

September 15, 2025

Sanjay K. Rai, Ph.D., Secretary of Higher Education
Maryland Higher Education Commission (MHEC)
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Rai:

The University of Maryland, Baltimore is seeking approval to substantially modify the approved and existing Doctor of Nursing Practice (DNP) Program (HEGIS 1203-02; CIP 51.3818) to establish a competency-based curriculum and designate Pediatric Nurse Practitioner-Acute Care (PNP-AC) curriculum as an area of concentration within the existing DNP program.

The re-conceptualized curriculum will align with the American Association of Colleges of Nursing's (AACN) recently revised and published document The Essentials: Core Competencies for Professional Nursing Education (Essentials). The Essentials calls for a transition to competency-based education focusing on two levels of professional nursing education: entry-level and advanced-nursing level practice. Recognizing the new competency-based doctoral PNP-AC curriculum as a formal area of concentration will allow University of Maryland School of Nursing (UMSON) to bridge the gap between theory and practice, as it relates to nurse practitioner accreditation standards, employers, and certification bodies.

Graduates from the PNP-AC AoC will enter the workforce immediately with unique qualifications as an advanced practice registered nurse specialized in pediatric patients with acute, complex, critical, and chronic illnesses, and prepared with the knowledge and skills to lead interdisciplinary health care teams. The revised curriculum will provide greater clarity for expectations of applicants, graduates, stakeholders, and a more disciplined approach to nursing education. UMSON is on the leading edge of nursing schools nationwide to re-conceptualize its DNP curriculum to meet these Essentials.

As shown in this proposal, UMSON has the resources to appropriately fund, teach, and support this modification. Thank you for your time and consideration of this request. Please contact Meghan Bruce Bojo at 410-706-2055 or mbojo@umaryland.edu if you have any questions.

Sincerely,



Dr. Roger J. Ward, EdD, JD, MSL, MPA
Provost and Executive Vice President
University of Maryland, Baltimore



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

Institution Submitting Proposal

University of Maryland, Baltimore

Each action below requires a separate proposal and cover sheet.

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

Payment ☒ Yes	Payment ☐ R*STARS # JE314014	Payment Amount: 250	Date Submitted: 5/14/2025
Submitted: ☐ No	Type: ☐ Check #		

Department Proposing Program	School of Nursing
Degree Level and Degree Type	Doctorate
Title of Proposed Program	DNP: AoC Pediatric Nurse Practitioner Acute Care
Total Number of Credits	80
Suggested Codes	HEGIS: 1203.02 CIP: 51.3818
Program Modality	☐ On-campus ☐ Distance Education (fully online) ☒ Both
Program Resources	☒ Using Existing Resources ☐ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	☐ Fall ☐ Spring ☒ Summer Year: 2026
Provide Link to Most Recent Academic Catalog	URL: https://www.nursing.umaryland.edu/academics/doctoral/dnp/

Preferred Contact for this Proposal

Name: Meghan Bruce Bojo

Title: Executive Director, Academic Administration

Phone: 410-706-2055

Email: mbojo@umaryland.edu

President/Chief Executive

Type Name: Dr. Roger Ward

Signature:

Date:

9/15/2025

Date of Approval/Endorsement by Governing Board:

Revised 4/2025



**Proposal for Substantial Modification to the Existing
Doctor of Nursing Practice Program
to Establish a New Area of Concentration:**

Pediatric Nurse Practitioner- Acute Care

To the
Maryland Higher Education Commission

R-Star Confirmation: JE314014 (May 14, 2025)

University of Maryland School of Nursing
At the University of Maryland Baltimore

A proposal for a substantial modification to the existing Doctor of Nursing Practice to establish a new area of concentration at the University of Maryland, Baltimore School of Nursing:

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A. Centrality to Institutional Mission and Planning Priorities

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

In 2013 the University of Maryland School of Nursing (UMSON) was approved to offer two admission pathways into the Doctor of Nursing Practice (DNP) program's six Advance Practice Register Nurse (APRN) specialties (HEGIS 1203-02; CIP 51.3818). Building on that approval, this proposal outlines two admission pathways for the proposed competency-based Pediatric Nurse Practitioner-Acute Care (PNP-AC) area of concentration (AoC) within the existing DNP program:

Post-baccalaureate with APRN-specialty option. The post-baccalaureate (PB) APRN-specialty option is an 80-credit program designed for baccalaureate-prepared nurses aiming to advance their career as advanced practice nurses in a designated AoC.

Post-master with APRN-specialty option. The post-master (PM) APRN-specialty option offers a variable credit program tailored to master's -prepared nurses pursuing advanced practice roles. Depending on prior academic and clinical experience, students complete between 47 to 80 credits in a chosen AoC. For the PM with specialty option, the specialty director collaborates with each student to complete the National Task Force (NTF) *Gap Analysis Documentation Form for NP Post-Graduate Certificate Program*¹, which informs an individualized plan of study.

In April 2021², the American Association of Colleges of Nursing (AACN) published *The Essentials: Core Competencies for Professional Nursing Education (Essentials)* which calls for a transition to competency-based education focusing on two levels of professional nursing education: entry-level and advanced-level nursing practice. The principles of competency-based education present a new model and framework for preparing registered nurses for contemporary practice. These *Essentials* introduce 10 domains and the expected competencies (and sub-competencies) for each domain that represent professional nursing practice and reflect the diversity of practice settings. The competencies are applicable across four spheres of care defined by AACN (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care), across the lifespan, and with diverse patient populations.

As the leader in advanced practice education in the state, UMSON is on the leading edge of nursing schools nationwide to re-conceptualize its Doctor of Nursing Practice (DNP) curriculum to meet the 2021 *Essentials*.

The reconceptualized curriculum will support a more focused and transformative educational experience. This redesign is intended to better prepare students to be "practice ready" and capable of making an immediate and lasting impact across diverse clinical healthcare settings. UMSON plans to begin offering the redeveloped PNP-AC curriculum in summer 2026, while teaching out the remaining terms in the legacy PNP-AC specialty track. By summer term of 2031 all PNP-AC students will be enrolled in the revised competency-based curriculum. This timeline aligns with AACN's recommended three-year transition period for implementing the new *Essentials*. Please see Appendix A for phase in and phase out plan and Appendix B for a curriculum comparison.

¹ NTF Gap Analysis Form: https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/ntfstandards/ntfs_form_b.pdf

² AACN Essentials: <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-Executive-Summary.pdf>

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

The PNP-AC objective is to prepare graduates for the highest level of nursing practice beyond the initial preparation in the discipline. Adopting the competency-based curriculum and designating the pre-existing PB and PM PNP-AC specialty track as an AoC within the existing DNP aligns with this objective and is consistent with UMSON's mission to prepare leaders and to address local, national, and global health priorities. The University of Maryland Baltimore (UMB) is the state's leading public health, law, and human services university and devoted to excellence in professional and graduate education, research, patient care, and public service. We emphasize interdisciplinary education and research in an atmosphere that incorporates the following core values: respect and integrity, equity and justice, well-being and sustainability, and innovation and discovery. By conducting internationally recognized research to cure diseases and to improve the health, social functioning, and just treatment of the people we serve, we foster economic development in the city, state, and nation. We are committed to ensuring that the knowledge we generate provides maximum benefit to society and directly enhances Maryland communities.

Ranked in the top 10 nationwide by U.S. News & World Report³ and at one of the country's largest schools of nursing, our DNP program is a rigorous and nationally respected program that transforms students into top-tier advanced practice nurses. To meet the increasing demand for healthcare across settings, the sequential order of DNP coursework allows students to complete the degree with a demonstrated proficiency as an advanced practice nurse. Upon completion, graduates are prepared with skills focused on patient centered care, population health, quality improvement and scientific inquiry, leadership and adoption of electronic information systems in health care organizations. This timely revision builds upon the new National Academy of Medicine's Future of Nursing report, which outlines urgent changes in nursing education⁴; new technologies in teaching and learning such as simulated clinical experiences; increased content in public health and emergency management post-Covid; increased awareness for electronic, mobile, and telehealth systems; and a new emphasis on social determinants of health and an understanding of the broadened student demographics with a variety of learning styles.

The mission of the UMSON is to shape the profession of nursing and the health care environment by developing nursing leaders in education, research, and practice. Through comprehensive academic preparation, immersive clinical experiences, and dedicated faculty mentorship, the reconceptualized DNP program cultivates highly practice-ready graduates, underscoring the program's transformative impact and its elevated standards of excellence. The revised PB and PM PNP-AC curriculums will have an increased focus on quality and safety, social determinants of health, global health, data driven decisions and patient centered care. With a continued focus on evidence informed care, leadership, health policy, and drive decision-making. This proposal to substantially modify the DNP curriculum by adopting the AACN's *Essentials* is consistent with the school's mission and will assist the school in meeting objectives in the strategic plan.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

UMSON has offered the DNP for nearly 20 years, and the PNP-AC specialty for over a decade. The state appropriation budget supports the full range of DNP specialties offered by UMSON, with funding allocated across the entire program. As described in Appendix C and Appendix D, financial projections include an expenditure increase of 2% for estimated COLA/merit increases and 3% related to other costs.

³ U.S News & World Report: <https://www.usnews.com/best-graduate-schools/top-nursing-schools/university-of-maryland-baltimore-33121>

⁴ National Academy of Medicine's Future of Nursing report: <https://nam.edu/publications/the-future-of-nursing-2020-2030/>

Currently, the DNP PNP-AC specialty track enrolls 9-10 students, annually, and we built in a 2% resource increase consistent with the estimated program expenditures.

4. Provide a description of the institution's a commitment to: a) ongoing administrative, financial, and technical support of the proposed program; b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The DNP program has been offered since 2006 with an enrollment of 19 students in the first year. Presently, the DNP program has more than 600 matriculating PB and PM students across nine specialties. UMSON has committed and will continue to commit faculty and resources to each DNP AoC. By revising our current curriculum, to include recognizing the PNP-AC specialty track as a formal AoC in MHEC's Academic Program Inventory, the DNP program will continue to meet workforce needs in the state. The existence of the program for more than ten years reflects the quality and the satisfaction of our graduates. The UMSON and its faculty are committed to the success and graduation of our students. This includes continuation of the program for a period sufficient to allow enrolled students to complete the program.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general

The reimagined DNP curriculum, rooted in the new AACN Essentials, directly responds to 2022 State of Maryland's Healthcare Workforce Report ⁵ which highlights the region's critical provider shortages and the increasing complexity of care delivery models. These evolving demands require nurses who are not only clinically adept but also equipped with system-level competencies, precisely the skill set fostered through UMSON's redesigned program. By transitioning to a competency-based framework and formalizing pre-existing specialties as areas of concentration, UMSON is strategically positioned to graduate nurse leaders with the precise skills demanded by today's complex health care ecosystem.

The Essentials' ten domains emphasize interprofessional collaboration, leadership, data-informed decision-making, population health, and direct patient care, all competencies flagged by employers, state policymakers, and certification bodies as urgent priorities. These domains provide a shared language and measurable benchmarks that enhance alignment with state boards of nursing and reinforce workforce readiness for Maryland's hospitals, clinics, and community health systems.

UMSON's liberal education foundation intentionally supports the development of both intellectual agility and practical expertise, equipping graduates to engage with diverse populations and address public health disparities across the state. Feedback from stakeholders, including employers, alumni, and members of our DNP advisory board, consistently emphasizes the demand for nurse practitioners who can confidently navigate role-specific competencies, particularly in acute care and clinical nurse specialist tracks. In response, we refined credit allocation, and course sequencing ensuring compliance with the national standard⁶ of 750 direct care hours while maintaining a manageable credit load.

⁵ 2022 State of MD Healthcare Workforce Report: <https://mhaonline.org/wp-content/uploads/2023/02/2022-State-of-Maryland-s-Health-Care-Workforce-Report.pdf>

⁶ NONPF: NP Standards: <https://www.nonpf.org/page/NTFStandards>

Most importantly, the DNP re-design positions UMSON as a key contributor to the goals outlined in the Maryland General Assembly's SB440/CH0708 (2022)⁷ report on the health care workforce crisis. By training practice-ready nurses who embody the competencies essential to meeting both current and future health demands, UMSON affirms its leadership in advancing the health of Maryland's communities.

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

UMSON has systems in place to address the Maryland State Plan for Postsecondary education's goals of "equitable access, student success, and innovation"⁸. To demonstrate support of the goals outlined by the Maryland State Plan for Postsecondary Education, we list aligned priorities below in the UMSON's goals and practice^{7,9}:

Priority 2. UMSON's website draws attention to financial aid and scholarships in several places to include the admission's landing page¹⁰ and student life page. The Workforce Shortage Student Grant Program provides financial assistance to aspiring nursing students¹¹ in addition to the Graduate and Professional Scholarship program¹², employer tuition remission programs, and scholarship opportunities¹³ support access to affordable postsecondary education. In addition, UMB's Division of Student Affairs¹⁴ (UMB Student Affairs) coordinates University-wide initiatives, programs, and services that foster all students' academic, personal, and professional development.

Priority 3. UMSON Admissions counselors and student ambassadors meet with prospective students across Maryland to answer questions¹⁵. One-on-one admission counseling sessions are offered daily from 10:00am to 2:00pm¹⁶.

Priority 4. Systems to analyze and improve student's academic readiness and access to quality education are outlined in UMSON's 2024 accreditation report¹⁷. Biannually in the spring, a comprehensive survey of academic support services is distributed to all UMSON students and reviewed for areas of student need or suggested improvements in related services. In addition, nursing student organizations meet with UMSON leadership to review processes, policies, and areas of common emphasis and student concern.

To respond to the responsibilities of military personnel, non-traditional students, and lifelong learners, UMSON offers several resources to include flexible plans of study, and course work only options. Additionally, the Office of Professional Education, and Academic-Hospital

⁷ MD Commission to Study the Health Care Workforce Crisis (2022):

[https://health.maryland.gov/docs/SB%20440%20Ch.%20708%20\(2022\)%20%E2%80%93%202023%20Final%20Report%20%E2%80%93%20Commission%20to%20Study%20the%20Heal.pdf](https://health.maryland.gov/docs/SB%20440%20Ch.%20708%20(2022)%20%E2%80%93%202023%20Final%20Report%20%E2%80%93%20Commission%20to%20Study%20the%20Heal.pdf)

⁸ 2022 State Plan for Postsecondary Education: [https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105\(b\)\(3\)\(i\)_2022.pdf](https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105(b)(3)(i)_2022.pdf)

⁹ 2017-2021 MD State Plan for Postsecondary Education: [https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105\(b\)\(3\)\(i\)_2017.pdf](https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105(b)(3)(i)_2017.pdf)

¹⁰ UMSON Admissions: <https://www.nursing.umaryland.edu/admissions/>

¹¹ Workforce Shortage Student Assistant Grant Program:

https://mhec.maryland.gov/preparing/pages/financialaid/programdescriptions/prog_wssag.aspx

¹² Graduate and Professional Scholarship Program:

https://mhec.maryland.gov/preparing/Pages/FinancialAid/ProgramDescriptions/prog_gradprof.aspx

¹³ UMSON Admissions: <https://www.nursing.umaryland.edu/admissions/>

¹⁴ UMB Student Affairs: <https://www.umaryland.edu/umb-student-affairs/>

¹⁵ UMSON on the Road: <https://www.nursing.umaryland.edu/admissions/visit-us/umson-on-the-road/>

¹⁶ UMSON Admission Counseling: <https://www.nursing.umaryland.edu/admissions/contact/#counseling>

¹⁷ UMSON CCNE Self-Study Reports: <https://www.nursing.umaryland.edu/about/accreditation/>

Partnerships allow students to pursue academic endeavors that align with personal needs.^{18, 19,20,21}

Priority 6. The UMSON Student Life webpage²² provides easy access to resources, tools, schedules and events. The UMB Office of Educational Support and Disability Services²³ provides academic and non-academic support services for students with disabilities through an interactive process and the UMB Writing Center²⁴ provides students with free writing assistance, via in-person and online, that ranges from planning a paper to polishing a dissertation.

Priority 7. UMSON offers several support systems to promote degree completion. Clinical partnerships with major healthcare institutions across the state improve student success as they graduate and begin a professional career. As an example, we have worked with the University of Maryland Medical System, Johns Hopkins Medicine, MedStar, and other renowned facilities in Maryland to provide innovative practicum experiences to facilitate student learning and support the DNP workforce. These arrangements provide expert instruction for the students, including career mentoring and job offers to students in some cases before graduation.

Priority 8. UMSON's Information and Learning Technology (ILT)²⁵ team assists students with media applications for research, in the classroom, and with presentations for conferences, providing audiovisual technical support, audiovisual equipment maintenance, and teleconference operation and management. ILT offers many services online and in person to support research and distributed learning, including web servers and a Blackboard courseware server. Because many administrative, instructional, academic, and research materials are delivered electronically rather than in person, and clinical sites are selected for logistical appropriateness, online students have similar access to academic support services as students attending our brick-and-mortar locations. Students have access to view their grades and information about their registration, account, and financial aid online through the Student User Friendly System (SURFS). The Center for Information Technology Services (CITS)²⁶, the central information technology organization for the University, provides support for student-related systems.

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

Graduates from the PNP-AC AoC will enter the workforce immediately with unique qualifications as an advanced practice registered nurse specialized in pediatric patients with acute, complex, critical, and chronic illnesses, and prepared with the knowledge and skills to lead interdisciplinary health care teams. DNP graduates serve in various settings and industries, including hospitals, community clinics, public health, rehabilitation centers, primary care offices, along with faculty roles in universities²⁷.

¹⁸ UMSON Military and Veteran Services: <https://www.nursing.umaryland.edu/admissions/military-veteran-nursing-education/>

¹⁹ UMSON Course Work Only: <https://www.nursing.umaryland.edu/academics/coursework-only/>

²⁰ UMSON Office of Professional Education: <https://www.nursing.umaryland.edu/academics/pe/>

²¹ UMSON Academic-Hospital Partnerships: <https://www.nursing.umaryland.edu/academics/academic-partnerships/academic-hospital-partnerships/>

²² UMSON Student Life: <https://www.nursing.umaryland.edu/student-life/>

²³ UMB Office of Educational Support and Disability Services: <https://www.umaryland.edu/disabilityservices/>

²⁴ UMB Writing Center: <https://www.umaryland.edu/writing/>

²⁵ UMSON Student Technology: <https://www.nursing.umaryland.edu/technology/students/>

²⁶ UMB Center for Information Technology Services: <https://www.umaryland.edu/cits/>

²⁷ AACN. (2022). Special Survey on Vacant Faculty Positions for Academic Year 2022-2023 <https://www.aacnnursing.org/Portals/42/News/Surveys-Data/2022-Faculty-Vacancy-Report.pdf>

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

According to recent estimates from the Bureau of Labor Statistics, the job outlook for NPs is expected to grow by 28% between 2018 and 2028, compared to overall job growth of just 5% for all occupations²⁸. According to a Special Survey on Vacant Faculty Positions released by AACN in October 2022, a total of 2,166 full-time faculty vacancies were identified in a survey of 909 nursing schools with baccalaureate and/or graduate programs across the country. The data show a national nurse faculty vacancy rate of 8.8%. Most of the vacancies (84.9%) were faculty positions requiring or preferring a doctoral degree²⁷. Additionally, the DNP responds to following Maryland Occupational Projections, as of March 2025:

Projections by Occupational Groups ²⁹ :	Annual Openings	Base Employment	Projected Employment	Total Openings
Healthcare Practitioners	12,626	2,490	2,564	378
Healthcare Diagnosing/Treating Practitioners		6,491	6,601	837
Register Nurses		48,808	52,368	30,761
Nurse Practitioners		4,417	4,818	810

Industry Projections ³⁰ :	Base Employment	Projection Employment
Healthcare and social assistance (NAICS*: 621, 622, 623)	370,447	383,052
Private General Medical and Surgical Hospitals (NAICS*: 6221)	93,674	95,326
Private Specialty Hospitals (NAICS*: 6221, 6222)	4,062	4,078
State Government Specialty (NAICS*: 6221, 6222)	394	371

*North American Industry Classification System (NAICS): 621 – ambulatory health care services; 622 – hospitals; nursing and residential care facilities; 623- nursing and residential care facilities; 6221 – general medical and surgical hospitals; 6222- psychiatric and substance abuse hospitals³¹

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

As the U.S. population continues to rapidly grow and age, ensuring access to healthcare becomes increasingly vital for maintaining the nation's overall health and quality of life. The Bureau of Labor Statistics (BLS), operating under the U.S. Department of Labor (DOL), projects a substantial increase in the demand for nurse practitioners (NPs) in the coming years. In 2019, there were 211,300 NP jobs, and this number is expected to rise significantly to 322,000 by 2029, marking a remarkable 52% increase³². The BLS also anticipates 242,000 occupational separations over the span of ten years (approximately 24,200 per year). Consequently, there is a projected total of 352,700 job openings over the decade, equating to 35,270 annual openings. Notably, Nurse Practitioner ranks as the second-fastest-growing

²⁸ Chi, J. (2020, March). Careers for nurses: Opportunities and options. U.S. Bureau of Labor Statistics. <https://www.bls.gov/careeroutlook/2020/article/careers-for-nurses-opportunities-and-options.htm>

²⁹ MD Occupational Projections: <https://labor.maryland.gov/lmi/iandoprojshort/>

³⁰ MD Industry Projections: <https://labor.maryland.gov/lmi/iandoprojshort/industryshort.shtml>

³¹ North American Industry Classification System: <https://www.census.gov/naics/?input=6222&year=2022>

³² BLS Occupational Outlook: <https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm>

occupation according to the BLS³³. In Maryland specifically, the Maryland Department of Labor (MDOL) predicts substantial growth in NP jobs, with an increase from 3,959 in 2018 to 5,315 in 2028, reflecting a 34% rise. Coupled with an estimated 2,476 occupational separations over the decade (approximately 250 annually), MDOL foresees a total of 3,832 NP job openings in the state during the same period, averaging 383 annual openings³⁴. Furthermore, MDOL has identified Nurse Practitioners as one of its "hot jobs"³⁵. Lastly, on September 12, 2023, Indeed.com listed a total of 977 nurse practitioner jobs in the state of Maryland³⁶.

According to data from the American Association of Colleges of Nursing (AACN) in their 2022-2023 enrollment report, there was an increase in applications to Doctor of Nursing Practice (DNP) programs nationwide, while applications to other nursing programs are declining. This data underscores the high demand for advanced nursing education. Importantly, there is an evident shortage of available slots in educational programs to accommodate the growing number of qualified applicants. In 2023, schools of nursing across the country had to turn away a staggering 65,766 qualified applications. These rejected applications encompassed 55,111 for entry-level baccalaureate programs, 703 for RN-to-BSN programs, 5,491 for master's programs, 4,225 for DNP programs, and 236 for PhD nursing programs³⁷.

This data collectively highlights the increasing demand for nurse practitioners, particularly in the state of Maryland, and underscores the critical need for expanded nursing education programs to meet this growing demand.

4. Provide data showing the current and projected supply of prospective graduates

Over the last ten years, on average UMSON graduates 4.7 PNP-AC students from 3.6 out of 24 Maryland counties. On average UMSON graduates 5.6 PNP-AC students from 1.9 out of 50 states. In 2022-2023 100% of all UMSON PNP-AC students were employed full time in nursing within one year of graduating.

The numbers of specialty graduates for the past three academic years

AY	DNP SPECIALTIES ³⁸ PM-DNP, AGACNP/CNS, AGPCNP, FNP, NNP, NA, PMHNP, PACNP, PPCNP	PNP-AC Specialty only
2021-2022	139	7
2022-2023	128	7
2023-2024	132	4
Average	133	6

The employment rate for graduates during the past three academic years

³³ BLS Top 10 Fastest Growing Occupations: https://www.bls.gov/emp/images/growing_occupations.png

³⁴ Maryland Nurse Workforce Projections: <https://www.mhaonline.org/docs/default-source/default-document-library/maryland-nurse-workforce-projections-globaldata.pdf>

³⁵ Maryland Workforce Exchange: <https://mwejobs.maryland.gov/admin/gsipub/htmlarea/uploads/HotJobsBrochure.pdf>

³⁶ Indeed.com: <https://www.indeed.com/jobs?q=nurse+practitioner&l=maryland&vjk=b5652555932369a2>

³⁷ AACN New Data Show Enrollment Declines in Schools of Nursing: <https://www.aacnnursing.org/news-data/all-news/new-aacn-data-points-to-enrollment-challenges-facing-us-schools-of-nursing>

³⁸ Concentrations: Post-Master's to DNP without specialty; Adult-Gerontology Acute Care Nurse Practitioner/Adult-Gerontology Acute Care Clinical Nurse Specialist; Adult-Gerontology Primary Care Nurse Practitioner; Family Nurse Practitioner; Neonatal Nurse Practitioner; Nurse Anesthesia; Psych-Mental Health Nurse Practitioner; Pediatric Acute Care Nurse Practitioner; Pediatric Primary Care Nurse Practitioner

AY	DNP SPECIALTIES PM-DNP, AGACNP/CNS, AGPCNP, FNP, NNP, NA, PMHNP, PACNP, PPCNP	PNP-AC Specialty only
2021-2022	90%	75%
2022-2023	91%	100%
2023-2024*	95%	75%

* Data for 2023-2024 is based on the current responses of 2024 spring graduate's employment survey, not the final responses. Final data will be available after June 2025.

D. Reasonableness of Program Duplication

In addition to UMSO, Johns Hopkins University (JHU), Coppin State University (CSU), Uniformed Services University of Health Sciences (USU), and Salisbury University (SU) offer DNP programs. Compared to UMSO's three-, four-, and five-year plan of study options, currently comprised of 80 credit hours and 1,080 clinical/practicum hours (proposed plan of study to increase to 1,130 clinical hours), respectively:

JHU offers three-year PM and PB DNP programs in PNP-primary care (PNP-PC) and a dual focus PNP-P/A track. The curriculum is offered predominantly online with onsite immersions. The PNP-PC consists of 74.5 credit hours, 840 clinical hours, and 160 practicum hours. The dual PNP-P/A consists of 76 credit hours, 960 clinical hours, and 160 practicum hours.

CSU offers a Family Nurse Practitioner BSN to DNP and PM-certificate to DNP degree. CSU does not offer a PNP-AC program.

USU's three-year DNP programs center around care for military members and their families, with an emphasis on understanding Military Health Systems (MSH), branches of the Armed Forces, and the Defense Health Agency (DHA). USU does not offer a PNP-AC program.

SU offers PM and PB DNP programs in leadership and FNP. SU does not offer a PNP-AC program.

Because all DNP programs across the state will be modifying their curriculum to meet the Essentials, there is some level of duplication across these degree programs given standards of care expected of nursing education. We do not anticipate that this change will impact other universities' existing offerings but instead aligns with our goals of excellence in education and clinical care.

In 2024, the DNP program received a 10-year accreditation from the Commission on Collegiate Nursing Education (CCNE). Aligned with CCNE standards, the Maryland Board of Nursing (MBON) conducted a comprehensive site visit in fall 2024. At the February 2025 MBON Open Session, board members accepted the findings, confirming that all UMSO programs met the requirements outlined in *COMAR 10.27.03.02–16: Nursing Education Program standards*.

This curriculum revision and designation of the PNP-AC specialty track as an AoC is necessary secondary to the new *AACN Essentials* document published in 2021. We expect other nursing schools will need to make similar changes to align with the *Essentials* and maintain accreditation.

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

One Historically Black Institution (HBI) in Maryland offers a DNP program; Coppin State University (CSU). CSU offers a Family Nurse Practitioner DNP program, but not a PNP-A DNP program. CSU opened its DNP program after UMSO. There is some overlap between the two programs, but the changes to UMSO's PNP-A curriculum will not impact CSU.

In addition, several schools offer advanced practice programs at the graduate level. Bowie State University (BSU) offers two Masters of Science in Nursing (MSN) degree programs in Family Nurse Practitioner and Nurse Educator. Currently, BSU does not offer a DNP program. Morgan State University (MSU) offers a Master of Science degree program in nursing, with primary emphasis for the roles of Nurse Educator and Leadership / Management in Nursing. Currently, MSU does not offer a DNP program.

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

There is no change in impact because of the modification to the DNP curriculum or designation of PNP-AC specialty track as an AoC on the uniqueness and institutional identities and missions of HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

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

The American Association of Colleges of Nursing (AACN) published *The Essentials: Core Competencies for Professional Nursing Education (Essentials)* which calls for a transition to competency-based education focusing on two levels of professional nursing education: entry-level and advanced-level nursing practice. This AoC revises and formalizes the PB and PM PNP-AC curriculums. Dr. Shannon Idzik, associate dean for the DNP program, and Dr. Veronica Quattrini, Sr. Director for the DNP program, will maintain curricular oversight of the DNP program. Additionally, Dr. Charlette Pace, program director for the PNP-AC specialty, is responsible for multiple supervisory tasks related to the management of the AoC team, curriculum delivery, and quality. Please see Appendix E for a list of program faculty. The UMSO DNP curriculum committee and the faculty governance structure at UMSO have final decision-making authority regarding the DNP curriculum.

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

Our program modality is primarily face-to-face with some on-line, asynchronous didactic instruction, allowing flexibility for the working adult student. The PB PNP-AC curriculum includes a total of 1,130 hours (320 Practicum; +810 clinical) whereas the PM curriculum is a variable credit program, that builds on prior course work and practice experience. In the PM PNP-AC option, students complete between 47 and 80 credits of DNP core and specialty specific coursework as needed to meet certification and 1,130-hour requirement. Both the PB and PM involve a variety of teaching strategies to address diverse learning styles. Many of the courses include real-world experience and application of content. The DNP program outcomes have been revised to reflect changes in the new *Essentials*. A DNP graduate:

1. Applies scientific knowledge from nursing and other disciplines in ethical, legal, and competent professional advanced nursing practice.
2. Practices intentional humanizing person-centered nursing care, with advanced expertise, compassion and respect for diversity and determinants unique to individual, families, and communities.

3. Engages locally and globally in practice partnership and advocacy to promote equitable health care and to prevent/manage illness in diverse populations.
4. Synthesizes, translates, and disseminates evidence to inform healthcare decision-making and improve processes to impact healthcare outcomes.
5. Executes effective communication and collaborative leadership to optimize healthcare delivery and outcomes and advance policy in a resource-efficient and innovative manner.
6. Securely utilizes data, information, patient-care technology, and information systems to support, measure, communicate, and improve health care practices.
7. Exemplifies a personal, professional, and leadership identity, predicated on nursing's standards of advanced practice, with a commitment to well-being of self, the nursing profession, society, and the human condition.

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

Student achievement of learning outcomes is measured and documented across the program of study, increasing in complexity, and demonstrated across different practice populations. Faculty use a multitude of assessment tools such as performance rubrics, exams, quizzes, assignments, and weekly feedback to the student about their achievement of daily, weekly, and course objectives. The program objectives are met by successful completion of the program of study as described in Appendix F.

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

Study Plan: Appendix F

Course Descriptions: Appendix G

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

Admission for all DNP programs

- An undergraduate cumulative grade point average of at least 3.0.
- Valid, unrestricted (current) RN license in the United States.

Education:

- Post-bachelors to DNP – have a bachelor's degree with a major in nursing from an Accreditation Commission for Education in Nursing (ACEN) or Commission on Collegiate Nursing Education (CCNE) or Commission for Nursing Education Accreditation (CNEA) accredited college or university or an equivalent degree from a comparable foreign institution.
- Post-masters to DNP - have a master's degree in nursing or possess a bachelor's degree in nursing or a master's degree in a relevant field (MBA, MPA, MPH) or currently utilize master's preparation in an area of advanced nursing practice such as health services leadership management, nursing informatics, or community and public health.

Required work experience for the PNP-AC specialty track- at least two years of inpatient registered nursing experience, with a minimum of one year working in pediatrics, prior to starting clinical coursework. Nursing experience in a neonatal intensive care unit is also acceptable.

Transfer of Credits

A transfer credit is credit for a course taken at an accredited institution that is eligible for credit at UMSON. Grades for transfer credits are not calculated in the UMSON GPA. Courses taken prior to enrollment at UMSON must meet the following criteria:

- The course must have 100% of the essential competencies/content area needed to successfully complete degree requirements, including the DNP project. The course must duplicate a course required in the program or be directly relevant to the student's plan of study and congruent with the purpose of the program. Independent studies cannot be used to make up content.
- No more than two courses of graduate coursework can be applied toward the DNP degree.
- The course(s) was completed within five years preceding initial enrollment at UMSON. For courses not completed within five years preceding initial enrollment students must repeat coursework or apply for a waiver. Students adding or changing specialty may be granted an exception if they maintained relevant practice. An exception to the five-year limit may be considered for NPHY 612, NURS 723, and NDNP 819 courses.
- Courses included in the DNP project series are not eligible for transfer or waiver. These must be completed at UMSON. These courses are found in Appendix B.
- Courses eligible for transfer credit in the DNP program are identified in the coursework audit performed during the admission process. Only courses identified through the coursework audit are eligible for transfer credit. Students must complete the transfer of credit process before the end of their first semester in the program for course to be reviewed for transfer.

Waiver of Credits

If a student takes a course at an institution other than UMB, they must apply for a waiver to substitute a course if the course is in the UMSON required plan of study. A waived course is a course taken at another institution that is equivalent to a course at UMSON and meets the curriculum requirements for that course. The number of credits is not transferred to UMSON, and the student will need to make up the waived number of credits. There is a three-course maximum for waivers. A course waiver must be requested in writing and must include justification for the request from the student's advisor, who meets with the student to discuss how the waiver may affect their plan of study. The student must have earned a grade of B or better in the course from an accredited institution to be eligible for a waiver.

DNP students must complete the Transfer/Waiver Request Form on the UMSON website and submit appropriate documentation. The course director/coordinator reviews the request and makes a recommendation to the associate dean of the program.

All students receiving course waivers will be required, with advisement, to take another course that will provide the appropriate number of credits to compensate for the waived course.

Gap Analysis

The gap analysis is performed by the specialty director of the respective DNP specialty track in which the student is enrolled to determine the practicum hours necessary to complete the degree or certification requirements. Specialty Directors complete the National Task Force (NTF) Gap Analysis Documentation Form for NP Post-Graduate Certificate Program². The gap analysis is part of the student's permanent record.³⁹

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

All PB and PM DNP students are required to complete all course work including a DNP project.

³⁹ UMSON Student Handbook: <https://www.nursing.umaryland.edu/media/son/student-life/Student-Handbook-2022-2023-POSTED-1-27-2023.pdf>

Upon program completion, graduates are prepared to sit for:

- The Pediatric Nursing Certification Board (PNCB) offers the Pediatric Nurse Practitioner Acute Care Certification Examination.

Graduates of the PNP-AC program are eligible for this exam.

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

Not applicable.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Category	Evidence	Weblink
Curriculum; degree requirements	DNP	https://www.nursing.umaryland.edu/academics/doctoral/dnp/
	PNP-AC	https://www.nursing.umaryland.edu/academics/doctoral/dnp/pediatric-nurse-practitioner-acute/
	Handbook	https://www.nursing.umaryland.edu/student-life/handbook/
Faculty/student interaction	Handbook	https://www.nursing.umaryland.edu/student-life/handbook/
Technology	Handbook	https://www.nursing.umaryland.edu/student-life/handbook/
	Student Life	https://www.nursing.umaryland.edu/student-life/
	Technology	https://www.nursing.umaryland.edu/technology/
Academic support services	Handbook	https://www.nursing.umaryland.edu/student-life/handbook/
	Student Life	https://www.nursing.umaryland.edu/student-life/
	Office of Academic and Career Success	https://www.nursing.umaryland.edu/student-life/office-of-academic-and-career-success/
Financial	Financial Aid and Scholarships	https://www.nursing.umaryland.edu/admissions/financial-aid/
	Handbook	https://www.nursing.umaryland.edu/student-life/handbook/
	Admissions	https://www.nursing.umaryland.edu/admissions/
	Tuition and Fees	https://www.nursing.umaryland.edu/admissions/tuition/

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

Category	Evidence	Weblink
Advertising	Copyright Privacy Statement	https://www.nursing.umaryland.edu/about/administration/offices/comm/copyright-privacy/

	Communications	https://www.nursing.umaryland.edu/about/administration/offices/comm/
	Publications	https://www.nursing.umaryland.edu/news-events/archive/
	The Elm	https://elm.umaryland.edu/nursing/
	Handbook	https://www.nursing.umaryland.edu/student-life/handbook/
Recruiting and Admissions	Admissions	https://www.nursing.umaryland.edu/admissions/
	Program Explorer	https://www.nursing.umaryland.edu/admissions/program-explorer/
	UMSON On the Road	https://www.nursing.umaryland.edu/admissions/visit-us/umson-on-the-road/
	Visit Us	https://www.nursing.umaryland.edu/admissions/visit-us/

H. Adequacy of Articulation

Not applicable.

I. Adequacy of Faculty Resources

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

Since UMSON currently offers DNP PNP-AC specialty track the faculty and resource infrastructure already exist to support the modified curriculum. All DNP faculty members are experienced nurses and have taught across the curriculum within their respective areas of concentration. The range of experience of the DNP faculty is varied, providing students with a rich learning environment. Doctorally prepared faculty provide instruction to students across the curriculum. Faculty backgrounds span all advanced practice roles taught at UMSON and span positions such as practice owner, director of nursing, vice president of clinical operations, quality improvement officer, chief nurse officer, informatician, and public health nurse. Faculty setting expertise ranges from rural health settings to high acuity tertiary care as well as civilian privately owned practice to military war time deployment. In addition, faculty have expertise in examining the impact of nursing practice and quality and safety in hospital settings, as well as expertise in supporting and implementing change across the care continuum. Appendix E lists faculty with appointment type, terminal degree, academic title/rank, and status for the PNP-AC specialty.

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in: a) pedagogy that meets the needs of the students; b) the learning management system; c) evidenced-based best practices for distance education, if distance education is offered.

UMB has a robust process for training faculty through the Institute for Educators⁴⁰. The institute provides ongoing professional development for faculty and educators to ensure effective instruction. Based on Quality Matters standards, UMB developed a rubric which details the best practices for distance education. This rubric helps faculty and instructional designers create the courses; assesses the readiness of the course and ensures that the online courses are instructionally and pedagogically sound. The best practices are a synthesis of strategies, activities, design techniques, and 20 organizational items that have been successful in higher education. The specific domains of this checklist are as follows:

⁴⁰ UMSON Institute for Educators: <https://www.nursing.umaryland.edu/institute-for-educators/>

- Course overview and introduction to the students
- Course organization and design
- Learning Objectives (competencies)
- Instructional Materials
- Learner Communication, Interaction and Collaboration
- Assessment and Evaluation (measurement)
- Course Technology
- Learner Support

The Learning Management Platform UMB utilizes and provides IT support is the Blackboard Learning Management System for online and in-person course delivery. Within Blackboard is the Collaborate conferencing software that is used for our synchronous live activities. The UMSO's Office of Learning Technology is dedicated to improving the quality of teaching, learning, research, and community service through technology. Services provided by the office include instructional design and technology, video production, distance education, online learning, and faculty development in teaching with technology.

J. Adequacy of Library Resources

UMSON was successfully reaccredited by the Commission on Collegiate Nursing Education (CCNE) in 2024 for the maximum of ten years. Professional accreditation focuses specific attention on the adequacy of library resources. UMSO students completing their degree can use the UMB Health Science and Human Service Library (HS/HSL).

Health Sciences and Human Services Library (HS/HSL) Facilities and Resources ⁴¹

The University of Maryland Health Sciences and Human Services Library (HS/HSL) serves as a hub for collaboration and learning on the UMB campus and is one of the largest health sciences libraries in the United States both physically and by collection size. Opened in 1998, the HS/HSL building is fully equipped with Wi-Fi and has seating for over 900 users including 41 group study rooms, three computer classrooms, an Innovation Space that includes 3D printers, a presentation and production studio, art gallery, and technology-enhanced meeting and collaboration spaces. The HS/HSL website (www.hshsl.umaryland.edu) provides access to a range of resources and services.

The library provides access to 108 databases, 4,737 e-journals, 17,669 e-books, and maintains a collection of 144,416 print books and 7,586 archival print journals. Through the library's interlibrary loan and document delivery services, faculty, staff, and students may acquire articles and other resources not available through the library's collections. The HS/HSL also provides access to the UMB Digital Archive, an open access university repository hosting university created research including white papers, research posters, and more.

The HS/HSL has a track record of innovative and user-centered services. With a team of 26 faculty librarians and 28 library staff, the HS/HSL serves UMB's 6,900 students and over 8,000 faculty and staff members in the schools of dentistry, medicine, nursing, pharmacy, social work, and graduate studies. The library also provides access and services to the University of Maryland Medical Center (UMMC) and other affiliated institutions. The library's suite of research services is available for all programs on campus, and includes research and publication strategy consultations, systematic review and expert literature searching services, research impact assessment, public access policy compliance review, and other research services as requested. The library's Center for Data and Bioinformation Services offers consultations and workshops on data access, management, and sharing, as well as support for

⁴¹ HS/HL By the Numbers: <https://www.hshsl.umaryland.edu/about/bythenumbers.php>

bioinformatics research, including information on high throughput sequence analysis, DNA, RNA, protein data resources, and research computing.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

UMSON currently offers the DNP program, including the PNP-AC specialty track and other coursework, through established online and face-to-face modalities. The institution maintains state-of-the-art physical facilities, comprehensive instructional infrastructure, and advanced technology systems that collectively support high-quality delivery across both formats.

No additional space, capital investments, or instructional equipment are anticipated, as existing assets have demonstrated their capacity to support enrollment growth and evolving program needs. Classroom spaces, simulation labs, and remote learning platforms are maintained to institutional standards and routinely evaluated to ensure sustainability, accessibility, and innovation.

Digital tools and software platforms, such as Blackboard learning management system, simulations, and assessment tools, are institutionally licensed and funded. These resources meet accreditation requirements and pedagogical standards while fostering student engagement, clinical reasoning, and competency development. The current infrastructure not only accommodates the PNP-AC specialty but positions UMSON to expand or adapt program offerings without requiring further capital expenditure.

UMSON's physical and digital infrastructure reflects a long-standing commitment to educational excellence, regulatory compliance, and fiscal responsibility. Based on current delivery methods and projected enrollment, no additional facilities, equipment, or instructional technologies are required at this time.

L. Adequacy of Financial Resources with Documentation

Establishing PNP-AC specialty track as an AoC in MHEC's Academic Program Inventory and modifying the PB and PM curriculums will not require new state funds. Over time, based on changes in education, technology and student demand, UMSON has incrementally increased its use of learning technologies and faculty technology expertise. Therefore, offering the revised curriculum will not result in additional expense and no new general funds will be required for implementation.

Existing faculty and staff resources are sufficient to support the transition to the DNP program. Library and other resources are adequate for this modification to the UMSON offerings. Please see Appendix C and Appendix D for resource and expenditures.

M. Adequacy of Provisions for Evaluation of Program

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

The majority of nursing programs, including UMSON programs, rely heavily on professional accreditation as the primary means of evaluation and quality control. Professional accreditation is based on a national consensus around student competencies and program standards. UMSON's Master Evaluation Plan requires the annual evaluation of courses, faculty performance, and student learning outcomes. At the end of each term, students complete a course evaluation questionnaire and a faculty evaluation questionnaire. Department chairs and associated deans collaboratively review this information at the end of the term to determine if course/program revisions or faculty development are needed. In addition, retention/graduation data, program assessment questionnaires, alumni questionnaires, employment data and certification exam pass rates are reviewed by the associate dean annually. This plan

and the resulting findings were reviewed during the October 2024 Commission on Collegiate Nursing Education (CCNE) reaccreditation process. UMSON will apply for a substantive change to the CCNE for modification of the DNP curriculum. The substantive change notification must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. Additionally, UMSON will apply for a substantive change to the Maryland Board of Nursing (MBON). The substantive change notification must be submitted to MBON after MHEC approval and prior to implementation or occurrence of the change.

Since UMSON's DNP program is an accredited competency-based program, all students are expected to graduate with a demonstrated core set of competencies. The DNP curriculum will use the same competencies across course sections to ensure quality control and consistency.

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

As noted above, each semester, students evaluate the courses in which they were enrolled. The evaluation includes an anonymous online assessment of various aspects of the course as well as the student's perspectives on the quality of instruction. Results of these evaluations are compiled, analyzed, and reviewed by faculty and UMSON administration and are used for course improvement and faculty development. In addition, retention/graduation data, program assessment questionnaires, alumni questionnaires, employment data and certification exam pass rates are reviewed by the associate dean annually.

Students enrolled in the DNP program are required to meet core competencies. The curriculum for the DNP program is designed to meet the essential elements or outcomes of advanced, graduate level education as set forth by the *AACN Essentials*. Student achievement of these program outcomes is required for program completion as well as for program accreditation. In addition to meeting the AACN curriculum standards, for graduates to be eligible for national board certification in the APRN specialty, the curriculum and program outcomes must meet the standards and competencies of DNP related professional nurse certification. Graduates of the PNP-AC can seek national certification through the Pediatric Certification Nursing Board (PCNB).

Evaluation of student progress and achievement is determined by:

- Examinations of core and specialty knowledge.
- Clinical/practicum evaluations
- Evaluation of written papers, projects, and case studies.
- Assessment of learning in the DNP project series which enables students to demonstrate the ability to apply knowledge gained from previous coursework.
- Completion of a DNP project which demonstrates mastery of program outcomes.
- Presentation of a DNP project at DNP Poster Day.

Evaluation of Faculty is determined by:

- Student Course Evaluation of Instructional Effectiveness is completed at the end of the term as described above.
- Faculty performance is evaluated annually, and areas of teaching needing improvement are addressed by the faculty member's department chair. UMSON has an Associate Dean for Faculty

Development, as well as the Institute for Educators, that provide one on one consultations and workshops to further develop teaching expertise.⁴²

N. Consistency with the State's Minority Student Achievement Goals

The DNP program adheres to the University's Notice of Non-Discrimination policies in all recruitment and admission activities. DNP program leadership regularly meets with the UMB Institutional Effectiveness Office to examine admission, retention and graduation rates across and among various groups of students.

The DNP program provides a variety of learning experiences and flexible offerings designed to address the needs of a diverse student body. UMSO's Office for Academic and Career Success provides services such as guided study sessions, peer tutoring and additional types of academic support.

O. Relationship to Low Productivity Programs Identified by the Commission

Not applicable.

P. Adequacy of Distance Education Programs

The DNP program provides for appropriate real-time and delayed interaction between faculty and students. All DNP faculty members maintain office hours during which they are available via telephone, email, videoconferencing, or through the Blackboard learning platform which provides the means for both synchronous and asynchronous interactions between faculty and students and among students.

PB and PM PNP-AC courses were designed by experts in the pediatric patient population focus and instructional design personnel to assure that distance education courses (when applicable) operate efficiently and with ease for students. Technology evaluation is included in course evaluations. The appropriateness of the specific technology used is determined through faculty and student feedback as part of our ongoing curricular evaluation process.

Under the direction of the Assistant Dean, Information and Learning Technology⁴³, a highly skilled staff of instructional technology specialists provide ongoing training for faculty teaching with technology in a distance education format. Training includes the use of the Blackboard Learning Management System and other technology necessary for effective teaching in a distance education environment. The Institute for Educators within the UMSO provides professional development on the pedagogy of distance education provided by faculty experts in online teaching. These sessions are offered in the form of grand rounds and webinars covering topics ranging from creative online teaching approaches to evaluation of online learning.

UMSON principles of best practices for online teaching and learning are based on Quality Matters (QM) principles⁴⁴. QM provides a comprehensive framework for assuring the quality of online education and student learning. QM principles provide the basis for the use of evidence-based approaches to online teaching and the ongoing evaluation of outcomes. Faculty enhance the quality of their online teaching by enrolling in QM training or by attending UMSO professional development workshops.

All students enrolled in distance education courses have access to the same library services as students enrolled in campus-based courses. With a username and password, students can access a variety of

⁴² UMSO Institute for Educators: <https://www.nursing.umaryland.edu/institute-for-educators/>

⁴³ UMSO Technology: <https://test-www.nursing.umaryland.edu/technology/>

⁴⁴ Quality Matters: <https://www.qualitymatters.org/index.php/>

databases, journals, eBooks, reference managers, and other resources and services. Workshops, tutorials, a digital archive, and expert advice for the use of library resources are available from the HS/HSL librarians assigned to academic programs. Specific instructions for off-campus access are available online.

Students enrolled in UMSON distance education have the same access to information as students enrolled in face-to-face education. The UMSON website⁴⁵ provides clear, complete, and timely information for both face-to-face and distance students on curriculum and degree requirements, technology competence and skills, and technical equipment requirements to engage in online learning. Online tutorials and resources are available to assist students to use the Blackboard Learning Management System. Online course information provides students with information about accessing faculty, faculty availability and modes of communication including synchronous and asynchronous interactions.

Information about student support services is provided on the UMSON website for all students, both traditional and online. The website provides information on academic support services, student organizations and activities, tuition and fees, and financial aid resources and policies.

The Blackboard Learning Management System provides 24-hour online help, and during regular business hours, the UMSON help desk is available via telephone and email. The UMSON Student Success Center provides remote access for student assistance and the HS/HSL provides online resources to assist students in literature searches, managing references, and other skills needed for graduate education.

⁴⁵ UMSON website: <https://www.nursing.umaryland.edu/>

APPENDIX A
PHASE IN AND PHASE OUT PLAN
PNP-AC PROGRAM

Fall 2025	Spring 2026	Summer 2026	Fall 2026	Spring 2027	Summer 2027	Fall 2027	Spring 2028	Summer 2028	Fall 2028	Spring 2029	Summer 2029	Fall 2029	Spring 2030	Summer 2030	Fall 2030	Spring 2031	Summer 2031
YR 1			YR 2			YR 3		Plan of Study (POS) Retired									
Last cohort of students on current 3 YR Plan of Study (POS)																	
YR 1			YR 2			YR 3			YR 4		POS Retired						
Last cohort of students on current 4 YR POS																	
YR 1			YR 2			YR 3			YR 4			YR 5		POS Retired			
Last cohort of students on current 5 YR POS																	
		YR 1			YR 2			YR 3			YR 1			YR 2			YR 3
First cohort of MILITARY students on revised 3 YR POS											Second cohort of MILITARY students on revised 3 YR POS....						
		YR 1			YR 2			YR 3			YR 4			YR 1			YR 2
First cohort of students on revised 4 YR POS														Second cohort of students on revised 4 YR			
			YR 1			YR 2			YR 3			YR 4			YR 5		YR 1
First cohort of students on revised 5 YR POS																	Second co

APPENDIX B

PNP-AC CURRICULUM COMPARISON

Pre-2025 Doctor of Nursing Practice Pediatric Nurse Practitioner- Acute Care 4YR PB POS; Fall Semester Start

Course	Title	Credits
Semester 1		
NRSG 780	Health Promotion and Population Health	3
NRSG 790	Methods for Research and Evidence-based Practice	3
NRSG 785	Professional Writing	1
Total		7
Semester 2		
NRSG 795	Biostatistics for Evidence-based Practice	3
NRSG 782	Health Systems & Health Policy: Leadership & Quality Improvement	3
Total		6
Semester 3		
NDNP 710	Evidence-Informed Health Policy and Advocacy	3
Total		3
Semester 4		
NPHY 612	Advanced Physiology and Pathophysiology	3
NURS 723	Clinical Pharmacology and Therapeutics Across the Life Span	3
NDNP 819	Advanced Health Assessment Across the Life Span	4
Total		10
Semester 5		
NDNP 850	Diagnosis and Management 1: Intro to Diagnostic Reasoning	2

Post 2025 Doctor of Nursing Practice Pediatric Nurse Practitioner- Acute Care 4YR PB POS; Summer Semester Start

Course	Title	Credits
Semester 1		
NDNP 701	Professional Writing	1
NDNP 700	Advanced Professional Nursing Practice	3
Total		4
Semester 2		
NDNP 704	Population/Global Health	3 (45)
NDNP 702	Healthcare Delivery: Quality, Access, and Economics	3
Total		6
Semester 3		
NDNP 706	Evidence-informed Practice and Statistics	4
NDNP 708	Healthcare Informatics for Advanced Practice	3 (45)
Total		7
Semester 4		
NPHY 612	Advanced Physiology and Pathophysiology	3
NDNP 710	Evidence-informed Health Policy and Advocacy	3
Total		6
Semester 5		
NDNP 712	Advanced Practice Leadership in Healthcare Systems	3 (45)

NDNP 851	Diagnosis and Management 1: Intro to Diagnostic Reasoning Clinical	2 (90)
NDNP 804	Theory for Evidence-based Practice	3
Total		7
Semester 6		
NDNP 725	Advanced Pediatric Pathophysiology, Developmental Assessment and Health Promotion	2
NURS 834	Translating Evidence to Practice	3
Total		5
Semester 7		
NDNP 852	Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic	4
NDNP 853	Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic Clinical Practicum/Seminar	3 (135)
NDNP 807	Healthcare Informatics for Advanced Practice	3 (45)
NDNP 809A	DNP Project Readiness	0
Total		10
Semester 8		
NDNP 810	DNP Project Identification	3 (90)
NDNP 854	Diagnosis and Management 3: Acute and Chronic Complex Conditions	4
NDNP 855	Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical Practicum/Seminar	3 (135)
Total		10
Semester 9		
NDNP 856	Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes	2
NDNP 857	Diagnosis and Management 4: Integration of Multiple Health Problems and Complex	2 (90)

NDNP 714	Translating Evidence to Practice	3
NDNP 723	Clinical Pharmacology and Therapeutics Across the Life Span	3
Total		9
Semester 6		
NDNP 810	DNP Project Development	3 (90)
NDNP 819	Advanced Health Assessment Across the Life Span	4
Total		7
Semester 7		
NDNP 811	DNP Project Advancement	1
NDNP 850	Diagnosis and Management 1: Introduction to Diagnostic Reasoning	3 (45)
NDNP 725	Advanced Pediatric Pathophysiology, Developmental Assessment and Health Promotion	2
Total		6
Semester 8		
NDNP 812	DNP Project Implementation	2 (45)
NDNP 852	Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic	4
NDNP 853	Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic Clinical	3 (135)
Total		9
Semester 9		
NDNP 813	DNP Project Evaluation/Dissemination	1 (5)
NDNP 854	Diagnosis and Management 3: Acute and Chronic Complex Conditions	4

	Clinical Syndromes: Clinical Practicum/Seminar	
NDNP 811	DNP Project Development	1
Total		5
Semester 10		
NDNP 812	DNP Project Implementation	1 (45)
NDNP 814	Practice Leadership Within Complex Adaptive Health Care Systems/Practicum	3
NDNP 858	Diagnosis and Management 5: Advanced Practice/Clinical Nurse Specialist Roles in Health Care Delivery Systems - Clinical	4 (180)
Total		8
Semester 11		
NELC XXX	Elective	3
NDNP 813	DNP Project Evaluation/Dissemination	1 (45)
NDNP 859	Diagnosis and Management 6: Integration of Practice and Leadership: Clinical Practicum/Seminar	5 (225)
Total		9

TOTAL 80 CREDITS (56 Didactic/24 Clinical Credits [1,080 Clinical Hours])

NDNP 855	Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical	3 (135)
Total		8
Semester 10		
NDNP 856	Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes	2
NDNP 857	Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical	3 (135)
Total		5
Semester 11		
NDNP 858	Diagnosis and Management 5: Professional Practice Immersion: Clinical	4 (180)
NDNP 860	Transition into APRN practice roles	1
Total		5
Semester 12		
NDNP 859	Diagnosis and Management 6: Integration of Practice and Leadership: Clinical	5 (225)
NELC XXX	Elective	3
Total		8
Total credit hours: 80; Total practice hours: 1,130 {320 Practicum; +810 clinical}		

APPENDIX C PROGRAM RESOURCES

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	6,068,946	6,190,325	6,314,132	6,440,414	6,569,223
2. Tuition/Fee Revenue	12,604,642	12,817,700	13,043,301	13,269,796	13,552,377
(c + g below)	0	0	0	0	0
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	1,580	1,580	1,580	1,580	1,580
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue	0	0	0	0	0
(d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	18,673,588	19,008,025	19,357,433	19,710,210	20,121,600

The reallocated funds represent the portion of UMSON's state appropriation budget attributable to all specialties within the entire Doctor of Nursing Practice program and includes an estimated increase consistent with the estimated salary increases on the program expenditures table. Historically when cola and merit have been awarded they have been funded via state appropriations increases.

The UMSON tuition and fee structure is multi-layered and is based upon a student's residency status (in-state vs. out-of-state), full-time vs. part-time, number of credit hours, semester of study in the program, etc. It does not allow for the formulaic approach called for in the program resource table. We have built in a 2% increase consistent with what has historically been approved by UMB President's office, the University System of Maryland Board of Regents and the State of Maryland Governor's office.

APPENDIX D
PROGRAM EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty					
a. Number of FTE	56	56	56	56	56
b. Total Salary	8,197,456	8,361,405	8,528,633	8,699,206	8,873,190
c. Total Benefits	2,128,391	2,170,959	2,214,378	2,258,666	2,303,839
2. Admin. Staff					
a. Number of FTE	27	27	27	27	27
b. Total Salary	2,495,202	2,545,106	2,596,008	2,647,929	2,700,887
c. Total Benefits	965,229	984,534	1,004,225	1,024,309	1,044,795
3. Support Staff					
a. Number of FTE	8	8	8	8	8
b. Total Salary	1,241,016	1,265,837	1,291,153	1,316,976	1,343,316
c. Total Benefits	436,810	445,546	454,457	463,546	472,817
4. Technical Support and Equipment	645,000	645,000	645,000	645,000	645,000
5. Library	1,470	1,470	1,470	1,470	1,470
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	1,478,765	1,478,765	1,478,765	1,478,765	1,748,765
TOTAL	17,589,339	17,898,621	18,214,089	18,535,866	18,864,079

The expenses in the above table represent allocations for all specialties in our Doctor of Nursing Practice programs. Our organizational department structure and financial systems do not allow for direct reporting on individual Doctor of Nursing Practice specialty programs.

The faculty salary and fringes shown on the program expenditures table represent an allocation based on faculty FTE effort for all specialties within the Doctor of Nursing Practice program. The administrative and support staff salary and fringes represent an allocation based on percent of master’s students to our overall student enrollment. The salary and fringes in years 2-5 include a 2% adjustment for estimated COLA/merit increases.

The technical and support equipment represent an allocation attributable to the Doctor of Nursing Practice program and include annual increases of 3% related to cost increases, simulation technology replenishment and new and emergency instructional technologies. The library and other expenses represent an allocation attributable to the Doctor of Nursing Practice program and include annual increase of 3% related to cost increase.

APPENDIX E
PNP-AC FACULTY

Last Name	First Name	Title	Highest Degree	Field of Study	Type of Course	FTE Status	Courses Taught	
Felauer	Ann	Assistant Professor	DNP	Pediatric critical care	Didactic Practicum Clinical	FT	NDNP 725 NDNP 852	NDNP 853 NDNP 859
Fitzgerald	Jennifer	Director, Neonatal Nurse Practitioner; Assistant Professor	DNP	Neonatal	Didactic Practicum Clinical	FT	NDNP 810 NDNP 811 NDNP 812	NDNP 853 NDNP 813 NDNP 850
Pace	Charlette	Director, Pediatric Nurse Practitioner- Acute Care; Assistant Professor	DNP	Acute Care Pediatric	Didactic Practicum Clinical	FT	NDNP 854 NDNP 855 NDNP 856	NDNP 857 NDNP 858
Swing	Taylor	Director, Pediatric Nurse Practitioner- Primary Care; Assistant Professor	DNP	Pediatric Primary Care	Didactic Practicum Clinical	FT	NDNP 850 NDNP 852 NDNP 853	
Faculty assignments are pending either because the course is newly developed or because faculty assignments vary by term, as it is a core course within the DNP program.							NDNP 701 NDNP 700 NPHY 612 NDNP 706 NDNP 708 NDNP 860	NDNP 702 NDNP 704 NDNP 723 NDNP 710 NDNP 712 NDNP 714 NDNP 819

APPENDIX F PLAN OF STUDY

PB PNP-AC Three Year Plan of Study

Summer Year 1	Credits
NDNP 701: Professional Writing	1
NDNP 700: Advanced Professional Nursing Practice	3
NPHY 612: Advanced Physiology and Pathophysiology	3
Total	7
Fall Year 1	
NDNP 702: Healthcare Delivery: Quality, Access, and Economics P: NDNP 700; C: NDNP 704	3
NDNP 704: Population/Global Health C: NDNP 702	3 (45) <i>2d/1pr</i>
NDNP 723: Clinical Pharmacology and Therapeutics Across the Life Span P: NPHY 612 or C: NPHY 612	3
Total	9
Spring Year 1	
NDNP 706: Evidence-informed Practice and Statistics P: NDNP 702, NDNP 701	4
NDNP 708: Healthcare Informatics for Advanced Practice P: NDNP 706 OR C: NDNP 706	3 (45) <i>2d/1pr</i>
NDNP 819: Advanced Health Assessment Across the Life Span P: NPHY 612; P: NDNP 723 or C: NDNP 604	4 <i>2d/2lab</i>
Total	11
Summer Year 2	
NDNP 710 Evidence-informed Health Policy and Advocacy P: NDNP 702	3
NDNP 850: Diagnosis and Management 1: Introduction to Diagnostic Reasoning P: P: NDNP 723, NDNP 819, NPHY 612; C: NPHY 620	3 (45) <i>2d/1pr</i>
NDNP 725: Advanced Pediatric Pathophysiology, Developmental Assessment and Health Promotion P: NPHY 612; C: NDNP 850	2
Total	8
Fall Year 2	
NDNP 712: Advanced Practice Leadership in Healthcare Systems P: NDNP 706	3 (45) <i>2d/1pr</i>
NDNP 714: Translating Evidence to Practice P: NDNP 706	3
NDNP 852: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic P: NDNP 850, NDNP 725; C: NDNP 853	4
NDNP 853: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic Clinical P: NDNP 850, NDNP 725; C: NDNP 853	3 (135)
Total	13
Spring Year 2	

NDNP 810: DNP Project Development P: NDNP 712, NDNP 714	3 (90) <i>1d/2pr</i>
NDNP 854: Diagnosis and Management 3: Acute and Chronic Complex Conditions P: NDNP 852, NDNP 853; C: NDNP 855	4
NDNP 855: Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical P: NDNP 852, NDNP 853; C: NDNP 854	3 (135)
Total	10
Summer Year 3	
NDNP 811: DNP Project Advancement P: NDNP 810	1
NDNP 856: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes P: NDNP 854, NDNP 855; C: NDNP 857	2
NDNP 857: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical P: NDNP 854, NDNP 855; C: NDNP 856	3 (135)
Total	6
Fall Year 3	
NDNP 812: DNP Project Implementation P: NDNP 811	2 (45) <i>1d/1pr</i>
NDNP 858: Diagnosis and Management 5: Professional Practice Immersion: Clinical P: NDNP 856, NDNP 857; C: NDNP 860	4 (180)
NDNP 860: Transition into APRN practice roles P: NDNP 811	1
Total	7
Spring Year 3	
NDNP 813: DNP Project Evaluation/Dissemination P: NDNP 812	1 (5)
NDNP 859: Diagnosis and Management 6: Integration of Practice and Leadership/Clinical P: NDNP 858	5 (225)
Elective	3
Total	9

Total credit hours: 80 Total practice hours: 1130 (320 Practicum/810 Clinical)

PB PNP-AC Four Year Plan of Study

Summer Year 1	Credits
NDNP 701: Professional Writing	1
NDNP 700: Advanced Professional Nursing Practice	3
Total	4
Fall Year 1	
NDNP 702: Healthcare Delivery: Quality, Access, and Economics P: NDNP 700; C: NDNP 704	3

NDNP 704: Population/Global Health C: NDNP 702	3 (45) <i>2d/1pr</i>
Total	6
Spring Year 1	
NDNP 706: Evidence-informed Practice and Statistics P: NDNP 702, NDNP 701;	4
NDNP 708: Healthcare Informatics for Advanced Practice P: NDNP 706 OR C: NDNP 706	3 (45) <i>2d/1pr</i>
Total	7
Summer Year 2	
NPHY 612: Advanced Physiology and Pathophysiology	3
NDNP 710 Evidence-informed Health Policy and Advocacy P: NDNP 702	3
Total	6
Fall Year 2	
NDNP 712: Advanced Practice Leadership in Healthcare Systems P: NDNP 706	3 (45) <i>2d/1pr</i>
NDNP 714: Translating Evidence to Practice P: NDNP 706	3
NDNP 723: Clinical Pharmacology and Therapeutics Across the Life Span P: NPHY 612 OR C: NPHY 612	3
Total	9
Spring Year 2	
NDNP 810: DNP Project Development P: NDNP 712, NDNP 714	3 (90) <i>1d/2pr</i>
NDNP 819: Advanced Health Assessment Across the Life Span P: NPHY 612; P: NDNP 723 OR NDNP 604	4 <i>2d/2L</i>
Total	7
Summer Year 3	
NDNP 811: DNP Project Advancement P: NDNP 810	1
NDNP 850: Diagnosis and Management 1: Introduction to Diagnostic Reasoning P: NDNP 723, NDNP 819, NPHY 612; C: NDNP 725	3 (45) <i>2d/1pr</i>
NDNP 725: Advanced Pediatric Pathophysiology, Developmental Assessment and Health Promotion P: NPHY 612; C: NDNP 850	2
Total	6
Fall Year 3	
NDNP 812: DNP Project Implementation P: NDNP 811	2 (45) <i>1d/1pr</i>
NDNP 852: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic P: NDNP 850, NDNP 725 C: NDNP 853	4
NDNP 853: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic Clinical P: NDNP 850, NDNP 725; C: NDNP 852	3 (135)
Total	9
Spring Year 3	

NDNP 813: DNP Project Evaluation/Dissemination P: NDNP 812	1 (5)
NDNP 854: Diagnosis and Management 3: Acute and Chronic Complex Conditions P: NDNP 852, NDNP 853; C: NDNP 855	4
NDNP 855: Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical P: NDNP 852, NDNP 853; C: NDNP 854	3 (135)
Total	8
Summer Year 4	
NDNP 856: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes P: NDNP 854, NDNP 855; C: NDNP 857	2
NDNP 857: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical P: NDNP 854, NDNP 855; C: NDNP 856	3 (135)
Total	5
Fall Year 4	
NDNP 858: Diagnosis and Management 5: Professional Practice Immersion: Clinical P: NDNP 856, NDNP 857; C: NDNP 860	4 (180)
NDNP 860: Transition into APRN practice roles P: NDNP 811	1
Total	5
Spring Year 4	
NDNP 859: Diagnosis and Management 6: Integration of Practice and Leadership: Clinical P: NDNP 858	5 (225)
Elective	3
Total	8

Total credit hours: 80; Total practice hours: 1, 130 {320 Practicum; +810 clinical}

PB PNP-AC Five Year Plan of Study

Fall Year 1	Credits
NDNP 701: Professional Writing	1
NDNP 700: Advanced Professional Nursing Practice	3
Total	4
Spring Year 1	
NDNP 702: Healthcare Delivery: Quality, Access, and Economics P: NDNP 700; C: NDNP 704	3
NDNP 704: Population/Global Health C: NDNP 702	3 (45) 2d/1pr
Total	6
Summer Year 1	
NDNP 706: Evidence-informed Practice and Statistics P: NDNP 702, NDNP 701	4
Total	4
Fall Year 2	

NPHY 612: Advanced Physiology and Pathophysiology	3
Elective	3
Total	6
Spring Year 2	
NDNP 708: Healthcare Informatics for Advanced Practice P: NDNP 706 OR C: NDNP 706	3 (45) 2d/1pr
NDNP 710 Evidence-informed Health Policy and Advocacy P: NDNP 702	3
Total	6
Summer Year 2	
NDNP 712: Advanced Practice Leadership in Healthcare Systems P: NDNP 706	3 (45) 2d/1pr
Total	3
Fall Year 3	
NDNP 714: Translating Evidence to Practice P: NDNP 706	3
NDNP 723: Clinical Pharmacology and Therapeutics Across the Life Span P: NPHY 612 OR C: NPHY 612	3
Total	6
Spring Year 3	
NDNP 810: DNP Project Development P: NDNP 712, NDNP 714	3 (90) 1d/2pr
NDNP 819: Advanced Health Assessment Across the Life Span P: NPHY 612; P: NDNP 723 OR NDNP 604	4 2d/2L
Total	7
Summer Year 3	
NDNP 811: DNP Project Advancement P: NDNP 810	1
NDNP 850: Diagnosis and Management 1: Introduction to Diagnostic Reasoning P: NDNP 723, NDNP 819, NPHY 612; C: NDNP 725	3 (45) 2d/1pr
NDNP 725: Advanced Pediatric Pathophysiology, Developmental Assessment and Health Promotion P: NPHY 612; C: NDNP 850	2
Total	6
Fall Year 4	
NDNP 812: DNP Project Implementation P: NDNP 811	2 (45) 1d/1pr
NDNP 852: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic P: NDNP 850, NDNP 725 C: NDNP 853	4
NDNP 853: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic Clinical P: NDNP 850, NDNP 725; C: NDNP 852	3 (135)
Total	9
Spring Year 4	
NDNP 813: DNP Project Evaluation/Dissemination P: NDNP 812	1 (5)

NDNP 854: Diagnosis and Management 3: Acute and Chronic Complex Conditions P: NDNP 852, NDNP 853; C: NDNP 855	4
NDNP 855: Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical P: NDNP 852, NDNP 853; C: NDNP 854	3 (135)
Total	8
Summer Year 4	
NDNP 856: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes P: NDNP 854, NDNP 855; C: NDNP 857	2
NDNP 857: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical P: NDNP 854, NDNP 855; C: NDNP 856	3 (135)
Total	5
Fall Year 5	
NDNP 858: Diagnosis and Management 5: Professional Practice Immersion: Clinical P: NDNP 856, NDNP 857; C: NDNP 860	4 (180)
NDNP 860: Transition into APRN practice roles P: NDNP 811; C: NONE	1
Total	5
Spring Year 5	
NDNP 859: Diagnosis and Management 6: Integration of Practice and Leadership: Clinical P: NDNP 858	5 (225)
Total	5

Total credit hours: 80; Total practice hours: 1, 130 {320 Practicum; +810 clinical}

PM PNP-AC Plan of Study

DNP Core (33 credits; 275 practicum hours) ¹

Course Number/Title	Credits
NDNP 706: Evidence-informed Practice and Statistics	4
NDNP 704: Population/Global Health	3 (45)
NDNP 702: Healthcare Delivery: Quality, Access, and Economics	3
NDNP 700: Advanced Professional Nursing Practice	3
NDNP 701: Professional Writing	1
NDNP 708: Healthcare Informatics for Advanced Practice	3 (45)
NDNP 714: Translating Evidence to Practice	3
NDNP 810: Project Identification	3 (90)
NDNP 811: DNP Project Development	1
NDNP 812: DNP Project Implementation	2 (45)
NDNP 712: Advanced Practice Leadership in Healthcare Systems	3 (45)
NDNP 813: DNP Project Evaluation/Dissemination	1 (5)
NDNP 710: Evidence-Informed Health Policy and Advocacy	3

APRN Core (11 credits) ²

Course Number/Title	Credits
NPHY 612: Advanced Physiology and Pathophysiology	3
NDNP 723: Clinical Pharmacology and Therapeutics Across the Life Span	3
NDNP 819: Advanced Health Assessment Across the Life Span	4 *
NDNP 860: Transition into APRN practice roles	1

Specialty-Specific Core (33 credits; 810 clinical hours; 45 practicum hours) ³

Course Number/Title	Credits
NDNP 850: Diagnosis and Management 1: Introduction to Diagnostic Reasoning	3 (45)
NDNP 725: Advanced Pediatric Pathophysiology, Developmental Assessment and Health Promotion	2
NDNP 852: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic	4
NDNP 853: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic Clinical	3 (135)
NDNP 854: Diagnosis and Management 3: Acute and Chronic Complex Conditions	4
NDNP 855: Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical	3 (135)
NDNP 856: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes	2
NDNP 857: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical	3 (135)

NDNP 858: Diagnosis and Management 5: Professional Practice Immersion: Clinical	4 (180)
NDNP 859: Diagnosis and Management 6: Integration of Practice and Leadership: Clinical	5 (225)

Minimum Specialty-Specific Core Credits Required:	12 (minimum) ^{3 *}
Minimum DNP Core + Specialty Core Credits Required:	45 (minimum) ^{1, 2, 3 *}
Total Credits to Earn Degree:	45 - 80 ^{4, 5 *}
Total Clinical/Practicum Hours to Earn Degree:	1,130 (minimum) ^{5, 6 *}

1. Maximum of two courses can be transferred to satisfy DNP Core.*

2. APRN Core may not be required.*

3. Minimum of 12 Specialty-Specific Core credits required.*

4. All students must complete a minimum of 45 credits to receive a DNP with specialty. *

5. Additional credits as needed to meet APRN certification and the 1,130- hour requirement. *

6. A maximum of 500 clinical hours from a prior advanced practice program may be applied toward the required 1,130 hours. All students must complete at least 630 of the 1,130 clinical, practicum, or practice hours at the UMSO. *

* The final determination is made at the time of admission. The Specialty Director will complete the National Task Force (NTF) for Quality Nurse Practitioner Education's *Sample Form B: Gap Analysis Documentation Form for NP Post-Graduate Certificate Program* to assess eligible courses and clinical hours earned through a prior degree program and current APRN practice experience.

This evaluation will be used to establish the student's specific plan of study.

All Gap Analysis documentation becomes part of the student's permanent record.

APPENDIX G

PNP-AC COURSE DESCRIPTIONS

NDNP 700: Advanced Professional Nursing Practice, 3 credits

This course is designed to examine nursing as a professional discipline, predicated on both unique and shared knowledge, perspectives, and ways of knowing with other disciplines. Learners will explore advanced nursing practice roles and the Doctor of Nursing Practice. Topics will include scope and standards, values and ethical comportment, professional roles, interprofessional partnerships, and self-governance through laws, policies, and regulations. Learners will develop knowledge and abilities as Doctor of Nursing Practice to apply scientific knowledge to advance health and wellness and optimize healthcare quality, safety, and outcomes in diverse settings and populations.

NDNP 701: Professional Writing , 1 credit

This course is designed to provide graduate learners with the opportunity to develop skills in both accessing relevant online library resources and engaging in scholarly writing. The portions of the course focus on library resources teaching and strengthen lifelong research and information competency skills by introducing student to the nature of research and the role of the library in the research process. The scholarly writing portion of the course will place emphasis on organization, effective conveyance of thoughts through written words, and writing for multiple types of audiences.

NDNP 702: Healthcare Delivery: Quality, Access, and Economics, 3 credits

This course is designed to examine the interconnectedness among the healthcare delivery concepts of quality, access, and cost and the impact on health care and outcomes. The course is predicated on knowledge derived from systems, policy, and improvement science. Learners will explore the force and influence of individual and system needs vs resources and the impact of imbalance on the health and well-being of individuals and systems. Learners will engage in analysis of nationally recognized healthcare metrics in the context of quality, access, and cost, to identify prevalent issues and opportunities of priority for improvement. Attention will focus on problem drivers/root causes with an emphasis on identification of structure and process changes to impact quality, access, and costs.

NDNP 704: Population/Global Health , 3 credits

The course is designed to examine population health and distribution of disease, predicated on the knowledge derived from prevention, promotion, and protection science and social justice. Learners will examine how health care delivery systems, public health agencies, community and national organizations intersect to improve the health outcomes of local, national, and global communities. Learners will identify a population health issue of importance, research, design, and conceptualize partnership approaches to economically improve access to care and health service utilization and reduce morbidity and mortality. Health care approaches will reflect health determinants that influence distribution of care and the policies and interventions that impact determinants. Emphasis will be placed on analysis of epidemiological and system-level aggregate data to determine healthcare outcomes and trends within a population to establish priorities to improve the health status of the population.

NDNP 706: Evidence-informed Practice and Statistics, 4 credits

The course is designed to advance the scholarship of nursing by teaching evidence-based concepts of practice, predicated on empirical and applied research, statistical competency, and translation science to improve healthcare. Learners will identify contemporary healthcare issues of importance based on nationally recognized metrics and datasets and retrieve evidence for solution identification. Emphasis will be on critical appraisal of research and non-research evidence for validity, including data analytics, and synthesize to recommend best practices. Evidence-based practice models, appraisal tools, and analytic software will be utilized to guide the evidence review process. Integration of factors such as strength and

quality of evidence, contextual factors of risk, cost/benefit analysis, patient preferences, and clinician expertise will be examined to make practice recommendations.

NDNP 708: Healthcare Informatics for Advanced Practice, 3 credits

This course will build an array of abilities (knowledge, skills, and attitudes) necessary for the Doctor of Nursing Practice (DNP) student to develop competence in healthcare information and communication technologies (ICT). Students will apply informatics processes to improve the delivery of care to patients, communities, and populations to include social determinates of health; explore data for quality improvement initiatives; and leverage data and information to drive clinical decision making. Students will also discuss ethical, legal, professional, regulatory and workplace standards, examine emerging technologies, and analyze the role of the advanced practice nurse in technology analysis, planning, implementation, and evaluation. By the end of this course students will apply knowledge and demonstrate competencies related to healthcare ICT and informatics processes in an actual healthcare setting (45 practicum hours).

NDNP 710 Evidence-Informed Health Policy & Advocacy, 3 credits

The purpose of this course is to prepare doctoral students to influence health policy. Students will recognize population health problems and contribute to the advancement of policy solutions. The interplay between social determinants of health, including racism and other forms of systemic oppression, and health policy will be discussed. Students will demonstrate health policy competencies of analysis and communication by developing evidence-informed health policy messages and strategic plans for advocacy that promote social justice, diversity, equity, and inclusion.

NDNP 712 Advanced Practice Leadership in Healthcare Systems, 3 credits

The purpose of this didactic and practicum course is to prepare doctoral students to develop and apply systems-oriented thinking, predicated on leadership theories and principles. Students will learn to lead innovation and manage change to address health problems and promote optimal care in complex, and at times uncertain, healthcare environments. Learners will develop a capacity for proficient leadership to exert influence in organizations and facilitate evidence-based process and outcome improvements. The influence of internal and external barriers to change, coordination of resources, interpersonal and interprofessional conflict, moral courage, and issues of diversity, equity and inclusion will be evaluated. Through the practicum component, learners will gain increased awareness of personal/professional leadership style and competencies, with opportunity to appraise a real-world organization and its leaders. Learners will collaborate with organizational stakeholders in analyzing organizational dynamics and process improvement needs and initiatives, with the intent to potentially inform the DNP Project to redesign practice environments. The practicum is designed to provide the student with opportunities to learn and practice new leadership skills and behaviors.

NDNP 714: Translating Evidence to Practice, 3 credits

This course focuses on how to translate, evaluate, and disseminate evidence in a contemporary health care environment. Individual, organizational, and global barriers to translating evidence into practice are explored. Evidence will be summarized, and an action plan will be developed to produce valid and reliable clinical recommendations for dissemination into practice. An evaluation plan that includes the patient, health care providers and system outcome measures will be designed to measure the success of the evidence-based practice initiative. The integration of nursing theory and theories from other disciplines to guide practice will be emphasized.

NDNP 723: Clinical Pharmacology and Therapeutics Across the Life Span, 3 credits

This course is one of the three core courses for the Advanced Practice Registered Nurse. This advanced course will build upon basic pharmacologic knowledge. This course focuses on the clinical use of drugs commonly prescribed for health conditions across the life span. There is an emphasis on clinical practice

guidelines, evidence-based practice, pharmacological properties, lifespan, gender, cultural, socioeconomic, and legal implications. Principals of rational, safe drug prescribing practices are presented. Although prescribed drugs are the focus of the content, over the-counter products, complementary and alternative drugs are presented, when appropriate. Students are required to identify, plan, manage, and evaluate prescribed pharmacologic agents for common acute and chronic health conditions, with consideration for optimizing patient outcomes while minimizing adverse effects based on co-morbidities and concomitant drug use.

NDNP 810 DNP Project Development, 3 credits

This didactic/practicum course is designed for the Doctor of Nursing Practice student to employ knowledge, leadership attributes, and interprofessional collaboration to advance the scholarship of nursing and improve healthcare quality, safety, outcomes, and cost. The course is predicated on previous knowledge and abilities from evidence-based practice, systems and leadership, and implementation science. Learners will apply quality improvement concepts, leadership competency, and partner with stakeholders to design value-added practice initiatives across diverse settings and populations to improve healthcare structures, processes, outcomes, and costs. Experiential engagement will focus on team building, system/setting assessment to identify problems of priority, and contextual analysis of system, societal, and regulatory drivers and barriers to desired care. Learners will propose evidence-based solutions to problems and design equitable implementation plans to achieve desired improvements. Emphasis will be placed on just access to healthcare, application of quality improvement methodologies to impact change, return on investment and sustainability of initiatives, the use of communication technology to collect/store data and ethical data stewardship.

NDNP 811 DNP Project Advisement, 1 credit

In this course, students continue to engage stakeholders and maintain partnerships necessary for the development of the DNP project. Students submit the proposed project to the University of Maryland Baltimore Human Research Protections Office (HRPO) and clinical Institutional Review Board requesting a Non-Human Subjects Research determination. Students also participate in a peer and faculty review process that provides mutual feedback and guidance on the presentation of the application to their project practice site.

NDNP 812 DNP Project Evaluation and Dissemination, 2 credits

In this course students execute their approved project proposal with guidance from their scholarly project and practice site advisors.

NDNP 813 DNP Project Evaluation and Dissemination, 1 credit

This didactic course is designed for the Doctor of Nursing Practice student to apply knowledge, leadership attributes, and interprofessional collaboration to advance the scholarship of nursing and improve healthcare quality, safety, outcomes, and cost by analyzing and disseminating their DNP project data with a plan for sustainability. Engagement includes a peer and faculty review process that provides guidance on the DNP project manuscript and presentation. Learners will apply nursing and interdisciplinary knowledge to analyze innovative nursing practices, evaluate population health outcomes and continue collaboration with stakeholders. Synthesis, translation, application, and dissemination of quality improvement projects support nursing scholarship in this course. Information and communication technologies will be utilized for evaluation and dissemination of the DNP project. Learners will engage in ongoing development of nursing expertise and leadership. Upon completion of this course, the Doctor of Nursing Practice student will demonstrate the ability to synthesize, analyze, and disseminate quality improvement data from their DNP project, applying advanced nursing knowledge, leadership, and interprofessional collaboration to improve healthcare quality, safety, outcomes, and sustainability while promoting health equity and person-centered care.

NDNP 819: Advanced Health Assessment Across the Life Span, 4 credits

This course focuses on assessment and clinical decision-making in advanced nursing practice within a family context. Students develop and strengthen skills related to health assessment including physical, psychosocial, cultural, and family dimensions of assessment. Clinical decision-making skill development focuses on appropriate interpretation of multidimensional assessment data and individualization of assessment approaches based on client situation. Emphasis will be placed on proper physical examination and written documentation techniques.

NDNP 860: Transition into APRN practice roles, 1 credit

The course is designed to facilitate transition from academic preparation as a Doctor of Nursing Practice Advanced Practice Nurse to professional role assumption, predicated on the knowledge derived from role transition theory. Learners will explore the history of advanced nursing practice specialty roles as they impact scope of practice and the APRN Consensus Model and will examine entry to practice topics for Nurse Practitioners and Clinical Nurse Specialists including establishing practice, licensure and credentialing, liability, and reimbursement. Focus will include pioneers of APRN practice, APRN professional organizations, employment contract negotiations, business/economic models, emerging technologies, life-long learning, and wellness. Learners will explore strategies to leverage an advanced degree and expertise in legislation, policy, and workforce development.

NPHY 612: Advanced Physiology and Pathophysiology, 3 credits

This course provides graduate levels content of physiology and pathophysiology that is necessary for understanding the scientific basis of advanced practice nursing and for more advanced clinical courses in a variety of settings. Structural and functional changes in cells, tissues, and organs that underlie selected diseases are discussed. The student will gain an understanding of the mechanisms underlying diseases and their clinical manifestations, thus providing a basis for clinical decisions related to diagnostic tests and initiation of therapeutic regimens. Pathogenesis of disease will be related to principles of health promotion and disease prevention. The course contributes to the scientific basis for advanced practice nursing.

NDNP 725: Advanced Pediatric Pathophysiology, Developmental Assessment and Health Promotion, 2 credits

This course prepares the APRN student to apply advanced pediatric physiology and pathophysiology to the assessment of neonates, infants, children and adolescents. Students will analyze theories and behaviors relevant to the health promotion and health maintenance of the neonate, infant, child and adolescent and will develop skills in the evaluation of common pediatric physiologic and behavioral problems. The uniqueness and importance of developmental assessment, developmental surveillance and utilization of growth parameters will be highlighted. Appropriate selection, use and analysis of diagnostic data, behavioral and developmental assessment tools and the supporting evidence for their clinical application will be discussed. Communication and interprofessional collaboration is emphasized as students navigate potential pediatric problems and situations involving emotional, cognitive and physical health of infants, children and adolescents.

NDNP 850: Diagnosis and Management 1: Introduction to Diagnostic Reasoning, 3 credits

This is the first of six clinical courses essential to developing independent clinical practice as an advanced practice nurse. Students will focus on evidence-based, patient centered care as they apply their clinical knowledge, assessment and diagnostic reasoning skills to address common patient concerns and physiologic alterations. Students will apply foundational knowledge and utilize a diagnostic reasoning framework to formulate differential diagnoses while they complete 90 hours of simulation or precepted clinical experiences preparing to care for patients. Students will assess the role of advanced practice nurses within the inter-professional health care team and the health care system. Students will analyze ethical considerations as they apply to social drivers of health, integration of technology, and respect for

patient specific preferences in clinical decision-making. Upon completion of this course, the Nurse Practitioner student will demonstrate foundational clinical knowledge and skills to provide evidence-based, patient-centered care, formulate differential diagnoses, and integrate ethical, technological, and interprofessional considerations across diverse healthcare settings.

NDNP 852: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic, 4 credits

This second core specialty course emphasizes a multi-dimensional approach to assessment, differential diagnosis and treatment formulation for care of patient populations. Health conditions common to the population will be explored in relation to health promotion, health maintenance, assessment diagnosis and management of common episodic and chronic problems. Students will provide rationale for the management of health and illness status of patients and families through the use of appropriate screening and diagnostic evaluation strategies. Students will use critical thinking, integration and analysis to interpret data (for example: observational and interview data, physical and psychosocial assessment, diagnostic testing and screening). Students will utilize evidenced-based practice guidelines as the rationale for diagnosis and management of common health conditions in the population. The student will consider patient safety, quality of care, legal, ethical and regulatory issues in decision making processes. The student will function within the interprofessional health care team understanding the systemic translation of the role of the advanced practice nurse within the context of health care systems, incorporating cultural and spiritual diversity and patient preferences, values, beliefs and decision making. Conceptual and analytical skills will be emphasized using case discussions and standardized or simulated laboratory experiences.

NDNP 853: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic Clinical Practicum/Seminar, 3 credits

This is the second of six clinical specialty courses. This clinical focuses on developing the APRN skills necessary for managing common episodic and chronic health conditions, including assessment, diagnosis and management of patients while incorporating age appropriate, culturally sensitive health promotion, maintenance and anticipatory guidance based upon patient preferences, values and beliefs. Students will complete 135 hours of clinical. This clinical focuses on developing critical thinking, through the collection and analysis of appropriate patient data and the application of evidenced-based practice guidelines as the rationale for diagnosis and management of patients during health and illness. Patient safety, quality of care, legal, ethical and regulatory issues are applied by the APRN student in decision making processes. Development of novice level conceptual and analytical skills will be emphasized using case discussions of clinical experiences and evaluated standardized or simulated laboratory experiences. The student will begin to function within the inter-professional health care team understanding the systemic translation of the role of the APRN within the context of the health care system.

NDNP 854: Diagnosis and Management 3: Acute and Chronic Complex Conditions, 4 credits

This is the third course of advanced practice nurse preparation which provides the continuing knowledge, skills and abilities essential to independent clinical practice focused on evidence-based, patient centered care. Physiological, pathophysiological, and psychosocial processes guide identification of complex, acute and chronic conditions, and evidenced-based management therapeutics, treatment approaches, and referrals to other health care providers. Students integrate evidence-based practice guidelines as well as current research, theory, and patient preference considerations to develop a culturally sensitive plan of care for patients with new and previously diagnosed acute and complex conditions within the context of family, community, and medical system involvement. Traditional nursing strategies such as education, interpersonal communication, and counseling are integrated. The advanced practice nursing student will begin to incorporate leadership skills to build a team with multiple stakeholders to improve health care and patient outcomes for a specific population in the area of acute and chronic complex processes. This

course will also explore how health policy and regulatory issues impact the delivery of health care as well as how the advanced practice nurse can be a driving force for change.

NDNP 855: Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical Practicum/Seminar, 3 credits

This is the third of six clinical specialty courses which provides the continuing knowledge, skills and abilities essential to APRN practice. Students complete 135 hours of precepted clinical hours and focus on the alteration of physiological, pathophysiological, and psychosocial processes to guide identification of complex, acute and chronic conditions in the patient population. Students identify and analyze evidence based practice to select appropriate diagnostic and therapeutic treatment and health promotion recommendations and referrals to other health care providers. Students utilize evidence-based practice guidelines, current research, theory, and patient preferences to develop a culturally sensitive plan of care for patients with new and previously diagnosed acute and complex conditions within the context of family, community, and health care system. Development of advanced communication skills including motivational interviewing, health promotion and interpersonal communication with patients and their families is incorporated in this clinical. Opportunities for the APRN student to develop leadership skills within the interdisciplinary health care team are explored through examining the effect of health policy and the role of the APRN in ensuring patient safety, quality of care and positive outcomes within the health care setting and the population.

NDNP 856: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes, 2 credits

This final didactic course focuses on the emerging role of the APRN and the delivery of advanced nursing care within the reconceptualization and evolution of the health care system. In this semester, the student is expected to demonstrate the highest level of accountability for their professional practice. This course involves synthesis of all prior coursework, application of critical thinking and leadership skills and advanced physical assessment and diagnostics. Students incorporate the skills of managing patients with multiple complex problems and clinical syndromes within their specialty focused environment. The student will diagnose, prescribe and intervene as an advanced practice nurse, working within an interprofessional practice team, coordinating a plan of care that is based on cultural, spiritual, self care, respect, mutual trust and individual patient/client needs. The APRN student will incorporate population-specific, synthesis of current best evidence, quality metrics and technology into complex health situations. The APRN student integrates quality management, scientific inquiry, and policy into patient and system centered encounters. The student is fully integrated into the advanced practice role and inter-professional health care team to independently manage the health and illness state of patients and their families within the health care system.

NDNP 857: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical Practicum/Seminar, 3 credits

This is the fourth of six clinical specialty courses. This clinical focuses on the emerging role of the APRN and the delivery of advanced nursing care within the reconceptualization and evolution of the health care system. Students complete 90 hours of clinical practice. This clinical course incorporates synthesis of all prior coursework, application of advanced physical assessment, clinical and diagnostic reasoning skills for the student to manage patients with multiple, complex problems and clinical syndromes with an increased level of autonomy and accountability for their practice in the clinical setting. With minimal preceptor guidance, the student diagnoses, prescribes and intervenes as an advanced practice nurse, working within an inter-professional practice team, coordinating a plan of care that is based on cultural, spiritual, self care, respect, mutual trust and individual patient/client needs. The APRN student incorporates population-specific, synthesis of current best evidence, quality metrics and technology into complex health situations within the specific patient and family centered environment the student is

assigned. The advanced practice nurse student integrates quality management, scientific inquiry, and policy into patient and system centered encounters.

NDNP 858: Diagnosis and Management 5: Professional Practice Immersion: Clinical Practicum/Seminar, 4 credits

This is the fifth of six clinical specialty courses focused on the emerging role of the APRN and the delivery of advanced nursing care in the context of an interprofessional team within an evolving health care arena at the microsystem level. In this semester, students complete 180 clinical hours. The student is expected to demonstrate the highest level of accountability for their professional practice as an APRN, while integrating core competencies from the DNP essentials. This advanced clinical course involves synthesis of all prior coursework, application of advanced physical assessment, diagnostics, critical thinking and emerging leadership skills. The student incorporates the skills of managing complex patients and interfaces with the interprofessional health care team to ensure patient safety and quality outcomes through coordination of care, evaluation of evidence-based practice and quality improvement measures within the clinical practice setting. The APRN student identifies and incorporates population-specific, synthesis of current best evidence, quality metrics and technology into complex health situations and will integrate quality management, scientific inquiry, and policy into patient and system centered encounters. The student is fully integrated into the advanced practice role and interprofessional health care team to collaboratively manage the health and illness state of patients and their families within the health care system.

NDNP 859: Diagnosis and Management 6: Integration of Practice and Leadership: Clinical Practicum/Seminar, 5 credits

This clinical course focuses on the emerging role of the APRN and the delivery of advanced nursing care in the context of an evolving health care arena at the macro system level. In this semester, the student is expected to demonstrate the highest level of professional practice as an APRN, within the assigned clinical setting and 225 hours of practice. This advanced clinical course involves: integration of core competencies from the DNP essentials with a focus on organizational and system leadership to affect care for patients at the individual and community level; synthesis of all prior didactic content and clinical experiences; and participation in the conceptualization and organization of care delivery models that promote patient safety and excellent clinical practice. Students analyze health policy at the institutional and governmental level and the affect on the APRN, the interdisciplinary health care team and the health care system, including issues of ethics, technology, regulation, finance and sustainability.