



August 14, 2019

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

Dear Dr. Fielder:

On behalf of Provost Sunil Kumar, Dean Patricia Davidson and our School of Nursing, I write to request your review and endorsement of the enclosed proposal. The School of Nursing proposes a new **Post-Master's Certificate in Health Systems Management**.

The proposed PMC in Health Systems Management is aligned with the SON mission to improve the health of communities locally and globally through leadership and excellence in nursing education, research, practice, and service. The certificate provides education and training to future nurse leaders making this mission possible. Students will be provided with broad access to leadership and management educational as well as experiential opportunities through interdisciplinary collaborations in the Schools of Public Health and Medicine.

The proposed program is consistent with the Johns Hopkins mission and the State of Maryland's Plan for Postsecondary Education. The proposal is fully endorsed by The Johns Hopkins University.

A business check (#11800423) for the review of this proposal has been sent to the Commission. Should you have any questions or need further information, please do not hesitate to contact Natalie Lopez at (410) 516-6430 or nlopez13@jhu.edu. Thank you for your support of Johns Hopkins University.

Sincerely,

A handwritten signature in blue ink, appearing to read "Janet Simon Schreck".

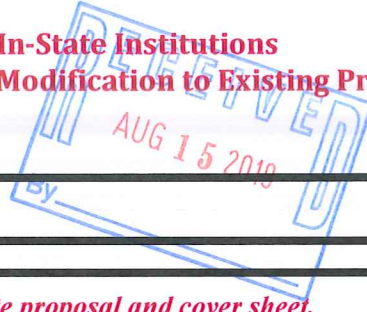
Janet Simon Schreck, PhD
Associate Vice Provost for Education

cc: Dr. Sunil Kumar
Ms. Natalie Lopez

Enclosures



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



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

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

Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Date Submitted: 8/14/2019
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Department Proposing Program	School of Nursing	
Degree Level and Degree Type	Post-Master's Certificate	
Title of Proposed Program	Health Systems Management	
Total Number of Credits	16	
Suggested Codes	HEGIS:	CIP:
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input checked="" type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer Year: 2020	
Provide Link to Most Recent Academic Catalog	URL: https://nursing.jhu.edu/academics/resources/catalog.html	

Preferred Contact for this Proposal	Name:	Natalie Lopez
	Title:	Senior Academic Compliance Specialist
	Phone:	(410) 516-6430
	Email:	nlopez13@jhu.edu

President/Chief Executive	Type Name:	Sunil Kumar
	Signature:	Date: 08/14/2019
	Date of Approval/Endorsement by Governing Board:	

Revised 6/13/18

**The Johns Hopkins University
School of Nursing
Proposal for New Academic Program**

Post-Master's Certificate in Health Systems Management

A. Centrality to institutional mission and planning priorities

1. Program description and alignment with the mission

The Johns Hopkins School of Nursing (JHSON) proposes to offer a new Post-Master's Certificate in Health Systems Management (HSM). The Post-Master's Certificate in HSM will allow graduates of JHSON Master of Science in Nursing (MSN) (Entry into Nursing) Program to accelerate their leadership careers in nursing and will also make them eligible for consideration for admission into the Post-Master's Doctor of Nursing Practice Program (Executive Track) at JHSON. The Certificate will also allow nurses who have completed a non-specialty MSN degree (e.g., nursing education) and/or non-nursing Master's degree (e.g., public health) to be eligible for consideration for admission into the Post-Master's DNP Program (Executive Track). Graduates of this program will be eligible to apply for certifications available for nurse leaders offered by the American Nurses Credentialing Center and the American Organization of Nurse Executives.

The proposed Post-Master's Certificate in HSM is aligned with the JHSON mission to improve the health of communities locally and globally through leadership and excellence in nursing education, research, practice, and service. The Certificate provides education and training to future nurse leaders making this mission possible. Moreover, the Post-Master's Certificate in HSM builds capacity for nurses to take leadership roles in improving the health of communities locally, nationally, and globally. Students will be provided with broad access to leadership and management educational as well as experiential opportunities through interdisciplinary collaborations with faculty, students, and exceptional leaders in the Schools of Public Health and Medicine and the Johns Hopkins Medicine and Health System and a vibrant network of clinical partners outside the Johns Hopkins Health System. With access to Johns Hopkins faculty, thought leaders, and abundant learning resources, the graduate will develop and apply competence crucial for effectively leading and managing in health systems across populations and the care continuum, consistent with the JHSON's Mission.

2. Alignment with institutional strategic goals

The proposed Post-Master's Certificate in HSM is aligned with the JHSON strategic goals as follows:

- *Goal 1: To foster collaboration and interprofessional education (IPE), practice, research, and policy.* The JHSON is actively engaged in IPE, practice, research, and policy initiatives with the Schools of Medicine and Public Health as well as its clinical and community practice networks locally and globally. The Certificate will

provide students the opportunity to learn leadership skills required in designing and/or implementing healthcare delivery practices shaped by research and/or policy within the context of interdisciplinary care.

- *Goal 2: To model excellence in research, scholarship, teaching, and practice.* The JHSON faculty integrates research, scholarship, teaching, and practice dimensions of the faculty role. Faculty members enact their roles within a robust organizational structure and processes in place for producing and disseminating meaningful research and scholarship influencing the development of a strong cadre of nurse-scientists and clinical scholars. Students will learn how the domains of research, scholarship, teaching, and/or practice inform one another and how their integration can foster fundamental leadership skills such as creativity and innovation in nursing and healthcare.
- *Goal 3: To advance and support a school culture that promotes diversity and inclusion.* At JHSON, one of the most diverse Schools of Nursing in the nation, students will be immersed in a learning environment where diversity, equity, and inclusion (DEI) are critical elements in the school's daily operation, organizational culture, and climate. The JHSON has strong DEI initiatives and programs where students can actively participate, and translate experiential learning into leading an equitable, diverse, and inclusive nursing workforce and healthcare organizations.
- *Goal 4: To lead innovation, capacity, and sustainability and global health.* Innovation, workforce capacity building, strategies in sustaining programs in the context of global health are topics or themes threaded throughout the Post-Master's Certificate in HSM. Students will learn the role of nursing leadership in creating and sustaining innovative care delivery in the context of population health.
- *Goal 5: To create an environment and space that inspires, connects, and engages our faculty, staff, and students and fosters healthcare leadership and relationship with our partners.* The JHSON is currently renovating the existing building and constructing additional spaces to achieve this goal by breaking down physical barriers (e.g., wall spaces) and maximize student-faculty-staff engagement in many dimensions of teaching/learning. Students residing outside Baltimore are encouraged to be mentored or precepted by thought leaders in the Johns Hopkins Health System and beyond.

3. Evidence of adequate funding for at least 5 years

Tables 1 and 2 (Section L) show adequate funding and support by the School to ensure continuing educational/course offerings to students enrolled in the Post-Master's Certificate.

4. Institution's commitment

The JHSON has robust administrative, financial, and technical support sufficient to implement and sustain the Post-Master's Certificate in HSM. This is evident by the successful outcomes of the MSN (HSM Track) that has been offered continuously for over two decades. Furthermore, the JHSON is committed to the continuation of the program for a period of time sufficient to allow enrolled students to complete the program by continuously offering courses and/or comparable courses that satisfy the requirements for students to complete the Post-Master's Certificate in HSM.

B. Critical and compelling regional or statewide need as identified in the State Plan

1. Demand and need for a certificate

The demand for nurse leaders with graduate nursing health systems leadership education is increasing due to the current era of Magnet Nursing. Many hospitals and healthcare systems value Magnet Nursing designation as an approach to improving patient and organizational outcomes. The Bureau of Labor and Statistics projected a 22% increase in the demand for nurse administrators in 2020. Notably, the rapidly changing health care trends such as consumer/person-centered care (e.g., value-based care), consolidation of healthcare services, disruptive innovation (technology), and new models of care delivery are some of the driving forces that call for effective and transformative leaders across the continuum of care. Nurse leaders with advanced training in health systems leadership are well suited for these leadership roles.

Graduates of the Post-Master's Certificate in HSM are expected to contribute to the advancement and application of new knowledge, specifically contemporary leadership and organizational theories critical for optimizing further healthcare services outcomes benefiting diverse populations in Maryland and the nation at large. The JHSON is committed to continuing to increase its efforts in recruiting and retaining minority students to expand the nurse leadership workforce diversity particularly with Black nurse-leaders.

2. Alignment with the 2017-2021 Maryland State Plan for Postsecondary Education

The proposed Post-Master's Certificate in HSM is aligned with the 2017-2021 Maryland State Plan for Postsecondary Education. The course content and outcomes of the certificate support the State Plan Goal "Innovation" and Strategies 8 through 11 situated in the context of health professions and healthcare delivery services. Certificate graduates are expected to demonstrate leadership competencies and business skills congruent to workforce development and partnership with business entities in healthcare industries (Strategy 8). Furthermore, graduates are expected to lead efforts in addressing teaching and learning challenges (Strategy 9) and research initiatives (Strategy 10) collectively aimed at optimizing a healthy work environment and healthcare organizations outcomes. Shaping an organizational culture that embraces risk-taking and experimentation (Strategy 9) are critical leadership competencies expected of the graduates from Post-Master's Certificate in HSM.

C. Quantifiable and reliable evidence of market supply and demand in the region and state

1. Employment opportunities

The Post-Master's Certificate in HSM is excellent preparation for a nurse who is seeking a leadership position in various health care organizations whose mission is to provide direct (e.g., hospitals) or indirect (e.g., insurance companies) health care services to individuals and populations across the life-span and care continuum. Nurse Managers, Director of Patient Care Services, and Chief Nursing Officers are some examples of job opportunities in hospital settings available to the graduates. Likewise, Case Managers or Utilization Review Managers, Clinical Research Managers are some of examples of job opportunities available for nurse-leaders in non-hospital settings. The US Bureau of Labor Statistics characterized the job outlook for medical and health services managers in 2016-2020 as "much faster than average" yielding a 20% increase from previous reports. This change reflected by the local market demand as well as current national trends for Magnet Nursing. Moreover, the National Academies of Medicine (2019) recently released its recommendations that nurses should increase in their leadership roles in transforming our nation's health care delivery system by 2020-2030—a continuation of the Robert Wood Johnson Foundation and Institutes of Medicines Recommendations for the Future of Nursing launched in 2009.

2. Market demand

There are many openings for nurse managers and nurse executives in the Baltimore area. For example:

- **LinkedIn** lists 893 positions for nurse managers and 475 positions for nurse executives in Baltimore.
- **Indeed.com** lists nearly 600 positions for nurse manager and 40 positions for nurse executives in Baltimore.
- **The Johns Hopkins Health system job website** lists 463 management positions for nurses.

3. Market surveys: Current and projective supply of prospective graduates

The American Association of Colleges of Nursing (AACN) reports that there are 81 schools of nursing among its members that report having an entry level MSN (AACN, 2019). Graduates of MSN Entry programs will need coursework and clinical experience with a nursing specialty focus in order to be eligible for a Post-Master's DNP Program. The proposed Post-Master's Certificate will provide this coursework and practice (leadership) experience with a focus on health systems management. Graduates of the certificate will meet both the current and future job market demands at local, regional, and national levels.

D. Reasonableness of program duplication

1. Similar Post-Master's Certificate in the State of Maryland

Notre Dame University of Maryland (NDUM) is the only institution offering a Post-Master's Certificate (i.e., Post-MSN Certificate in Nursing Administration) with some similarities to the JHSON proposed Post-Master's Certificate in HSM. The NDUM (12 credits) and JHSON (16 credits) Post-Master's Certificates are both offered to nurses with MSN degrees, which prepare graduates to take on leadership roles in various healthcare settings. Aside from credit-hour difference, NDUM offers a 3-credit leadership practicum versus a 9-credit practicum/leadership immersion in the proposed Certificate at JHSON. This difference is significant to the student's graduate education and leadership career formation. The JHSON Certificate offers students a wide array of learning experiences with depth and breadth of leadership practica as well as opportunities to study with and mentored by national and international leaders in nursing. Should a student choose to pursue a practice doctorate (DNP), he/she will have a 2-credit doctoral leadership course that can be transferred/credited for admission into the JHSON DNP program or elsewhere. NDUM does not offer this type of advantage to students.

2. Justification of Post-Master's Certificate

The Post-Master's Certificate in HSM at JHSON is well justified by its preparation of graduates for various leadership roles across healthcare settings and organizations. More importantly, the Certificate allows MSN (Entry into Nursing) graduates to accelerate their admission into the DNP Program at JHSON. Non-JHSON MSN (Entry into Nursing) graduates are also eligible to apply for this Certificate, which also enables them to leverage the accelerated entry into our DNP Program (Executive Track).

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

The JHSON proposed Post-Master's Certificate in HSM will have no direct impact on the high-demand programs at HBIs. Notably, none of the HBIs in the State of Maryland offer a similar Post-Master's Certificate.

F. Relevance to the identity of HBIs

By definition, an eligible student appropriate for the JHSON Post-Master's Certificate in HSM would apply after attending and completing an MSN in Nursing with specialty or MSN (Entry into Nursing) programs at any degree-granting institutions, including any of Maryland's HBIs. The proposed Post-Master's Certificate would not directly affect the implementation, maintenance, uniqueness, identity or mission of HBIs.

G. Adequacy of curriculum design, program modality, and related learning outcomes

1. Establishment of the Post-Master's Certificate in HSM

The proposed Post-Master's Certificate in HSM was established in response to the growing interests from nurses with non-specialty MSN degree (e.g., nursing education) to obtain a graduate-level leadership education recognized as a specialty by the American Association of Colleges of Nursing. Such a specialty recognition and those students in or nurses graduated from the JHSON MSN (Entry into Nursing) program will be eligible to apply into DNP-Executive at JHSON in an accelerated and seamless fashion. The faculty member responsible for leading the Post-Master's Certificate in HSM curriculum and outcomes is Jesus M. Casida, PhD, RN, APN-C, an Associate Professor at JHSON. Dr. Casida holds a PhD in Health Sciences with a specialty focus on Health Professions Leadership. He has extensive leadership, practice, research, and teaching experiences at various healthcare systems and academic institutions. He is also Track Coordinator for the MSN (HSM Track) at JHSON.

2. Post-Master's Certificate in HSM: Educational objectives and learning outcomes

Upon completion of the Post-Master's Certificate in HSM, the graduate is prepared to:

- Apply knowledge from the sciences and humanities to advanced nursing practice/leadership.
- Apply leadership and management skills to improve services in a variety of health care systems.
- Analyze the influences of social and health policy on health care delivery and clinical practice.

3. Assessment and documentation of learning outcomes

In line with the JHSON mission on providing excellence in nursing education, the following processes are in-placed in assessing and documenting learning outcomes:

- Learning outcome assessment: Achievement of a student's learning outcomes will be evaluated continuously at the course and certificate levels. A variety of learning outcome assessment methods/tools such as exams, quizzes, papers, oral presentations, leadership experience logs (narratives), and/or portfolio will be used as a measure of students' achievement of course/certificate objectives.
- Documentation of learning outcomes: Documentation of a student's achievement of learning outcomes will be accomplished by the use of test scores, grading rubrics, and performance evaluation ratings completed by the students' preceptors in their respective leadership practicum sites. Leadership or administrative job employment and/or certification (e.g., American Organization of Nurse Executives Certified in Executive Nursing Practice) are the pinnacle document of achieving the Post-Master's Certificate in HSM learning outcomes.

4. Course title, semester credit hours, and description

The proposed Post-Master's Certificate in HSM provides essential leadership and management competencies within the domain of Advanced Nursing Practice. The 16-credit certificate meets requirements of both the American Association of Colleges of Nursing Essentials of Master's Education in Nursing and the American Organization of Nurse Executives Competencies. The Certificate provides students with 376 clock hours of leadership practica, which allows them to seamlessly transition to the DNP if they elect this as their terminal degree. An individualized gap analysis will determine the type of courses required before enrollment into the certificate program.

Semester 1

NR110.607: Health Systems Management I (3 credits). Based on the student's past nursing management experience, this individualized planned practicum will provide the student with an opportunity to explore the role of nurse manager or nurse administrator (multiple settings) within the context of an administrative issue. (40 practicum hours).

At the end of the course, the student will be able to:

- Integrate knowledge of research and theory from nursing, nursing management/administration, and management and organization science for application to nursing management practice.
- Apply leadership and change theory to nursing management practice.
- Utilize selected theories of management and organization to analyze nursing management practice.
- Analyze the influences of social and health policy on nursing care delivery systems and nursing management practice.
- Utilize the research process to investigate a management or administrative issue.
- Examine ethical principles as they relate to nursing management practice.
- Understand the concept of organizational culture.
- Demonstrate cultural competence in nursing administrative practice.
- Contribute to the advancement of nursing administration and the nursing profession

NR 210.806 Health Finance (2 credits). This course introduces students to the business and financial aspects of healthcare. Basic financial concepts and misconceptions about cost behavior, pricing and revenue, and cash flow are explored. Concepts are organized around the financial management paradigm: performance planning, performance measurement and performance management. Students will learn how to prepare several types of budgets, how to use performance reports and dashboards to guide performance, and how to prepare a variety of formal and ad hoc financial analyses. The course concludes with discussions related to improving financial performance, developing improvement plans, and making the "pitch" to decision makers.

At the end of the course, the student will be able to:

- Explain budgeting as a key component of the business process.
- Develop budgets for service volume, revenues, salaries and supplies, and equipment.

- Evaluate the financial status of a department or operating unit and determine what, if any, corrective actions should be taken.
- Prepare marginal profit and loss analysis, benefit-cost ratio analysis, breakeven analysis, and ad hoc financial analyses to support decision making.
- Use work process analysis to identify improvement opportunities.
- Use benchmarking and performance mapping to improve operational performance.
- Develop standards for the use of labor and supply resources.
- Develop action/implementation plans to bring about performance improvements.
- Perform a basic financial analysis of a new program

Semester 2

NR110.609: Health Systems Management II – Specialty Practice (3 credits/practicum). The focus of this practicum and didactic course is on specific strategies of management related to the administrative role of nurses within the contemporary healthcare environment. Managerial functions of planning, organizing, leading, and evaluation will be applied and analyzed across the health care system and opportunities to develop management skills will be offered. Other topics such as resource allocation, labor relations, team building, business communication, performance management, and career development are included. (168 practicum hours.)

At the end of the course, the student will be able to:

- Apply advanced leadership and management theory to nursing practice.
- Relate leadership to select management functions.
- Demonstrate advanced skills and expertise in nursing leadership and management in the contemporary health care systems.
- Apply leadership and management skills to improve the delivery of health care services in a variety of health care settings.
- Analyze the influences of social policy in general and health policy in particular, on delivery of health care as well as management and administrative practice.
- Utilize the research process to address problems within nursing management/administration.
- Analyze the significance of research findings for the managerial/administrative role.
- Demonstrate ethical decision making within the managerial/administrative role.
- Demonstrate cultural competence in the health care organization.
- Demonstrate understanding of the concept of organizational culture.

NR110.605: Leadership and Management in Health Care (3 credits). This didactic course is focused on the analysis, integration, and application of principles of leadership and management to health care organizations and to population-based efforts across the health care delivery system. Special emphasis is placed on the practical skills needed for nurses to succeed as leaders and managers in today's local, state, national, and international health care environments.

At the end of the course, the student will be able to:

- Apply knowledge from the sciences and humanities to nursing and public health care leadership and management.
- Evaluate and synthesize trends in leadership and management theories and models for practical value to nursing and public health care administration.
- Demonstrate advanced skills and expertise in nursing leadership and management.
- Apply leadership and management skills to improve the delivery of services in a variety of settings in which nurse's practice.
- Analyze the influences of social and health policy on delivery of health care and/or public health services and the management of resources.
- Utilize the research process to address problems within nursing leadership and management across a variety of settings.
- Demonstrate leadership in ethical decision-making.
- Demonstrate leadership in cultural competence in the health care and/or public health work setting.
- Contribute to the advancement of nursing leadership for the profession.

Semester 3

NR110.611: Health Systems Management III (3 credits). This capstone course focuses on the application of case management methods in a selected population. Biopsychosocial and ethical concepts, advanced health assessment skills, and systems theory presented in previous course work will be integrated and applied to the advanced specialty health care needs of patients. Proficiency in the entry, validation, analysis, and presentation of patient outcomes data will be developed in the computer labs and applied in the clinical setting. (168 practicum hours).

At the end of the course, the student will be able to:

- Use biopsychosocial and ethical concepts in advanced nursing practice to identify and manage patient outcomes in selected patient populations.
- Apply critical thinking skills in data management and analysis to guide advanced practice nursing assessment, intervention, and evaluation of care in a selected population.
- Describe systems issues which influence the advanced practice nurse's ability to access and manage data used to achieve desirable patient outcomes.
- Analyze the influences of policy on use of data in measuring clinical outcomes.
- Demonstrate proficiency in the entry, validation, analysis, and presentation of patient outcomes data.
- Demonstrate competence in ethical decision-making in use of confidential information and data.
- Contribute to the advancement of the nursing profession through outcomes research.

NR110.618: Leadership in Complex Learning Organizations (2 credits). This advanced organizational leadership course focuses on theory and practical application of leadership and management and organizational behavior theories within a complex health care

environment. Students will explore transformational leadership theories and concepts at the personal, organizational, and staff levels. Throughout the course, students will explore contemporary hot topics that influence and are influenced by organizational behavior. Students will identify emerging issues and the use of innovation and interprofessional relationships to meet ongoing challenges in the health care organizational environment.

At the end of the course, the student will be able to:

- Apply leadership and organizational behavioral theories, and knowledge from the sciences and humanities to advanced nursing leadership practice in complex healthcare environments.
- Demonstrate advanced organizational systems leadership and management skills and expertise for quality and safety in the organization and delivery of nursing and inter-professional collaborative practice in complex healthcare environments.
- Apply organizational behavioral leadership and management skills to improve the delivery of health care services in a variety of health care systems.
- Develop, analyze, evaluate and advocate for leadership to influence social and health policy on the leadership and organization of health care delivery and clinical practice.
- Utilize the research process, evidence-based practice and clinical scholarship to address issues and problems within areas of advanced leadership and management practice and health care delivery systems.
- Demonstrate ethical decision-making in advanced nursing leadership and management practice in complex healthcare environments.
- Demonstrate cultural competence in advanced nursing leadership and management practice in complex healthcare environments.
- Leverage transdisciplinary collaboration to contribute to the advancement of organizational leadership and management for the nursing profession.

5. General education requirements

Not applicable

6. Specialized accreditation or graduate certification requirements

Expected outcomes are consistent with the Post-Master's Certificate in HSM and are based on the core standards put forth by The American Association of Colleges of Nursing Essentials for Master's Education. Graduates of the Certificate are eligible to sit for nurse-executive/leadership certification granted by the American Organization of Nurses Executives and American Nurses Credentialing Center.

7. Contract with another institution or non-collegiate organization

Not applicable

8. Assurance of information regarding Post-Master's Certificate

Current and prospective Certificate students are assured with access to clear, complete, and timely information on the curriculum and course degree requirements in the JHSON Academic Catalog and Student Handbook updated annually. The document also contains information regarding faculty/student interaction and expectations, requirements for technical competence and skills, and use of learning management system (BlackBoard). The Office of Student Affairs (OSA) provides necessary support services and resources to students' related academic activities, financial aid, tuition fees, and payment policies. The Academic Catalog/ Student Handbook and the information of services/resources provided by the OSA and Financial Aid information are all easily accessible from the JHSON public website.

9. Assurance of advertisement and recruitment

Advertisement and recruitment of the Post-Master's Certificate in HSM will be conducted by trained professional staff within the OSA and Office of Marketing and Communications at JHSON. It has been our practice to provide prospective students with accurate, precise, and timely information about academic programs and support services available to them including, but are not limited to faculty expertise, advising, library and research resources, among others.

H. Adequacy of articulation

Not applicable

I. Adequacy of faculty resources

1. Quality of program faculty

There are 74 full-time faculty members at the JHSON. They are both academically and experientially qualified to accomplish the mission, goals and expected outcomes of the Post-Master's Certificate in HSM. Faculty at JHSON are committed the maintenance of expertise in teaching, scholarship, practice, and service, all of which are performance expectations at the JHSON, and of the programs, and the nursing profession.

All courses are taught by faculty with graduate level specialty educational preparation and advanced expertise in the areas of content they are assigned to teach. Faculty who lead a clinical track or supervise clinical/leadership experiences hold relevant national certification. Ninety-seven percent of full-time faculty are doctorally-prepared.

Full-time and part-time faculty numbers are reviewed each semester by the program directors to determine if there are sufficient numbers of faculty to accomplish the mission, goals, and expected outcomes of their respective programs. The Executive Vice Dean and program directors work collaboratively to determine the teaching assignments for full-time faculty, considering the research, practice, and service commitments of each faculty member. The Executive Vice Dean and program directors work with course coordinators and specialty track coordinators to identify the part-time faculty needed for clinical support.

Faculty Joint Appointments are provided to Johns Hopkins University-affiliated nurses, physicians, and others who make a significant contribution to the JHSON through teaching and precepting. Adjunct faculty status is offered to individuals who precept advanced practice nursing students and serve instrumental roles in facilitating student projects, and/or have been consistent guest speakers for many years. Part-time faculty members are often hired based on the recommendation of full-time faculty and after successful contributions as contractual clinical faculty. In the proposed Post-Master's Certificate in HSM, part-time faculty may coordinate or co-coordinate clinical/leadership courses. It is expected that part-time faculty will be recruited to access their specialized expertise in their fields.

The names, appointment type, terminal degree title and field, academic title/rank status, and expertise of the core faculty for the Post-Master's Certificate is summarized below.

Jesus M. Casida, PhD, RN, APN-C is an Associate Professor with extensive clinical and academic leadership experiences in cardiac services including cardiac surgery critical-care, interventional cardiology, heart failure, and transplantation. He is the Faculty Coordinator for the Post-Master's Certificate Program in HSM. Dr. Casida is internationally known for pioneering scholarly work on self-management in patients with left ventricular assist devices (LVADs). He invented a mobile application (VAD Care App[©]2014) as a tool for patients and caregivers as well as healthcare providers supporting LVAD self-management. Notably, Dr. Casida is the first to investigate the association between the nurse manager's leadership styles and organizational culture in the context of organizational performance. His empirical work on leadership and culture of high performing patient care units is widely cited by leaders and scholars worldwide. Dr. Casida was the University of Michigan School Of Nursing Teacher of the Year (2015). In 2017, he was a recipient of Distinguished Alumni at Columbia University, which recognized his scholarship and innovative research, leadership, and influence in clinical practice as well as significant contributions in nursing education. He will be inducted as Fellow of the American Academy of Nursing in October 2011.

Teaching assignment and role:

- NR 110.618 Leadership in Complex Learning Organizations (Instructor)
- NR 110.609 Health Systems Management II (Clinical Instructor)
- NR 110.611 Health Systems Management III (Course Coordinator)

Michelle D'Alessandro, DNP, RN, NEA-BC, Joint Faculty Appointment in JHSON and Director of Nursing Johns Hopkins Bayview Medical Center.

Teaching assignment and role:

- NR 110.609 Health Systems Management II (Co-Course Coordinator and Clinical Instructor)

Vickie Hughes, DNS, MSN, RN, CNS, has served in various clinical, educational, and leadership positions over the past 30 years. Dr. Hughes spent 27 years as an Air Force Nurse Corps Officer. She obtained the Adult Psychiatric/Mental Health Clinical Nurse Specialist certification in 1996, license as a Psychiatric Advanced Nurse Practitioner in 1998, and was recognized as an Internationally Certified Alcohol and Drug Abuse

Counselor in 1998. Dr. Hughes has served in clinical leadership positions as a Psychiatric Consult-Liaison Nurse, Psychiatric CNS, Substance Abuse Program Nurse Manager, and outpatient child/adolescent and family therapist. She has served in administrative leadership positions as a site director for a health promotions program, a director of nursing for 3 facilities, a chief of nursing research at a medical center, and a clinic CEO. She has 9 years of teaching and course development experience to include serving as a Dean for a Health Science School. Dr. Hughes currently serves as an Assistant Professor in the School of Nursing at Johns Hopkins University.

Teaching assignment and role:

- NR 110.609 Health Systems Management II (Clinical Instructor)

JoAnn Z. Ioannou, DNP, MBA, RN, NEA-BC, Clinical Instructor, joined GBMC HealthCare as Senior Vice President of Patient Care and Chief Nursing Officer in October 2016. Dr. Ioannou previously served as Director of Neurosciences/Psychiatry Nursing at The Johns Hopkins Hospital. In addition, Dr. Ioannou has held various leadership roles in the Department of Medicine at Johns Hopkins, including Nurse Manager and Assistant Director of Medical Nursing. She earned her Bachelor of Science degree in Psychology from Towson University, a Bachelor of Science Degree in Nursing from Villa Julie College, and a Master of Science Degree in Nursing, a Master of Business Administration Degree, and a Doctor of Nursing Practice Degree from The Johns Hopkins University.

Teaching assignment and role:

- NR 110.607 Health Systems Management I (Clinical Instructor)

Susan Kulik, DNP, MBA, RN, CJCP, Joint Faculty Appointment in JHSON and Director of Accreditation and Regulatory Activities at Johns Hopkins Medicine International

Teaching assignment and role:

- NR 110.609 Health Systems Management II (Clinical Instructor)

Tener Goodwin Veenema, PhD, MS, MPH, RN, FAAN is a Professor of Nursing and Public Health at the Johns Hopkins School of Nursing and the Johns Hopkins Bloomberg School of Public Health. A nationally recognized expert in disaster nursing, Dr. Veenema has served as Senior Scientist to numerous federal agencies. An accomplished researcher, Dr. Veenema is a member of the American Red Cross National Scientific Advisory Board and an elected Fellow in the National Academies of Practice, American Academy of Nursing and the Royal College of Surgeons, Dublin, Ireland. Dr. Veenema is editor of *Disaster Nursing and Emergency Preparedness for Chemical, Biological and Radiological Terrorism and Other Hazards*, 4th Ed., the leading textbook in the field and *Disaster Nursing*, an innovative technology application (“App”) for the I-phone and I-pad (Unbound Medicine). Dr. Veenema was awarded the Florence Nightingale Medal of Honor (International Red Crescent, 2013) the highest international award in Nursing. She received a Fulbright U.S. Scholar Award (2017) and currently serves as the 2017-18 Distinguished Nurse Scholar-in-Residence at the National Academy of Medicine.

Teaching assignment and role:

- NR 110.607 Health Systems Management I (Course Coordinator and Clinical Instructor)

William J. Ward, MBA is Associate Professor in the Schools of Nursing and Public Health at Johns Hopkins University. Mr. Ward is a former senior healthcare executive with more than 20 years of experience in health care finance and operations. Prior to joining the faculty, he served for a dozen years at the Johns Hopkins Bayview Medical Center which he joined in 1982 when he was selected to be the Chief Operating Officer of what was then Baltimore City Hospitals. Mr. Ward has provided a wide variety of consultative services to clients throughout New England and the Mid-Atlantic States. He has worked on projects overseas in Asia, Latin America, and the Middle East. For over 20 years, he taught financial management at the University of Maryland School of Nursing and continues to guest lecture there. Professional affiliations include the Healthcare Financial Management Association, the American College of Healthcare Executives, and the Maryland Association of Health Care Executives

Teaching assignment and role:

- NR 2010.806 Health Finance (Instructor)

Kathleen M. White, PhD, RN, NEA-BC, FAAN is Professor and former Track Coordinator of MSN (HSM Track) at JHSON. She maintains a joint appointment as a nurse at Johns Hopkins Hospital, where she is a member of the EBP Steering Committee and an original part of the collaborative SON/JHH team that developed the widely published, award-winning *Johns Hopkins Nursing Evidence-based Practice Model and Guidelines*. Dr. White served as a senior adviser to the Center for Health Workforce Analysis, the Division of Nursing, and the Office of Performance Management in the Bureau of Health Professions at the Health Resources and Services Administration from 2010-2013. Her numerous practice leadership roles have included consulting with Parkway Group Healthcare in Singapore and the primary health care reform project in Armenia; serving as visiting faculty at the American University of Armenia; as a member of the Hopkins-Healthways Advisory Group; and as chairperson of the American Nursing Association Congress on Nursing Practice and Economics from 2006-2010. She currently serves on the Maryland Health Care Commission's Hospital Performance Evaluation Advisory Committee, the Howard County General Hospital Board of Trustees, and the Maryland Patient Safety Center's Board of Directors. At the Johns Hopkins School of Nursing, Dr. White previously served as Director of the MSN (Entry into Nursing) Program and the Doctor of Nursing Practice (DNP) Program and coordinated the MSN (HSM Track).

Teaching assignment and role:

- NR 110.609 Health Systems Management II (Course Coordinator)
- NR 110.611 Health Systems Management III (Co-Course Coordinator)
- NR 110.605 Leadership and Management in Health Care (Course Coordinator)

In addition to the above core faculty, JHSON has faculty experts in informatics, business/technology, and healthcare economics. The following nationally known experts

in their fields will serve as guest lecturers for select courses in the Post-Master's Certificate:

Kelly T. Gleason, PhD, RN, is an Assistant Professor at Johns Hopkins School of Nursing. She led the development of an institution-wide service that leverages the patient portal for research, and continues to work on helping researchers leverage the electronic medical record for research. Dr. Gleason serves as the co-lead of the Armstrong Institute's Center for Diagnostic Excellence's Team Core, and leads a national Nurses and Diagnosis Community of Practice. Dr. Gleason's research focuses on integrating patient-reported information with electronic medical record data to improve diagnostic processes. She will be a guest lecturer on informatics for the *NR 110.605 Leadership and Management in Health Care* course.

Kenneth Dion, PhD, MSN, MBA, Assistant Dean for Business Innovation and Strategic Relationships at the JHSON, is a 40-year veteran of the health care industry. The nurse entrepreneur, inventor, and scholar brings non-traditional and highly value-added expertise to identifying and advancing business opportunities within nursing locally, nationally, and internationally. In 1999, Dr. Dion founded Decision Critical, Inc., a cloud-based start-up information systems company, to meet the education, compliance, and competency development needs of health care organizations. He was awarded a patent for Critical Portfolio, a first-of-its-kind ePortfolio application, and Critical Staffer, a reverse staffing system. In 2012, Decision Critical was acquired by HealthStream, Inc., where Dr. Dion served as vice president and chief of nursing informatics. He later founded TurnPath, LLC, a health care technology innovation incubator. Dr. Dion is active in a number of nursing professional organizations, including longtime support and service to Sigma Theta Tau International at a variety of levels and in many capacities. He is a Virginia Henderson, Billye Brown, and Sigma Theta Tau Fellow, and is currently treasurer on the International Board of Directors. Dr. Dion earned his bachelor's degree in nursing at the University of Central Florida and his MBA, MSN, and PhD in nursing systems at the University of Texas at Austin. In October 2019, Dr. Dion will be inducted as Fellow of the American Academy of Nursing. Dr. Dion will be a guest lecturer on topics related to finance and business in health care for the *NR 2010.806 Health Finance* course.

Eric Slade, PhD is Professor and an economist with expertise in public insurance programs. His research uses advanced econometric methods and other big-data analytic approaches to assess how health care delivery systems, financing systems, and state health care policies shape the quality and value of mental health care. He has received research funding from the National Institutes of Health (NIH), the U.S. Department of Veterans Affairs, the U.S. Department of Education, the Assistant Secretary for Planning and Evaluation, and other federal agencies and foundations. He formerly served as a member of the NIH Mental Health Services in Non-Specialty Settings internal review group and the VA Healthcare Organization and Delivery review panel. He currently directs two NIH-funded research studies of Maryland's 2014 hospital payment reform and its effects on psychiatric care practices, health outcomes, and health care costs. Dr. Slade also serves as a lead economist on clinical trials and demonstration projects

assessing the economic value of novel mental health interventions and programs, and serves as associate editor of the research journal *Mental Health Services Research & Mental Health Administration*. Dr. Slade will be a guest lecturer on healthcare economic outcomes for the *NR 110.611 Health Systems Management III*.

2. On-going pedagogy training for faculty

The JHSON is known for its commitment in hiring highly qualified faculty who are also leaders in their fields of expertise. The Office of Educational Quality and Innovation (OEQI) at JHSON in collaboration with the Johns Hopkins Institute and Centers for Education Excellence and Resources ensures that all faculty are trained and kept continuously abreast of evidence-based teaching/learning practices to meet the learning needs of the students. Specifically, the OEQI provides mentorship and skills development in teaching to all faculty and staff committed to innovation and excellence in health professions education. The OEQI offers individual and group consultations, workshops, and information on pedagogical innovation and research.

The JHSON has an extensive learning management system including BlackBoard used in delivering in-class and distance education and pedagogical-related activities and resources for students, faculty, and instructional staff. The JHSON has comprehensive and robust technology employed in distance/online learning within the auspices of OEQI. In 2019, the US World News ranked JHSON as *#1* Best Online Graduate Nursing Program in the nation. This recognition is evidence of the School's commitment to excellence and quality education using evidence-based practices for distance education in nursing.

J. Adequacy of library resources

The William H. Welch Medical Library collects current scholarly information, in print and electronic formats, that support the research, teaching, and patient care goals of the Johns Hopkins Medical Institutions (JHMI) and the Johns Hopkins University (JHU). The collection covers health, the practice of medicine and related biomedical and allied health care disciplines, nursing, research literature, methodological literature, reviews or state-of-the-art reports, and in-depth, authoritative analyses of areas influencing biomedicine and health care. Students may register as a library user to search a range of databases and take advantage of the library information services and classes. The Welch Gateway is available 24 hours per day via the JHMI network or a modem connection. Library cardholders are also eligible for a personal e-mail account on the library Internet host computer, Welchlink. The library's Welch Gateway provides access to a variety of electronic health-related files including MEDLINE, EMBASE, Scopus, ISI Web of Science, UpToDate, MDConsult, CINAHL, PsycINFO, EBSCOhost, LEXIS NEXIS, WebSPIRS, MICROMEDEX, Wilson Web, FirstSearch, Proquest, etc. In addition, the library supports a number of electronic journals, accessing them remotely on the worldwide web and providing full-text locally for approximately 4,500 titles. Welch's collections contain more than 370,000 bound volumes, 2,300 audiovisual programs, and current subscriptions to over 3,000 journals. The computer laboratory is equipped with

22 IBM PCs, two WELMED (Welch database) terminals, six interactive videodisk workstations, printers, modems and file service. The Carol J. Gray Nursing Information Resource Center (NIRC) is located at the School of Nursing. The collection consists of a core of about 400 monographs related to nursing and health care which have been selected for immediate study and reference. Faculty and students may meet with a professional librarian at the NIRC for assistance in performing and interpreting electronic literature searches and the conduct of systematic reviews of the literature. The Lilienfeld Library, serving the School of Public Health, is managed by the William H. Welch Medical Library and features an extensive collection (over 18,000 volumes) of public health and health policy books and journals.

K. Adequacy of physical facilities, infrastructure and instructional equipment

The proposed Post-Master's Certificate in HSM will not require any additional laboratory or classroom space or additional faculty resources. The resources currently in use, described below, are more than adequate to meet the teaching/learning needs for the Certificate. Students and faculty have full access to an electronic mailing system and a learning management system (e.g., BlackBoard) that provide adequate technical support and resources for distance education.

Physical Features of the JHSON

The JHUSON is located on the East Baltimore campus of The Johns Hopkins University which also houses the Bloomberg School of Public Health and The Johns Hopkins University School of Medicine. The JHUSON has close ties with both schools and shares many of the resources of each. The JHUSON is a six-level 88,500 square foot building that contains two adjoining, 63-seat classrooms; two 110-seat lecture halls (one with capability for distance learning); a 230-seat auditorium; three 12-bed practice laboratories (one with capability for distance learning); research space with state-of-the-art laboratories; one 40-seat computer classroom; one 45-seat classroom (with capability for distance learning); two 18-seat seminar rooms; two 15-seat group study rooms; three 16-seat computer/ interactive video labs; 1,800 square feet of biological laboratory space fully loaded with equipment; and office space for faculty, staff, and the business core of the JHUSON.

The Anne Pinkard Building, built in 1997 specifically for the JHSON, comprises six levels with 88,500 square feet. It consolidates the school's teaching, research, and administrative activities and includes:

- Two adjoining, 63-seat classrooms
- Three 110-seat lecture halls (two with capacity for distance learning)
- Three 12-bed practice laboratories (one with capacity for distance learning)
- Research space with state-of-the-art laboratories
- One 40-seat computer classroom
- One 45-seat classroom (with capacity for distance learning)
- Three 18-seat seminar rooms
- Two 15-seat group study rooms

- Three 16-seat computer/interactive video labs
- A 230-seat auditorium
- Simulation Center

Teaching Resources

As previously cited, OEQI is designed to help faculty with innovation and scholarship in teaching, focusing on the changing learning styles of our students and optimizing the use of current technology and pedagogy to facilitate more flexible and engaged learning. It is expected that the OEQI will also provide necessary guidance and consultation in the implementation and evaluation phase of the Post-Master's Certificate in HSM.

Instructional Design Resources

The JHSON Instructional Design Team (IDT), a subgroup of the Office for Teaching Excellence, is currently staffed by two instructional designers, two instructional technologists, and an instructional design manager. The IDT staff is responsible for the development of all online courses as well as support and management of the online Blackboard learning platforms. The group consults closely with faculty members on academic projects impacting teaching, learning, and research. Over the past several years, the IDT has trained hundreds of faculty and staff on effective use of instructional technologies and constructed a multimedia studio used for high-quality audio and video recording. The continuous updating of the JHSON instructional technology infrastructure and staff has primed the School to be a global leader in collaborative continuing health care education and to provide effective delivery of education programs in face-to-face and blended formats.

The JHUSON maintains a local area network consisting of 12 Microsoft Windows NT servers and approximately 300 Microsoft Windows 2000/XP workstations and three Macintosh systems. Network peripherals include tape backup units, monochrome and color printers, copier/scanning systems. All servers, all workstations, and the email system are protected by an anti-virus system. The client applications currently in use consist of Microsoft Office XP, SPSS, Reference Manager, Telnet applications, and various web-browser packages. In addition to the network computers mentioned above, the school maintains five computer labs; a 32-seat teaching lab, two 13-seat application labs, a 16-seat Doctoral Lab, and a 6-seat interactive video lab. The doctoral workroom, Nursing Information Resource Center and first, second, and thirds have been equipped with a wireless network for use with notebook computers.

Other School and University Resources

The Office for Science and Innovation (OSI) facilitates excellence in nursing research and innovation and provides services to faculty, students, and staff, including consultation on research design and conduct including data management and analysis; information on funding sources and grant application processes; advice on faculty development and continuing education in research; dissemination of research and funding information; and resources such as texts and conference rooms. Research and practice innovations focus specifically on the areas of health promotion, symptom management, cardiovascular health, palliative care, and domestic violence. The Information Technology Department supports

the OSI data management services with software, hardware, and personnel expertise for data collection and database management.

School of Public Health: The Bloomberg School of Public Health (changed from "The School of Hygiene and Public Health in April 2001) is the oldest school of public health in the world. It was established in 1916 to be a school of biological, physical, social and behavioral sciences. Its goal, then and now, is to preserve and improve the health of the public. Among the many areas of specialized academic interests are behavioral sciences, chronic diseases, the economics of health, health finance and management, public health promotion and practice and health policy.

Biostatistics Center: The mission of the Johns Hopkins Biostatistics Center is to provide biostatistical and information science expertise in support of health research to investigators at Johns Hopkins University and other academic health centers, government agencies, and private organizations who do not have longer-term collaborative relationships with biostatistical faculty here or elsewhere. The Center's doctoral and master's-level statisticians and computer scientists consult on research issues related to the effective collection, management, and interpretation of scientific information, including: designing research studies, data collection systems and instruments; data entry and validation; data management and quality assurance; statistical analysis and data interpretation; professional and scientific report writing.

School of Medicine: The Johns Hopkins University School of Medicine is located in many buildings throughout the East Baltimore campus. This space includes 30,000 square feet in the Welch Center for Prevention, Epidemiology, and Clinical Research located at 2024 East Monument Street. The Welch Center engages in interdisciplinary clinical research to strengthen the evidence-based practice of medicine. Through the Center, Johns Hopkins nursing students, medical students, public health students, house staff, fellows and junior faculty are trained in epidemiologic and biostatistical methods for clinical research. The Welch Center has conference rooms, small libraries, and state-of-the-art computer networking capabilities

L. Adequacy of financial resources with documentation

See Tables 1 and 2 for detailed financial information.

M. Adequacy of provisions for evaluation of the Certificate

The curriculum and certificate outcomes correspond directly to the Essentials as articulated by the American Association of Colleges of Nursing (AACN) and the American Organization of Nurse Executive (AONE) Competencies. The JHSON Curriculum Committee holds ongoing discussions about congruence among professional standards, AACN MSN Essentials, certificate outcomes, and individual course outcomes. Each course is evaluated every two years by the faculty on the curriculum committee with input from the professional instructional design staff members and student representatives on the Curriculum Committee. Faculty Advisors also participate in program evaluation and performance improvement activities. Student course evaluations are conducted twice each

semester. These evaluations are conducted online to protect the anonymity of the student and solicit both quantitative as well as qualitative evaluation. Student's retention rate, faculty satisfaction, cost, and overall effectiveness of the Post-Master's Certificate will be assessed annually. Factors that may adversely affect the effectiveness of the certificate such as students' attrition and decreasing enrollment trends will be examined and addressed by faculty teaching in the Post Master's Certificate in HSM, faculty curriculum leadership, and the Executive Vice Dean.

N. Consistency with the State's minority achievement goals

Any student meeting the admissions requirements can apply to the Post-Master's Certificate in HSM. The JHSON will work to help all accepted students improve their workplace competitiveness and reach their professional goals, an aim consistent with the State's minority student achievement goals. It is anticipated that the JHSON will continue to draw in an ethnically and geographically diverse student body.

O. Relationship with low productivity programs identified by the Commission

Not applicable.

P. Adequacy of distance education program

1. Evidence of the eligibility of the institution to provide distance education

The JHSON has already received approval to offer the DNP Degree as an online program.

Title	HEGIS	CIP
Nursing Practice D.N.P.	1203-02	51.3802

Upon completion of the proposed Post-Master's Certificate, graduates will be eligible to apply for admission to the DNP Program (Executive Track).

2. Institution's compliance with CRAC guidelines

JHSON and the Johns Hopkins University at large complies with C-RAC guidelines for the Evaluation of Distance Education (On-Line Learning). Johns Hopkins is a member of the State Authorization Reciprocity Agreement (SARA) and has received approval for delivering online education in all 50 states.

JHSON has previously received MHEC approval to offer the DNP degree online 9/21/2016.

The Office of Educational Quality and Innovation (OEQI) led by Rita D'Aoust, PhD, ACNP, ANP-BC, FAANP, FNAP, FAAN, Associate Dean of Teaching and Learning, provides the oversight of all online teaching and learning activities at the JHSON ensuring programmatic alignment with the School's mission "to improve the health of

individuals and diverse communities locally and globally through leadership and excellence in nursing education, research, practice, and service.”

The OEQI created a continuous quality improvement process to ensure and maintain the high quality and rigorous methods employed in all academic programs as well as enhance the overall graduate school experiences for all distance learners at the JHSON. Notably, the School’s commitment to *Diversity, Equity, and Inclusion* is reflected by diverse student body from different regions in the US and abroad.

The JHSON uses Blackboard for its learning management system. All faculty, full-time and part-time, are provided with Blackboard course sites for each of their courses supported by academic program coordinators (APC). Faculty and APC work collaboratively to ensure teaching/learning efficiency and effectiveness. Measures/data used in evaluating the effectiveness of the Post-Master’s Certificate in HSM include the following: number of applications, number of admissions, retention, number of graduates, student characteristics, course evaluations, clinical site characteristics, student evaluations of clinical sites/preceptors, number employed at graduation, positions held after graduation, number enrolled in doctoral program at 1 and 3 years after completing the Post-Masters Certificate in HSM, and number of graduates who chose to pursue certification available for nurse leaders offered by the American Nurses Credentialing Center and the American Organization of Nurse Executives within 5 years after certificate completion.

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)	\$219,440	\$565,058	\$582,010	\$599,470	\$617,454
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	\$0	\$0	\$0	\$0	\$0
c. Total F/T Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d. Number of P/T Students	10	25	25	25	25
e. Credit Hour Rate	\$1,688	\$1,739	\$1,791	\$1,845	\$1,900
f. Annual Credit Hour Rate	13	13	13	13	13
g. Total P/T Revenue (d x e x f)	\$219,440	\$565,058	\$582,010	\$599,470	\$617,454
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$219,440	\$565,058	\$582,010	\$599,470	\$617,454

Resources Narrative:

Table 1 reflects resources needed for the proposed Post Master’s Certificate for Health Systems Management (HSM). The number of students listed are those students who will enter the Post Master’s Certificate (HSM) after completion of a MSN generalist degree or non-specialty Master’s degree in nursing (e.g., Nursing Education) who will complete 16 credits and be prepared to take on leadership roles across healthcare settings.

1. Reallocated Funds:
2. Tuition and Fee Revenue: Tuition reflects Post-Master’s Certificate (HSM) tuition for part-time students and a 16 credit program of study. Ten will be enrolled in the first year and 25 per year after this.
3. Grants and Contracts: No grants and contracts will be used to support this program.

4. Other Sources: No additional sources will be used to support this program.

TABLE 2: EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$78,341	\$239,723	\$244,518	\$249,408	\$254,396
a. Number of FTE	0.42	1.25	1.25	1.25	1.25
b. Total Salary	\$66,031	\$202,054	\$206,095	\$210,217	\$214,421
c. Total Benefits	\$12,310	\$37,670	\$38,423	\$39,191	\$39,975
2. Admin. Staff (b + c below)	\$21,565	\$65,986	\$67,305	\$68,651	\$70,024
a. # FTE	0.3	0.8	0.8	0.8	0.8
b. Total Salary	\$16,093	\$49,243	\$50,228	\$51,232	\$52,257
c. Total Benefits	\$5,472	\$16,743	\$17,077	\$17,419	\$17,767
3. Support Staff (b + c below)	\$46,927	\$127,635	\$130,188	\$132,791	\$135,447
a. # FTE	0.5	1.2	1.2	1.2	1.2
b. Total Salary	\$35,020	\$95,250	\$97,155	\$99,098	\$101,080
c. Total Benefits	\$11,907	\$32,385	\$33,033	\$33,693	\$34,367
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$8,021	\$31,052	\$31,673	\$32,307	\$32,953
TOTAL (Add 1 – 7)	\$154,854	\$464,396	\$473,684	\$483,158	\$492,821

Expenditures Narrative:

Johns Hopkins School of Nursing (JHSON) proposes to offer a Post-Master's Certificate in Health Systems Management (HSM) for nurses who have completed an MSN generalist degree or a non-specialty MSN degree (e.g., Nursing Education). The School also currently offers an MSN program in Health Systems Management (HSM) that prepares nurses with a BSN to practice in an

advanced practice role as a leader in health care across settings. As part of the proposed Post-Master's Certificate in HSM, JHSON will admit 10 students in the first year of the program and 25 in the years after this. No additional faculty, administrative or other resources are anticipated as part of this new Post-Master's Certificate.

1. Faculty: Faculty who currently teach in the MSN Health Systems Management (HSM) Track will teach in the Post-Master's Certificate in HSM.
2. Administrative: An Academic Program Administrator will support this program.
3. Support Staff: Academic Program Coordinators will support faculty members in course delivery.
4. Library: No additional library resources are anticipated for the proposed for this Post-Master's HSM Certificate Program
5. New or Renovated Space: No additional space is anticipated for the new Post Master's Certificate in HSM.
6. Other Expenses: No additional other expenses are anticipated for the proposed new Post-Master's Certificate in HSM.

References

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