**FY 2026 Nurse Support Program II Funded Proposal Abstracts**

**NSP II-26-101**

**Bowie State University**

***Increasing the PhD Nurse Faculty Workforce***

**$2,267,404, 4-year grant**

**Project Director: Dr. Jacqueline Hill,** [**jhill@bowiestate.edu**](mailto:jhill@bowiestate.edu)

**Partners and Affiliates: None**

In response to the need for nursing faculty, the institution will establish the second PhD program in Fall 2025. Nursing Education will be the focus of the PhD program. In 2023, the American Association of Colleges of Nursing (AACN) conducted a survey of 922 nursing schools with baccalaureate and/or graduate programs across the United States that identified 1,977 full-time faculty vacancies. Through the NSP II grant funding, the Department of Nursing (DON) is committed to achieving the NSP II goal of increasing the number of PhD-prepared nursing faculty teaching in Maryland higher education. In 2029, the institution will graduate the first PhD in Nursing Education class comprised of a minimum of five graduates with 20 enrollees in the program poised to graduate by 2033. The institution is committed to the sustainability of an affordable, yet rigorous PhD program..

**NSP II-26-102**

**Morgan State University**

***Cohen Scholars Cohort Model***

**$360,038, 4-year grant**

**Project Director: Dr. Marilyn Berchie-Gialamas,** [**Marilyn.Berchie@morgan.edu**](mailto:Marilyn.Berchie@morgan.edu)

**Partners and Affiliates: None**

The Cohen Scholars Cohort Model addresses Maryland’s critical nursing faculty shortage by preparing a diverse cohort of graduate nursing students for roles as nurse educators and clinical faculty. This initiative employs targeted recruitment, funding, mentoring, and professional development to equip 8 scholars over four years with the skills and credentials necessary to meet the demands of academic and clinical education. Key strategies include completing nine credit hours of core education coursework, monthly mentorship with experienced nurse educators, and workshops on certification preparation, such as the Certified Nurse Educator (CNE). Expected outcomes include a 90% program completion rate, the graduation of 8 Cohen Scholars, and the employment of 80% of participants as nurse faculty within six months of graduation. By enhancing the faculty pipeline, this initiative will expand Maryland’s nursing education capacity, fostering a more diverse and culturally competent healthcare workforce.

**NSP II-26-103**

**Morgan State University**

***Increasing Capacity by Going Online and Expanding Graduate Offerings***

**$463,196, 2-year grant**

**Project Director: Dr. Maija Anderson,** [**Maija.Anderson@morgan.edu**](mailto:Maija.Anderson@morgan.edu)

**Partners and Affiliates: None**

The institution requests funding to support implementation of the online programs (RN to BSN and MSN). This project aligns with Nurse Support Program II Initiative 2, Advancing Education of RNs with BSN and MSN by 1) increasing the number of Bachelor’s prepared nurses. The initiative

also supports the following IOM recommendations: 4) Increasing the proportion of nurses prepared with a baccalaureate to 80% by; 6) Ensure that nurses engage in lifelong learning; and 7) Prepare and enable nurses to lead change and advance health. The success of this initiative will increase the number of Bachelor’s and Master’s prepared registered nurses in Maryland by: expanding the department’s capacity to accommodate RNs seeking their Bachelor’s and Master’s degrees in accelerated online programs by offering convenient online theory courses (Bachelor’s and Master’s); flexibility around RNs work schedules; allowing RNs to bring their online education right to their homes; and offering RNs more individualized attention from their nursing faculty.

**NSP II-26-105**

**University of Maryland, Baltimore**

***AI in Maryland Higher Education***

**$578,633, 3-year grant**

**Project Director: Dr. Cheryl Fisher,** [**cheryl.fisher@umaryland.edu**](mailto:cheryl.fisher@umaryland.edu)

**Partners and Affiliates: None**

The AIM-High Program is a three-year statewide initiative to enhance Maryland nurse educators’ skills in integrating Artificial Intelligence (AI) into nursing education. The AIM-High program will train 100 educators in foundational AI skills and advance 40 through AI mastery. Key components include beginner and advanced webinars, personalized mentorship in the AIM-High Innovation Lab, and the AIM-High Symposium showcasing 20 evidence-based AI projects. The AIM-High Network will provide a sustainable platform for collaboration and resource-sharing, fostering innovation in nursing education. By improving faculty efficiency and expanding teaching capacity, AIM-High supports the preparation of future nurses to meet the demands of an evolving healthcare landscape. Guided by the NSP II initiatives and IOM recommendations, this program aims to equip nurse educators with skills to prepare nurses for technology-enhanced practice, increasing student enrollment capacity and contributing to statewide goals for nursing workforce expansion.

**NSP II-26-106**

**Johns Hopkins University**

***Bring Care 2 ME***

**$150,000, 1-year grant**

**Project Director: Dr. Catherine Ling,** [**cling1@jhu.edu**](mailto:cling1@jhu.edu)

**Partners and Affiliates: None**

The purpose of the grant is to develop educational and operational plans for nurse managed community primary care, clinical and training services. The plan expands current services bridging to existing care throughout the community. The goal is to provide educational and care opportunities to meet critical access needs and reduce hospital use while expanding the nursing work force pipeline. These plans will be implemented at the end of the planning project. All supporting activities will have input from community and academic advisory boards. The grant aims to 1) plan nursing clinical education and 2) design a nursing-led service operational plan. The expected outcomes for each aim are to: 1) create clinical preceptorship experiences for high school, pre-licensure and advanced practice nursing students; create training and competency evaluation matrix; and 2) create policy, protocols, procedures and workflows for nurse-led community based primary care. In summary, the co-planning of education and clinical operations will attract students and enhance the retention of faculty while improving the health of underserved Marylanders.

**NSP II-26-108**

**Notre Dame of Maryland University**

***Advancing Trends in Program Assessment***

**$18,857, 1-year grant**

**Project Director: Dr. Bernice Horton-Gee,** [**bhortongee@ndm.edu**](mailto:bhortongee@ndm.edu)

**Partners and Affiliates: None**

Assessments within a nursing program have the power to give voice to what most needs attention. The institution proposes a second one-year planning grant. Specifically, these funds will be used to develop Outcomes Committee members' expertise in multi-dimensional assessment- student progress consisting of persistence and retention; teaching quality; and program accountability to stakeholders and licensing and regulatory bodies. These members have been the critical connectors between and among the multiple phases of making sense of assessment data and making recommendations for change. Success of an assessment program will depend on having faculty and staff plan, implement, and analyze data. Otherwise, the School of Nursing merely has an assessment program in theory, but not in practice.

**NSP II-26-109**

**Prince George’s Community College**

***Expanding Transition to RN Program Enrollment***

**$130,000, 2-year grant**

**Project Director: Vivian Kuawogai,** [**vkuawogai@pgcc.edu**](mailto:vkuawogai@pgcc.edu)

**Partners and Affiliates: None**

The nursing program seeks funding to plan a hybrid web-based course to support the growth and expansion of the associate degree nursing program by helping more LPNs transition to RNs. The nursing program is committed to preparing graduates to become competent, culturally sensitive, ethical professionals who can practice in multiple healthcare settings, meeting the healthcare needs of the diverse population throughout Maryland. This grant will help increase the number of students in the program. It offers additional flexibility to LPN students who navigate home, employment, and academic responsibilities. The program will focus on the initial core course, facilitating the transition from LPN to RN. Aside from the web-based course, an on-site clinical skills laboratory will be available to students. Upon satisfactory completion of the transition course, students can progress to the second year of the Nursing (RN) A.S. degree program.

**NSP II-26-110**

**University of Maryland, Baltimore**

***Preceptor Program for Undergraduate Nursing Education***

**$145,308, 1-year grant**

**Project Director: Dr. Linda Hickman,** [**ljhickman@umaryland.edu**](mailto:ljhickman@umaryland.edu)

**Partners and Affiliates: University of Maryland Medical Center, University of Maryland Saint Joseph Medical Center**

The purpose of the planning project is to design a preceptor program supporting staff nurse preceptors in undergraduate nursing education and the preceptor-student learning experience. Building on almost 20 years of academic-practice partnership experience, we will plan, design, and pilot a preceptor program using the following goals and strategies: 1) assess status of precepting and needs of preceptors by surveying and interviewing School of Nursing preceptors at baseline on the preceptor’s perception of role ambiguity, role conflict, and overload in relation to burnout/distress, and association with intention to stay; 2) maximize nurse preceptor effectiveness and student learning by assembling a taskforce to collaboratively design a “best practices” preceptor program leveraging findings on preceptor needs and incorporating strategies to reduce preceptor burnout/distress and increase intention to stay; and, 3) pilot preceptor program by partnering with two Maryland hospitals to identify successes and areas of improvement for future implementation. Finally, process outcomes will be evaluated along with nurse wellbeing and intention to stay.

**NSP II-26-111**

**University of Maryland, Baltimore**

***DNP in Population Health/ Public Health Nursing***

**$142,744, 2-year grant**

**Project Director: Dr. Lori Edwards,** [**edwards@umaryland.edu**](mailto:edwards@umaryland.edu)

**Partners and Affiliates: None**

The School of Nursing proposes a two-year planning grant to develop a Doctor of Nursing Practice (DNP) specialty track in Advanced Public Health Nursing. This initiative addresses the urgent need for doctoral-prepared nurses skilled in population health, health equity, systems thinking, and policy development to lead transformative public health efforts. Building on the School of Nursing’s legacy of excellence in public health nursing and its nurse managed health centers, the program will offer a robust curriculum emphasizing advanced competencies and evidence-based projects in collaboration with public health agencies. Aligned with national standards, the program will prepare graduates to address health inequities, lead population-level interventions, and advocate for system level and policy level changes. The planning grant will support workforce needs assessments, curriculum development, and the creation of innovative courses and practicum experiences tailored to advanced public health nursing competencies. Stakeholder engagement, including advisory board consultants and practicum partners, will ensure alignment with workforce demands and public health challenges. Graduates will tackle social determinants of health, improve health outcomes, and address faculty shortages with expertise in public health nursing. This initiative strengthens the School of Nursing’s leadership in nursing education and commitment to advancing public health at the doctoral level, addressing critical workforce gaps and enhancing Maryland’s and the nation9s capacity to meet growing public health needs.

**NSP II-26-201**

**Allegany College of Maryland**

***Professional Development Resource Grant***

**$50,000, 1-year grant**

**Project Director: Rick Cooper,** [**rcooper@allegany.edu**](mailto:rcooper@allegany.edu)

**Partners and Affiliates: None**

The nursing program requests funding to provide extensive professional development to nursing faculty to increase their knowledge, support retention efforts, and address the nursing shortage in Maryland. Faculty will attend relevant statewide and national nursing conferences. This professional development will ultimately result in a larger number of highly skilled nurses who are qualified and available to serve as bedside nurses throughout the state of Maryland. The evaluation plan provides outcome and process measures that are both quantitative and qualitative. The evaluation design includes 1) an anecdotal narrative; 2) a quantitative analysis of project outcomes and objectives; and 3) an evaluation of the management plan/timeline to ensure smooth implementation and management.

**NSP II-26-202**

**Frostburg State University**

***Professional Development Resource Grant***

**$43,591, 1-year grant**

**Project Director: Dr. Kara Platt,** [**knplatt@frostburg.edu**](mailto:knplatt@frostburg.edu)

**Partners and Affiliates: None**

The institution is requesting funding to support nursing faculty professional development. This resource grant will provide funding not supported by the institution for faculty attendance at conferences.

**NSP II-26-203**

**McDaniel College**

***Professional Development Resource Grant***

**$41,119, 1-year grant**

**Project Director: Dr. Heather Gable,** [**hgable@mcdaniel.edu**](mailto:hgable@mcdaniel.edu)

**Partners and Affiliates: None**

The grant aims to provide vital support to the institution’s nurse educators during the second year of the college's launch of a new Bachelor of Science (BSN) program, focusing on teaching and learning practices, course development and design, interprofessional collaboration and academic-practice partnerships and leadership. The grant will enable program educators/administrators to attend conferences addressing the above key areas, ensuring the program's success in not only meeting accreditation and regulatory standards, but innovating as it embarks on the next phase of program development and stakeholder and community engagement and collaboration. The grant reflects a dedication to a culture of life-long learning and advancement, positively impacting the future of nursing education toward achieving program outcomes at the institution.

**NSP II-26-204**

**Montgomery College**

***Professional Development Resource Grant***

**$49,680, 1-year grant**

**Project Director: Dr. Monique Davis,** [**Monique.davis@montgomerycollege.edu**](mailto:Monique.davis@montgomerycollege.edu)

**Partners and Affiliates: None**

The one-year professional development grant will provide funding for forty-six (46) full-time faculty to attend a conference during summer 2025, fall 2025, and spring 2026 semesters. Faculty attendance at a professional development conference will provide them with ongoing learning. By attending professional development conferences such as those hosted by national nursing, accreditation and simulation organizations, faculty will have the necessary tools to enhance course delivery methods and improve engagement with students in the teaching and learning processes. This training for faculty is necessary for program compliance with accreditation.

**NSP II-26-206**

**Notre Dame of Maryland University**

***Professional Development Resource Grant***

**$46,343, 1-year grant**

**Project Director: Dr. Katelyn Quarry,** [**kquarry@ndm.edu**](mailto:kquarry@ndm.edu)

**Partners and Affiliates: None**

The transition from traditional content-delivery to competency-based education (CBE) in nursing education is crucial to bridge the academic-practice gap for new graduate nurses. The School of Nursing is implementing the AACN Essentials: Core Competencies for Professional Nursing Education, requiring extensive curriculum revisions and faculty development. This shift emphasizes student mastery through performance-based assessments, moving away from periodic knowledge testing. Despite financial constraints limiting professional development opportunities, the School of Nursing has achieved notable NCLEX pass rates, with a peak of 94.81% in FY 2024. This initiative aims to enhance faculty preparedness, satisfaction, and student success by focusing on backward design and creation of performance-based assessments. Continued professional development is essential to maintain high standards and support the transition to CBE, ensuring graduates are well-prepared for their nursing careers.

**NSP II-26-207**

**Salisbury University**

***Be a Maryland Nurse Educator- Addressing Nurse Retention through LeadNursingForward.org, Resource Grant***

**$100,000, 1-year grant**

**Project Director: Dr. Kaynabess Freda,** [**kxfreda@salisbury.edu**](mailto:kxfreda@salisbury.edu)

**Partners and Affiliates: None**

The shortage of nurses at the bedside is a widely recognized issue frequently highlighted in the literature, however, a significant shortage of nursing faculty also exists in the United States, with an estimated vacancy rate of 7.8% (AACN, 2024). This faculty shortage directly impacts healthcare delivery by limiting the number of students nursing programs can enroll, thereby hindering the profession's ability to meet increasing healthcare demands (Anderson et al., 2024). Contributing factors include an aging and impending retirement of a significant portion of the current faculty workforce (AACN, 2024). Innovative strategies are essential to growing and retaining the nurse educator workforce across the state. The www.LeadNursingForward.org is a comprehensive web resource with updated, easily accessible information about becoming a registered nurse and nurse educator in Maryland. This resource grant will expand www.LeadNursingForward.org to include nurse educator retention and innovative approaches taking place across the state to address these complex issues.

**NSP II-26-208**

**Salisbury University**

***Professional Development Resource Grant***

**$50,000, 1-year grant**

**Project Director: Dr. Debra Webster,** [**dawebster@salisbury.edu**](mailto:dawebster@salisbury.edu)

**Partners and Affiliates: None**

The institution is committed to fostering professional development and intellectual growth to enhance the practice of teaching. This grant seeks to support the professional development of nursing faculty by providing financial assistance to attend local and national conferences. These conferences are vital for nursing faculty to stay current with the latest advancements in evidence-based care and teaching practices. By incorporating this new knowledge into both classroom instruction and clinical practice, faculty can better equip students to succeed in the nursing workforce. Additionally, conferences offer valuable networking opportunities that promote collaboration and research partnerships—key factors for faculty pursuing tenure and academic advancement. The School of Nursing recognizes that ongoing professional development is crucial for faculty effectiveness, and this growth ultimately plays a significant role in preparing the next generation of nurses for success.

**NSP II-26-209**

**Towson University**

***Professional Development Resource Grant***

**$50,000, 1-year grant**

**Project Director: Dr. Hayley Mark,** [**hmark@towson.edu**](mailto:hmark@towson.edu)

**Partners and Affiliates: None**

Lifelong learning is fundamental to clinical and academic nursing. Continuing education is particularly important for nurse faculty who have the challenge of remaining current with clinical innovations as well as those in education. This resource grant seeks to fund professional development experiences for full-time faculty in the Department of Nursing. While the institution provides funding for full-time faculty who are presenting at a conference, professional development activities are not included. This grant will fill this gap by supporting faculty for continuing education experiences. We expect this funding to improve faculty currency with education and clinical innovations and bring that content to the classroom. We also believe this funding may increase faculty satisfaction with their role as well as retention.

**NSP II-26-210**

**Johns Hopkins University**

***Cohen Scholars Cohort Model Continuation Grant***

**$2,262,173, 4-year grant**

**Project Director: Dr. Jennifer Peterson & Dr. Shawna Mudd,** [**jpete107@jhu.edu**](mailto:jpete107@jhu.edu) **&** [**smudd1@jhu.edu**](mailto:smudd1@jhu.edu)

**Partners and Affiliates: None**

The Cohen Scholars Cohort Model grant focuses on providing doctoral nursing education to prepare graduates for academic faculty roles. We will recruit and mentor up to 10 new nurse scholars over a four-year period and 38 continuing Cohen scholars enrolled in our doctoral degree and post-master's certificate programs and who have expressed a clear interest in a nursing education career. Cohen Scholars are expected to complete 9 to 12 credits of nursing education courses, a teaching experience, and other professional development activities described in the individualized Cohen Mentoring Plan. The Cohen Faculty Mentor will lead and track student performance for the Cohen Mentoring Plan to ensure it meets the established program criteria. Evaluation includes retention and graduation, Cohen Scholar fulfillment of required activities, service commitment to faculty employment, scholarship dissemination, and other program outcomes.

**NSP II-26-211**

**Montgomery College**

***Maryland Clinical Simulation Resource Consortium Continuation Grant***

**$4,151,912, 4-year grant**

**Project Director: Dr. Monique Davis,** [**Monique.davis@montgomerycollege.edu**](mailto:Monique.davis@montgomerycollege.edu)

**Partners and Affiliates: None**

Since FY2016, the college has advanced nursing education across Maryland through the Maryland Clinical Simulation Resource Consortium (MCSRC). Established with a five-year grant, MCSRC has significantly improved simulation-based learning in nursing schools and healthcare facilities in Maryland. In 2021, MC secured additional funding to deepen faculty competency development and simulation integration into curricula. Further advancements were made in 2024 through a resource grant introducing virtual reality and upgraded simulation equipment. MC is now requesting a four-year continuation grant that will allow MCSRC to provide training and resources, develop systems to assess faculty competencies, integrate emerging technologies, and foster collaboration among academia, clinical practice, and healthcare disciplines. Deliverables include advanced equipment, comprehensive training programs, and Open Educational Resources. Continued support will strengthen Maryland’s nursing education pipeline, equipping a skilled workforce to meet growing healthcare demands statewide.

**NSP II-26-212**

**Notre Dame of Maryland University**

***Cohen Scholars Cohort Model Continuation Grant***

**$774,440, 4-year grant**

**Project Director: Dr. Katelyn Quarry,** [**kquarry@ndm.edu**](mailto:kquarry@ndm.edu)

**Partners and Affiliates: None**

The School of Nursing proposes a continuation grant for the Hal and Jo Cohen Graduate Nurse Faculty Scholarship Cohort Model. The Master of Science in Nursing (MSN) program, accredited by the Commission on Collegiate Nursing Education, aims to address the nursing shortage in Maryland by preparing nurse leaders to serve as nurse educators. The program emphasizes Caring Science, fostering a transformative, diverse, and human-centered curriculum. The initiative plans to add five new Cohen Scholars annually, supporting their educational journey and ensuring they meet eligibility criteria, including maintaining a 3.25 GPA and fulfilling a service obligation. The project goals include recruiting and mentoring scholars, with an objective that 85% of graduates secure nurse educator roles within six months of graduation. This proposal underscores the importance of graduate education and mentoring to enhance the quality and quantity of nursing faculty in Maryland.

**NSP II-26-213**

**Salisbury University**

***Cohen Scholars Cohort Model Continuation Grant***

**$868,914, 4-year grant**

**Project Director: Dr. Jennifer Hart,** [**jahart@salisbury.edu**](mailto:jahart@salisbury.edu)

**Partners and Affiliates: None**

A critical nursing faculty shortage is limiting nursing student capacity across all academic levels at colleges and universities nationwide and within Maryland. Thousands of qualified graduate applicants are turned away annually, impeding schools from producing an adequate pool of nurse educators to meet demands. While budget constraints and job competition from clinical sites remain driving forces of this shortage, it is anticipated that one-third of the current nursing faculty workforce will retire by 2025, highlighting the urgency for schools to develop initiatives that attract, develop, and retain new nurse faculty. Through the Cohen Scholars grant, the institution will continue to uphold its dedication to increasing the supply of highly qualified clinical and academic nurse educators at Maryland nursing programs and hospitals over the next 4 years. These nurse educators will build a strong cadre of professional nurses within our local Maryland communities.

**NSP II-26-214**

**Salisbury University**

***Faculty Academy and Mentorship Initiative of Maryland Continuation Grant***

**$2,296,151, 4-year grant**

**Project Director: Dr. Lisa Seldomridge,** [**laseldomridge@salisbury.edu**](mailto:laseldomridge@salisbury.edu)

**Partners and Affiliates: Statewide Collaboration with all MD nursing education programs and hospitals**

Since 2011, the Eastern Shore Faculty Academy and Mentorship Initiative (ES-FAMI) has prepared expert nurses for clinical teaching roles. In 2018, the program expanded statewide, changing its name to the Faculty Academy and Mentorship Initiative of Maryland (FAMI-MD). With over 600 graduates to date, 76% of whom are teaching, and over 40% from underrepresented groups, this model has demonstrated effectiveness over more than a decade. This four-year project proposes: 1) updating the Introductory and Advanced FAMI-MD curricula to better align with current nursing education and practice; 2) enhancing the diversity of FAMI-MD participants and facilitators through a comprehensive statewide recruitment strategy; and 3) establishing a standardized training and evaluation process for facilitators to ensure high-quality performance. This continuation grant will prepare 400 nurse experts for clinical teaching positions in Maryland. With improved readiness, retention in faculty roles is more likely, ultimately supporting expanded enrollments in Maryland nursing programs.

**NSP II-26-215**

**Stevenson University**

***Cohen Scholars Cohort Model Continuation Grant***

**$703,670, 4-year grant**

**Project Director: Dr. Vanessa Velez,** [**vvelez@stevenson.edu**](mailto:vvelez@stevenson.edu)

**Partners and Affiliates: None**

The institution is submitting this proposal as a continuation of the NSPII Award #21-204 Cohen Scholar Pilot Model under Initiative #6: Initiative to Increase Cohen Scholars as Future Faculty and Clinical Educators. In the current Cohen Scholar pilot, the institution has produced 42 master's prepared nurse educators and has 21 Cohen Scholars currently enrolled in the master's in nursing education concentration. The proposed continuation will enable the University to support a total of 25 additional master's students in advancing their education by providing full tuition scholarships, mentoring, and specific preparation for careers in nursing education. We propose to offer up to five (5) Cohen scholarships in each year of the project to students enrolled in the Nursing Education area of concentration of the Master of Science in Nursing program. Students will be provided a mentor for each semester they are enrolled and they will participate in professional learning workshops related to careers as nurse faculty. The support and additional opportunities offered to Cohen Scholars will foster community within and between the student cohorts in an environment that emphasizes diversity, equity, and inclusion, equipping these future nursing educators to address complex healthcare challenges with competence and compassion and to support learners in doing the same. Through these efforts, the Cohen Scholarship will continue to produce skilled, socially responsible nurse educators.

**NSP II-26-216**

**University of Maryland, Baltimore**

***Cohen Scholars Cohort Model Continuation Grant***

**$1,512,061, 4-year grant**

**Project Director: Dr. Sandra Lucci,** [**slucci@umaryland.edu**](mailto:slucci@umaryland.edu)

**Partners and Affiliates: None**

The Hal and Jo Cohen Scholarship Program Initiative, funded through NSP II, aims to strengthen, and expand the School of Nursing's successful Institute for Educators. Building upon its established foundation in preparing nurse educators and providing professional development, this initiative will implement a comprehensive framework to develop the next generation of nursing faculty in Maryland. This enhanced program continues a structured mentorship model that systematically prepares Cohen Scholars for diverse educational roles in both academic and clinical environments. The initiative features individualized academic and professional development pathways for master's and doctoral students, incorporating essential educational pedagogy coursework and targeted teaching practicums. Scholars will engage in a comprehensive development program that includes financial literacy training, professional conferences, specialized workshops, and interactive webinars. This multifaceted approach ensures scholars develop core educator competencies while acquiring leading-edge knowledge and skills necessary for contemporary nursing education. By formalizing the program's structure and expanding its scope, this initiative addresses Maryland's critical need for qualified nurse educators while establishing a sustainable model for nurse educator and faculty development. The program's enhanced framework will ensure scholars are thoroughly prepared to meet the evolving demands of nursing education and contribute to the state's healthcare workforce development.