

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 Family Nurse Practitioner (FNP) 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 FNP 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 FNP concentration enter the workforce immediately with unique qualifications in the management of care for individuals across the life span, 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 Family Nurse Practitioner
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:**

Family Nurse Practitioner

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 Family Nurse Practitioner (FNP) area of concentration (AoC) within the existing DNP program at the Baltimore and Universities at Shady Grove (USG) campuses:

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 FNP curriculum in summer 2026, while teaching out the remaining terms in the legacy FNP specialty track. By summer 2031 all FNP 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 FNP 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 FNP specialty track as an AoC within the existing DNP, at both the Baltimore and USG campuses, 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 FNP 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 program for nearly 20 years, and the FNP specialty track for over a decade, with eight of the years at both campuses. The state appropriation budget supports the full range of DNP specialties offered by UMSON, with funding allocated across the entire program. As described in

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/>

Appendix C and Appendix D, financial projections include an expenditure increase of 2% for estimated COLA/merit increases and 3% related to other costs. Currently the DNP FNP specialty track enrolls 45-50 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 FNP 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 FNP AoC will enter the workforce immediately with unique qualifications as an advanced practice registered nurse specialized in the management of care for individuals across the life span, 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 Psychiatric and Substance Abuse Hospitals (NAICS*: 6222)	3,775	3,854
Private Specialty Hospitals (excluding Psychiatric) (NAICS*: 6221, 6222)	4,062	4,078
State Government Psychiatric and Substance Abuse Hospitals (NAICS*: 6221, 6222)	2,391	2,387
State Government Specialty (excluding Psychiatric) (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

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>

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 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 25.9 FNP students from 8.7 out of 24 Maryland counties. On average UMSON graduates 27.1 FNP students from 2.1 out of 50 states. In 2022-2023, 90% of all UMSON FNP 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	FNP Specialty only
2021-2022	139	32
2022-2023	128	34
2023-2024	132	35
Average	133	33.7

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	FNP Specialty only
2021-2022	90 %	79 %
2022-2023	91 %	90 %
2023-2024*	95 %	92 %

* 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 UMSON, Johns Hopkins University (JHU), Coppin State University (CSU), Uniformed Services University of Health Sciences (USU), and Salisbury University (SU) offer DNP programs. Compared to UMSON'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. The curriculum is offered predominantly online with onsite immersions. The FNP 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. The BSN to DNP pathway includes 69-74 credit hours, and 1000 clinical practice hours. The PM certificate consists of 35-46 credit hours, and a 1,000 clinical practice hours, of which students can transfer 700 clinical hours from an accredited MSN degree 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). The FNP consists of 103 credit hours, 1,700 clinical hours and an option of dual enrollment in USU's Women's Health Nurse Practitioner program.

SU offers PM and PB DNP programs in leadership and FNP. The FNP curriculum consists of 68 minimum credit hours to be eligible to sit for certification. The PB to DNP consists of 80 credit curriculum and 1130clinical hours.

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 UMSON programs met the requirements outlined in *COMAR 10.27.03.02–16: Nursing Education Program standards*.

This curriculum revision and designation of the FNP specialty track as an AoC at both campuses 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 which requires less credit hours and practice hours than UMSON's FNP, and CSU offers course work on Fridays and Saturdays for some classes. CSU opened its DNP program after UMSON. There is some overlap between the two programs, but the changes to UMSON's FNP 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 FNP 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 FNP 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. Bridgitte Gourley, program director for the FNP specialty, at both campuses 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 UMSON DNP curriculum committee and the faculty governance structure at UMSON 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-FNP specialty includes a total of 1,130 hours (320 Practicum; +810 clinical) whereas the PM-FNP curriculum is a variable credit program, that builds on prior course work and practice experience. In the PM 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 FNP specialty track- at least two years of registered nursing experience, caring for adults and children, at the time of application.

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 American Nurses Credentialing Center (ANCC) offers the Family Nurse Practitioner Certification Examination
- The American Academy of Nurse Practitioners (AANP) offers the Family Nurse Practitioner Certification Examination

Graduates of the FNP program are eligible for these exams.

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

See supplement A for information regarding FNP at USG, to include MHEC proposal packet, the Memorandum of Understanding, and initial proposal to the William and Joanne Conway and Bedford Falls foundation.

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/
	FNP	https://www.nursing.umaryland.edu/academics/doctoral/dnp/dnp-family-nurse-practitioner/
	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
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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

See supplement A for information regarding FNP at USG, to include MHEC proposal packet, The Memorandum of Understanding, and initial proposal to the William and Joanne Conway and Bedford Falls foundation.

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 the DNP FNP specialty track at the Baltimore and USG campuses 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 AoC. 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 FNP 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 Educators. 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:

- 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 for 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 UMB'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

UMB 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. UMB students completing their degree can use the UMB Health Science and Human Service Library (HS/HSL). All UMB students completing their degree can use the UMB Health Science and Human Service Library (HS/HSL). Students enrolled at the USG campus can also use the Priddy Library.

Health Sciences and Human Services Library (HS/HSL) Facilities and Resources ⁴⁰

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.

⁴⁰ HS/HSL By the Numbers: <https://www.hshsl.umaryland.edu/about/bythenumbers.php>

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

The Universities at Shady Grove Priddy Library ⁴¹

The Shannon and Michael Priddy Library opened its doors in August 2007. The Priddy Library is one of eight branch libraries of the University of Maryland, College Park and the only one that is off campus. It is in USG's Education Building III and supports the information needs of USG students, faculty and staff, and Montgomery County Public Schools employees.

The Priddy Library facility has many resources to assist students in their studies including collaborative and teach spaces, a reading room, individual study carrels, print and copy resources, and computer equipment. The Priddy Library's book collection consists of books mostly in the disciplines currently taught at USG. Current USM students, faculty and staff may benefit from academic success writing, request materials from other USMA I Libraries, and attend workshops. The Priddy Library also helps with research for students, staff, and faculty. A social sciences librarian is available to attend classes to provide instruction on using library resources.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

UMSON currently offers the DNP program, including the FNP 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 FNP 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.

⁴¹ USG Priddy Library: <https://shadygrove.umd.edu/library>

L. Adequacy of Financial Resources with Documentation

Establishing FNP 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 the 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 FNP can seek national certification through one of the following organizations: the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP).

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. UMSON'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,

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

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 FNP courses were designed by experts in management of care for individuals across the life span 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 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 UMSO distance education have the same access to information as students enrolled in face-to-face education. The UMSO 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 UMSO 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 UMSO help desk is available via telephone and email. The UMSO 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.

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

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

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

APPENDIX A
PHASE IN AND PHASE OUT PLAN
FNP 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

FNP CURRICULUM COMPARISON

Pre-2025 Doctor of Nursing Practice Family Nurse Practitioner

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 840	Diagnosis and Management 1: Intro to Diagnostic Reasoning	2

Post 2025 Doctor of Nursing Practice Family Nurse Practitioner

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 841	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 842	Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic	4
NDNP 843	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 844	Diagnosis and Management 3: Acute and Chronic Complex Conditions	4
NDNP 845	Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical Practicum/Seminar	3 (135)
Total		10
Semester 9		
NDNP 846	Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes	2

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 840	Diagnosis and Management 1: Introduction to Diagnostic Reasoning	3 (45)
NDNP 726	Advanced Pediatric Pathophysiology, Developmental Assessment and Health Promotion for the FNP	2
Total		6
Semester 8		
NDNP 812	DNP Project Implementation	2 (45)
NDNP 842	Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic	4
NDNP 843	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 847	Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical Practicum/Seminar	2 (90)
NDNP 811	DNP Project Development	1
Total		5

Semester 10

NDNP 812	DNP Project Implementation	1 (45)
NDNP 848	Diagnosis and Management 5: Professional Practice Immersion: Clinical Practicum/Seminar	4 (180)
NDNP 814	Practice Leadership Within Complex Adaptive Health Care Systems/Practicum	3 (45)
Total		8

Semester 11

NELC XX	Elective	3
NDNP 813	DNP Project Evaluation/Dissemination	1 (45)
NDNP 849	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 844	Diagnosis and Management 3: Acute and Chronic Complex Conditions	4
NDNP 845	Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical	3 (135)
Total		8

Semester 10

NDNP 846	Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes	2
NDNP 847	Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical	3 (135)
Total		5

Semester 11

NDNP 848	Diagnosis and Management 5: Advanced Practice in Health Care Delivery Systems - Clinical	4 (180)
NDNP 860	Transition into APRN practice roles	1
Total		5

Semester 12

NDNP 849	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 an annual increase of 3% related to cost increase.

**APPENDIX E
FNP FACULTY**

Last Name	First Name	Title	Degree	Field of Study	Type of Course	FTE Status	Courses Taught		
Ayichi	Oluchi	Assistant Professor	DNP	Family Practice	Didactic	FT	NDNP 819 NDNP 726	NDNP 842 NDNP 843	NDNP 843 NDNP 840
Bode	Claire	Assistant Professor	DNP	Maternal Child Health, Primary Care	Didactic	FT	NDNP 710 NDNP 840	NDNP 847 NDNP 848	NDNP 849 NDNP 846
Gourley	Bridgitte	Director, FNP Assistant Professor	DNP	Family Practice	Didactic Practicum	FT	NDNP 810 NDNP 811	NDNP 813 NDNP 848	NDNP 849 NDNP 812
Hood	Catherine	Assistant Professor	DNP	Family Practice	Didactic Practicum	FT	NDNP810 NDNP 813 NDNP 811	NDNP 812 NDNP 843 NDNP 819	NDNP 844 NDNP 845
Jones-Parker	Hazel	Assistant Professor	DNP	HIV and Infectious Disease	Didactic	FT	NDNP 819 NDNP 847	NDNP 848	
Osuagwu	Ngozi	Assistant Professor	DNP	Family Practice	Didactic Practicum	FT	NDNP 720		
Renfrow	Mary	Assistant Professor	DNP	Family Practice	Didactic Practicum	FT	NDNP 810 NDNP 811 NDNP 812	NDNP 843 NDNP 845 NDNP 813	NDNP 819 NDNP 726
Roberts	Krista	Assistant Professor	DNP	Family Practice	Didactic	FT	NDNP 819 NDNP 726	NDNP 845 NDNP 847	NDNP 843
Roesch	Amanda	Assistant Professor	DNP	Reproductive, Sexual Global, Adolescent	Didactic	FT	NDNP 819 NDNP 845	NDNP 846 NDNP 847	
Scheu	Karen	Assistant Professor	DNP	Family Practice, Teaching, Immigrant Health	Didactic	FT	NDNP 819 NDNP 844	NDNP 847 NDNP 848	
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 702	NDNP 706 NDNP 708 NDNP 710 NDNP 704	NDNP 712 NDNP 714 NDNP 860 NDNP 723

APPENDIX F PLAN OF STUDY

PB-FNP 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) 2d/1pr
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) 2d/1pr
NDNP 819: Advanced Health Assessment Across the Life Span P: NPHY 612; P: NDNP 723 or C: NDNP 604	4 2d/2lab
Total	11
Summer Year 2	
NDNP 710 Evidence-informed Health Policy and Advocacy P: NDNP 702	3
NDNP 840: Diagnosis and Management 1: Introduction to Diagnostic Reasoning P: NDNP 723, NDNP 819, NPHY 612; C: NDNP 726	3 (45) 2d/1pr
NDNP 726: Advanced Pediatric Pathophysiology, Developmental Assessment and Health Promotion for the FNP P: NPHY 612; C: NDNP 840	2
Total	8
Fall Year 2	
NDNP 712: Advanced Practice Leadership in Healthcare Systems P: NDNP 706	3 (45) 2d/1pr
NDNP 714: Translating Evidence to Practice P: NDNP 706	3
NDNP 842: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic P: NDNP 840, NDNP 726; C: NDNP 843	4
NDNP 843: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic Clinical P: NDNP 840, NDNP 726; C: NDNP 842	3 (135)
Total	13

Spring Year 2	
NDNP 810: DNP Project Development P: NDNP 712, NDNP 714	3 (90) <i>1d/2pr</i>
NDNP 844: Diagnosis and Management 3: Acute and Chronic Complex Conditions P: NDNP 842, NDNP 843; C: NDNP 845	4
NDNP 845: Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical P: NDNP 842, NDNP 843; C: NDNP 844	3 (135)
Total	10
Summer Year 3	
NDNP 811: DNP Project Advancement P: NDNP 810	1
NDNP 846: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes P: NDNP 844, NDNP 845; C: NDNP 847	2
NDNP 847: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical P: NDNP 844, NDNP 845; C: NDNP 846	3 (135)
Total	6
Fall Year 3	
NDNP 812: DNP Project Implementation P: NDNP 811	2 (45) <i>1d/1pr</i>
NDNP 848: Diagnosis and Management 5: Professional Practice Immersion: Clinical P: NDNP 846, NDNP 847; 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 849: Diagnosis and Management 6: Integration of Practice and Leadership: Clinical P: NDNP 848	5 (225)
Elective	3
Total	9

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

PB-FNP 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 840: Diagnosis and Management 1: Introduction to Diagnostic Reasoning P: NDNP 723, NDNP 819, NPHY 612; C: NDNP 726	3 (45) <i>2d/1pr</i>
NDNP 726: Advanced Pediatric Pathophysiology, Developmental Assessment and Health Promotion for the FNP P: NPHY 612; C: NDNP 840	2
Total	6
Fall Year 3	
NDNP 812: DNP Project Implementation P: NDNP 811	2 (45) <i>1d/1pr</i>
NDNP 842: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic P: NDNP 840, NDNP 726; C: NDNP 843	4
NDNP 843: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic Clinical P: NDNP 840, NDNP 726; C: NDNP 842	3 (135)
Total	9

Spring Year 3	
NDNP 813: DNP Project Evaluation/Dissemination P: NDNP 812	1 (5)
NDNP 844: Diagnosis and Management 3: Acute and Chronic Complex Conditions P: NDNP 842, NDNP 843; C: NDNP 845	4
NDNP 845: Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical P: NDNP 842, NDNP 843; C: NDNP 844	3 (135)
Total	8
Summer Year 4	
NDNP 846: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes P: NDNP 844, NDNP 845; C: NDNP 847	2
NDNP 847: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical P: NDNP 844, NDNP 845; C: NDNP 846	3 (135)
Total	5
Fall Year 4	
NDNP 848: Diagnosis and Management 5: Professional Practice Immersion: Clinical P: NDNP 846, NDNP 847; C: NDNP 860	4 (180)
NDNP 860: Transition into APRN practice roles P: NDNP 811	1
Total	5
Spring Year 4	
NDNP 849: Diagnosis and Management 6: Integration of Practice and Leadership: Clinical P: NDNP 848	5 (225)
Elective	3
Total	8

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

PB-FNP 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 840: Diagnosis and Management 1: Introduction to Diagnostic Reasoning P: P: NDNP 723, NDNP 819, NPHY 612; C: NDNP 726	3 (45) 2d/1pr
NDNP 726: Advanced Pediatric Pathophysiology, Developmental Assessment and Health Promotion for the FNP P: NPHY 612; C: NDNP 840	2
Total	6
Fall Year 4	
NDNP 812: DNP Project Implementation P: NDNP 811	2 (45) 1d/1pr
NDNP 842: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic P: NDNP 840, NDNP 726; C: NDNP 843	4
NDNP 843: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic Clinical P: NDNP 840, NDNP 726; C: NDNP 842	3 (135)
Total	9
Spring Year 4	
NDNP 813: DNP Project Evaluation/Dissemination P: NDNP 812	1 (5)

NDNP 844: Diagnosis and Management 3: Acute and Chronic Complex Conditions P: NDNP 842, NDNP 843; C: NDNP 845	4
NDNP 845: Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical P: NDNP 842, NDNP 843; C: NDNP 844	3 (135)
Total	8
Summer Year 4	
NDNP 846: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes P: NDNP 844, NDNP 845; C: NDNP 847	2
NDNP 847: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical P: NDNP 844, NDNP 845; C: NDNP 846	3 (135)
Total	5
Fall Year 5	
NDNP 848: Diagnosis and Management 5: Professional Practice Immersion: Clinical P: NDNP 846, NDNP 847; C: NDNP 860	4 (180)
NDNP 860: Transition into APRN practice roles P: NDNP 811; C: NONE	1
Total	5
Spring Year 5	
NDNP 849: Diagnosis and Management 6: Integration of Practice and Leadership: Clinical P: NDNP 848	5 (225)
Total	5

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

PM-FNP 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 840: Diagnosis and Management 1: Introduction to Diagnostic Reasoning	3 (45)
NDNP 726: Advanced Pediatric Pathophysiology, Developmental Assessment and Health Promotion for the FNP	2
NDNP 842: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic	4
NDNP 843: Diagnosis and Management 2: Clinical Practicum/Seminar	3 (135)
NDNP 844: Diagnosis and Management 3: Acute and Chronic Complex Conditions	4
NDNP 845: Diagnosis and Management 3: Clinical Practicum/Seminar	3 (135)
NDNP 846: Diagnosis and Management 4: Multiple Complex Clinical Syndromes	2
NDNP 847: Diagnosis and Management 4: Clinical Practicum/Seminar	3 (135)
NDNP 848: Diagnosis and Management 5: Clinical Nurse Specialist Clinical	4 (180)

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

FNP 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. Principles 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 726: Advanced Pediatric Pathophysiology, Developmental Assessment and Health Promotion for the FNP, 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 840: 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 842: 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 s 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 inter-professional 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 843: 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 844: Diagnosis and Management 3: Acute and Chronic Complex Conditions, 4 credits

This is the 3rd 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 will 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 nurse 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 845: 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 evidenced-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 846: 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 will 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 a 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 will incorporate population-specific, synthesis of current best evidence, quality metrics and technology into complex health situations. The APRN student will integrate quality management, scientific inquiry, and policy into patient and system centered encounters. The student will be 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 847: 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 will diagnose, prescribe and intervene 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 will incorporate 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 will integrate quality management, scientific inquiry, and policy into patient and system centered encounters.

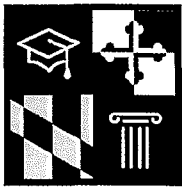
NDNP 848: Diagnosis and Management 5: Professional Practice Immersion: Clinical Practicum/Seminar, 4 credits

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 micro system 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. Students will incorporate the skills of managing complex patients and interface 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 will identify and incorporate 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 will be 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 849: Diagnosis and Management 6: Integration of Practice and Leadership: Clinical Practicum/Seminar, 5 credits

This is sixth and final clinical specialty course 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 macrosystem level. In this semester, students complete 225 clinical hours. The student is expected to demonstrate the highest level of professional practice as an APRN, while integrating 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. This advanced clinical course involves synthesis of all prior didactic content and clinical experiences to enable the APRN/ DNP student to participate in the conceptualization and organization of care delivery models that promote patient safety and excellent clinical practice. Students will 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.

Supplement A



MHEC

Creating a state of achievement

Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph. D.
Secretary

February 21, 2017

Dr. Bruce E. Jarrell
Senior Vice President and
Chief Academic and Research Officer
University of Maryland Baltimore
620 W. Lexington Street
Baltimore, MD 21201

Dear Dr. Jarrell:

The Maryland Higher Education Commission has reviewed a request from the University of Maryland, Baltimore for the off-campus offering of the existing Doctor of Nursing Practice (DNP) at the Universities at Shady Grove (USG).

I am pleased to inform you that the off-campus location has been approved. This decision is based on an analysis of the program proposal in conjunction with the law and regulations governing academic program approval, in particular Code of Maryland Regulations (COMAR) 13B.02.03. As required by COMAR, the Commission circulated the proposal to the Maryland higher education community for comment and objection. The program meets COMAR's requirements and demonstrates potential for success, an essential factor in making this decision.

For purposes of providing enrollment and degree data to the Commission, please use the following HEGIS and CIP codes:

Program title	Award level	HEGIS	CIP
Nursing Practice	D.N.P.	1203-02	51.3818

Should the program require any substantial changes in the future, please keep the Commission apprised. I wish you continued success.

Sincerely,

James D. Fielder, Jr., Ph.D.
Secretary

JDF:MK:mrw

C: Ms. Theresa Hollander, Associate Vice Chancellor for Academic Affairs, USM
Ms. Malinda Hughes, Academic Program Manager, UMB



BRUCE E. JARRELL, MD, FACS
Senior Vice President
Chief Academic and Research Officer
Dean, Graduate School

Academic Affairs/Graduate School

220 North Arch Street, 14th floor
Baltimore, MD 21201
410 706 2304

*bjarrell@umaryland.edu
www.umaryland.edu*

September 29, 2016

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

The University of Maryland School of Nursing is requesting Maryland Higher Education Commission (MHEC) authorization to implement the School's existing Family Nurse Practitioner Doctor of Nursing Practice (FNP-DNP) program at the Universities at Shady Grove.

The School has made a payment of \$250 to MHEC via RSTARS for reviewing this proposal. The journal entry number of the transaction is 312276.

We appreciate your consideration of this request. If you have any questions, please contact me at 410-706-2304 or bjarrell@umaryland.edu.

Sincerely,

A handwritten signature in black ink that reads "Bruce E. Jarrell".

Bruce E. Jarrell, MD, FACS
Senior Vice President
Chief Academic and Research Officer
Dean, Graduate School



BRUCE E. JARRELL, MD, FACS
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Chief Academic and Research Officer
Dean, Graduate School

Academic Affairs/Graduate School

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410 706 2304

*bjarrell@umaryland.edu
www.umaryland.edu*

September 29, 2016

Robert L. Caret, PhD
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Caret:

The University of Maryland School of Nursing is submitting to MHEC a proposal to offer the School's existing Family Nurse Practitioner Doctor of Nursing Practice (FNP-DNP) program at the Universities at Shady Grove. We are forwarding the attached copy of the proposal to you for your records.

If you wish to discuss this, please feel free to contact me.

Sincerely,

A handwritten signature in black ink that reads 'Bruce E. Jarrell'.

Bruce E. Jarrell, MD, FACS
Senior Vice President
Chief Academic and Research Officer
Dean, Graduate School

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

☐ New Instructional Program
☐ Substantial Expansion/Major Modification
☐ Cooperative Degree Program
☒ Off-Campus Delivery of an Existing Program

University of Maryland, Baltimore (UMB)

Institution Submitting Proposal

Family Nurse Practitioner Doctor of Nursing Practice (FNP-DNP)

Title of Proposed Program

DNP

Degree to be Awarded

Fall 2017

Projected Implementation Date

120302

Proposed HEGIS Code

51.3818

Proposed CIP Code

University of Maryland School of Nursing

Department in which program will be located

Shannon Reedy Idzik, DNP, CRNP, FAANP

Associate Dean,

Doctor of Nursing Practice Program

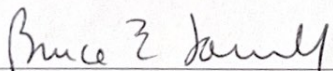
Department Contact

(410) 706-8129

Contact Phone Number

idzik@son.umaryland.edu

Contact E-Mail Address



Signature of President or Designee

September 29, 2016

Date



UNIVERSITY *of* MARYLAND SCHOOL OF NURSING

Academic Program Proposal

to the

Maryland Higher Education Commission

Off-Campus Program:

University of Maryland School of Nursing
Family Nurse Practitioner Doctor of Nursing Practice (FNP-DNP)
at the Universities at Shady Grove

At the time of proposal:

President of University of Maryland, Baltimore: Jay Perman, MD

Dean of the School of Nursing: Jane M. Kirschling, PhD, RN, FAAN

Associate Dean for Doctor of Nursing Practice Program: Shannon Reedy Idzik, DNP, CRNP, FAANP

Specialty Director of Family Nurse Practitioner Program: Bridgitte Gourley, DNP, CRNP

Executive Summary

University of Maryland School of Nursing (UMSON) has offered courses at USG since its incorporation in 2000. This proposal outlines an expansion of our current offerings at USG. Responding to the national need for primary care providers, the UMSON is seeking approval to offer a Family Nurse Practitioner Doctor of Nursing Practice Program (FNP-DNP) at the Universities at Shady Grove (USG). The program will be open to baccalaureate prepared nurses who wish to pursue the post-baccalaureate FNP-DNP option and to master's prepared nurses who wish to pursue the post-master's FNP-DNP option. Expanding our offerings to allow students to complete the entire FNP-DNP at USG is consistent with our mission to prepare leaders and to address local, national, and global health priorities. UMSON turns away qualified applicants to the FNP-DNP at University of Maryland, Baltimore (UMB) each year. Expanding our service location would not only allow us to serve the Maryland nursing community who desire advanced education, but increase capacity to address unmet primary care needs. These unmet primary care needs could lead to untoward outcomes and increased health care costs.

Applications from Montgomery and Prince Georges Counties have always comprised a large percentage of our applicant pool, and have increased considerably, along with the growth in the population and family nurse practitioner workforce demands of these counties. Given that a large number of our applicants are from Montgomery and Prince Georges Counties, we believe offering the FNP-DNP program at USG will help these counties meet their projected workforce needs. There are currently no advanced practice nursing programs or doctoral nursing programs at USG. In addition, there significant workforce needs in Western Maryland. Those nurses have poor access to advanced education due to distance.

As shown in this proposal, UMSON has the resources to appropriately fund, teach, and support this program. The FNP-DNP program at USG will have the same high quality, competency-based accredited curriculum as the Baltimore campus. Students completing their degree at USG will be taught by experienced full and part-time faculty from UMSON and will have access to a full range of student services at USG and UMB. Nearly 70% of the 146 faculty members at UMSON hold doctoral degrees and are recognized as experts in their fields of teaching, research and clinical practice. Currently 100% of all FNP faculty hold doctoral degrees. USG students will join a diverse student population where 40% of students reflect minority/underrepresented populations, exceeding national averages. Last year UMSON was ranked #8 among accredited graduate nursing programs nationwide by *US News and World Report* with the DNP Program ranking #5 in their inaugural rankings.

Maryland Higher Education Commission

Academic Program Proposal from a
Degree-Granting Institution Authorized to Operate in the State of Maryland

Off-Campus Delivery of Existing Program: FNP-DNP UMSON

I. Program and Degree to be Awarded

The mission of the University of Maryland, School of Nursing (UMSON) is to "develop pre-eminent leaders in the nursing education, research, and practice. As a catalyst for creativity and collaboration, we engage diverse groups of professionals, organizations, and communities in addressing local, national, and global health priorities". In support of this mission, the school has developed a strategic plan and specific objectives in the areas of education, community impact, research, diversity, the profession, and financial resources. This proposal to offer the Doctor of Nursing Practice (DNP) degree with Family Nurse Practitioner (FNP) specialization at the Universities at Shady Grove (USG) is consistent with the school's mission and will assist the school in meeting objectives in the strategic plan. Specifically, this expansion will strengthen community engagement and partnerships in the Montgomery County, Prince Georges' County and Western Maryland area, provide more integration with the Bachelors of Science in Nursing (BSN) and the RN-to BSN program at USG, enhance interdisciplinary collaboration, and doctoral prepared advance practice nurses to be primary health care providers.

This proposal also supports UMB's efforts to expand its health care delivery programs in Montgomery County via USG. In addition to nursing, UMB's social work and pharmacy schools already offer degree programs at USG to help meet the healthcare workforce needs of the DC metropolitan area. In conjunction with collaborative research programs at the new USM Institute for Biotechnology and Bioscience Research at Shady Grove and in partnerships with area hospitals, community pharmacies and other health care providers, and with the biotechnology industry, UMB's aim is to build on existing programs and offer new programs in related disciplines toward the development of a full-fledged health sciences campus in the County.

UMSON has been offering BSN courses at USG since USG was incorporated in 2000. This proposal is to expand our current offering so that students have the opportunity to complete the FNP-DNP degree on the USG campus. The 2016 vision statement of the University of Maryland Baltimore opens with the following statement:

"The University will excel as a pre-eminent institution in its missions to educate professionals, conduct research that addresses real-world issues affecting the human condition, provide excellent clinical care and practice, and serve the public with dedication to improve health, justice, and the public good. The University will become a dominant economic leader of the region through innovation, entrepreneurship, philanthropy, and interdisciplinary and interprofessional teamwork. The University will extend its reach with hallmark local and global

initiatives that positively transform lives and our economy. The University will be a beacon to the world as an environment for learning and discovery that is rich in diversity and inclusion. The University's pillars of professionalism are civility, accountability, transparency, and efficiency. The University will be a vibrant community where students, faculty, staff, visitors, and neighbors are engaged intellectually, culturally, and socially."

This proposal to expand and enhance the education and competencies of advanced practice nurses at USG is directly aligned with UMB's approved mission – education for excellence and leadership.

II. Resource Requirements and Funding Sources to Support Program Implementation

Resource Requirements

Since UMSON has been offering courses at USG for over a decade some faculty and resource infrastructure already exists for the FNP program at USG. Currently, there are 15 full-time faculty members at UMSON at USG. More than 30 clinical instructors are contracted on a semester-to-semester basis to provide clinical instruction and supervision in various local healthcare agencies. Faculty and clinical instructors are integral members of the USG community and provide a myriad of volunteer activities within Montgomery County and the DC metropolitan area. Dr. Wiseman is the Chair of the UMSON at USG and is responsible for all administrative functions of the program. UMSON plans to hire an additional faculty full-time equivalents to allow for the expansion of the FNP-DNP program to Shady Grove.

A full-time doctoral prepared FNP coordinator will be appointed in the summer of 2016 to develop the relationships vital to the intensive preceptorships needed for FNP students. We are pleased that Gina Rowe, PhD, DNP, MPH, FNP-BC, PHCNS-BC, CNE, currently an Assistant Professor on the Baltimore campus, has agreed to serve as the FNP coordinator at USG. Dr. Rowe's bio sketch can be viewed at <https://www.nursing.umaryland.edu/directory/gina-rowe/>.

- Dr. Rowe will work with the UMSON Associate Dean for the DNP Program and the FNP Specialty Director to develop Memorandum of Understanding (MOU) agreements with multiple preceptors, and solidify partnerships with the major healthcare providers in the DC metropolitan area. National accreditations criteria require that doctoral prepared specialty faculty members teach the specialty content (e.g., family practice, pediatrics, obstetrics/gynecology, and geriatrics).
- Additional faculty members will need to be recruited and retained in order to provide the required instruction. Additional offices, parking spaces, and classroom rentals will be required.
- Additional simulation labs for health assessment, specialty assessments, and structured interviews with standardized patients will need to be built. Debriefing rooms to provide secure and private feedback on student performance are needed for all students, regardless of the program of study. Additional storage space will be needed to house additional simulation equipment and supplies.
- Marketing and advertising will need to begin in summer 2016 in order to inform potential students of the opportunity to enroll in the DNP-FNP program at the UMSON at USG.

Adequacy of Financial Resources to Support the Program for the First 2 Years

Tuition revenue will be the primary source of revenue for the USG FNP program. In recognition that expanding the full FNP-DNP program to USG would require an initial increase in resources beyond new tuition revenue, UMSON applied for a grant through Maryland Higher Education Commission and received \$1,586,781 grant to support the development and implementation of this program. USG has committed to startup funding from the USG leadership in the amount of \$103,500 to \$129,500 per year for five years based on expenses incurred to off-set expenses of the program.

III. Program Need and Demand

Maryland has a shortage of primary care providers, particularly in rural areas. The FNP Program, currently offered on the Baltimore campus, is a high demand program, and the School cannot accommodate all qualified students. Expanding enrollment to include the Shady Grove campus has the potential to increase the supply of well-qualified primary care providers for the region, including providers from an array of cultural and ethnic backgrounds. This is especially crucial as an estimated 360,000 additional individuals are projected to enter into Maryland's primary care system via the Affordable Care Act.

A recent market analysis commissioned by USG indicated that a family nurse practitioner program at USG is essential in order to meet Montgomery County workforce needs. In order to meet the needs of the region and educate more and better healthcare providers, UMSON proposes launching an FNP Doctor of Nursing Practice (DNP) program at USG. This program will recruit from the region and the Western portions of Maryland, as there are no nurse practitioner programs in these areas. Our goal is to admit the first cohort of 10 students in fall 2017. Once the program is at full capacity, UMSON at USG would admit an estimated 20 FNP students annually. Total matriculation is projected based on known attrition from the current UMSON UMB FNP DNP program.

<i>Projected Enrollment Fall Semester</i>	<i>Fall 2017</i>	<i>Fall 2018</i>	<i>Fall 2019</i>	<i>Fall 2020</i>	<i>Fall 2021</i>
# of FNP-DNP Students Admitted Annually	10	20	20	20	20
Matriculated Students		29	47	65	83

In deciding that the UMSON should offer an FNP-DNP degree at USG, the SON considered and evaluated many factors in addition to the positions of the nursing education and clinical practice organizations. Some other factors were:

- The changing national landscape in health care requiring new roles and competencies for all health professionals, for example, inter-professional practice;
- The changing health care delivery system and demographics in Maryland and nationally that will oblige advanced practice nurses to have knowledge and skills;
- The need of Maryland hospitals seeking magnet status for doctoral prepared nurse practitioners;

- The Institute of Medicine recommendation that by 2020 the number of doctoral prepared nurses should double; and,
- The pace at which nursing schools nationally are adopting the post-baccalaureate-DNP track for APRN programs.

Taken together these factors were convincing that the UMSON, as Maryland's major preparer of advanced practice nurses and nursing faculty for the State, should expand its offering to USG. Further, this proposal is consistent with State's goal of national recognition for academic excellence and effectiveness for its postsecondary educational institutions.

The demand for admission to the advanced practice nursing specialty programs at UMB is robust and we anticipate it continuing to be so, especially given the need for primary care providers in Maryland. Student demand for the FNP program offered at USG has been high. In a recent survey of alumni and current BSN students who participate in the USG social media sites, nearly 50 current BSN students and graduates responded within 48 hours that they have an interest in taking FNP classes at the USG campus.

Each semester, the FNP specialty at UMB receives many more applicants that can be admitted (limited by clinical education sites and qualified preceptors). Below data shows the percentage of applicants residing in the Montgomery County area.

<i>Academic Year</i>	<i>Spring</i>	<i>Fall</i>
2010-2011	25%	30%
2011-2012	28%	29%
2012-2013	30%	30%
2013-2014	N/A	25%
2014-2015	N/A	36%
2015-2016	N/A	23%

Job opportunities for FNP's are numerous. FNP's may work in a variety of settings, including conventional primary care offices, convenient care clinics, urgent care clinics, emergency rooms, residential facilities, long-term care facilities, schools, hospitals, or health departments.

IV. Assessment of Competing Programs and Description of Degree

Description of Degree

All FNP-DNP programs in Maryland are a considerable distance from the USG campus and not easily accessible by public transportation for Montgomery County and Western Maryland residences. USG does not allow competing programs to operate on the campus and the leadership at USG has been encouraging UMSON to offer the full FNP program at USG for many years due to interest from students, community leaders, and undergraduate programs at USG.

The DNP is 80 credit hours divided between 56 didactic credits and 24 clinical credits. The 24 clinical credits require, by national standards, 1,080 clock hours of practicum/clinical instruction. The curriculum offered at the USG campus will be the same as that offered at UMSO, which has been approved by MHEC and is accredited through the Collegiate Commission on Nursing Education (CCNE). The full-time program of study requires three calendar years of study. A four-year and five-year plan of study are also available. FNP enrollment trends suggest that while some may elect the three-year full-time plan of study, the majority of students will pursue the plan of study which allows them to complete the program in four or five years. See Appendix A for three Sample Plans of Study.

In this FNP-DNP program, baccalaureate or master's prepared nurses receive a fully integrated doctoral advanced practice nursing curriculum. The program incorporates the competencies for advanced clinical practice and the competencies associated with the practice doctorate – leadership, clinical scholarship and analytical methods for evidence-based practice, information systems and patient care technology, health care policy, and inter-professional collaboration. The rationale for this doctoral level FNP program is that nurses need to be prepared to meet the greater challenges of the complex health care system including the use of advanced technologies and evidence-based practice to ensure quality and safety of patient care.

All DNP students, regardless of specialty take the same DNP core coursework. Key doctoral essential requirements include preparation to:

- Lead at the highest educational, clinical, and executive ranks.
- Analyze and apply scientific knowledge and related skills for the highest level of nursing practice.
- Evaluate and apply evidence based practice for the improvement of education, clinical practice, systems management, and nursing leadership.
- Design, implement, manage, and evaluate organizational systems.
- Initiate, facilitate and participate in collaborative efforts that influence healthcare outcomes with practitioners from other disciplines.

All nurse practitioner students, regardless of specialty that the advanced practice core known often that the "three P's". The APRN core consists of: advanced physiology/pathophysiology, including general principles that apply across the lifespan; advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and advanced pharmacology, which includes pharmacodynamics, pharmacokinetics and pharmacotherapeutics of all broad categories of agents.

In the FNP specific portion of the curriculum, the FNP student is prepared to care for individuals and families across the lifespan. The FNP role includes preventative healthcare, as well as the assessment, diagnosis and treatment of acute and chronic illness and preventative health care for individuals and families. Family nurse practitioners demonstrate a commitment to family –centered care and understand the relevance of the family's identified community in the delivery of family- centered care.

The DNP curriculum is designed to meet the essential elements of doctoral level education for advanced nursing practice as promulgated by the American Association of Colleges of Nursing (AACN). Their document *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006) prescribes student outcomes that are necessary for program accreditation. In addition to meeting the curriculum standards as outlined by AACN, the curriculum must also meet the standards and competencies as described by the professional nurse associations for the specialty thus enabling graduates of the program to be eligible for national board certification in the specialty.

Assessment of Competing Programs

UMSON was approved to offer the DNP in 2006. At inception, the UMSON only offered a post-master's DNP. In 2014, UMSON enrolled the first class of post-baccalaureate DNP students and the first FNP-DNP cohort. In addition to UMSON, three Maryland institutions are authorized to offer the DNP. They are Johns Hopkins University (JHU), Coppin State University, and Salisbury University. None of these three have initiated a doctoral level family nurse practitioner program so there is no direct competition.

Relevance to Historically Black Institutions

Three of Maryland's Historically Black Institutions (HBIs) offer graduate degree programs in nursing: Bowie State University, Coppin State University, and Morgan State University.

Bowie State University (BSU) BSU offers two master's degree programs in nursing, one of which is a nurse practitioner program – Family Nurse Practitioner (FNP). The BSU FNP program has held admissions at this time to exceeding capacity. The BSU website currently states "...Due to the enormous admission demand for our Family Nurse Practitioner [FNP] program role, we have encountered maximum program capacity. Our next anticipated FNP admissions process will be scheduled for fall 2017!" The second graduate nursing program offered by BSU, Nurse Educator, is not an NP program. BSU is a minimum of 25 miles (approximately 40 minutes) from USG in a very congested commuting area. Currently, BSU does not offer a doctoral level family nurse practitioner programs so there is no direct competition with their programs. In addition, BSU does not offer any nursing programs at USG.

Coppin State University (CSU) CSU is authorized to offer the DNP degree. They have offered the post-masters DNP without specialty. CSU SON offers one NP program – the Family Nurse Practitioner. CSU does not offer a doctoral level family nurse practitioner programs so there is no direct competition with their programs. In addition, CSU does not offer any nursing programs at USG.

Morgan State University (MSU) MSU is over one-hour driving distance and more than 50 miles from USG. MSU does offer a graduate degree program in nursing, but does not have any nurse practitioner specialization. There is no DNP offering at MSU, consequently there would be no impact on MSU.

V. Method of Instruction Delivery and Faculty Support for the Program

The method of instruction delivery will be the same for all FNP-DNP students including those taking classes at USG. Classes meet for 15 weeks, for 15 hours per didactic credit hours and 45 hours per clinical credit hour. Coursework includes face- to-face traditional classroom experiences as well as technology-enhanced instruction (some fully on-line and some "hybrid" courses). An important part of the FNP curriculum is clinical experience where students are placed in clinical sites in the community and are supervised by experienced clinical preceptors. The DNP program already has established clinical sites in Montgomery County, and multiple clinical sites in the USG surrounding region. UMSON maintains affiliations with over 300 hospitals and health care agencies throughout Maryland. This expansion will allow us to increase these placements, and enrich the opportunities they provide. Clinical laboratory experience for skills refinement is a critical piece of the FNP-DNP curriculum. FNP DNP students at USG will have access the same caliber of simulation resources, including high fidelity simulation and standardized patients, as FNP-DNP students at UMB. All courses offered at USG are also offered in Baltimore and meet all the requirements set forth by CCNE, UMB and MHEC.

Approximately 70% of UMSON full-time faculty are doctoral prepared and the FNP faculty are 100% doctoral prepared. Appendix B lists the name, degree, academic rank, and courses titles taught by full-time UMSON faculty teaching in the UMB DNP program. Faculty who teach in the FNP-DNP program have the required professional licensure, certification, and other professional credentials necessary to meet national standards. Several UMB FNP faculty who are located close to USG plan to change their academic home to USG. All course coordinators will be full-time faculty. Adjunct and part-time faculty will be used for clinical supervision.

Students taking classes at USG will also have the support of the UMSON campus office of student and academic services to assist with admissions, registration, paperwork, room scheduling and resolving student issues. Technology is frequently used to allow for virtual participation by all students in events held at both UMB and USG campuses.

VI. Academic Oversight, Quality Control and Student Services

Academic Oversight

The FNP-DNP program at USG will have the same oversight, quality control, and student services that our high quality FNP-DNP program has in Baltimore. Dr. Shannon Idzik, associate dean for the DNP program, will maintain curricular oversight of the DNP program at both campuses. Bridgitte Gourley, director of the FNP-DNP program, will oversee the FNP DNP curriculum at both campuses. The UMSON DNP curriculum committee and the faculty governance structure at UMSON have final decision making authority regarding the FNP curriculum.

Quality Control

The majority of programs, including the 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. The DNP program, including both

the post-master's pathway and the post-baccalaureate pathway, were accredited on September 22, 2014, by the CCNE, extending to June 30, 2025 (Appendix C). UMSON will apply for a substantive change to the CCNE for the addition of a delivery site. 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.

Since the UMSON DNP program is an accredited competency-based program, all students are expected to graduate with a demonstrated core set of competencies. The FNP-DNP program at USG will use the same competencies to ensure quality control and consistency across course sections and campuses. The admissions criteria will be the same for students applying to take classes at the USG and Baltimore campuses. The same progressions criteria will be used across both delivery locations.

Individual student learning outcomes are assessed using several mechanisms. Scholarly materials produced by students throughout their program are used to assess outcomes. Examples of materials include exams, papers, student participation in group systematic reviews, poster and abstract presentations, conference presentations, and the final project product. Clinical simulations and/or clinical site evaluations are completed each clinical semester. As a requirement of graduation, each student must complete a practice focused project and report the work in a final paper that is suitable for submission for publication. The rate at which graduates of this program successfully achieve FNP national board certification is also used to evaluate student learning.

Student Services

FNP-DNP students at the USG campus will have the benefit of using student services from the Baltimore and USG campuses. The USG campus is a vibrant learning center serving more than 4,000 undergraduate and graduate students from nine USM universities on one convenient, state-of-the-art campus in Montgomery County. USG will have a dedicated student support coordinator who will be employed by UMSON and will work collaboratively with the USG Center for Academic Success. DNP students will have access to USG's Center for Academic Success which includes writing assistance, tutoring and disability support, the Career and Internship Center, the Pride Library, computer labs, technology enhanced classrooms, the Center for Counseling and Consultation, and the Green Grove Cafe. DNP students at USG will attend the DNP orientation in Baltimore where they will receive a UM ID allowing them access to UM facilities in person or remotely. UMSON has already started using technology to connect services between the Baltimore and USG campuses using videotaping and video conferencing to give students on the USG campus access to meetings and student organizations

VII. Provision for Adequate and Appropriate Library Resources

The UMSON was successfully re-accredited by AACN/CCNE in 2014 for the maximum ten years. Professional accreditation focuses specific attention on adequacy of library resources. UMSON students completing their degree at USG campus will be able to use both the USG's Pride Library University of Maryland Health Science and Human Service Library (HS/HSL).

Priddy Library

The Shannon and Michael Priddy Library opened its doors in August 2007. The Priddy Library is one of eight branch libraries of the University of Maryland, College Park and the only one that is off campus. It is located in Education Building III of the Universities at Shady Grove (USG) and supports the information needs of USG students, faculty and staff, and Montgomery County Public Schools employees.

The Priddy Library facility has many resources to assist students in their studies including group study rooms, a reading room, individual study carrels, study rooms, print and copy resources, and computer equipment. The Priddy Library's book collection consists of books mostly in the disciplines currently taught at the Universities at Shady Grove. Current USM students, faculty and staff may also use their 14-digit library barcode number to request materials from other USMA I Libraries electronically through the USMA I Libraries Catalog. The Priddy Library also offers assistance with research to students, staff, and faculty. A social sciences librarian is available to attend classes to provide instruction on using library resources.

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

As the only publicly funded health sciences library in the state and one of the largest health sciences libraries in the eastern United States, the HS/HSL serves the schools of dentistry, law, medicine, nursing, pharmacy, and social work; the Graduate School; the University of Maryland Medical Center; and other affiliated institutions. The physical space of the Library offers a large array of resources to assist users with access to over 50 computer workstations and study spaces, over 120 study carrels, and 45 small-group study rooms including five which are technology-enhanced. Two videoconferencing facilities are available for use. And, to encourage informal group study, there are flexible learning pods and rolling white boards available throughout the library. The HS/HSL has a building-wide wireless network enabling users to connect to all web-enabled and mobile resources. The HS/HSL provides onsite and offsite access to over 110 databases, 17,916 e-books, a print collection of 366,755 and 4,902 journals.

Ninety-nine percent of the journal literature is available electronically. The Library's popular web site (www.hshsl.umaryland.edu) served as a gateway for over 1.5 million accesses to library resources last year. Reference service and research consultations, including systematic review support, are available for all programs. Library faculty are assigned to work with different user communities to facilitate access and advance knowledge informatics; there are two library liaisons who work primarily with UMSO faculty and students.

Appendix A: Plans of Study

Doctor of Nursing Practice: Family Nurse Practitioner (Three-Year) Plan of Study

Semester and Course Number/Title	Credit/Clinical Hours
Fall Year 1	
NPHY 612: Advanced Physiology and Pathophysiology	3 Credits
NURS 723: Clinical Pharmacology and Therapeutics Across the Life Span	3 Credits
NDNP 819: Advanced Health Assessment Across the Life Span	4 Credits
NRSG 785: Professional Writing	1 Credit
Total:	11 Credits
Spring Year 1	
NRSG 790: Methods for Research and Evidence-Based Practice	3 Credits
NRSG 795: Biostatistics for Evidence-based Practice	3 Credits
NDNP 840: Diagnosis and Management 1: Introduction to Diagnostic Reasoning	2 Credits
NDNP 841: Diagnosis and Management 1: Introduction to Diagnostic Reasoning Clinical	2 Credits (90 Hours)
Total:	10 Credits
Summer Year 1	
NRSG 780: Population Health and Promotion	3 Credits
NURS 810: Evidence-Based Health Policy	3 Credit
NDNP 725: Advanced Pediatric Pathophysiology, Developmental Assessment and Health Promotion	2 Credits
Total:	8 Credits
Fall Year 2	
NDNP 804: Theory for Evidence-based Practice	3 Credits
NRSG 782: Health Systems & Health Policy: Leadership & Quality Improvement	3 Credits
NDNP 842: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic	4 Credits
NDNP 843: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic Clinical Practicum/Seminar	3 Credits (135 Hours)
Total:	13 Credits
Spring Year 2	
NDNP 807: Information Systems and Technology Improvement/Transformation Health Care	2 Credits
NDNP 808: Information Systems and Technology Improvement/Transformation Health Care Practicum	1 Credit (45 Hours)

NDNP 810: Scholarly Project Identification	1 Credit
NDNP 844: Diagnosis and Management 3: Acute and Chronic Complex Conditions	4 Credits
NDNP 845: Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical Practicum/Seminar	3 Credits (135 Hours)

Total: 11 Credits

Summer Year 2

NURS 834: Translating Evidence to Practice	3 Credits
NDNP 846: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes	2 Credits
NDNP 847: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical Practicum/Seminar	2 Credits (90 Hours)
NDNP 811: Scholarly Project Development	1 Credit

Total: 8 Credits

Fall Year 3

NDNP 812: Scholarly Project Implementation	1 Credit (45 Hours)
NDNP 814: Practice Leadership Within Complex Adaptive Health Care Systems	3 Credits
NDNP 817: Practice Leadership Within Complex Adaptive Health Care Systems Clinical Practicum	2 Credits (90 Hours)
NDNP 848: Diagnosis and Management 5: Professional Practice Immersion: Clinical Practicum/Seminar	4 Credits (180 Hours)

Total: 10 Credits

Spring Year 3

NDNP 813: Scholarly Project Evaluation/Dissemination	1 Credit (45 Hours)
NDNP 849: Diagnosis and Management 6: Integration of Practice and Leadership: Clinical Practicum/Seminar	5 Credits (225 Hours)
ELECTIVE or Necessary Specialty Course	3 Credits

Total: 9 Credits

TOTAL 80 CREDITS

Doctor of Nursing Practice: Family Nurse Practitioner (Four-Year) Plan of Study

Semester and Course Number/Title	Credit/Clinical Hours
Fall Year 1	
NRSG 780: Health Promotion and Population Health	3 Credits
NRSG 790: Methods for Research and Evidence-based Practice	3 Credits
NRSG 785: Professional Writing	1 Credit
Total: 7 Credits	
Spring Year 1	
NRSG 795: Biostatistics for Evidence-based Practice	3 Credits
NRSG 782: Health Systems & Health Policy: Leadership & Quality Improvement	3 Credits
Total: 6 Credits	
Summer Year 1	
NURS 810: Evidence-based Health Policy	3 Credits
Total: 3 Credits	
Fall Year 2	
NPHY 612: Advanced Physiology and Pathophysiology	3 Credits
NURS 723: Clinical Pharmacology and Therapeutics Across the Life Span	3 Credits
NDNP 819: Advanced Health Assessment Across the Life Span	4 Credits
Total: 10 Credits	
Spring Year 2	
NDNP 840: Diagnosis and Management 1: Intro to Diagnostic Reasoning	2 Credits
NDNP 841: Diagnosis and Management 1: Intro to Diagnostic Reasoning Clinical	2 Credits (90 Hours)
NDNP 804: Theory for Evidence-based Practice	3 Credits
Total: 7 Credits	
Summer Year 2	
NDNP 725: Advanced Pediatric Pathophysiology, Developmental Assessment, and Health Promotion	2 Credits
NURS 834: Translating Evidence to Practice	3 Credits
Total: 5 Credits	
Fall Year 3	
NDNP 842: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic	4 Credits

NDNP 843: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic Clinical Practicum/Seminar	3 Credits (135 Hours)
NDNP 807: Information Systems and Technology Improvement/Transformation Health Care	2 Credits
NDNP 808: Information Systems and Technology Improvement/Transformation Health Care Practicum	1 Credit (45 Hours)

Total: 10 Credits

Spring Year 3

NDNP 810: Scholarly Project Identification	1 Credit
NDNP 844: Diagnosis and Management 3: Acute and Chronic Complex Conditions	4 Credits
NDNP 845: Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical Practicum/Seminar	3 Credits (135 Hours)

Total: 8 Credits

Summer Year 3

NDNP 811: Scholarly Project Development	1 Credit
NDNP 846: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes	2 Credits
NDNP 847: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical Practicum/Seminar	2 Credits (90 Hours)

Total: 5 Credits

Fall Year 4

NDNP 812: Scholarly Project Implementation	1 Credit (45 Hours)
NDNP 848: Diagnosis and Management 5: Professional Practice Immersion: Clinical Practicum/Seminar	4 Credits (180 Hours)
NDNP 814: Practice Leadership Within Complex Adaptive Health Care Systems	3 Credits
NDNP 817: Practice Leadership Within Complex Adaptive Health Care Systems Clinical Practicum	2 Credits (90 Hours)

Total: 10 Credits

Spring Year 4

NDNP 813: Scholarly Project Evaluation/Dissemination	1 Credit (45 Hours)
NDNP 849: Diagnosis and Management 6: Integration of Practice and Leadership: Clinical Practicum/Seminar	5 Credits (225 Hours)
ELECTIVE or Necessary Specialty Course	3 Credits

Total: 9 Credits

TOTAL 80 CREDITS

Doctor of Nursing Practice: Family Nurse Practitioner (Five-Year) Plan of Study

Semester and Course Number/Title	Credit/Clinical Hours
Fall Year 1	
NRSG 780: Health Promotion and Population Health	3 Credits
NRSG 782: Health Systems & Health Policy: Leadership & Quality Improvement	3 Credits
NRSG 785: Professional Writing	1 Credit
Total: 7 Credits	
Spring Year 1	
NRSG 790: Methods for Research and Evidence-based Practice	3 Credits
NURS 810: Evidence-based Health Policy	3 Credits
Total: 6 Credits	
Summer Year 1	
NDNP 804: Theory for Evidence-based Practice	3 Credits
Total: 3 Credits	
Fall Year 2	
NDNP 807: Information Systems and Technology Improvement/Transformation Health Care	2 Credits
NDNP 808: Information Systems and Technology Improvement/Transformation Health Care Practicum	1 Credit (45 Hours)
NRSG 795: Biostatistics for Evidence-based Practice	3 Credits
Total: 6 Credits	
Spring Year 2	
NURS 834: Translating Evidence to Practice	3 Credits
ELECTIVE or Necessary Specialty Course	3 Credits
Total: 6 Credits	
Summer Year 2	
NDNP 814: Practice Leadership within Complex Adaptive Health Care Systems	3 Credits
NDNP 817: Practice Leadership within Complex Adaptive Health Care Systems Clinical Practicum	2 Credits (90 Hours)
Total: 5 Credits	
Fall Year 3	
NPHY 612: Advanced Physiology and Pathophysiology	3 Credits
NURS 723: Clinical Pharmacology and Therapeutics Across the Life Span	3 Credits

NDNP 819: Advanced Health Assessment Across the Life Span

4 Credits

Total: 10 Credits

Spring Year 3

NDNP 840: Diagnosis and Management 1: Intro to Diagnostic Reasoning

2 Credits

NDNP 841: Diagnosis and Management 1: Intro to Diagnostic Reasoning Clinical

2 Credits (90
Hours)

Total: 4 Credits

Summer Year 3

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

2 Credits

Total: 2 Credits

Fall Year 4

NDNP 842: Diagnosis and Management 2: Common Health Conditions, Episodic and
Chronic

4 Credits

NDNP 843: Diagnosis and Management 2: Common Health Conditions, Episodic and
Chronic Clinical Practicum/Seminar

3 Credits (135
Hours)

Total: 7 Credits

Spring Year 4

NDNP 810: Scholarly Project Identification

1 Credit

NDNP 844: Diagnosis and Management 3: Acute and Chronic Complex Conditions

4 Credits

NDNP 845: Diagnosis and Management 3: Acute and Chronic Complex
Conditions Clinical Practicum/Seminar

3 Credits (135
Hours)

Total: 8 Credits

Summer Year 4

NDNP 811: Scholarly Project Development

1 Credit

NDNP 846: Diagnosis and Management 4: Integration of Multiple Health Problems
and Complex Clinical Syndromes

2 Credits

NDNP 847: Diagnosis and Management 4: Integration of Multiple Health Problems
and Complex Clinical Syndromes: Clinical Practicum/Seminar

2 Credits (90
Hours)

Total: 5 Credits

Fall Year 5

NDNP 812: Scholarly Project Implementation

1 Credit (45
Hours)

NDNP 848: Diagnosis and Management 5: Professional Practice Integration: Clinical
Practicum/Seminar

4 Credits (180
Hours)

Total: 5 Credits

Spring Year 5

NDNP 813: Scholarly Project Evaluation/Dissemination

1 Credit (45
Hours)

	Hours)
NDNP 849: Diagnosis and Management 6: Integration of Practice and Leadership:	5 Credits (225
Clinical Practicum/Seminar	Hours)

Total: 6 Credits

TOTAL 80 CREDITS

Appendix B: List of Faculty Teaching in FNP-DNP

Course #	Course Title#	Course Master(s)
NPHY 612	Advanced Physiology and Pathophysiology	Art Carihda, PhD
NURS 723	Clinical Pharmacology and Therapeutics Across the Life Span	Tracy Wilson, DNP, CRNP; Val Rogers, PhD, RN, CPNP
NDNP 819	Advanced Health Assessment Across the Life Span	Gina Rowe, PhD, DNP, MPH, FNP-BC, PHCNS-BC, CNE
NRSRG 785	Professional Writing	Kathy Michael, PhD, RN, CRRN
NRSRG 790	Methods for Research and Evidence-Based Practice	Gina Rowe, PhD, DNP, MPH, FNP-BC, PHCNS-BC, CNE
NRSRG 795	Biostatistics for Evidence-based Practice	Carla Storr, ScD, MPH
NDNP 840	Diagnosis and Management 1: Introduction to Diagnostic Reasoning	Bridgitte Gourley, DNP, CRNP
NDNP 841	Diagnosis and Management 1: Introduction to Diagnostic Reasoning Clinical	Bridgitte Gourley, DNP, CRNP
NRSRG 780	Population Health and Promotion	Susan Wozenski, JD, MPH
NURS 810	Evidence-Based Health Policy	Catherine Kelleher, ScD, MPH, MS, RN
NDNP 725	Advanced Pediatric Pathophysiology, Developmental Assessment and Health Promotion	Ann Felauer, MSN, RN, CPNP- AC/PC
NDNP 804	Theory for Evidence-based Practice	Alison Davis, PhD, APHN, BC
NRSRG 782	Health Systems & Health Policy: Leadership & Quality Improvement	Ann Mech, JD, MS, RN
NDNP 842	Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic	Gina Rowe, PhD, DNP, MPH, FNP-BC, PHCNS-BC, CNE
NDNP 843	Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic Clinical Practicum/Seminar	Bridgitte Gourley, DNP, CRNP
NDNP 807	Information Systems and Technology Improvement/Transformation Health Care	Charlotte Seckman, PhD, RN- BC
NDNP 808	Information Systems and Technology Improvement/Transformation Health Care Practicum	Charlotte Seckman, PhD, RN- BC
NDNP 810	Scholarly Project Identification	Kathleen Buckley, PhD, RN, IBCLC
NDNP 844	Diagnosis and Management 3: Acute and Chronic Complex Conditions	Claire Bode, DNP, MS, RN, CRNP-F
NDNP 845	Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical Practicum/Seminar	Bridgitte Gourley, DNP, CRNP
NURS 834	Translating Evidence to Practice	Linda Costa, PhD, RN, NEA-BC
NDNP 846	Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes	Gina Rowe, PhD, DNP, MPH, FNP-BC, PHCNS-BC, CNE

Course #	Course Title#	Course Master(s)
NDNP 847	Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical Practicum/Seminar	Claire Bode, DNP, MS, RN, CRNP-F
NDNP 811	Scholarly Project Development	Kathleen Buckley, PhD, RN, IBCLC
NDNP 812	Scholarly Project Implementation	Kathleen Buckley, PhD, RN, IBCLC
NDNP 814	Practice Leadership Within Complex Adaptive Health Care Systems	Kathy Montgomery, PhD, RN, NEA-BC
NDNP 817	Practice Leadership Within Complex Adaptive Health Care Systems Clinical Practicum	Kathy Montgomery, PhD, RN, NEA-BC
NDNP 848	Diagnosis and Management 5: Professional Practice Immersion: Clinical Practicum/Seminar	Gina Rowe PhD, DNP, MPH, FNP-BC, PHCNS-BC, CNE; Claire Bode , DNP, MS, RN, CRNP-F; Bridgitte Gourley, DNP, CRNP
NDNP 813	Scholarly Project Evaluation/Dissemination	Kathleen Buckley, PhD, RN, IBCLC
NDNP 849	Diagnosis and Management 6: Integration of Practice and Leadership: Clinical Practicum/Seminar	Gina Rowe, PhD, DNP, MPH, FNP-BC, PHCNS-BC, CNE; Claire Bode, DNP, MS, RN, CRNP-F; Bridgitte Gourley, DNP, CRNP
	ELECTIVE or Necessary Specialty Course	Dependent on student selection

Appendix C: CCNE Accreditation



ONE DOWNTOWN CENTER
SUITE 530
WASHINGTON, DC 20004-1120

202-787-6701

WWW.AACN.NCNE.EDU
CCNE-ACCREDITATION

May 28, 2015

Jane Marie Kirschling, PhD, RN, FAAN
Dean and Professor
School of Nursing
University of Maryland
635 West Lombard Street, Suite 505
Baltimore, MD 21201-1579

Dear Dr. Kirschling:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on April 28 - 30, 2015, to grant accreditation to the Doctor of Nursing Practice (DNP) program at University of Maryland for 10 years, extending to June 30, 2025. The accreditation action is effective as of September 22, 2014, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the fall of 2024.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

A copy of the accreditation team report that was sent to you earlier, along with the program's response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to University of Maryland. I hope that the results of the self-study process and the team report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

In accordance with CCNE policy, if a program or institution elects to make a public disclosure of a program's accreditation status with CCNE, the program or institution must disclose that status accurately. The program or institution disclosing the information must identify the nursing program and its affiliation with CCNE. This statement must include either the accrediting agency's full name, address, and telephone number or the accrediting agency's full name and address of the website home page, which identifies CCNE's address and telephone number. For more information on CCNE's disclosure policy and to access the statements that CCNE has approved for use, as well as information on use of the CCNE accreditation seal, please visit <http://www.aacn.ncne.edu/ccne-accreditation/seal-policy/baccalaureate-graduate>. Please ensure that the institution's website and other materials are updated to reflect this language, as appropriate.

As is required for all accredited programs, a Continuous Improvement Progress Report (CIPR) must be submitted at the mid-point of the accreditation term. Please note that the CIPR needs to address and demonstrate the program's compliance with the CCNE standards and key elements that are in effect at the time of its submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator approximately five months prior to the CIPR submission deadline, informing the program of the specific standards to be used and providing guidance for the preparation of the report. The deadline for submitting the CIPR to CCNE is June 1, 2020. The Report Review Committee, and then the Board of Commissioners, will review the CIPR. For more information about CIPRs and the report review process, please refer to the CCNE procedures.

Serving the Public Interest
Through Quality Accreditation

**Memorandum of Understanding between
University System of Maryland,
University of Maryland School of Nursing and
The Universities at Shady Grove
September 2016**

1. Purpose

This Memorandum of Understanding (MOU) constitutes an agreement between the University System of Maryland (USM), University of Maryland School of Nursing (UMSON) and the Universities at Shady Grove (USG) to offer a Bachelor of Science Nursing (BSN) to Doctor of Nursing Practice (DNP) Family Nurse Practitioner (FNP) program at USG. This MOU was jointly developed and includes the duties and obligations of each party and relevant resource requirements to launch and operate the BSN to DNP FNP at USG. Growth in the BSN program and the potential to offer the BSN to DNP FNP Program at USG requires a significant investment of physical and support services in order to maintain the high quality and nationally recognized ranking of the UMSON programs.

2. Identification of Parties

The University System of Maryland (USM) is the state's public higher education system. The USM comprises of 12 institutions, 2 regional higher education centers, and a system office

University of Maryland (UM) is a constituent institution of USM and offers undergraduate and graduate programs for credit at USG. The UM School of Nursing program (UMSON) is a significant anchor program at USG. In an effort to meet the workforce needs of Montgomery County and the region, UMSON has steadily increased enrollments in the Bachelors in Nursing (BSN) program at USG and is striving to meet market analysis indicators for additional programs.

The Universities at Shady Grove (USG), USM's largest Regional Center, is an innovative collaboration of nine USM universities on one campus in Montgomery County. As a non-degree granting institution, USG provides centralized, on-site student, academic, and administrative services to nearly 4,000 students who are pursuing degrees from their Home Institutions.

3. Background

The UMSON was one of the founding schools at USG and has been an integral part of the growth at USG since 2000. UMSON students complete the upper division portion of the baccalaureate degree at USG and are predominately residents of Montgomery County.

In 2015-2016, 260 students are enrolled in both the traditional BSN and the RN to BSN degree options. A recent MOU was signed by UMSON and Montgomery College (MC) for a dual admission program between UMSON and MC nursing programs; this will result in ongoing growth in the RN to BSN enrollment. The UMSON relationship with the University of Maryland College Park (UMCP) has also been revitalized and UMCP is providing a strong pipeline for the BSN program at USG.

A recent market analysis commissioned by USG indicated that there is a priority need for a nurse practitioner program at USG in order to meet Montgomery County workforce needs. A UMSON planning workgroup explored the feasibility of offering the BSN to DNP (Doctor of Nursing Practice) FNP program at USG and outlined the resources necessary to support the success and long term sustainability of the program.

4. Program

The UMSON BSN to DNP FNP program will admit students for Fall 2017. After the initial admission by UMSON of 10 students, the targeted annual admission is 20 FNP students. FNP enrollment trends suggest that while some students may elect the three-year full-time plan of study, the majority of students will pursue the part-time plans of study (complete program in four or five years).

The FNP-DNP curriculum is designed to meet the essential elements of doctoral level education for advanced nursing practice as promulgated by the American Association of Colleges of Nursing (AACN). Their document *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006) prescribes student outcomes that are necessary for program accreditation. In addition, the curriculum will also meet the standards and competencies of applicable professional nurse associations for the specialty, thus enabling graduates of the program to be eligible for national board certification in the specialty.

The FNP-DNP curriculum is 80 credit hours divided between 56 didactic credits and 24 clinical credits. The 24 clinical credits require, by national standards, 1,080 clock hours of practicum/clinical instruction. The curriculum offered at the USG campus will be the same as that offered at UM, which has been approved by MHEC and is accredited through the Collegiate Commission on Nursing Education (CCNE). The full-time program of study requires three calendar years of study. A four-year and five-year plan of study are also available.

In the UMSON FNP-DNP program, baccalaureate and master's prepared nurses receive a fully integrated doctoral advanced practice nursing curriculum. The program incorporates the competencies for advanced clinical practice and the competencies associated with the practice doctorate – leadership, clinical scholarship and analytical methods for evidence-based practice, information systems and patient care technology, health care policy, and inter-professional collaboration. The rationale for this doctoral level FNP program is that nurses need to be prepared to meet the greater challenges of the complex health care system including the use of advanced technologies and evidence-based practice to ensure quality and safety of patient care.

All UMSON DNP students, regardless of specialty take the same DNP core coursework. Key elements of the curriculum include preparation to:

- Lead at the highest educational, clinical, and executive ranks.
- Analyze and apply scientific knowledge and related skills for the highest level of nursing practice.
- Evaluate and apply evidence based practice for the improvement of education, clinical practice, systems management, and nursing leadership.
- Design, implement, manage, and evaluate organizational systems.
- Initiate, facilitate and participate in collaborative efforts that influence healthcare outcomes with practitioners from other disciplines.

All nurse practitioner students, regardless of specialty, take the advanced practice core known as the “three P’s.” The APRN core consists of: advanced physiology/pathophysiology, including general principles that apply across the lifespan; advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and advanced pharmacology, which includes pharmacodynamics, pharmacokinetics and pharmacotherapeutics of all broad categories of agents.

In the FNP specific portion of the curriculum, the FNP student is prepared to care for individuals and families across the lifespan. The FNP role includes preventative healthcare, as well as the assessment, diagnosis and treatment of acute and chronic illness and preventative health care for individuals and families. Family nurse

practitioners demonstrate a commitment to family-centered care and understand the relevance of the family's identified community in the delivery of family-centered care.

During FY 2017, a UMSON FNP faculty member will work in collaboration with the Baltimore based FNP Specialty Director, the UMSON Associate Dean for the DNP Program, and the Chair of UMSON at USG to operationalize all aspects of this new programmatic offering. All members of this collaborative team report to the Dean of UMSON. An area that will require concentrated effort is securing preceptors to support the clinical experiences of the FNP students.

The expected start date of the program (students enrolled) is Fall 2017. Table 1 outlines the expected number of students that will be enrolled for the first six years of the program.

5. General Principles

USM, in concert with USG and UMB, developed a set of guiding principles to help establish a general framework by which new programs being designed for USG can be successfully mounted and sustained to the mutual benefit of the participating institutions and USG (and the citizens and businesses in Montgomery County they serve). Such a framework is needed because the financial and operational model(s) by which USM institutions have traditionally delivered programs at USG cannot adequately support, over the long term, the development and delivery of the high-cost, resource-intensive engineering, technology, and health care programs/services envisioned for the future.

These principles include:

- The cost of establishing and operating programs will be shared between USG and the institutions.
- Costs will be apportioned according to the details of MOUs to be negotiated between USG and the individual institutions.
- Each MOU will include (or authorize the development of) appropriate performance metrics, negotiated and agreed upon by both the participating institutions and USG, which will be used to help assess the program's progress, effectiveness, and viability.
- To provide the financial and operational stability institutions need to plan and build successful programs—and to allow USG to maximize the resources available to it in support of its mission—the MOUs should specify a guaranteed period of funding for each program that will continue on a rolling basis so long as each program meets the terms and conditions agreed upon by the institutions and USG. In the event that any program funded through the MOU process is required to cease operations at USG, both the institution and USG will work together to plan and implement an orderly and effective phase out of the program, including completion of all teach-out requirements and the transition of faculty as needed and appropriate per the requirements of state, Regent, and accreditor policies.
- Faculty staffing and workload decisions/requirements related to the UMSON BSN to DNP FNP Program remain the sole responsibility of UMSON. Both the USG and the USM recognize that campuses require flexibility in how they holistically structure, administer and support their programs both on campus and at the regional centers if they are to be successful long term. An underlying principle of the MOUs is that funding supplied by USG or USM to the institutions to cover “gap costs”, those ongoing structural deficits associated with operating high cost programs that cannot be recouped through the revenue models traditionally employed by campuses in support of their operations at USG, should go primarily to build and support the educational quality of the programs and instruction being offered.
- Institutions and USG are expected to work together to identify and achieve efficiencies in academic programs and support services as appropriate and practice these general principles.

These general principles were used to guide the resource requirements and duties and obligations of UMSON and USG to deploy and operate the DNP FNP program at USG.

6. Resource Requirements

Funding and facility requirements that must be met for the successful deployment and operation of the UMSON DNP FNP program at USG are identified below.

6.1 Funding

The UMSON DNP FNP program will be funded from a variety of sources from USM, USG and UMB.

Table 1: Budget for Launching UMSON BSN to DNP FNP Program at USG

	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Tuition & Fees		\$102,000	\$322,000	\$631,000	\$997,000	\$1,296,000
Expense	\$225,000	\$360,000	\$529,000	\$890,000	\$1,256,000	\$1,661,000
<i>Balance</i>	<i>(\$225,000)</i>	<i>(\$258,000)</i>	<i>(\$207,000)</i>	<i>(\$259,000)</i>	<i>(\$259,000)</i>	<i>(\$365,000)</i>
Estimate FNP Students Enrolled (Fall)	-	10	29	47	65	83

Expenses include: administration, instruction, equipment, operations and space. Details on offering the program are provided in the Addendum (Proposal) which is incorporated by reference into this MOU.

For the "Balance" funding required:

- UMSON will pay for one half of the balance for the costs for the program for years 1-5.
- USG will pay for one-half of the balance for the program for years 1-5.
- Beginning in year 6 of the program (FY 2022), the USM will be responsible for ensuring the adequacy of funds to cover the costs of the program, including any identified annual deficits (i.e., the gap between tuition and fees generated by enrollment in the program and expenses attributable to the high cost program) up to the amount of \$365,000 annually.

6.2 Facilities

Funding will be needed to support the renovations to the facilities at USG in order to meet the program's request for larger classrooms, additional office space and clinical simulation laboratories (see Addendum).

- The design and renovations will be managed by USG in consultation with the UMSON faculty and staff and with the approval of UMSON Dean.
- Preliminary design and cost estimates have been prepared for these renovations. The costs for the design, equipment and renovation are estimated to be approximately \$1M.
- Provided that renovation designs and plans are agreed to in a timely manner by UMSON and USG, USG will ensure that the necessary renovations will be operational for the use by the initial class enrollment of the UMSON DNP FNP program.
- USM has agreed to partner with USG and UMSON and USM will provide funding for these renovations as described above.

7. Student Services

FNP-DNP students at the USG campus will have the benefit of using student services from the Baltimore and USG campuses. The USG campus is a vibrant learning center serving more than 4,000 undergraduate and graduate students from nine USM universities on one convenient, state-of-the-art campus in Montgomery County. UMSON will have a student success coordinator who will be employed by UMSON and will work collaboratively with the USG Center for Academic Success. DNP students will have access to USG's Center for Academic Success which includes writing assistance, tutoring and disability support, the Career and Internship Center, the Priddy Library, computer labs, technology enhanced classrooms, the Center for Counseling and Consultation, and the Green Grove Cafe. DNP FNP students at USG will receive a USG ID.

DNP students at USG will attend the DNP orientation in Baltimore where they will receive a UM ID allowing them access to UM facilities in person or remotely. UMSON has already started using technology to connect services between the Baltimore and USG campuses using videotaping and video conferencing to give students on the USG campus access to meetings and student organizations

8. Duties and Obligations

UMSON will:

- provide one-half of the "balance funding" for FY 2017 through FY 2021 as outlined in Table 1.
- provide accurate enrollment projections for students, faculty and staff in a timely manner.
- share data and information necessary for legitimate educational purposes and in compliance with the Family Educational Rights and Privacy Act, USM III-6.30-Policy on Confidentiality and Disclosure of Student Records, and III-6.30(A) UMB Policy on Confidentiality and Disclosure of Student Records. This includes data required by USG to maintain campus-wide safety and security as well as the provision of student and academic services as identified in the current slate of student services provided by USG. In addition, this data includes status reports each semester between UMSON and USG that outline the progress of the program and any additional challenges/opportunities that the program has encountered.
- employ reasonable steps to maintain the minimum level of enrollment outlined in Table 1 above. Differences between estimated and actual FTE projections will be part of the ongoing status reports.
- work with USG on marketing and recruiting efforts of the program. May include FERPA-compliant sharing of information related to demand for the program and recruitment activity.
- work with USG on mutually beneficial development efforts to support the program including grant funding opportunities as they may arise to enhance the DNP FNP program.
- actively encourage faculty, students and staff to participate in inter-professional events, curriculum and experiential opportunities with other programs at USG.
- recruit, hire and manage UMSON BSN to DNP FNP Program faculty and staff for the program at USG. Faculty staffing and workload decisions/requirements related to the UMSON BSN to DNP FNP Program remain the sole responsibility of UMSON.
- collaborate with USG Center for Academic Success (CAS) to optimize best-practices to support nursing students enrolled at USG.
- work with USG to identify and achieve efficiencies in academic programs and support services as appropriate and practice these general principles.
- adhere to the mutually agreed upon funding policy and fee schedule for programs at USG including auxiliary student fees, technology fees, room charges and parking fees for students, faculty and staff.

- follow policy and procedures for establishing a new academic program at USG including timely MHEC filings as well as the required submittals to USG with regard to the academic program proposal. The program proposal must be approved by USG's Shady Grove Governing Council SGGC: USG's governing body represented by the nine Provosts of the institutions that provide programs at USG). USG's Shady Grove Governing Council will take all steps necessary to ensure USG requirements harmonize with UMSON policy and procedures and applicable accreditation requirements.
- work with USG on the design, equipment and renovation of facilities to provide input, feedback and agreement in a timely manner so the renovations can be completed according to schedule.

USG will:

- provide one-half of the "balance funding" for FY 2017 through FY 2021 as outlined in Table 1.
- meet with UMSON each semester to review status reports and discuss the progress of the program and any additional challenges/opportunities that the program has encountered.
- employ reasonable steps to maintain the minimum level of enrollment outlined in Table 1 above. Differences between estimated and actual FTE projections will be part of the ongoing status reports.
- work with UMSON to actively encourage faculty, students and staff to participate in inter-professional events, curriculum and experiential opportunities with other programs at USG.
- work with UMSON to provide marketing support to recruit students.
- work with UMSON to identify and achieve efficiencies in academic programs and support services as appropriate and practice these general principles.
- provide funding policy and fee schedules, as mutually agreed upon, and invoices to UMSON that include auxiliary student fees, technology fees, room charges and parking fees for students, faculty and staff in accordance with standard existing procedures at USG for all home institutions.
- follow policy and procedures for establishing a new academic program at USG including the required submittals with regard to the academic program proposal. The program proposal must be approved by USG's Shady Grove Governing Council (SGGC: USG's governing body represented by the nine Provosts of the institutions that provide programs at USG). Take all steps necessary to ensure USG requirements harmonize with UMSON policy and procedures and applicable accreditation requirements
- provided that renovation designs and plans are agreed to in a timely manner by UMSON and USG, USG will insure that the necessary renovations will be operational for the use by the UMSON DNP FNP program as they are needed.
- work with UMSON on marketing and recruiting efforts of the program. This may include sharing of information related to demand for the program and recruitment activity.
- work with UMSON on mutually beneficial development efforts to support the program including grant funding opportunities as they may arise to enhance the DNP FNP program.
- recruit, hire and manage staff for USG campus functions including the Center for Academic Success, writing assistance, tutoring and disability support, Career and Internship Center, the Priddy Library, computer labs, technology enhanced classrooms, the Center for Counseling and Consultation, and the Green Grove Cafe.
- comply to the same standard and extent as UM and UMSON must comply with the Family Educational Rights and Privacy Act (FERPA), USM III-6.30-Policy on Confidentiality and Disclosure of Student Records, III-6.30(A) UMB Policy on Confidentiality and Disclosure of Student Records, the Health Insurance Portability and Accountability Act (HIPAA) and other State and federal laws that limit use and disclosure of confidential and sensitive information pertaining to students, employees, patients and others.
- coordinate with UMSON and UM personnel on compliance matters. Timely report information to UM as necessary for UM to meet legal requirements, including Clery Act and Title IX reporting.
- ensure USG personnel complete the same compliance training that is mandatory for UM personnel.

Beginning in FY 2022, USM will ensure sufficient funds are available in a timely manner, as outlined in Section 6 above.

9. Program Start Date

UMSON and USG funding will begin in FY 2017 for the program to enroll students beginning in Fall 2017 (FY18).

10. Program Termination

If the institutions agree to cease the program at USG, all three parties (UMSON, USG, and USM) will work together to plan and implement an orderly and effective phase out of the program, including completion of all teach-out requirements and the transition of faculty as needed and appropriate per the requirements of state, Regent, and accreditor policies.

This agreement becomes effective upon signature by authorized representatives of UMB, USG and USM. The MOU may be modified only by mutual written agreement of all parties. It remains in effect unless modified by authorized executives from all three parties, or if it is terminated in writing by any party, subject to approval by the chancellor.

11. Program Contacts

UMSON and USG designate the following contacts with the responsibility of coordinating the MOU implementation in general terms:

- UMSON: Dr. Shannon Reedy Idzik, Associate Dean for the DNP Program, University of Maryland School of Nursing, Dr. Rebecca Wiseman, Chair, University of Maryland School of Nursing at USG.
- USG: Mary Lang, Chief Strategy Officer and Karen Mitchell, Chief Operating Officer.

12. Date and Signatures of MOU and Authority to Execute

This MOU is dated as of September 1, 2016 and will become effective upon signature by the authorized representatives of the parties. The undersigned individuals represent and warrant that they are expressly and duly authorized by their respective institutions to execute the MOU.

13. Required Signatures

The parties identified below agree to the provisions and terms of this MOU.

APPROVED:

Bruce Jarrell 9/1/16

Bruce Jarrell, MD
Chief Academic and Research Officer
Senior Vice President
University of Maryland, Baltimore

Stewart Edelstein 9/1/16

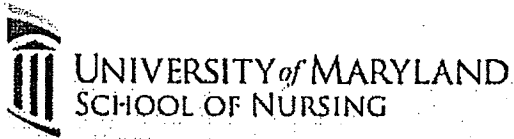
Stewart Edelstein, Ph.D.
Executive Director
The Universities at Shady Grove
Associate Vice Chancellor for Academic Affairs
University System of Maryland

Jane Marie Kirschling 9/1/16

Jane Kirschling, Ph.D.
Dean
School of Nursing
University of Maryland, Baltimore

Joseph F. Vivona 9/1/16

Joseph Vivona
Chief Operating Officer
Vice Chancellor for Administration & Finance
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**ADDENDUM TO
Memorandum of Understanding between
University System of Maryland,
University of Maryland School of Nursing and
The Universities at Shady Grove
August 2016**

University of Maryland School of Nursing at Universities at Shady Grove

**Ongoing Delivery of BSN Program and
Proposed Expansion to Include BSN to DNP Family Nurse Practitioner Program¹**

The UMB nursing program is a significant anchor program at the Universities at Shady Grove (USG). In an effort to meet the workforce needs of Montgomery County and the region, UMSON has steadily increased enrollments in the BSN program and is striving to meet market analysis indicators for additional programs.

Growth in the BSN program and the potential to offer the BSN to DNP Family Nurse Practitioner (FNP) Program at USG requires a significant investment of physical and support services in order to maintain the high quality and nationally recognized ranking of the UMSON programs. This proposal lays out the current and projected resource needs for UMSON at USG.

Background: The UMSON was one of the founding schools at USG and has been an integral part of the growth at USG since 2000. The nursing students complete the upper division portion of the baccalaureate degree at USG and are predominately residents of Montgomery County.

Currently, 260 students are enrolled in both the traditional BSN and the RN to BSN degree options. A recent memorandum of understanding (MOU) was signed with Montgomery College (MC) for a dual admission program between UMB and MC nursing programs; this will result in ongoing growth in the RN to BSN enrollment. The UMSON relationship with the University of Maryland College Park has also been revitalized and they are providing a strong pipeline for the BSN program at USG.

A recent market analysis commissioned by USG indicated that there is a priority need for a nurse practitioner program at USG in order to meet Montgomery County workforce needs. A UMSON planning workgroup has explored the feasibility of offering the BSN to DNP (Doctor of Nursing

¹ UMSON contributors to proposal: Shannon Idzik, Mike Nicholaou, Becky Wiseman, and Jane Kirschling

Practice) FNP program at USG and we are interested in pursuing this opportunity assuming the necessary resources can be secured to support the success and long term sustainability of the program.

²Current UMSON enrollments, projected growth numbers, and start-up planning for a FNP program warranted a more thorough look at the resource needs of the UMSON at USG. The proposed BSN to DNP FNP program will admit students for Fall 2017. The targeted annual admission is 20 FNP students. FNP enrollment trends suggest that while some may elect the 3 year full-time plan of study, the majority of students will pursue the part-time plans of study (complete program in 4 or 5 years). During 2016-2107 the newly hired FNP faculty member will work in collaboration with the Baltimore based FNP Specialty Director, the Associate Dean for the DNP Program, and the Chair of UMSON at USG to operationalize all aspects of this new programmatic offering. An area that will require concentrated effort is securing preceptors to support the clinical experiences of the FNP students.

This will be an ongoing challenge given the shortage of primary care providers in Montgomery County, the clinical demands that all providers are experiencing, and a competitive market with other nurse practitioner and physician assistant programs in the region.

The UMSON's final decision to expand our FNP program to USG is contingent on USG not offering a physician assistant program unless the UMB President and UMSON Dean formally agree in writing. In the case that an agreement is reached, the physician assistant program will not be allowed to admit students for a period of 2 academic years after the PA program offering is approved.

Resource Assessment: UMSON nursing student enrollments at USG have steadily increased in the past 2 years to cohorts of 64 per semester. Classroom space for classes over 60 students is at a premium at USG especially during the prime class meeting times. A review of classrooms which can accommodate the larger cohorts yielded a total of 9 (which included the Crockett theatre and the Auditorium). It is cost prohibitive to reduce the larger cohort size to two sections for the nursing courses give the additional costs that would be incurred of providing the curriculum at USG. UMSON needs a firm, multi- year commitment from USG that large classrooms will be available to cover the 14 classes that occur each week and that the available times will be consistent with the BSN curriculum delivery model.

Faculty offices are at a premium and full time nursing faculty members are sharing office space that is cramped and fails to provide a conducive environment. In addition, there is at least one office in which any conversation can be heard in the major corridor leading into the nursing/pharmacy suite on the 3rd floor. Shared office space is difficult when students need private and confidential counseling. Of the 16 full time faculty members, 6 currently share office space. All of the nursing faculty and staff offices must continue to be consolidated in one building in order that existing staff and office equipment can be shared.

The Clinical Simulation Laboratory (CSL) is composed of 3 large multi-purpose rooms equipped with furniture and simulators which reflect current health care settings. Two small rooms are equipped to represent acute care patient rooms; a single 3rd room serves the dual purpose as the control room for video recording student performance and as an observation room for faculty and students to assess clinical scenarios. The

Director of the CSL office serves as a debriefing space for individual assessments. Faculty members who have single offices are able to use their space for individual debriefing assessments as needed.

Storage is at a premium and storage shelving and bins have been purchased to accommodate the myriad supplies. Ten of the 14 courses which comprise the BSN curriculum use the CSL each semester. Each course has unique resource needs which are pertinent to the information and experiential learning required for mastery of the required content and skills. With our larger classes and limited lab space, the simulation personnel spend many hours per week setting up and breaking down the labs to accommodate the needs for the 10 courses.

There is rapid turnover of supplies and materials each week and storage requirements is a dynamic process.

Five cubicle spaces were designed for graduate teaching assistants and peer tutors in the CSL space, however, due to storage needs, 2 of these spots are used for supplies and equipment used on weekly basis.

There are currently 3 staff members supporting the UMSON at USG program. The Program Manager has an office space with a door which can be locked to secure student/faculty confidential information and programmatic materials. The Administrative Assistant is located in an open cubicle which permits greeting and guiding students and visitors. The CSL technician has an open cubicle for basic office functions but is not able to leave any electronic gear unattended. An additional staff member will be recruited in the coming months to provide "student success services"

Based on the needs assessment, the following resources are needed to sustain the UMSON at USG program and provide room for growth. Simulators, supplies and disposables not included in the list below.

Office space for faculty, staff and programmatic needs:

1. Office with door for Program Manager (available in current space)
2. Reception desk for Administrative Assistant (available in current space)
3. Office with door for CSL technician (which can also serve as storage space for equipment since it will be secure office)
4. Individual faculty offices: 16 + 2 new for FNP program for 18 private offices (10 offices available in current space, however, one requires renovation by enclosing counter top windows)
5. Office for Chair, UMSON at USG (available in current space)
6. Office for CSL Director (available in current space)
7. 5 cubicle spots for GTA's and Peer Tutors with Computers (available in current space, if adequate storage is provided)
8. 3 debriefing rooms with doors and computers

Clinical Simulation Lab Needs:

1. 1 additional skills lab (each scheduled lab should have 12-14 students in order to enhance student learning and address ongoing concerns students have raised); lab will need simulated oxygen/ compressed air and suction capability
2. 1 additional assessment lab, for a total of 5 large simulation rooms
3. 2 additional large storage spaces with a washer and dryer (for sheets and other non-disposable linens for the beds)
4. 1 apartment home setting (much health care is taking place in homes); will need furniture, bathroom, kitchen set ups
5. Dedicated open lab room space (capacity ~ 40 students)
6. 4 Laptop computer stations in each lab room for access to electronic health records for a total of 20 computer stations

7. Designated storage space for student belongings (students have requested locker space because they have to leave their backpacks and other personal belongings outside of the simulation labs)

The financial model for the BSN to DNP program at USG is provided on page 4. The UMSON will require annual recurring funds to support the sustainability of the program. These funds will need to come from a source other than UMB.

Conclusion: It will be difficult to sustain the nursing program at the current level of students due to the need for larger classrooms, additional simulation rooms, and faculty office space. With the addition of students for the MC/UMSON dual admission and FNP programs, the department will experience stress and quality will be compromised without further resource commitments at the USG campus.



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May 18, 2016

Mr. William E. Conway, Jr.
Co-Founder and Co-Chief Executive Officer
The Carlyle Group
1001 Pennsylvania Ave., NW, Suite 220 South
Washington, DC 20004-2505

Dear Mr. Conway,

We remain deeply grateful for your kind offer to fund the University of Maryland School of Nursing (UMSON) with a \$2 million pledge, to be paid over a five year period. I propose to use this support to launch the Family Nurse Practitioner program and to expand the pool of master's and doctorally prepared nurses who can serve as clinical instructors and full-time faculty in Maryland and the region's nursing programs through scholarship support at UMSON's Shady Grove Campus.

I have enclosed the formal proposal for your review. Please let me know if you have any questions or concerns.

Thanks again for choosing the University of Maryland School of Nursing students to be your "buildings"! They will not disappoint you, nor will the countless patients they will treat throughout their careers.

With heartfelt appreciation,

A handwritten signature in black ink, reading "Jane Marie Kirschling".

Jane M. Kirschling, PhD, RN, FAAN
Dean and Professor

enclosure

cc: Zachary D. Crowe, Vice President, The Carlyle Group
Laurette L. Hankins, Associate Dean for Development and Alumni Relations



**Proposal to Launch a Family Nurse Practitioner Program at the
Universities at Shady Grove and Expand Nursing Education**

prepared for

**William and Joanne Conway
and
The Bedford Falls Foundation**

May 2016

Organizational Background: History, Mission, Goals, Accomplishments

The University of Maryland School of Nursing (UMSON) was founded in 1889 and is one of the oldest and largest nursing schools in the nation. The mission of the school is *to shape the profession of nursing by developing nurse leaders in education, research, and practice* through excellent baccalaureate, graduate, and continuing education programs; cutting edge science and research; and an innovative clinical enterprise. With an average annual enrollment of more than 1,700 students, UMSON is the largest nursing school in Maryland and produces 41% of the state's professional nurse workforce. Nearly 72% of the 146 faculty members hold doctoral degrees and are nationally recognized experts in teaching, research, and clinical practice; more than 30% are Fellows of the American Academy of Nursing. UMSON has an excellent record of recruiting and retaining a diverse student population: currently 12% of students are male and 40% reflect minority/underrepresented populations, exceeding national averages. More than 22,000 living alumni currently carry on the UMSON tradition of excellence in 50 states and 29 countries. UMSON has students on two campuses – in Baltimore on the Founding Campus of the University of Maryland and in Rockville at the Universities at Shady Grove. *US News & World Report* has ranked UMSON as #8 among all accredited graduate nursing programs out of more than 750 schools of nursing nationwide. UMSON's Doctor of Nursing Practice program is ranked as #5 in the *US News & World Report's* inaugural DNP rankings.

The School is distinguished by several notable achievements:

- First in Maryland: Graduate program in Nurse Anesthesia (2004)
- Only nursing school in Maryland with an Institute for Educators in the Health Professions (post-graduate certificate in "Teaching in Nursing and Health Professions")
- First in the world: Graduate programs in Nursing Informatics (1988)

UMSON faculty are engaged in science and research that hold the potential to make an impact across the spectrum of health care; much of it is groundbreaking in the evolution of the nursing profession. The School has two interdisciplinary organized research centers of excellence – Biology and Behavior Across the Lifespan and Health Outcomes Research. In addition, in collaboration with the School of Dentistry, the School of Nursing provides leadership to the University's Center to Advance Chronic Pain Research.

To provide clinical programs for students, UMSON maintains affiliations with more than 300 hospitals and health care agencies in greater Baltimore and throughout Maryland, operates the Governor's Wellmobile Program, which takes primary health care services and health education to underserved and uninsured populations across the State, and fosters community health nursing partnerships to bring comprehensive health care to Baltimore City's most vulnerable residents, including children. These and other innovative approaches to clinical instruction enhance the students' learning experience while providing vital health care services to underserved, uninsured, low-income, and minority communities in Baltimore and across the State. The University of Maryland Medical Center is located in Baltimore and is part of the University of Maryland Medical System, which includes nine member hospitals located throughout the State.

Purpose of this Proposal

The purpose of this proposal is twofold – 1) to launch the Family Nurse Practitioner (FNP) Doctor of Nursing Practice (DNP) program at the Universities at Shady Grove and 2) to expand the pool of master's and doctorally prepared nurses who can serve as clinical instructors and full-time faculty in Maryland

and the region's nursing programs, through scholarship support. **The requested gift is \$2,000,000 to be paid over five years (\$400,000/year).**

About the Universities at Shady Grove

In fall 2000, the University System of Maryland introduced a new concept in advanced higher education. This was the beginning of the Universities at Shady Grove (USG). Since its inception in 2000, USG has been transformed from a location for part-time evening instruction into a vibrant center serving more than 4,000 undergraduate and graduate students. As an innovative partnership of nine USM universities, USG is able to offer 80 of the best and most popular degree programs from across the state on one convenient, state-of-the-art campus in Montgomery County. Students enroll in the university that offers the degree program they want, and they receive their degree from that university.

Degree and certificate programs are available on a full-time, part-time, day, evening, and weekend basis, allowing students the flexibility that comes with being able to live, work, and study close to home. USG is committed to student success and offers small classes, personalized attention, academic and career counseling, and assistance with writing and study skills. Partnerships with local employers provide internships, clinical training, mentoring, and career opportunities, and more than 88% of graduates work in the region and state.

UMSON was one of the first programs to join USG in 2000. The first cohorts were RN to Bachelor of Science in Nursing (BSN) students from the DC metropolitan area. In 2005, the first traditional baccalaureate students were admitted to the UMSON at USG program. Initially, faculty members from UMSON in Baltimore traveled to USG to provide lectures and advise students. As the programs matured, faculty members were hired specifically to work at USG.

Currently, there are 15 full-time faculty members at UMSON at USG. More than 30 clinical instructors are contracted on a semester-to-semester basis to provide clinical instruction and supervision in various local healthcare agencies. Faculty and clinical instructors are integral members of the USG community and provide a myriad of volunteer activities within Montgomery County and the DC metropolitan area.

UMSON at USG students reflect the ethnic and cultural diversity of the region. Montgomery County has the largest Hispanic and Asian populations in the state, and almost half of Maryland's Hispanic and Asian populations live in Montgomery County. The total foreign-born population is 30%. Nearly half (48%) of UMSON at USG students are minorities and 14% are male.



Universities at Shady Grove

Launching a Family Nurse Practitioner Doctor of Nursing Practice Program at the Universities at Shady Grove

Maryland has a shortage of primary care providers; this is especially true in rural areas. The UMSON Family Nurse Practitioner (FNP) Program, currently offered on the Baltimore campus, is a high demand program, and the School cannot accommodate all qualified students. Expanding enrollment to include the Shady Grove campus has the potential to increase the supply of well-qualified primary care providers for the region, including providers from an array of cultural and ethnic backgrounds. This is especially crucial as an estimated 360,000 additional individuals are projected to come into Maryland's health care system via the Affordable Care Act.

A recent market analysis commissioned by USG indicated that a nurse practitioner program at USG is essential in order to meet Montgomery County workforce needs. In order to meet the needs of the region and educate more and better healthcare providers, UMSON proposes launching an FNP Doctor of Nursing Practice (DNP) program at USG. This program will recruit from the region and the Western portions of Maryland, as there are no nurse practitioner programs in these areas. Our goal is to admit the first cohort of 20 students in fall 2017. Once the program is at full capacity, UMSON at USG would enroll an estimated 80 FNP students annually. The following actions will need to occur once funding and program approval is secured.

A full-time doctorally prepared FNP coordinator will be appointed in the summer of 2016 to develop the relationships vital to the intensive preceptorships needed for FNP students. We are pleased that Gina Rowe, PhD, DNP, MPH, FNP-BC, PHCNS-BC, CNE, currently an Assistant Professor on the Baltimore campus, has agreed to serve as the FNP coordinator at USG. Dr. Rowe's bio sketch can be viewed at <https://www.nursing.umaryland.edu/directory/gina-rowe/>.

- Dr. Rowe will work with the UMSON Associate Dean for the DNP Program and the FNP Specialty Director to develop Memorandum of Understanding (MOU) agreements with multiple preceptors, and solidify partnerships with the major healthcare providers in the DC metropolitan area. National accreditations criteria require that doctorally prepared specialty faculty members teach the specialty content (e.g., pediatrics, obstetrics/gynecology, and geriatrics).
- Additional faculty members will need to be recruited and retained in order to provide the required instruction. Additional offices, parking spaces, and classroom rentals will be required.
- Additional simulation labs for health assessment, specialty assessments, and structured interviews with standardized patients will need to be built. Debriefing rooms to provide secure and private feedback on student performance are needed for all students, regardless of the program of study. Additional storage space will be needed to house additional simulation equipment and supplies.
- Marketing and advertising will need to begin in summer 2016 in order to inform potential students of the opportunity to enroll in the DNP/FNP program at the UMSON at USG. Students will need time to take any missing prerequisites and to adjust work and home responsibilities in order to enroll in this rigorous program. FNP enrollment trends suggest that while some may elect the three year full-time plan of study, the majority of students will pursue the part-time plan of study which allows them to complete the program in four or five years.

During 2016-2107, Dr. Rowe will work in collaboration with the Baltimore based FNP Specialty Director, the Associate Dean for the DNP Program, and the Chair of UMSON at USG to operationalize all aspects of this new programmatic offering. An area that will require concentrated effort is securing preceptors to support the clinical experiences of the FNP students. This will be an ongoing challenge given the shortage of primary care providers in Montgomery County and the clinical demands that all providers are experiencing.

Gift request: \$746,240 to be paid over five years.

These funds will allow UMSON the flexibility of opening the BSN to DNP FNP program if the enrollment targets are not met, assuring the University System of Maryland that UMSON has the recurring funds necessary to sustain the program in Year 6 when the projected expenses exceed the projected tuition revenue by \$365,000. USG has committed to underwriting half of the expense in Gift Years 1 through 5, as noted in the following table.

It is estimated that USG will incur somewhere between \$500,000 and \$800,000 in renovation expenses associated with offering the BSN to DNP FNP program and as a result of growth in the BSN program at USG as part of our initial Conway gift. This proposal includes a request to offset \$100,000 of the renovation expense in year 1.

To aid our advancement efforts and to follow the best practices in university development, UMSON implemented a 6% gift assessment effective July 1, 2015 on all new gifts and pledges. Therefore, of the \$746,240 given over a five year period, \$704,000 will be available to support the FNP start-up at USG.

	Gift Year 1 2016-2017	Gift Year 2 2017-2018	Gift Year 3 2018-2019	Gift Year 4 2019-2020	Gift Year 5 2020-2021	Year 6 2021-2022
Tuition & Fees		\$102,000	\$322,000	\$631,000	\$997,000	\$1,296,000
Expense	\$225,000	\$360,000	\$529,000	\$890,000	\$1,256,000	\$1,661,000
<i>Balance</i>	<i>(\$225,000)</i>	<i>(\$258,000)</i>	<i>(\$207,000)</i>	<i>(\$259,000)</i>	<i>(\$259,000)</i>	<i>(\$365,000)¹</i>
USG Contribution	\$112,500	\$129,000	\$103,500	\$129,500	\$129,500	
Gift to Support Operations	\$112,500	\$129,000	\$103,500	\$129,500	\$129,500	-
Gift to Support Renovation	\$100,000	0	0	0	0	-
Estimate FNP Students Enrolled at USG	-	10	29	47	65	83

Preparing Future Clinical Instructors and Faculty for Maryland's Nursing Programs through Expansion of the Conway Scholars at the University of Maryland School of Nursing

Maryland's nursing programs, consistent with national trends, are faced with faculty shortages due to retirements and differences between clinical compensation and faculty salaries. Clinical instructors for entry level students must hold a master's degree or be enrolled in a graduate program per the

¹ University System of Maryland has committed to increase the UMSON state allocation by 2021-2022 \$365,000 annually.

requirement of the Maryland Board of Nursing. In addition, the majority of baccalaureate and higher degree nursing programs require their full-time faculty to either hold a doctoral degree or be enrolled in a doctoral program.

Nurses now have a choice in doctoral education within the discipline. The Doctor of Nursing Practice Degree (DNP) is offered at a number of Maryland higher education institutions – providing nurses with the option of pursuing the highest practice degree. Alternatively, they can pursue a PhD, which prepares nurses for careers as scientists. Maryland's PhD program currently enrolls 51 students; we are focusing on recruiting nurses earlier in their profession in order to extend their research careers.

UMSON offers an array of Master's and DNP specialty options for registered nurses, as well as an entry-level Clinical Nurse Leader master's program for persons who already hold a baccalaureate degree in a discipline other than nursing. The School's Institute for Educators in Nursing and Health Professions offers a 12-credit post graduate certificate in teaching.

Following completion of 12 credit hours of graduate study, Master's, DNP, and PhD students will be able to apply to be a Conway Scholar for the remainder of their program of study. Applicants must have at least half of their credit hours remaining to be eligible and they must commit to take a minimum of 6 credit hours per semester unless it is their final semester of study. It is not uncommon for graduate students in nursing to enroll part-time.

Students selected as Conway Scholars will receive a scholarship that covers in-state tuition and fees. The Conway Scholars will need to remain in good academic standing and have an expressed commitment to serve as a clinical preceptor or teach as a clinical instructor, or secure a full-time faculty position, within 3 years of graduation.

In addition, we are requesting that scholarships be available for current UMSON graduate students or nurses who have completed a master's or doctoral degree within the past 5 years who commit to complete the 12-credit post graduate certificate in teaching.

Gift request: \$1,254,760 to be paid over five years.

Accounting for the 6% gift assessment, \$1,178,534 will be available to support scholarships and fees for Conway Scholars enrolled in one of the graduate program at the UMSON. The available funds for scholarships and fees are: \$187,500 in gift year 1, \$271,000 in gift year 2, \$296,500 in gift year 3, and \$270,500 in gift years 4 and 5.

Unlike our previous gift, in which we named the number of Conway Scholars by type of student (BSN or RN-BSN), we would appreciate the flexibility in naming Conway Scholars who have the most financial need. Our goal will be to have named Scholars across the graduate degree programs (Master's, DNP, and PhD) and the teaching certificate. In the Spring 2016 semester, we had 539 Master's (including 207 Clinical Nurse Leader), 256 DNP, and 51 PhD students.

The application for the graduate Conway Scholars will be available in August with scholarships being available for the Spring 2017 semester. Applicants will have to have completed a minimum of 12 credits hours toward their degree and will also have to have at least half of the required credits remaining to complete. The availability of the graduate scholarships will be announced at recruitment events, on the

UMSON website, and through a variety of media outlets that serve Maryland and the region (e.g., *Maryland Nurse*).

The following table provides the projected costs of completing a Master's, DNP, or PhD degree and the teaching certificate. Over a number of years, the UMSON is normalizing its graduate tuition rate to a single rate. The 2016-2017 in-state tuition range is \$672/credit Master's CNL to \$732/credit for DNP and PhD students. The higher per credit rate was used in the calculation and the tuition was increased by 3% annually, with the projected 2020-2021 (gift year 5) rate being used in the table to calculate the in-state tuition and fees. Fees were also adjusted by 2% annually and the projected 2020-2021 rate was used in the table. The Conway Scholars will receive the actual in-state tuition rate and fees when the scholarship is awarded.

Degree Program / Certificate	Required Credit Hours	Credits after 12 Initial	2020-2021/Credit In-State Tuition (\$823/credit)	Projected 2020-2021 Fees for Entire Program	Projected Total Award for Conway Scholar
Master's CNL (entry-level)	65	53	\$43,619	\$18,195	\$61,814
Master's Community/Public Health	38	26	\$21,398	\$6,817	\$28,215
Master's Health Services Leadership Management	38	26	\$21,398	\$5,414	\$26,812
Master's Nursing Informatics	40	28	\$23,044	\$7,707	\$30,751
DNP BSN to DNP with Specialty	80 – 93 ²	68 – 81	\$55,964 - \$66,663	\$13,464 - \$15,678	\$69,428 - \$82,341
DNP Post-master's	37	25	\$20,575	\$7,109	\$27,684
PhD	60	48	\$39,504	\$8,313	\$47,817
Teaching Certificate	12	12	\$9,876	\$2,303	\$12,179



The University of Maryland School of Nursing is deeply appreciative of your kind consideration.

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² Nurse Anesthesia students complete 93 credit hours.