MARYLAND HIGHER EDUCATION COMMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:
_____ NEW INSTRUCTIONAL PROGRAM
__X__ SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
_____ COOPERATIVE DEGREE PROGRAM
__X__ WITHIN EXISTING RESOURCES or _____ REQUIRING NEW RESOURCES

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

Stevenson University
Institution Submitting Proposal

Fall, 2014
Projected Implementation Date

MS in Nursing
Award to be Offered

Concentration in Population-Based Care Coordination
Title of Proposed Program

513801
Suggested HEGIS Code | Suggested CIP Code

School of Graduate and Professional Studies
Department of Proposed Program

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Signature and Date

President/Chief Executive Approval

February 12, 2014
Date

Date Endorsed/Approved by Governing Board

**Academic Program Proposals
From Degree-Granting Institutions Authorized to
Operate in the State of Maryland**

A. Centrality to institutional mission statement and planning priorities:

1. Institutional Mission Statement:

Stevenson University (SU) is an innovative, coeducational, independent institution offering undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference. The University blends the liberal arts with career exploration and planning, complementing a traditional education with applied learning beyond the classroom. The University meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.

2. Vision:

The University will become a national leader in collaborative career-focused liberal arts education and will equip its graduates to visualize and achieve excellence in a dynamic global community.

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

Stevenson University proposes to add an Area of Concentration in Population-Based Care Coordination to the existing Master of Science in Nursing degree program. Population-based care is defined as community level interventions that focus on health promotion and disease prevention activities that influence the community's overall health profile. The approved program has currently two Areas of Concentration in Nursing Education and Nursing Leadership/Management. The new concentration will enable Stevenson to prepare nurses for roles already in demand within the healthcare community and that will be needed in increasing numbers to address new requirements of the Affordable Care Act. Nursing professionals will gain the appropriate skills that will enable them to make ongoing changes in the health systems they serve, as well as acquiring the knowledge and abilities to adapt to future challenges in nursing. The proposed new concentration is consistent with Stevenson University's mission to provide a distinctive career-focused and personalized environment for its students.

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

The proposed concentration supports the University's 2014-2015 Business Plan through

Strategy IV: The University will enhance its financial resources by increasing revenues, aligning costs with strategic initiatives, identifying additional opportunities, and responding effectively to any associated challenges. Goal 1 of this strategy is to Enhance Financial Resources through an increase in enrollment and the number of offerings in all areas (including the School of Graduate and Professional Studies) based on assessments of career trends.

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

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

The Master of Science in Nursing degree program consists of **36** credits: **15** credits in core coursework required of all MSN students; **12** credits of coursework in the Population-Based Care Coordination concentration; an elective (**3** credits) selected from courses offered in the Nursing Leadership/Management Concentration and Nursing Education Concentration of the MS in Nursing and from those offered in the MS in Health Care Management; and the Population-Based Care Coordination Capstone (**6** credits).

CORE COURSES (15 credits):

NURS 515 Concepts of Nursing Informatics *(3 credits)*

> Draws from computer science, information science, cognitive and decision sciences, and nursing science. This course provides students with an overview of informatics and the theoretical foundation for information management within the health care setting.

NURS 520 Quantitative Methods in Nursing Research *(3 credits)*

> Focuses on the application of quantitative research designs. Practice and management questions are discussed and quantitative research strategies are developed to produce data and to examine the results of nursing research. *Prerequisite:* NURS 515

NURS 530 Qualitative Inquiry in Nursing *(3 credits)*

> Examines the conceptual issues of qualitative inquiry and introduces the student to grounded theory, phenomenology, ethnography, and historical research. Connections between current issues in practice and management and qualitative research strategies will be explored. Students will conduct interviews and write narratives that reflect their understanding of nursing knowledge. *Prerequisite:* NURS 515

NURS 547 Global Health Care Perspectives *(3 credits)*

> Provides an intensive overview of global health issues. This course focuses on global determinates of health, global health policies, global health research methods, effects of economics on global healthcare, complementary and alternative medicine, and organizations working in the field of global health. Students will consider the impact of global health issues such as infectious diseases, chronic diseases, cancer, violence,

nutrition, mental health and environmental health. Topics covered include the special issues of reproduction, infants, and children. *Prerequisite(s):* NURS 520 and NURS 530

NURS 557 Project and Resource Management *(3 credits)*

Provides students with the essential principles and tools of project management and an understanding of the human, organizational, and fiscal factors involved. Students will study issues and acquire skills related to personnel selection, managing an increasingly diverse workforce, project definition, budgeting, quality, and outcomes. The role of strategic planning in healthcare organizations will be explored. *Prerequisite(s):* NURS 520 and NURS 530

CONCENTRATION IN POPULATION-BASED CARE COORDINATION (12 credits)

NURS 600/ HCM 600 Managerial Epidemiology and Statistics *(3 credits*

Examines epidemiology concepts and tools as they are used in developing models for health, health service utilization, and health policy. Students will learn to distinguish among the types of epidemiological research (descriptive, analytical, and experimental) and will analyze epidemiological literature and discuss the pros and cons of different research methods. Analyses of epidemiological data using appropriate methods and statistical measures utilized in epidemiological studies are required to design and conduct a needs assessment for a given population, identifying healthcare gaps and disparities. Case studies and real world examples will be used to reinforce need for population-based approach to design and delivery of healthcare services. *Prerequisite(s):* NURS 515, 520. 530, 547, 557;

NURS 670 - Communication and Conflict Resolution *(3 credits)*

Explores therapeutic communication, cultural competence, and conflict resolution as integral to the multiple relationships within population-based care management roles. Students will learn collaborative communication strategies focused on inter-professional negotiation within agencies, communities, and systems. Theoretical models and assessment tools will be utilized to examine the diversity of cultural beliefs, values, and practices that impact the health of individuals, families, and communities. Clinical, legal, and ethical concerns related to health care disparities will be discussed. *Prerequisite(s):* NURS 547, 557

NURS 672 - Population-Based Care - Vulnerable Populations *(3 credits)*

Examines coordination of care for vulnerable populations including risk reduction and infection control, health education, nutrition, population health, environmental concerns, emergency management/preparedness, and chronic disease and disability, both psycho-social and physical. Quality, safety, and the economic impact of providing cost-effective care will be discussed using decision science and predictive analysis. *Prerequisite(s):* NURS 600, 670

NURS 674 - Professional/Legal Issues in Population-Based Care *(3 credits)*

Explores the legal and economic aspects of coordination of care. Content will include analysis of the ANA standards and scope of practice for relevant disciplines (such as

school nurses and case managers), the ANA Code of Ethics, and federal and state laws governing child abuse and neglect, minor consent for health services, communicable disease reporting, reimbursement and financing of health care, and insurance requirements. *Prerequisite(s):* NURS 600, 670

ELECTIVE COURSE (3 credits)

Students will select from courses offered in the Nursing Leadership/Management Concentration and Nursing Education Concentration of the MS in Nursing and from those offered in the MS in Health Care Management. A sample selection of the courses students from which students may choose include:

NURS 662/HCM 662 Quality Management in Health Care *(3 credits)*
> Focuses on health care systems improvement to enhance quality of patient outcomes, create a patient-centered culture of safety, and reduce risk. The course will emphasize statistical process control methods, regulatory and accreditation standards, and barriers to and strategies for quality improvement. *Prerequisite(s):* NURS 515, 520. 530, 547, 557

HCM 610 Health Care Policy and Law *(3 credits)*
> Examines the impact of governmental agencies, non-governmental organizations, and other stakeholders on the history of health care policy development in the US. This course challenges students to analyze historical health care laws and any opposition to those laws and policies with respect to the impact on access, cost, and quality of care from the perspectives of different stakeholders. Students will create a health care law and propose an implementation strategy. Implications of healthcare policy and laws will be examined through case studies and analyzes of real world examples *Prerequisite(s):* NURS 547, 557

HCM 615 Legal and Ethical Issues in Healthcare *(3 credits)*
> Examines healthcare ethics and law, including theoretical foundations and social, technological, organizational, individual, and patient influences. Emphasis is placed on comparing and contrasting law and ethics, as well as examining the impact of the law, cost-containment efforts, and quality and malpractice concerns on healthcare settings and healthcare delivery. Coursework helps students delineate between what is legal versus what is ethical and provides principles for ethical decision-making. Legal and ethical issues in healthcare will be examined through case studies and analyses of real world examples. *Prerequisite(s):* NURS 547, 557

NURS 610 - Advanced Pathophysiology and Pharmacology (3 credits)
> Provides advanced content on pathophysiology and pharmacology necessary for the nurse educator in a hospital, academic, or community setting. Structural and functional changes in cells, tissues, and organ systems associated with selected diseases will be analyzed. Pharmacological treatment and nursing considerations will be incorporated with each system. Pathogenesis of diseases will be related to principles of health promotion, disease prevention and pharmacology. *Prerequisite(s):* NURS 547, NURS 557

NURS 615 - Advanced Physical Assessment (3 credits)

    Provides advanced content in the area of physical assessment across the lifespan for the nurse educator in hospital, academic, or community settings. This course will build on previously learned skills and knowledge from clinical experiences. The students will develop the advanced skills needed to obtain and complete a comprehensive health history and physical assessment. *Prerequisite(s):* NURS 610

CAPSTONE COURSE (6 credits)

NURS 760 – Population-Based Care Coordination Capstone (6 credits)

    Designed to provide an opportunity for students in the Concentration in Population-Based Care Coordination to apply care coordination concepts in a selected health care delivery environment during a 135 hour practicum experience. Students will complete a capstone project relevant to the role of care coordination and develop a professional portfolio. This course emphasizes: planning care for specific populations; evaluating quality and safety outcomes within community health care systems; and implementing care management projects based on target population needs assessments, evidence-based standards of care, and culturally-competent care coordination strategies. The course includes an on campus residency requirement. *Prerequisite(s)*: completion of all core and population-based care concentration courses

2. Describe the educational objectives and intended student learning outcomes.

The overall objective of the program is to prepare registered nurses with a Master of Science in Nursing who will practice in advanced roles as nurse educators, leaders/managers, and care coordinators. Graduates of the MS in Nursing will be prepared to:

1. Advance the scholarship and discipline of nursing through the acquisition and dissemination of new nursing knowledge.
2. Demonstrate advanced mastery of nursing theory, evidence-based practice, service, and research based upon a multidisciplinary theoretical foundation.
3. Analyze advanced roles in nursing as educators, leaders, and managers in a variety of settings: academic environments, health care agencies, political systems, and public and private sectors.
4. Advocate for the nursing profession through demonstration of personal accountability, responsibility for own advanced nursing practice and professional role modeling and mentoring.
5. Synthesize knowledge of decision-making skills and change theory to promote excellence in nursing practice within a dynamic and global health care system.

Upon completion of the program, a graduate in the Population-Based Care Coordination concentration will be able to:

1. Conduct needs assessments within communities and health care systems, engaging multiple stakeholders.

2. Design a plan of care for specific populations incorporating knowledge of community resources, health care law, and regulations.
3. Evaluate quality and safety outcomes within community healthcare systems.
4. Implement care management projects based on target population need assessments and evidence-based standards of care.
5. Evaluate culturally-competent community care management strategies through the examination of inter-professional collaborative relationships, social networks, and organizational systems.

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

Not Applicable

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

The undergraduate and graduate nursing programs at Stevenson University are currently accredited by the Commission on Collegiate Nursing Education (CCNE). The University will notify CCNE, through the substantive change procedure, of this proposed new concentration and will incorporate information about the new concentration into the interim Self-Study report due in 2015, and the full Self-Study report due in spring 2017.

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

Stevenson University does not intend to contract with any other institution or non-collegiate organization for the delivery of the proposed program. During the Capstone course, students will be placed in a variety of healthcare settings. Stevenson University does maintain clinical contracts with those agencies.

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

The looming changes in the U.S. healthcare delivery system required by the *Patient Protection and Affordable Care Act* (ACA) present multiple challenges for healthcare providers in the U.S. One important aspect of these changes is the need for expert care coordination by knowledgeable providers who are well acquainted with healthcare delivery

systems, insurance policies, and the varied needs of clients. These questions were raised in a public health report from NIH in 2011:

> **How will Medicaid agencies and state Exchanges find the supply of health professionals needed to expand existing sources of care? How might public health agencies work with health professions training and residency programs in their states to begin to plan for the vast increase in demand for care?** How might public health agencies work directly with employers, insurers, and health-care providers on ways to translate coverage reforms into actual improvements in health-care services?
> (Retrieved 1/27/2014 http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001814/).

Population-based public health services are defined as interventions aimed at disease prevention and health promotion that shape a community's overall health status profile. Population-based health care practice is the development, provision, and evaluation of multidisciplinary health care services to population groups experiencing increased health care risks or disparities. It involves partnership with health care consumers and the community in order to improve the public health of the community and its population groups. Population-Based Care Coordination is a concept and does not refer to any specific job description or role. Graduates of this program may work in a variety of roles, such as Case Management roles with Hospital systems, Nurse Community Liaison roles with third-party payor organizations, Nurse Navigators within hospitals, Community Coordinators within Health Departments, and/or School Nurses.

Experienced professional nurses with advanced education in healthcare systems and care coordination will be needed across the country. Current health care practice demands financial accountability for patient services rendered and nurses play a key and expanding role in the coordination of care for patients in both inpatient and community settings. Unfortunately, the number of nurses currently prepared with the advanced level of education and skills necessary to manage the complex needs of individual patients, families and communities are limited. A University of Michigan (2013) national analysis of the public health nursing workforce documented that, "[t]here is a significant need to strengthen the education and training of public health nurses…Health Departments reported that nearly one-third (31%) of their RN workforce is educated at the diploma/associate's degree level"(p.7). This same analysis recommended that "Schools of Nursing should partner with Public Health Training Centers, which serve as the hubs for public health workforce training, to develop additional RN workforce training and educational opportunities based on competency needs. Trainings should focus on meeting the needs of those with no educational background in public health nursing or experiential background in public health, as well as evolving public health practices priorities"(p.10)
Retrieved from http://www.aone.org/resources/APIN/PDF/public_health_nurse_survey.pdf

A recent commentary on the Institute of Medicine's publication, *The Future of Nursing: Leading Change, Advancing Health* (2010) also confirms the need for more nurses with advanced education and skills. As noted by Fineberg (2013); "there is an essential need for more nurses to provide leadership. From the bedside to the boardroom, nurse leaders bring critical skills and capacities for coordinating care and managing the disparate services involved in serving individual patients and advancing community health."

National leaders in nursing have also argued that advanced practice nurses are well positioned to take on the care coordination rolethat will be required in communities across the country as a result of the implementation of ACA and other Federal, state or local health care legislation. As the Affordable Care Act brings an estimated 6 million to 10 million currently uninsured Americans into the health care system, the need for community-based mental health screening and intervention will mushroom. Dr. Kathleen Potempa, PhD, RN, FAAN, the Dean of the University of Michigan School of Nursing and the immediate past president of the American Association of College of Nursing, argues that nurses will have increased opportunities to use their advanced knowledge and skills in preventative care, patient communication, and care coordination, the hallmarks of their practices:

> Though nurses already play a central role in cost containment, care quality, and patient safety, current trends in nursing education have us poised for even greater contributions. That's because good baccalaureate and graduate programs in nursing increasingly incorporate quality improvement in care settings. Through attrition to 'microsystem' processes, we work toward better outcomes not only for individuals but also for health systems as a whole. Nursing prepares leaders, administrators, and researchers who can improve care processes and related analytics around outcomes and cost.
>
> (AACN-The healthcare blog)

Maryland is ahead of the curve with regard to implementation of the ACA requirements. Thus, the demand for professional nurses with advanced skills in care management will occur more rapidly here than across the country as a whole. The proposed development of a Master of Science in Nursing with a Concentration in Population-Based Care Coordination will help the State meet this demand.

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

Goal 1 of the 2009 state plan is to maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state (2009 Maryland State Plan for Postsecondary Education, June 2009). One means by which to meet this goal is to expand the use of "distance education and related technology to help provide access to postsecondary education for adult or other non-traditional students and to students in underserved areas of the State. Programs may be delivered fully online or through a hybrid course design that combines face-to-face with online courses (p. 16). Further, the plan recognizes the primacy of the Maryland Online consortia (of which Stevenson University is a member) in helping to provide support, training, technical assistance, and access in support of educational opportunity (p.15). The 2009 State Plan also highlighted the need to make full use of Maryland Online and Digital Library consortia (p. 15-16), to increase the supply of qualified graduates in identified high-demand fields and workforce shortage areas by adopting strategies tailored to specific occupational fields (p. 43).

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Further, another way in which the plan proposes to have the state's universities and colleges attain this goal is through the expansion of articulation and collaboration between the state's community colleges and four year public and independent institutions (p.47). Stevenson University maintains strong partnerships with eight community colleges across Maryland, including: Anne Arundel Community College; Carroll Community College; Chesapeake College; College of Southern Maryland; Harford Community College; Howard Community College; Montgomery College; and Prince George's Community College. These partnerships allow Stevenson to offer an RN to MS program in rural and underserved areas of the state, including the Eastern Shore and Southern Maryland.

Goal 2 of the plan is to achieve *a system of postsecondary education that promotes accessibility and affordability for all Marylanders*. Funding options for graduate and professional students are very limited, with most aid available through student loans and with little, if any, grant aid. In many areas, this population represents one of the fastest growing groups of underserved students. All graduate students at Stevenson pay on a per credit basis, which equates to a 50% discount over the standard full-time tuition paid by undergraduates at Stevenson. Many graduate and professional students are currently in the workforce and seeking more education for retraining or to upgrade their skills to maintain their employment. The 2004 State Plan similarly addressed the need to assure accessibility and affordability (p.20, 2004 State Plan). The State has provided financial support to nurse trainees over the last few years and Stevenson has been successful in attracting financial support from other government agencies to expand nursing programs that will allow veterans and other students to retrain or upgrade their skills in the field of nursing. The proposed program will expand these efforts in a cost effective way that permits students to attain advanced level skills while they maintain their employment.

The 2009 Maryland State Plan had previously recognized the importance that postsecondary education plays in workforce training, including the preparation of future teachers and of individuals in nursing and other health care fields. It further stated that efforts should focus on providing quality education and encouraging students to enroll in teaching, nursing, and other shortage fields (State Plan, p.44). In 2001, six critical workforce shortage areas were identified in a report entitled *Addressing Maryland's Critical Workforce Shortages: A Strategic Vision from Maryland's Community Colleges*. These included information technology, biotechnology, nursing/allied health, teacher education, tourism, and construction. Currently, the State is working collaboratively to increase the supply of trained workers for these industries, particularly teachers, nurses, and other health care professionals (p.34). Among the strategies needed to address this need are to expand enrollment capacity by increasing faculty, facilities, and internships (p.37).

Additional critical workforce needs occur throughout STEM-related occupations, including the health care industry. These occupations include nursing, physicians (general practice and many specialties), information technology, aerospace, bioscience, and numerous allied health fields. Capacity in training programs is an issue for some fields, including nursing. Like most of the country, Maryland is facing a shortage of nurses as the population ages and needs more medical care. State labor officials expect a shortfall of 12,300 nurses in Maryland by

2015. Nationally, more than 1 million new nurses will be needed to replace those leaving the profession and to serve the growing number of people expected to need medical care, according to the Bureau of Labor Statistics.
Retrieved from http://articles.baltimoresun.com/2010-12-19/health/bs-bz-nursing-programs-20101219_1_nursing-shortage-new-nurses-current-nurses

Projections show that in the next 10 years, there will be a 40 percent increase in the need for nurses compared to a six percent growth in the supply of nurses (State Plan, p. 44).

The proposed online degree concentration meets several of the 2009 State Plan goals by increasing the number of master's prepared nurses who can serve as faculty in our state's nursing schools, expanding the capacity of these schools to educate more nurses to help address the critical nursing shortages, and preparing more Masters prepared nurses with a Population-Based Care Coordination focus. The proposed program will continue the University's current leveraging of Maryland Online and Digital Library and adhere to Quality Matters standards in the design and implementation of the program courses. Finally, because students are enabled to continue in their present employment while they complete degree requirements, and because tuition and tuition increases will be kept within reasonable limits, the program meets affordability standards set by the State.

D. **Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:**

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

In addition to addressing the Maryland State Plan for post-secondary education, Stevenson's master's degree concentration in Population-Based Care Coordination will address the approaching need for healthcare providers with care coordination skills identified by Governor O'Malley and state level healthcare officers. Experts in Care Coordination will become increasingly in demand, and professional nurses with advanced levels of education will be expected to fill this role in large numbers. "The O'Malley-Brown Administration has set a goal to reduce the rate of preventable hospitalizations by 10% by 2015. In February of 2013, Maryland received $2.4 million to fund the development of the new Community-Integrated Medical Home initiative. The goal of the Community Integrated Medical Home is to coordinate care more effectively, preventing emergency room and hospital visits, and improving the health status of communities which will result in a higher performing health system and reduce health care spending in Maryland."

Retrieved from https://data.maryland.gov/goals/hospitalizations

A recent Maryland survey of Chief Nursing Officers (CNOs) in 2013 by Fava-Hochuli, Senior Clinical Placement Administrator for the Johns Hopkins University School of Nursing demonstrated the need for a variety of advanced practice degree programs, including Community Care Management. As noted by Fava-Hochuli:

An analysis of national, regional, and local trends for advanced degrees in nursing was completed. Data from literature reviews, interviews of chief nurse executives, a needs assessment of Stevenson University (SU) Graduate and Professional Studies (GPS) nursing faculty, a market analysis of SU competitor online master's programs of study, and current job opportunities for master's prepared nurses in Maryland, Virginia, DC, Pennsylvania, and Delaware drove the recommendations for additional online master's programs of study for the SU GPS program The data suggests that the proposed new Concentration in Population-Based Care Coordination is desirable.

The University of Michigan study quoted above also provides evidence of the increasing need for professional nurses in the public health arena. According to their survey of state and local health departments (n= 378) "approximately 27% of public health nurses intend to retire in the next 5 years. ... The national public health workforce in state and local health departments is not as racially and ethnically diverse as the country's population. Further, few minority public health nurses serve in leadership positions."(p.8).

Retrieved from http://www.aone.org/resources/APIN/PDF/public_health_nurse_survey.pdf

Another study, conducted by the Robert Wood Johnson Foundation (RWJ), examined the plight of public health departments and found a similar trend with regard to the accessibility of nurses with advanced levels of education needed for public health and population focused settings. "More than two in five state health departments report having "a great deal of difficulty" hiring nurses and nearly 40 percent of state and local health departments report having insufficient resources to fill vacant nurse positions." Recommendations from the RWJ project's advisory committee, include the need to:
- Develop feasible opportunities for additional education and training for public health nurses.
- Improve the pipeline and intensify recruitment so public health nurses in health departments reflect the racial and ethnic composition of the communities they serve.
- Determine how changes in the functions of public health departments, due to health care reform and the transformation of public health agencies' work, may affect the education public health nurses need.

Retrieved from http://www.rwjf.org/content/dam/farm/reports/reports/2013/rwjf406659

A report, prepared by the Center for Health Workforce Studies (the Center), provides a summary of labor projections for the period 2010 through 2020 for health care settings and health care occupations. The March 2012 analysis from the Center reports the following: 1. 13% of the U.S. labor force work in the health sector or in a health occupation (19 million jobs out of 143 million jobs in the U.S.labor force); 2. The health care sector is projected to add more than 4.2 million jobs between 2010 and 2020, with 63% of those in ambulatory settings; 3. Registered nurses, home health aides, and personal care aides are among the occupations nationally projected to have the largest job growth between 2010 and 2020, adding more than two million jobs, with another 700,000 job openings due to vacancies from attrition; 4. Health sector employment is projected to grow from more than 14 million jobs in 2010 to nearly 18.3 million jobs in 2020, an increase of 30%, compared to only 13% growth for jobs in all other employment sectors; 5. The total number of health care workers across all employment sectors will increase by more than 4.7 million between 2010 and 2020. In

addition, another 2.7 million health care workers will be needed to replace individuals expected to leave their jobs (e.g., retirements, attrition from the profession, etc.) over the same period; and 6. Demand for RNs in health care settings is projected to grow between 2010 and 2020, with more than 662,000 RN jobs created in hospitals, ambulatory settings, and home health care. The largest growth in RN jobs will occur in hospitals (389,000).

(Retrieved frm http://chws.albany.edu/archive/uploads/2012/07/blsproj2012.pdf)

Given the shortage of nurses and other healthcare professionals with advanced levels of education, particularly in the State of Maryland, the need for accessible quality educational programs is large. The Maryland Department of Labor, Licensing and Regulation's 2010-2020 projections for Health Care and Social Assistance personnel show an increases from 326,930 to 415,565 or a 27.1 percent. The need for Health Diagnosing and Treating professionals holding master's degrees is even greater. Between 2010 and 2020, the need increases from 6,195 to 8,250 persons. Adding to that the number of replacements due to retirements among that workforce of an estimated 1,180 persons, the total number needed by 2020 is 3,235 master's trained personnel, an almost 52 percent increase.

(Retrieved from http://dllr.maryland.gov/lmi/iandoproj/)

Stevenson also has a history of supporting students from diverse backgrounds, and we are currently implementing the Health Resources and Services Administration funded REDI program (Retention, Education Diversity Initiative), designed to foster the success of undergraduate nursing students. Our history of accessibility and acceptability to diverse students aligns well with the national and state need for increased diversity in the public health nursing workforce.

2. *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.*

To further assess the need for this proposed concentration, SU Nursing leadership met with key stakeholders in a variety of Maryland health care institutions, including those employed by CareFirst BC/BS, the Baltimore County Public Schools, the Baltimore County Health Department, and numerous state-level school health nursing leaders. All stakeholders verified the workforce need for more nurses with advanced education in the area of population-based care coordination.

Lisa Krause, RN, Vice President of Medical Affairs at CareFirst BlueCross BlueShield, employs over 300 professional nurses in Maryland and the District of Columbia. She stated, "we currently have 14 open positions, and hire an average of 30 professional nurses per year. We prefer that these nurses have a background and education in case management, utilization review, care coordination, community services, and good communication skills. Gone are the days when our nurses did not interact with our clients. Now the care is all about keeping [the patients] well and at home." [Meeting on August 5, 2013]

Ms. Della Leister, Deputy Health Officer for the Baltimore County Health Department, echoed this sentiment, stating that her need for nurses with advanced levels of education and

experience in the areas of assessment, health care systems, complex communication and negotiation, crisis management, knowledge of chronic disease and vulnerable populations, cultural competence, care coordination, and epidemiology are continuous. Frequent turnover and increasing demands on the Health Department **have led to ongoing nursing shortages, particularly among professional nurses who have experience with public health and care coordination.** Ms. Leister employs approximately 125 professional nurses, currently has 12 unfilled positions, and expects to have more within the next six months. [Meeting held on August 6, 2013]

Nurses working in the public school health system have also expressed a need for advanced level education in care coordination and community/school health concepts. According to state school health specialists Mary Jo Harris and Alicia Mezu, "the need for professional development among school nurses is huge." These state level experts in school health care voiced their concern that "school nurses are often forgotten" by Schools of Nursing in Maryland and there currently exist few opportunities for these nurses to pursue advanced education that is pertinent to their needs. Specifically, there are approximately 2,000 school nurses in the state of Maryland who contribute daily to the health of children and communities in which they are based. Of these 2,000, many are not Master's prepared". [Meeting on September 17, 2013]

Nurse Managers in hospital settings also see an increased need for Care Coordinators, or, as they are referred to at Johns Hopkins, "Transition Guides." These professional nurses receive referrals from inpatient nurses to manage the care of clients from the time of their admission throughout their hospitalization and even after discharge. They frequently work with patients who have chronic diseases, and, as a result, are at high risk for readmission. It is expected that as the ACA is implemented and more hospitals are held accountable for patient readmissions, more Care Coordinators will be needed.

Fava Hochuli's data also clearly demonstrated the need for advanced practice nurses with care coordination skills, as noted in the Table below.

Table 1. Selected Career Opportunities for Master's Prepared Nurses
in the Baltimore Area (2013)

Facility/ State	Position	Degree Required or Preferred	Current Advanced Degree Openings	Source
LifeBridge Health	Director of PT Care Services, Clinical IT, Nurse Manager	MSN	5	http://www.lifebridgehealth. org/LifeJobs/LifeJobs.aspx
GBMC	Clinical Nurse Manager	MSN	4	http://www.gbmc.org/body. cfm?id=202
Johns Hopkins	Director of Nursing, Clinical Specialist, Nurse Educator, Nurse Managers	MSN	5	http://www.hopkinsmedicin e.org/employment/

CareFirst/ BCBS	Care Coordinator, Transition Program	MSN	5	https://webapp.carefirst.com /psc/jobs/RECRUIT/HRMS /c/HRS_HRS.HRS_APP_S CHJOB.GBL
INOVA	Clinical Managers, Nurse Managers, Director of Nursing	MSN	22	http://jobs.inova.org/search/ management
Christiana	Nurse Managers	MSN	5	http://careers.christianacare. org/search
Baltimore VA	Director of Quality Assurance, Performance Improvement	MSN	2	https://www.usajobs.gov
Baltimore County Health Department	Public Health Nurse, Nurse Practitioner	MSN	4	http://agency.governmentjo bs.com/baltimorecounty/def ault.cfm?&promotionaljobs =0&transfer=0

3. *Data showing the current and projected supply of prospective graduates.*

Data from MHEC report master's degrees in nursing graduation numbers from all existing programs at several Maryland institutions as follows:

Table 2: Maryland Higher Education Commission master's degree in nursing graduates data

Institution	Graduates 2010	Graduates 2011	Graduates 2012
Bowie State University	12	3	22
Coppin State University	7	7	4
Salisbury University	4	14	8
Towson University	14	37	16
University of Maryland	293	301	331
Morgan State University	9	38	31
Johns Hopkins University	62	74	89
Notre Dame University of Maryland	31	34	39
TOTAL	**432**	**508**	**540**

Note: Stevenson University is not included in this data because its first graduates were in Summer 2012. Data reflected above for 2012 includes graduates through May 2012.

As indicated in Section D above, projected market demand and the availability of openings in the Maryland and mid-Atlantic regional job market to be served by this new program is substantial. If this demand is to be met, it is clear that the current graduation numbers from existing programs alone will not be enough to meet state or regional needs. Further, none of these programs have a particular focus in population-based care that the proposed area of concentration represents (see Table 4 below).

<u>Table 3: Stevenson University Projections for full-time and part-time majors for years 1 – 5</u>

Stevenson University's area of concentration program will have an impact on the workforce in Maryland and in the United States. Assuming that the program is approved for

a fall 2014 start date, the following conservative enrollment is projected for the first five years of the graduate program:

Graduate Program Enrollment	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Population-Based Care	10	15	20	25	25

The enrollment projected above will produce more than 75 new master's prepared nursing professionals within five years of the first graduating class in 2014:

Graduate Program Graduates	2016-2017	2017-2018	2018-2019	2019-2010	2020-2021
Population-Based Care	5	10	15	20	25

E. 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.*

There are many master's in nursing degree programs in the State and around the region. However, only two offer similar programs, as reflected in the following Table.

Table 4: Other State and Regional Master's Similar Programs of Study

University	Program of Study leading to a MS degree
Johns Hopkins University (MD)	Health Systems Management, CNS; Adult-Geriatric Primary Care Nurse Practitioner; Adult-Geriatric Acute Care Nurse Practitioner; Family Primary Care Nurse Practitioner; Pediatric Primary Care Nurse Practitioner; Clinical Nurse Specialist; Health Systems Management; Health Systems Management/Clinical Nurse Specialist Dual Track; **Public Health Nursing**; Master of Science in Nursing/Master of Public Health (MSN/MPH); Nurse Practitioner with Public Health Nursing Focus
University of Maryland (MD)	Clinical Nurse Leader; **Community/Public Health Nursing**; Health Services Leadership and Management; Nursing Informatics

The Johns Hopkins University School of Nursing offers a master's degree in Public Health Nursing. This specialization prepares nursing professionals to serve as specialists in community health nursing and to incorporate concepts from nursing, public health, and health policy toward the design, delivery, and evaluation of nursing services to diverse communities. Graduates will practice in a variety of settings, including local and state health departments, federal and state agencies, schools, and non-governmental agencies. While this program has a community focus, it does not specifically focus on the Population-Based Care Coordination role of the nurse as in the area of concentration proposed by Stevenson.

The University of Maryland's Community/Public Health Nursing degree program prepares students for advanced practice in community/public health nursing. The curriculum focuses on health promotion and disease prevention. Students explore health needs of select populations in community contexts and develop expertise in epidemiology, program planning, and evaluation. Students also develop skills in grant writing, organizational analysis, and public messaging. Graduates are able to implement core public health principles and practice in a variety of settings, including local and state health departments, federal and state agencies, schools, and non-governmental agencies. While this program has a community focus similar to the Hopkins' program, it also does not specifically focus on the Population-Based Care Coordination role of the nurse as in the area of concentration proposed by Stevenson.

With the exception of these two programs, there are no other programs similar to the program proposed here. The number of graduates from these two programs will not be able to meet the demands of the workforce necessary to adequately staff future population-based care programs in the State and in the region.

2. Provide justification for the proposed program.

As noted above, while the University of Maryland School of Nursing and Johns Hopkins School of Nursing offer programs that have a community focus, these programs do not specifically focus on the Population-Based Care Coordination role of the nurse, which has been documented to be in increasing demand. Neither the programs related to community nursing at the University of Maryland School of Nursing or the Johns Hopkins School of Nursing are offered completely online. Stevenson University's online nursing programs offer flexibility for working professionals and attract primarily the local nursing population, providing valuable increased capacity for advanced nursing education. Stevenson nursing students frequently remain in the State of Maryland following graduation and provide professional nursing services throughout the state.

F. Relevance to Historically Black Institutions (HBIs)

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

It is not expected that the proposed master's degree at Stevenson will have any impact on the graduate programs offered through the Historically Black Institutions in Maryland. Only three of Maryland's HBI's offer a graduate degree in nursing: Coppin State University; Morgan State University; and Bowie State University. Bowie State University's Master of Science in Nursing program prepares professional nurses for advanced practice roles as nurse practitioners and nurse educators and for doctoral study. Morgan State's programs are in Nurse Educator and Nursing Leadership and Management. Coppin State University's program is designed to prepare Family Nurse Practitioners.

As reflected in Table 5 below, none of these programs has a concentration such as that proposed in population-based care or in a related area.

Table 5: Maryland HBI Master's Specific Programs of Study

University	Program of Study leading to a MS degree
Bowie State University (MD)	Nurse Educator; Family Nurse Practitioner
Coppin State University (MD)	Family Nurse Practitioner
Morgan State University (MD)	Nurse Educator; Leadership and Management

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

The proposed new Area of Concentration is not expected to have any impact on the uniqueness, institutional identity, or mission of Historically Black Institutions.

G. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

Curriculum and Instruction:

1. *The program is established and overseen by qualified faculty.*

Stevenson University's distance education programs are developed and overseen by faculty members specifically selected for their subject matter expertise as well as their ability to teach in the online environment. All faculty members hired to teach in the online environment must participate in a faculty in-take session. During the in-take session, faculty members are assessed for appropriate teaching skills and ability to interact effectively with students in the online environment through a series of Blackboard™ learning management system activities that include the following: (1) grading student papers; (2) responding to student discussion forums; (3) participating in an online live collaboration through media such as WebEx or Skype; and (4) creating an online presentation using media. Faculty members are also required to participate in an online faculty development course that includes facilitating adult learning, developing course management techniques, using grading rubrics, avoiding and recognizing plagiarism and cheating, among other topics. Only faculty members who successfully complete these activities are selected to teach and develop distance education courses. The university also maintains full-time instructional designers to enable faculty to utilize the latest online technologies to optimize the learning environment for Stevenson graduate students.

2. *The curriculum is coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.*

All courses in the distance education program are subject to the same design and approval process as those offered in traditional instructional formats. All courses, whether in a distance education or traditional format, are initially proposed by the academic departments. The courses are reviewed first by the academic program coordinator and then by the dean of the school which oversees the academic department. The courses are then reviewed by the school's representative to the Academic Affairs Committee (AAC) subcommittee of the University's Faculty Council, as well as by an AAC non-school representative, the Associate Vice President for Institutional Research and Assessment, and a University librarian to

ensure that the appropriate materials are available to the students. Courses are then submitted for review and approval by the Dean's Council, which is comprised of the deans from all six schools in the University. Finally, the courses are submitted for review and approval by the AAC. The course content and student learning outcomes are identical regardless of whether a course is offered in a traditional format or a distance learning format. This thorough review process ensures the curriculum for distance education programs is coherent, cohesive and comparable in academic rigor to programs offered in traditional instructional formats.

3. *The program shall result in learning outcomes appropriate to the rigor and breadth of the program.*

All program proposals are reviewed to ensure that the appropriate levels of the Bloom/Krathwohl taxonomies are addressed in each course in the program and for the program as a whole. All course level and program level requirements meet the standards set by the University for undergraduate and graduate courses and programs, as well as the learning essentials as outlined by the American Association of Colleges of Nursing (AACN). All courses include learning outcomes appropriate for the course level. Programs and courses are reviewed and assessed routinely to ensure that the outcomes are being met by the students.

4. *The program shall provide for appropriate real-time or delayed interaction between faculty and students.*

All courses in the distance education program provide appropriate student-to-faculty and student-to-student interaction. This interaction is generally asynchronous using discussion board forums, wikis, blogs, journals or interactive software. Faculty members are required to provide feedback to students using these modalities. Synchronous, real-time interaction is available through the use of a variety of web appropriate methods, such as Adobe Connect, WebEx, or Skype.

5. *Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.*

The School of Graduate and Professional Studies (GPS) has five full-time instructional designers, an Associate Dean for Distance Learning, and eight graduate assistants as part of the team that works closely with nursing faculty. The team has considerable experience and expertise on the Blackboard course management system and in instructional curriculum development and delivery methods used for online courses, and works with all those who have technology needs—the administrators, faculty, and students. The team also provides instructional design support to all faculty members developing and teaching distance education courses. Members of the educational technology team have received appropriate training and certifications. Two of the instructional designers have received Quality Matters Peer Review certification and one has Quality Matters Institutional Review and Training certification. The other instructional designers have Quality Matters Peer Review training.

All faculty members work one-on-one with an identified instructional designer during the entire design of courses offered through a distance education program. This collaboration continues during the instruction phase of course delivery. All courses are reviewed by the program coordinator in collaboration with the faculty and instructional designer. All courses must be approved by the program coordinator prior to being offered to students.

Role and Mission:

1. The program shall be consistent with the institution's mission.

Stevenson University's mission is to provide a distinctive career-focused education and personalized environment for its students. The cornerstone of the mission is an educational experience that supports career planning while encompassing liberal arts, science, and technology. The University meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world. The proposed program fulfills the University's mission.

2. Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.

All course and program objectives are reviewed and approved by the AAC. Once the program and course objectives have been approved, the technology that will best facilitate student attainment of the objectives is selected by the faculty and instructional designer collaboratively. The instructional design staff are well trained to ensure that appropriate technology or tools are selected.

Faculty Support:

1. Training shall be provided for faculty with the use of technology, including training in the learning management system and the pedagogy of distance education.

All faculty members have access to the training opportunities routinely provided by the instructional design staff of the School of Graduate and Professional Studies. The schedule for faculty professional development includes training in the use of available technologies for enhancing online and face-to-face instruction and use of Blackboard™ at both a beginner and advanced level. Individual appointments with instructional design staff are also encouraged. Twice yearly GPS offers professional development seminars for faculty related to andragogy and the best practices for teaching adult students. Online help resources are made available to all faculty and the instructional design team provides onsite and online training as well.

2. Principles of best practice for teaching shall be developed and maintained by the faculty.

Faculty members adhere to Quality Matters standards and to principles of best practice which include the following: (1) providing clear guidelines for student-to-student and student-to-

faculty interaction; (2) creating well designed discussion assignments that facilitate meaningful dialogue among students; (3) developing student assessments which include project-based assignments to facilitate critical thinking in addition to tests and quizzes; (4) providing timely feedback; (5) providing regularly distributed deadlines to encourage course/program completion; (6) communicating high expectations; and (7) facilitating student participation in selection of project and paper topics. Courses are regularly reviewed to ensure that they are meeting these standards.

3. Faculty support services shall be provided specifically related to teaching in a distance education format.

Faculty members are provided support specifically related to teaching in a distance education format throughout their entire time of teaching for Stevenson University. As noted above, prior to teaching a distance education course, faculty members are required to participate in an online faculty development course. In addition, faculty members are invited to campus for an orientation session. This session is streamed live via the web to faculty members who live out-of-state or are otherwise unable to come to campus.

Continuing professional development workshops are offered twice a year to help faculty members to improve their teaching effectiveness in an online environment. These workshops are also streamed live via the web to faculty who live out-of-state or who are otherwise unable to come to campus. Workshop topics have included the following: (1) Introduction to Blackboard; (2) Advanced Blackboard Training; (3) Use of the Grade Center; (4) Facilitating Discussion Boards; (5) How Interaction Aids Learning; (6) Developing Accelerated Online Courses; (7) Best Practices in Accelerating Courses; (8) Available Technologies to Facilitate Online Learning; (9) Teaching a Course You Did Not Develop; (10) Working with Master Courses; (11) Designing Tests to Reduce Cheating; and (12) Faculty Presence in Online Courses. Each workshop is evaluated, and based upon the evaluations the workshops have been improved over time.

Appropriate learning resources shall be available to students, including appropriate and adequate library services and resources.

Students and Student Services:

1. *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, financial aid resources, and costs and payment policies.*

Students receive information about curriculum, course and degree requirements from both admissions personnel and the student support coordinator assigned to the degree program. WebXpress is the online system that allows Stevenson University applicants, students, and faculty to access multiple online resources. With WebXpress, prospective students can check on the status of their application. Current students have access to class schedules, status of

accounts, grades, degree audit forms and registration. Faculty members can monitor rosters and post grades. Faculty and students were also recently trained in the newest online option, e-Advising.

Technical equipment requirements are made known to students through information provided to them during the admissions process and again at orientation. A special browser checker is available to help students assess that their computer is up-to-date and appropriately equipped. Each course syllabus also outlines technical requirements for taking the online course and also indicates any additional software or hardware that may be necessary for successful student performance.

Student support is provided for Blackboard, the University's learning management system. Tech Connection, the University's technology support group, provides technical support to students experiencing difficulties with computer related issues. Faculty and instructional design staff assist students with academic issues related to online courses.

The Stevenson University website offers a convenient way to find information related to the University, including financial aid, costs and payment policies, and federally required complaint policies. The website includes links to various units and to academic support services. Website revisions are ongoing in an attempt to remain current, and a new Stevenson portal (intranet) was recently introduced for enrolled students and faculty to improve communications and information sharing.

2. *Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.*

Library Facilities

The physical collection is maintained in the Learning Resource Center building on the Greenspring Campus and in a second library facility located in the School of Business and Leadership located on the Owings Mills Campus. The physical collections continue to grow, now approaching 100,000 volumes. Many formats are represented, among them DVD's, video recordings, CDs, audiotapes, microfilms, microfiche, CD-ROMs, web-based services, books and periodicals. Library holdings reflect the University's curriculum. The library also participates in the Maryland Digital Library Project and in the AskUsNow Reference Service with other Maryland libraries.

The library provides access to the collections via an integrated, web-based online catalog shared with partners in the Maryland Interlibrary Consortium, whose collections total approximately 800,000 volumes. The interlibrary loan program uses a dedicated courier service which facilitates sharing among the campuses.

To support the distance education students, the library offers several electronic services: Electronic media, book, and article searches are available, along with a full-text e-journal locator. Several research tutorials are available, along with research guides and *Noodlebib*, a program that helps with citations. "Ask us now!" is particularly helpful to students who are

not located on campus. This provides access to a librarian's assistance 24 hours/ seven days a week.

Admissions

Students are provided recruitment and admission information through various means. Admissions information is available on the Stevenson University School of Graduate and Professional Studies website. Information sessions are held through the year both face-to-face and online. Finally, an enrollment counselor specifically assigned to the program facilitates face-to-face meetings and is available to communicate with students via telephone or email. Students are able to complete either an online or paper application. The Transcript Evaluator for GPS provides services such as transcript and credit evaluations using ARTSYS.

Financial Aid/Student Accounts

Scholarships, grants, and loans are available to students. Financial aid information is provided to prospective students throughout the admissions process. To apply, students must complete the Free Application for Federal Student Aid (FAFSA). Student-specific information relating to financial aid awards is available through WebXpress. General information relating to financial aid is available on the website.

Students have the ability to view and print their bills online through WebXpress. Information regarding payment and refund policies are on the University's website and are provided to students in their orientation packets. Students are able to make payments online through WebXpress, by telephone or through the mail by means of check, money order or credit card. Students have access through the website or by telephone to the University's Student Solution Center, a financial aid/student accounts advisory office, to answer questions and solve problems.

Registration

Students register for classes online through WebXpress. A student support coordinator is available by telephone and email to help students with registration.

Orientation

Accepted students are sent an orientation packet through the mail. In addition, an orientation session both face-to-face and online is held at the beginning of each session for new students.

Advising

Each student is assigned to an academic advisor who monitors degree completion progress and retention. Academic advising is in person, by telephone or online. Online advising occurs through the University's email system. The University has obtained the necessary modules to

implement E-Advising through its Colleague System, a component of Datatel. Once fully implemented, this system will be used for online advising.

Access to Academic Services

Stevenson is organized to connect students to the resources they need to succeed. Admissions practices seek to recruit, admit, and enroll students whose interests and abilities are congruent with the University's mission and diversity statements. Student support services aim to develop students' strengths and meet their current and developing needs. These areas share the goals of retaining students in the Stevenson community while preparing them for future careers.

Online tutoring, accessible through SMARTHINKING Online tutoring services, is available to students through a variety of means including one-on-one live online tutoring sessions, drop-in tutoring sessions, scheduled tutoring sessions, or through submission of writing assignments for feedback. Students can access these online tutoring activities from any computer facilities available to them.

Furthermore, the College's unique Career Architecture Program[SM] guides students in devising a personalized career plan based on their values, interests, strengths and weaknesses. Students are also provided career services such as resume critiques, job search assistance, mock interviews, career assessment tools, career counseling, and graduate or professional school preparation. Career workshops are regularly held for students, both on-site and online. A dedicated industry specialist is available to assist students in distance education programs. Career counseling is available to students both in-person and via the web using interactive collaborative software. This dimension has consistently achieved noteworthy success, with at least 92 percent of Stevenson's graduates every year in the past five years securing employment or continuing their education within six months of graduation. All these services are available to students in the distance education program.

3. *Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.*

All programs adhere to specific admissions requirements in order to ensure that accepted students have the background and knowledge needed to undertake and be successful in a distance education program. In addition, all accepted students are required to take part in online orientation using the Blackboard learning management system designed to introduce them to Stevenson University.

4. *Advertising, recruiting, and admissions materials clearly and accurately represent the program and services available.*

All electronic and print advertising, recruiting, and admissions materials clearly and accurately represent the program and services available. The admissions and recruitment staff are all extremely knowledgeable about the programs. All materials are reviewed by program

coordinator and the deans before dissemination and list clearly the program, admissions requirements and contact information.

Commitment to Support:

1. *Faculty evaluation policies shall include appropriate consideration of teaching and scholarly activities related to distance education programs.*

Faculty evaluation policies do not distinguish between teaching in a distance education program and in a traditional program. All faculty members are evaluated based on the following criteria: (1) teaching effectiveness; (2) scholarship; and (3) service.

All courses are evaluated regardless of modality. Faculty members are expected to reflect on the feedback received, using the *Faculty Response to Evaluation* form, which is submitted to the appropriate program coordinator. However, the evaluation instruments are modified to take into account the differences in delivery methods.

2. *The institution shall demonstrate commitment to ongoing support, both financial and technical, and to a continuation of a program for a period sufficient to enable students to complete the degree or certificate.*

Stevenson University is committed to its online programs. Both financial and technical support has been continually provided since 2006 when the University offered its first distance education program. The level of support has steadily increased over the years. The University fully funds the Blackboard™ servers and routinely upgrades its programs and services in support of the online programs. A dedicated Blackboard™ IT technician is identified and the instructional design team expanded its staff and scope of operation over the last three years. Student support coordinators, advisers, and other staff members assist in re-enrollment and retention services to enable students to complete their program.

Evaluation and Assessment:

1. *Evaluate a program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.*

Programs at Stevenson are reviewed according to an established program review cycle and revised, as appropriate, to reflect the mission and vision of the University and the needs of the marketplace. The approval process for new courses requires a matrix which demonstrates alignment of course objectives with program objectives. The matrix becomes a course map, the purpose of which is to demonstrate alignment of each assignment in the course to course objectives and program objectives. The alignment matrix and course maps are essential tools in assessing the effectiveness of the program.

In addition, the nursing MS program requires a capstone practicum experience of 135 hours along with a weekend residency experience for all candidates in their final course. The

internship experience enables the program to observe and evaluate students' capabilities across multiple skill areas, including their ability to apply knowledge and skills developed during the program. Each program is also required to engage in a program review process every five years.

The student support coordinators and other members of the student success team focus on student retention. Each new student in a distance education program receives a telephone call from a member of the team during each of their first three courses at Stevenson. The purpose of this call is to ensure students are satisfied with their experience at Stevenson and are not experiencing any difficulties in successfully completing their coursework. Data have shown that students who successfully complete their first three courses are likely to complete their degree program. Thereafter, the student support coordinators are available to assist students with any questions or concerns. In addition, as part of the retention efforts, the student support coordinators follow up with students who have not registered for subsequent sessions.

2. Demonstrate an evidence-based approach to best online teaching practices.

Courses are routinely monitored by program coordinators to ensure that best online teaching practices are being maintained by faculty including: (1) frequent faculty-to-student and student-to-student interaction; (2) prompt feedback; (3) clear expectations for completing assignments and other activities; and (4) opportunities for active learning among students. Stevenson utilizes the Quality Matters Standards rubric as a guideline for all online courses. Faculty presence in each course is monitored. Courses are managed by a course manager and instructional designer with expertise in online course development to ensure that the courses include a sequence of learning activities that students can easily navigate and a communication strategy is in place for the unexpected. Program coordinators and instructional designers ensure there is continued alignment between assignments and course objectives and that faculty members communicate high expectations for student performance. Finally, faculty members are able to avail themselves of ongoing assistance in the performance of their responsibilities through access to the technical and academic assistance provided by the instructional design staff and program coordinators.

3. Provide for assessment and documentation of student achievement of learning outcomes.

Assessment and documentation of student achievement of learning outcomes occurs throughout the graduate nursing program. Each course syllabus clearly identifies the desired learning outcomes for candidates. Assignments are designed so that all course outcomes are assessed, and assignments are scored using a grading rubric to determine if student has demonstrated proficiency with the related outcome(s). Certain assignments are considered Key Assessments and are included within a student's portfolio. The portfolio demonstrates student mastery of learning outcomes across all courses in the program and is assessed by a faculty panel using a standards-aligned rubric during the final course of the program.

Surveys are used to ask students about outcomes from particular courses, the courses and experiences of the current year they have taken that year or their experiences to date at the

institution. Graduates and alumni are surveyed via EBI with respect to their mastery of the skills in question and their judgment about the strengths and areas for improvement in their programs.

Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

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 faulty member will teach.

New faculty with credentials appropriate to the proposed new Concentration in Population-Based Care Coordination will be hired according to an implementation plan for the program, which, in turn, aligns with the resource tables presented later in this proposal. Adjunct or full-time faculty hired for this program will be doctorally-prepared with the ability to understand and integrate both educational principles and practice with health care issues.

Currently employed faculty who will teach in this program.

George Aboagye, RN (2011) Associate Professor, GPS Nursing; AAS, BS, MSN, Marymount University; DNP, University of Massachusetts, Boston

Noni L. Bodkin, RN (2005) *Adjunct Professor in Nursing,* B.S., Indiana University; M.S., University of Illinois, Chicago; Ph.D., University of Michigan, Ann Arbor

Sandra Genrich, R.N. (2011) Adjunct Professor, GPS Nursing; BSN, MSN, Wayne State University; PhD, The University of Texas at Arlington

Lisa Gotschall, R.N. (2011) Associate Professor, GPS Nursing; BSN, Russell Sage College; MS, Columbia University; PhD, Capella University

Deborah King, RN (2009), *Adjunct Professor in Nursing,* PhD, University of Maryland, Baltimore

Karen Russell, RN (2008), *Adjunct Professor in Nursing,* A.A., College of Southern Maryland, B.S.N., MS, DNP, University of Maryland, Baltimore

Inex A. Scholler-Jaquish, RN (2007), *Professor, GPS Nursing,* B.S.N., Arizona State University; M.S., Loyola College in Maryland; Ph.D., University of Maryland, College Park

Joyce Williams, RN (2012) Assistant Professor, GPS Nursing; BA, Antioch University; MFS, Oklahoma State University; DNP University of Tennessee

I   Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

*Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. **If the program is to be implemented within***

existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

The Stevenson University Library, established in 1971, occupies 19,000 square feet on two floors in one wing of the Learning Resource Center building on the Greenspring Campus and with a second library facility located in the School of Business and Leadership located on the Owings Mills campus. The latter has considerable holdings specifically directed towards business and law. The physical collections continue to grow, now approaching 100,000 volumes. Many formats are represented, among them DVD's, video recordings, CDs, audiotapes, microfilms, microfiche, CD-ROMs, web-based services, books and periodicals. Library holdings reflect the College curriculum. The library participates in the Maryland Digital Library Project and in the AskUsNow Reference Service with other Maryland libraries. The University Archive is housed in the Library, and a local history collection is under development. The library provides access to the collections via an integrated, web-based online catalog shared with partners in the Maryland Interlibrary Consortium, whose collections total approximately 800,000 volumes. The interlibrary loan program uses a dedicated courier service which facilitates sharing among the campuses. The library offers several electronic services: Electronic media, book, and article searches are available, along with a full-text e-journal locator. Several research tutorials are available, along with research guides and *Noodlebib*, a program that helps with citations. "Ask us now!" is particularly helpful to students who are not located on campus and provides access to a librarian's assistance 24 hours/ seven days a week

In 2008, a nursing kiosk located in the library became available to students. It provides opportunities for students to use computer based programs that support theoretical learning, drug calculation practice, and NCLEX-RN preparation. As a part of a consortium of libraries, the SU library is quite extensive. Within the SU library there are approximately 114 nursing titles and 14 with NCLEX-RN titles. Another library resource is the Nursing Tutorial that assists students in using the online journal databases. With the assistance of this program, nursing students more effectively find articles to support learning activities and clinical practice. In many clinical agencies, students may use library resources.

The library keeps nursing-related holdings current. Nursing faculty are given opportunities to review holdings, make purchase requests and remove outdated resources. The Nursing Division policy indicates that all holdings greater than five years of age will be reviewed for their historic relevance and significance.

The Library currently subscribes to the following online databases relevant to this degree program:
Academic Search Premier - scholarly and popular articles on a wide variety of subjects
CINAHL with Full Text - the most important and most comprehensive database for nursing research
Expanded Academic ASAP (Infotrac) - articles on all subjects; many professional journals
Health Source - Nursing/Academic Edition - nursing journals in many medical disciplines
Magill's Medical Guide
Medline - searches over 4800 current biomedical journals

Nursing Reference Center - provides the most recent clinical evidence from thousands of full-text documents

PubMed- exhaustive database of citations to material in all fields of medicine

ScienceDirect College Edition - over 1500 full-text titles in biology, chemistry, biochemistry, physics, medicine, psychology, mathematics, biotechnology and computer science

Additionally, students have access to a wide variety of online resources available through other Maryland libraries (Sailor), the Library of Congress and World Cat. Students also have borrowing privileges through Stevenson's partnership with BALC and MICUA Consortiums.

J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

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. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

The University anticipates little or no impact on the use of existing facilities and equipment to provide this online program. Courses will not require additional classroom space and classroom space will be available for the residency component.

The University already possesses the Blackboard course management system (CMS) hardware and software to design and implement this online program. The CMS was upgraded during summer 2009 to the most appropriate and most current version. Continual upgrades have been made thereafter every 8 to 12 months through service pack installations. All media or other course production equipment necessary for the development of the program is currently in place. Additional simulation equipment, upgrades to computing facilities to mirror the current state of art with regard to practice in the field and any other needed equipment will be made available to the faculty and students.

K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

1. Complete Table 1: Resources and Table 2: Expenditures. Finance data for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

2. Provide a narrative rational for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

L. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

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

Procedures for evaluation of courses:

All course evaluations for graduate programs are managed by the School of Graduate and Professional Studies in collaboration with the Office of Institutional Research and Assessment (OIRA). Course evaluations are administered online, and are administered in all sections, every semester or session. Stevenson University is currently using the EvaluationKIT system, which is able to pull instructor and student enrollment information directly from BlackBoard, the course management system currently in use. This system enables OIRA to make feedback available to faculty members and the appropriate administrators as soon as the semester or session has ended and grades have been turned in. University-wide, response rates average above 60%. Faculty members are expected to reflect on the feedback received, using the *Faculty Response to Evaluation* form, which is submitted to the appropriate department chair.

Evaluation of student learning outcomes:

Assessment of student learning outcomes is accomplished at the course, program and institutional level. Each course offered at Stevenson University is required to have a syllabus which conforms to the institutional Syllabus Checklist. Among the elements required by the checklist is a list of measurable student learning outcomes. The achievement of those outcomes is monitored by the course faculty and, when appropriate, at the departmental level.

Program level assessment occurs in two primary ways. As with existing Concentrations in the MS in Nursing program, students in the Population-Based Care Coordination Concentration will complete a Capstone course. That course includes a 135-hour practicum, as well as presentation at a workshop, presentation at a poster sessions, and development of a portfolio. These capstone experiences enable the faculty to observe and evaluate students' capabilities across multiple skill areas. Programs at Stevenson University are also required to complete program reviews (self-studies) every five years.

In addition, curriculum review procedures established by the institution include standards and guidelines for the assessment of student outcomes for the program that are consistent with the institutional mission.

In the nursing program, in addition to all the standard university evaluation processes, a variety of additional evaluation methods are utilized. Each graduate student produces a portfolio, and a poster presentation which is presented to the faculty during the graduate residency weekend. Exit surveys administered by Education Benchmarking Institute (EBI) are administered each fall and spring and provide satisfaction data and measure other indicators which are benchmarked against similar institutions. Feedback from the clinical sites and the Advisory Council (composed of community agency members and clinical

partners) also provides input to help assess the performance of our graduates. Formal surveys are distributed to employers of graduates every other year.

M. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

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

Stevenson University's student population includes the largest number of diverse students among the private colleges and universities in Maryland. Each year approximately one-third of the entering class of first-year students qualify for federal Pell grants and are from 'educationally disadvantaged backgrounds'. The percentage of diverse students served by Stevenson's graduate programs has steadily increased over the past five years. The percentages of minority students enrolled in the graduate programs at Stevenson University during the past five years are as follows:

2008-2009	28%
2009-2010	29%
2010-2011	32%
2011-2012	39%
2012-2013	42%

The diverse student population is the result of an institutional plan to recruit students from diverse backgrounds. Stevenson has among its guiding documents a diversity statement that along with its mission, vision, and values comprise the guiding principles behind all policies of the institution. In order to ensure compliance with the commitment to diversity, Stevenson University has an office of multicultural affairs which serves as a key component of its student services unit. This office is responsible for the annual diversity update submitted for publication to the Maryland Independent College & University Association (MICUA).

Finally, Stevenson has a history of supporting students from diverse backgrounds, and we are currently implementing the Health Resources and Services Administration funded REDI program (Retention, Education Diversity Initiative), designed to foster the success of undergraduate nursing students. Our history of accessibility and acceptability to diverse students aligns well with the national and state need for increased diversity in the public health nursing workforce.

N. Relationship to low productivity programs identified by the Commission:

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.

This section is not applicable to independent institutions.

TABLE 1: RESOURCES:					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds					
2. Tuition/Fee Revenue (c + g below)	$91,500	$142,875	$198,000	$256,875	$266,250
a. Number of F/T Students					
b. Annual Tuition/Fee Rate					
c. Total F/T Revenue (a x b)					
d. Number of P/T Students	10	15	20	25	25
e. Credit Hour Rate	$610	$635	$660	$685	$710
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	$91,500	$142,875	$198,000	$256,875	$266,250
3. Grants, contracts & Other External Sources					
4. Other Sources					
TOTAL (Add 1 - 4)	$91,500	$142,875	$198,000	$256,875	$266,250

TABLE 2: EXPENDITURES:					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	$44,800	$92,288	$95,057	$146,862	$151,269
a. # FTE	.5	1	1	1.5	1.5
b. Total Salary	$35,000	$72,100	$74,263	$114,736	$118,179
c. Total Benefits	$9,800	$20,188	$20,794	$32,126	$33,090
2. Admin. Staff (b + c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
3. Support Staff (b + c below)					
a. #FTE					
b. Total Salary					
c. Total Benefits					
4. Equipment		$2,000			$2,500
5. Library					
6. New or Renovated Space					
7. Other Expenses – Course Development	$5,000	$7,500			$2,500
TOTAL (Add 1 - 7)	$49,800	$101,788	$95,057	$146,862	$156,269

TABLE 1: RESOURCES – NARRATIVE

3. Reallocated Funds

Analyze the overall impact that the reallocation will have on the institution, particularly on existing programs and organizational units.

No reallocation of funds is planned as part of delivering this new academic program

4. Tuition and Fee Revenue

Describe the rationale for the enrollment projections used to calculate tuition and fee revenue.

Tuition makes up most of the revenue that will be generated for the support of the program. The enrollment projections are conservative, with only 10 students enrolled in Year 1, a number that is expected to grow in subsequent years. All of these students will be part-time, as is the case with all graduate programs at Stevenson University, which makes the rate of tuition very affordable. The rate of tuition is set at $610 per credit hour for Year one, with modest annual increases each year thereafter, keeping the rates competitive. The assumption in the tuition revenue projection is that every student will enroll for 15 credits over the course of one year.

5. Grants and Contracts

Provide detailed information on the sources of the funding. Attach copies of documentation supporting the funding. Also, describe alternative methods of continuing to finance the program after the outside funds cease to be available.

There are no resources from grants, contracts, or other external sources that are designated for implementation of this program.

6. Other Sources

Provide detailed information on the sources of the funding, including supporting documentation.

No resources from other sources are necessary for the delivery of this new academic program.

7. Total Year

Additional explanation or comments as needed.

No additional explanations or comments are included.

TABLE 2: EXPENDITURES – NARRATIVE

Expenditures were carefully constructed to reflect the needs of the proposed area of concentration. Initially, the faculty members required for delivering this program include the full-time and adjunct faculty currently teaching in the MS in Nursing program. A full time faculty position is budgeted in Year 2 to meet the needs of this area of concentration. As the program's enrollment expands, adjuncts will be hired on an as-needed basis.

No new additional administrative or support staff will be needed for this new area of concentration. Existing administrative and support staff will be able to provide the necessary administrative and support services. New equipment includes a computer for the new full time faculty member in Year 2, with a replacement being provided in Year 5.

A provision for online course development is provided at the rate of $2500 per course. Year 1 costs are for two courses and Year 2 costs are for three courses. An additional amount is provided in Year 5 for course redevelopment costs.