function in a variety of settings. Emphasizes the leader's role in understanding, analyzing, and using relevant financial data for management decision-making
NUR 511	3	Leading in Complex Healthcare Environments	Explore the nature and behavior of complex healthcare systems in dynamic states to develop effective strategies and skills to embrace highly effective, ethically driven, and data focused leadership. Develop skills with managing change and innovation. Includes 100 practicum hours
NUR 512	3	Quality Improvement Science in Healthcare	Examine the science of improving quality, patient safety, and associated theories, methods, and tools. Apply principles of measurement, data management, evaluation, and analysis in the healthcare environment. Includes 100 practicum hours.
NUR 513	4	Leadership Seminar and Practicum	Integration and application of management and leadership concepts and skills in a healthcare setting. Includes 300 practicum hours.
MGMT 560	3	Leadership and Organizational Behavior	Study of the behavior of individuals, groups and their leaders in organizations. Among the topics addressed are motivation, learning, perception, job satisfaction, communication and individual and group change
Nursing Education Track			
NUR 520	3	Principles and Foundations of Adult Learning	Develop knowledge of adult learning theories to apply in the practice of nursing education.
NUR 521	3	Curriculum Design and Evaluation	Examine the foundations and principles of nursing curriculum design, development, implementation, and evaluation.
NUR 522	3	Teaching in a Practice Discipline	Explore the issues, theories, and strategies for teaching in disciplines that require clinical learning for the development of needed critical

			thinking, clinical judgment., and performance abilities. Practicum hours, 100.
NUR 523	3	Teaching Strategies and Technology	Develop foundational knowledge of various teaching strategies including classroom, skills labs, and the use of simulation in nursing education. Practicum hours 100.
NUR 524	4	Nurse Educator Seminar & Practicum	Integration and application of nursing education concepts and strategies. Observe, participate, and practice in teaching in an undergraduate nursing program. Practicum hours, 300.
Adult-Gerontology Primary Care Nurse Practitioner Track			
NUR 530	3	Advanced Health Assessment	Develop advanced understanding of a client's health incorporating data and information from multiple sources in order to evaluate patient health. Students learn how to integrate all of the data to reason towards a diagnosis, better health, and disease prevention
NUR 531	3	Advanced Concepts in Physiology and Pathophysiology	Develop an expanded knowledge base in physiology and pathophysiology required for advanced practice, health promotion, and disease prevention.
NUR 532	3	Advanced Concepts in Pharmacology	Develop advanced knowledge related to the use of pharmacotherapeutics in management of common health problems, nursing prescriptive authority, and development and use of clinical practice guidelines.
NUR 533	3	Adult-Gerontology Common Health Problems I	Focus on developing critical thinking and evidence-based practice to achieve AGPCNP core competencies and standards of clinical primary care. Emphasis on health promotion, disease prevention, risk reduction, and assessment, diagnosis, and management of common health problems among individuals, families, and communities specific to the AGPCNP role.
NUR 534	3	Adult-Gerontology Common Health Problems II	Additional focus on developing critical thinking and evidence-based practice to achieve AGPCNP core competencies and standards of clinical primary care. Emphasis on health promotion, disease prevention, risk reduction, and assessment, diagnosis, and management of common health problems among individuals, families, and communities specific to the AGPCNP role.
NUR 535	3	Adult-Gerontology Common and Comorbid Health Problems III	Expanding into comorbid health problems, the course focuses on developing critical thinking and evidence-based practice to achieve AGPCNP core competencies and standards of clinical primary care. Emphasis on health promotion, disease prevention, risk reduction, and assessment, diagnosis, and management of common health problems among individuals, families, and communities specific to the AGPCNP role.
NUR 536	3	Adult-Gerontology Common and Comorbid Health Problems IV	Grounded in theory and evidence the course focuses on synthesis of knowledge to achieve

			AGPCNP core competencies and standards of clinical primary care. Emphasis on health promotion, disease prevention, risk reduction, and assessment, diagnosis, and management of more complex and co-morbid health problems among individuals, families, and communities specific to the AGPCNP role.
NUR 537	3	Population-based Health Advocacy and Policy	Focus on the advanced practice role in interprofessional, collaborative teams, health policy, promotion, risk reduction, disease prevention, and health equity for population health. Role of the APRN as advocate is explored.
NUR 596A	3	APN Clinical Practicum I	Initial clinical practicum and seminar to develop advanced practice core competencies in a primary care clinical setting. APRN role is examined. Includes online seminar and 240 hours of clinical.
NUR 596B	3	APN Clinical Practicum II	Second clinical practicum and seminar to further develop advanced practice core competencies in a primary care clinical setting. Integrates content and clinical experiences from all previous courses Includes online seminar and 240 hours of clinical.
NUR 596C	3	APN Clinical Practicum III	Synthesizes content and clinical experiences from all previous primary care didactic and practicum courses with an emphasis on considering context while providing evidence-based health promotion and maintenance, and clinical assessment, diagnosis, and management of more complex and co-morbid health problems among populations, including individuals, families, and communities, specific to adult-gerontology primary care practitioners. Credits include online seminar and 270 hours of clinical.

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

Not applicable.

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

Hood College will seek accreditation for the graduate nursing programs from the Collegiate Commission on Nursing Education. The process for accreditation of these programs requires that students be enrolled in the program for the equivalent of one academic year prior to the institution hosting an on-site evaluation. The nurse practitioner program will require approval by the Maryland Board of Nursing. These

approvals will be sought according to the guidelines and regulations established for same.

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

Not applicable.

VIII. *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 system, availability of academic support services and financial aid resources, and costs and payment policies.*

It is the College's mandatory policy and standard practice of operation to provide current and accurate information on academic programs, curriculum, course and degree requirements. This is also a requirement of accrediting agencies and the program will adhere to policy. The information will be available in the College Catalog and on the website at www.hood.edu. Tuition, fees, and payment policies including a payment plan is available at the College's website (www.hood.edu).

One of the many strengths of Hood College is the low student to faculty ratio. The low student to faculty ratio of 11:1 and small class size enhances the learning environment by allowing more personalized, high-quality attention. The College is committed to maintaining this low ratio—not to exceed 14:1. Currently, approximately 90% of the Hood College faculty hold doctoral or terminal degrees, and likewise, the graduate nursing program will hire terminal degree holders. Nursing Faculty will serve as advisors to further enhance the learning experience and interactions.

The Information Technology (IT) Department provides technical support and is responsible for the proper operation and configuration of all college-owned computers, software, network, telephone, computer labs and information infrastructure. Hood's learning management system is Blackboard and is accessible via username and password. The classrooms are fully functional and equipped smart rooms. The students will have access to the building after hours to utilize the resources in the building. At the learning commons, students will have access to study rooms with reading materials, computer labs, and kitchenette. The program will have administrative support for clerical duties and general office management. In addition to the faculty serving as advisors, the Josephine Steiner Student Success Center supports undergraduate and graduate students. The center provides tutoring, coaching, and writing support. Students will be able to take advantage of the services offered by the Office of Accessibility Services, which is hosted within the Josephine Steiner Student Success Center.

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

Hood College follows a model of centralized recruitment and admissions under the direction of The Graduate School, led by the Dean of the Graduate School. Program information for all programs at Hood College are readily available on the College’s website. The information is presented in a user-friendly format. The graduate nursing programs will be posted in a similar manner. Recruitment and advertising materials for the programs will also be posted on the website and distributed at academic fairs and professional conferences. The program will have a webpage on the website with detailed program information that will include learning and student outcomes. The website will be monitored and updated as needed. The application form will be easily accessible to prospective students on the College’s website. The College will also have access to AACN’s *NursingCAS* which provides graduate nursing program applicants with a single portal to simplify application to one or multiple programs.

H. Adequacy of Articulation

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

Not applicable.

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

The nursing program curriculum includes new nursing and existing courses in other disciplines. Upon approval of the graduate nursing programs, the College will hire additional nursing faculty with terminal degrees and professional credentials, including at least one adult-gerontology primary care nurse practitioner. All faculty are expected to engage in teaching, research/scholarship, and service to the College and the field of nursing. The existing courses will continue to be taught by the experienced and qualified faculty currently in place. Existing courses from business, organizational leadership, and gerontology programs will be incorporated into the graduate nursing curriculum. Current nursing faculty will provide teaching and leadership for the MSN, non-nurse practitioner degree programs, and the MSN to DNP programs. There are two DNP faculty already in place that could lead and teach within the post-master’s DNP program. As the adult gerontology primary care nurse practitioner (AGPCNP) program is further developed and then implemented, an AGPCNP will need to be hired to be the lead faculty for that program.

Table 4: Academically Qualified Faculty

Faculty	New/Existing	Rank/Status	Degree/Credentials	Courses
Jennifer Cooper	Existing	Associate Professor	DNP, RN, PHNA-BC, CNE	NUR 500, 501, 503, 522, 537

E. Lynn Mackessy-Lloyd	Existing	Assistant Professor	DNP, MA, RN, CNE	NUR 500, 502, 503, 512, 520, 523, 524,
Sandra Thomas-Lalmansingh	Existing	Assistant Professor	PhD, MSN, RN, CMSRN Commander, United States Navy Retired	NUR 502, 503, 522, 524
Dinah Price	Existing	Assistant Professor	DNP, MBA, MSN, RN, AGPCNP-C	NUR 500, 502, 530-536, 596A, B, C
Linda Kennedy	Existing	Adjunct Assistant Professor		NUR 502, 503, 504, 510, 511, 512, 520, 522, 523
Sherita Henry	Existing	Assistant Professor		Co-teach NUR 501, 537
Anne Davis	Existing	Assistant Professor	PhD, RDN, LDN, FAND	Co-teach NUR 533

The College has a Center for Teaching and Learning¹⁶. The center’s purpose is to “provide support and encouragement to explore, develop and refine teaching pedagogy to promote academic excellence, and it is committed to promoting teaching and learning as ongoing and collaborative processes of inquiry, experimentation and reflection.” It is a collaboration of faculty and staff, which promotes and supports pedagogy, teaching innovation and faculty scholarship/research in all of its forms.

Further, the Center’s mission is to:

- Promote the value and practice of excellent teaching both in and out of the classroom to facilitate student learning and growth.
- Serve as an on-campus resource that provides professional development opportunities to promote teaching and learning.
- Provide opportunities for faculty to reflect on their work, share and learn from the experiences and expertise of their colleagues.
- Encourage faculty collaboration to enhance and refine their teaching.
- Promote active engagement and innovation in teaching and learning; and Act as a hub for knowledge of effective, evidence-based practices as well as a conduit to bring faculty together¹⁷.

All faculty will have access to a small research stipend to advance individual research in their field and access to a block of travel funds for attending and presenting new material at conferences.

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

The College recently renovated the library as a visionary learning commons. The library supports graduate and undergraduate programs. The Beneficial-Hodson Library provides

¹⁶ Hood College Center for Teaching and Learning (n.d.). Retrieved August 1, 2022 from <http://www.hood.edu/CTL>

students and faculty with access to numerous resources through its print and ebook collection, and access to highly relevant databases and academic journals. The library subscribes to the following databases, providing students with the most relevant, up-to-date, scholarly research to supplement course-required texts or other instructor-provided resources: CINAHL with full-text, Health Source: Nursing/Academic edition (mostly full-text), PubMed (some links to full-text), Biological Science (full-text), Health and Society in Video, Health Source: Consumer Edition (mostly full-text), R2 Digital Library (full-text), and more. The library's Journal Search enables searching for specific journals by title or by category. Interlibrary loan (ILL) is available as an alternative for materials not held in the library's collections, but additional demand on this service would result in additional costs.

Electronic access to books, journals and other materials are available at <https://www.hood.edu/library>

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

The proposed program will be taught using existing resources such as the simulation center and standard classroom facilities. In addition, both space and simulation areas are planned for expansion with the recent formalization of a lease agreement with Frederick Health. The College has already established sufficient hardware and software capacity to support this program. Students can conveniently access lab and classroom software remotely through a virtual environment at any time (24 hours per day, 7 days per week), using Windows, Mac, iPad, iPhone, or Android devices. Therefore, network infrastructure at Hood College needed to run the courses in the graduate nursing programs is more than adequate.

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

It is anticipated, that as the program gains visibility, enrollment will increase annually during the first four years of the program, which then stabilizes in year five.

Table 5: Revenues

REVENUES					
Resource Categories	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue					
a. Number of F/T Students	6	11	12	13	14
b. Annual Credit Hour Generation for 2a	108	198	216	234	260
c. Number of P/T Students	3	6	10	11	12
d. Annual Credit Hour Generation for 2c	36	72	120	132	132
e. Total Annual Credit Hour Generation for 2a and 2c	144	270	336	366	392
f. Credit Hour Rate	\$1050	\$1082	\$1114	\$1147	\$1180
g. Total Tuition Revenue (e * f)	\$151,200	\$292,140	\$374,304	\$419,802	\$462,560
3. Grants, Contracts & Other Ext. Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
Total (Add 1-4)	\$151,200	\$292,140	\$374,304	\$419,802	\$462,560

Line 2a and 2c: Assumes ~7% attrition rate per year.

Line 2f: Assumes 3% increase per credit per year.

Line 2e: Assumes students will take 19-28 credits/year based on a two-year degree plan. Part-time students will take between 15-17 credits per year based on a three-year degree plan.

Table 6: Expenditures

EXPENDITURES					
Expenditure Categories	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
1. Faculty (b + c + f)	\$117,000	\$127,972	\$135,655	\$139,724	\$143,916
a. AC (full-time)	1	1	1	1	1
b. Total Salary (assume 3% salary increase)	\$90,000	\$92,700	\$95,481	\$98,345	\$101,295
c. Total Benefits (est. 31.5% of salary)	\$27,000	\$27,810	\$28,644	\$29,504	\$30,389
d. Additional Adjunct Faculty (number of credit hours taught)	0	6	9	9	9
e. Additional Adjunct Faculty for F/T course buyout	0	0	0	0	0
f. Total Adjunct Faculty Salary	0	\$7,462	\$11,530	\$11,875	\$12,231
2. Administrative Staff	0	0	0	0	0
3. Support Staff	0	0	0	0	0
4. Equipment	\$8,000	\$8,000	0	0	0
5. Library	0	0	0	0	0
6. Software	0	0	0	0	0
7. Marketing	\$5,000	\$5,000	0	0	0
8. Professional development	\$3,000	0	0	0	0
9. Other Expenses	0	\$8,000	0	0	0
Total Revenues (Add 1-4)	\$151,200	\$292,140	\$374,304	\$419,802	\$462,560
Total Expenditures (Add 1-7)	\$133,000	\$148,972	\$135,655	\$139,724	\$143,916
Net Surplus/Deficit (Revenues-Expenditures)	\$18,200	\$143,168	\$238,649	\$280,078	\$318,644

Line 8. Professional Development for faculty and preceptor training

Line 9. Other Expenses (FY2025) = CCNE Accreditation

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

Evaluation of programs will include both formative and summative assessment, using direct and indirect assessment strategies to meet objectives and student learning outcomes. Supervised practice competencies will be assessed using performance indicators. Evaluation of the program will be consistent with the Accreditation Standards of the Collegiate

Commission on Nursing Education (2018)¹⁸ and the AACN Essentials: Core Competencies for Professional Nursing Education (2021)¹⁹.

Procedures for evaluating courses:

- Direct assessment of program courses will include review of a course matrix or table that maps each class assignment to course objectives.
- Direct assessment of program courses also will include a review of grading rubrics with clear grading criteria for each assignment, so students may evaluate their own work (formative) before submitting that work for a summative assessment.
- Indirect assessment of courses will occur via course evaluations completed by students.

Procedures for evaluating student learning outcomes:

- Direct assessment will also occur using a sample of student exams/papers and projects with subsequent modification of course content, based on these reviews.
- Competency-based assessment for supervised practice
- Indirect assessment of student learning outcomes will occur via student surveys, course evaluations, and/or student interviews upon students' completion of the course and/or program.

Procedures for evaluating faculty:

- Direct assessment of program faculty will include a review of faculty credentials such as degrees, awards, years of professional experience, publications, conference presentations, and grade distributions
- Direct assessment of program faculty also will include classroom observations of faculty to assess classroom climate, rapport of faculty with students, actual instructional strategies used, and student response to such instructional strategies.
- Indirect assessment of program faculty will be obtained through student surveys and course evaluations.

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

Thirty-eight percent (38%) of the student body are from under-represented racial or ethnic populations—one of the highest percentages across colleges/universities in the state of Maryland—which demonstrates Hood College's commitment to a diverse student population. There are several offices within the divisions of academic and graduate student life that promote inclusion and cultural sensitivity. The Office of Multicultural Affairs and International Student Programs (OMA/ISP) provides programs for students and supports activities for African American, Hispanic, Asian, Native American and international students and

¹⁸ CCNE, 2018, <https://www.aacnnursing.org/CCNE>

¹⁹ AACN, 2021, <https://www.aacnnursing.org/AACN-Essentials>

organizations such as the International Club, Black Student Union and La Comunidad. To meet the needs of the growing number of students from other countries, the director of OMA/ISP assists these students in making the adjustment to a new country and in achieving their educational objectives. Additional graduate programming on inclusivity is supported by both The Graduate School and student-led groups, like Graduate Students of Color (GSOC) and the Graduate Student Association (GSA). The college also has a strong track record for supporting our students of color from a variety of successful grant initiatives (e.g., HRSA²⁰ and CGS-JED^{21,22})

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

This program is not directly related to an identified low productivity program.

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

Modes of delivery for the graduate nursing programs will be online with both synchronous and asynchronous offerings. Each program requires in-person practicums as designated in the course descriptions. Hood College has several fully online programs, which it is approved to offer by both MSCHE and MHEC. Thus, we already have in place all of the required best practices of the C-RAC guidelines in order to deliver content effectively online. Faculty will also be required to complete the college's trainings in hybrid and online instruction, offered through the Center for Teaching and Learning. Additional faculty support of online course development is provided by an instructional designer.

²⁰ <https://www.hood.edu/news/hood-college-receives-22-million-grant-hrsa>

²¹ <https://cgsnet.org/new-initiative-support-graduate-student-mental-health-and-wellness>

²² <https://www.hood.edu/news/dean-grad-school-joins-national-mental-health-committee>