



**Aminta H. Breaux, Ph.D.**

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November 13, 2025

Sanjay K. Rai, Ph.D.  
Secretary of Higher Education  
Maryland Higher Education Commission (MHEC)  
Nancy S. Grasmick Building, 10th floor 6 North Liberty St.  
Baltimore, MD 21201

**RE: Resubmission of Bowie State University's New Academic Program - Doctor of Philosophy (Ph.D.) in Nursing Education**

Dear Secretary Rai:

Please find enclosed our resubmitted proposal to offer the Doctor of Philosophy (Ph.D.) in Nursing Education (HEFIS 1203.00/ CIP 51.3203).

The nursing shortage, exacerbated by the shortage of nursing faculty, has become increasingly pervasive. The Maryland Higher Education Commission (MHEC) NSPII grant request underscore the impact of the faculty shortage, stating, "The shortage of qualified nursing faculty was identified as the fundamental obstacle to expanding enrollment in nursing programs, thereby exacerbating the nursing shortage (NSPII, Grant request, 2022, pg. 4). To that end, BSU's Department of Nursing was awarded a \$150,000 planning grant and \$2.2 million dollar implementation grant to develop and implement a Ph.D. in Nursing Education Program.

The launch of the proposed Ph.D. in Nursing Education program at BSU seeks to mitigate faculty shortages in high-demand nursing programs, strengthen workforce development, and improve healthcare equity by increasing the diversity of nursing faculty. By producing more nurse educators from underrepresented backgrounds, this program would support both the institutional mission of HBIs and other institutions where our graduates become faculty and address the healthcare needs of underserved communities.

We respectfully request MHEC's consideration of this proposal.

Sincerely,

Aminta H. Breaux, Ph.D.

Cc: Dr. Guy-Alain Amoussou, Provost and Vice President for Academic Affairs  
Dr. Alison Wrynn, Senior Vice Chancellor  
Dr. Candace Caraco, Associate Vice Chancellor  
Dr. Jacqueline Cade, Director, Institutional and Academic Programming



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

**RESUBMISSION**

Institution Submitting Proposal	Bowie State University
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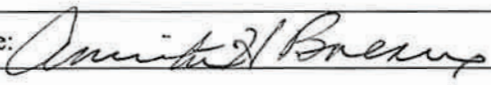
*Each action below requires a separate proposal and cover sheet.*

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

Payment <input checked="" type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS # JE236018	Payment <b>\$850</b>	Date 12/16/2025
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check # (resubmitted)	Amount:	Submitted:

Department Proposing Program	Nursing		
Degree Level and Degree Type	Doctor of Philosophy (Ph.D.)		
Title of Proposed Program	Nursing Education		
Total Number of Credits	60		
Suggested Codes	HEGIS: 120300.00	CIP: 51.3203	
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input checked="" type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer    Year: 2026		
Provide Link to Most Recent Academic Catalog	URL: <a href="https://catalog.bowiestate.edu/index.php?catoid=27">https://catalog.bowiestate.edu/index.php?catoid=27</a>		

Preferred Contact for this Proposal	Name:	Dr. Jacqueline M. cadee
	Title:	Director of Institutional and Academic Programing
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President/Chief Executive	Type Name:	Aminta H. Breaux, Ph.D.
	Signature:	 Date: 12-20-24
Date of Approval/Endorsement by Governing Board:		

Revised 1/2021



## **New Academic Program Proposal PhD in Nursing Education Degree and Program**

### **A. Centrality to Institutional Mission Statement 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.**

The proposed Ph.D. program is a post-master's program established to prepare nurse educators for academia, teaching the discipline of nursing at the entry-level, master's level, and doctoral level. The program will be built on our Accreditation Commission for Education in Nursing (ACEN) accredited bachelors and masters nursing programs to 1) increase the number of nursing faculty 2) increase the number of registered nurses. Students will engage in research that broadens knowledge content gained at the baccalaureate and master's level to facilitate clinical and knowledge development, learning strategies, research, leadership, and scholarship. As Maryland's oldest HBCU, the program will produce diverse scholars in nursing education who will excel in the areas of academia and teaching and who will:

- Assume the role of the nurse faculty and scholar to promote innovative and evidence-based strategies in nursing education
- Discover and contribute new knowledge to nursing theory and clinical nursing studies that will expand the breadth and depth of the body of nursing knowledge
- Effectively use multiple learning strategies for the advancement of nursing practice
- Increase the number of African American doctoral-prepared nurse educators

The mission of the Department of Nursing (DON) and its programs align with the BSU mission and aim to provide quality nursing instruction offering learners the foundation upon which to expand their knowledge base and pursue advanced study.

The nursing curricula are designed to prepare professional nurses who demonstrate excellence in evidence-based practice, think critically, apply ethical principles and clinical reasoning, demonstrate leadership skills, value diversity and participate in or conduct research which benefits the local and global community. The DON is committed to increasing diverse representation in the nursing profession. In support of the mission, vision, strategic plan, and core values of Bowie State University (BSU) as "Maryland's first historically black public university that empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility", the BSU DON is poised to develop and implement a Ph.D. in Nursing Education program that aligns with the vision and strategic plan of BSU and assists in increasing nursing faculty in Maryland.

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

The new Ph.D. in Nursing Education will align with the following Bowie State University's (BSU) strategic plan goals that respond to the specific goals of:

***Goal 1: Advancing Academic Distinction***

The PhD in Nursing Education program aligns with BSU's commitment to academic excellence by preparing nurse educators and scholars to meet the growing demand for qualified nursing faculty. It promotes innovation in graduate education tailored to adult learners and supports continuous improvement through collaborative and flexible approaches. The new PhD-NE program will also implement high-impact activities that integrate and enhance opportunities for the doctoral student to participate in study abroad, service learning, civic engagement, internships, and other experiential learning activities.

***Goal 2: Transforming the Student Experience***

The new Ph.D. program will incorporate components that aim to create a supportive learning environment that builds connections between students and faculty, peers, and staff to create a sense of belonging and community in a safe learning environment. The program will foster the support of individual learning styles, strengths and needs and offer academic support services. The program will also promote a holistic and coordinated approach to student success by ensuring that students have access to services that promote mental and emotional well-being, integrate mindfulness and wellness activities, career coaching, encourage student engagement, provide constructive and timely feedback, and help students see the relevance of their studies to their personal goals, values, and contributions to the profession of nursing education, research, and community service.

This new Ph.D. program will encourage academic and administrative innovation to meet student needs through a collaborative and flexible approach that focuses on continuous improvement, adapting to changing student demographics, and leveraging technology. Strategies will include, but are not limited to:

- Flexible course delivery formats: hybrid, synchronous, and asynchronous course instruction
- Competency-based learning strategies provide career-relevant skills
- Promote professional development of faculty and staff
- Integrating experiential learning
- Reduce financial barriers to education, such as offering low-cost or free textbooks, scholarships, and emergency funding for students in need
- Collaborate with community organizations
- Engage alumni networks and other stakeholders to support student success through mentorship, networking opportunities, and financial contributions for innovative projects.

### ***Goal 3: Fostering a Cultural of Inclusivity, Equity, Civic Engagement, and Social Justice***

The PhD-NE program will enhance campus culture around diversity, inclusion, and civic engagement through intentional efforts to create a welcoming environment where all students, faculty, and staff feel valued, respected, and empowered to embrace and contribute to the security of a more equitable and socially responsible educational environment. With BSU's predominantly African American nursing population, the program will produce faculty who serve as role models and contribute to research on health disparities, promoting awareness and advocacy.

### ***Goal 4: Ensuring Bowie State's Future Through Growth and Innovation***

The launch of the PhD-NE program at BSU will answer the call to increase the number of nursing PhD-prepared nursing faculty in Maryland. The PhD program will enroll at least five PhD candidates in the first semester and will enroll ten additional doctoral students each year. In addition, the PhD-NE program anticipates graduating five PhD-NE doctoral students in Fall 2029 and will continue graduating at least five PhD-NE doctoral students yearly. The PhD faculty teaching in the PhD program will support an expanded student capacity in the Baccalaureate and MSN programs. The PhD-NE program will also serve as a method of retention of students in the MSN programs to support acquisition of a terminal nursing degree at BSU.

#### **3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L)**

The BSU Department of Nursing (DON) secured Nurse Support II grant funding in May 2025, with the funding period beginning July 1, 2025. This grant will fully support the PhD program through its first five years. Starting July 2029, BSU will assume full financial responsibility for the program, which is projected to cost approximately \$700,000 annually. At that time, the program will enroll 20 students, each completing 24 credits per year. The BSU DON will also pursue additional funding to provide scholarships and stipends, particularly for students who commit to teaching in Maryland higher education institutions, including BSU, upon graduation.

##### **a. Provide a description of the institution's commitment to:**

##### ***a) ongoing administrative, financial, and technical support of the proposed program***

The BSU DON will develop and execute a management plan for establishing and maintaining the PhD program. The plan will include due dates and costs for key milestones so that the BSU DON can monitor the plan and complete the project on time and within budget. The plan will identify stakeholder roles, responsibilities, and risks. The BSU DON will evaluate the plan regularly as new activities are identified and

develop a detailed plan with specific dates for the disbursement of funds and registration of classes will be developed.

- b) continuation of the program for a period sufficient to allow enrolled students to complete the program.*

BSU DON will identify, track, and mitigate risks related to establishing and maintaining the PhD-NE program to ensure 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 based on one or more of the following:**

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

The shortage of doctorally-prepared nursing faculty is undisputed. According to the American Association of Colleges of Nursing (AACN, 2022), a 2021 study found over 9,500 qualified applicants were turned away from master's programs, and over 5,000 qualified applicants from doctoral programs. A shortage of faculty, preceptors, and clinical education sites were the primary reasons for not accepting all qualified students (AACN, 2022). The nursing faculty shortage has plagued the nursing profession for over two decades. The nursing faculty shortage is so prevalent that the Nursing Support Program II (NSP II) has dedicated funding to increase the supply of qualified nursing faculty required to expand the capacity of Maryland's nursing programs. The Maryland Higher Education Commission (MHEC) NSP II grant request underscores the impact of the faculty shortage, stating, "[T]he shortage of qualified nursing faculty was identified as the fundamental obstacle to expanding enrollment in nursing programs, thereby exacerbating the nursing shortage (NSP II Grant Request, 2022, p. 4).

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

The 2022 Maryland State Plan for Higher Education establishes three primary goals for postsecondary education in Maryland:

- a. Ensure equitable access to affordable and high-quality post-secondary education for all Maryland residents.
- b. Promote and implement practices and policies that will ensure student success.

- c. Foster innovation in all aspects of Maryland higher education to improve access and student success.

Reducing the PhD-prepared faculty shortage is the primary objective of the PhD in the nursing program. “Faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for professional registered nurses continues to grow” (AACN, 2022). In response to the call from the NSP II for more doctoral-prepared faculty, the DON decided to develop the PhD in nursing program.

The proposed PhD program in nursing will focus on nursing education to reduce the faculty shortage. The BSU DON will require PhD students to complete a dissertation with original research. Beccaria et al. (2018) explain how the Boyer framework, which outlines scholarship of discovery, integration, application, and teaching and learning, provides rigor to teaching and research (p. 61). BSU will use Boyer’s scholarship framework in designing the scholarship component of the PhD in the nursing program. The BSU DON pedagogical nursing education strategies will encourage and promote eligible PhD candidates to become certified nurse educators while enrolled in the program. Graduates will be prepared to take leadership positions in academia, research, clinical practice, and executive management to increase the number of qualified nurse educators in Maryland.

The BSU DON is well-positioned to establish a PhD program in nursing education. Adding a new PhD program will bolster the success of the Baccalaureate Nursing program and the Master of Science in Nursing (MSN) program. The development of the PhD program is motivated by the current nursing faculty shortage, as well as the decrease in enrollment in PhD program (Muñoz, 2022). Muñoz (2022) examined strategies for increasing PhD enrollment among college students and graduates. These strategies include mentoring, hands-on research, scholarships, the interaction between undergraduate students and PhD students and faculty, and classes year-round, including the summers (Muñoz, 2022). The BSU DON will employ sustainable strategies to help mitigate the nursing PhD enrollment challenge. The BSU DON will utilize strategies such as effective admission interviews, emphasis on underrepresented groups, and creative use of IT technology. Holistic admissions will also be used to identify unique experiences along with traditional measures of academic achievement such as grades and test scores (AACN, 2022). “Many colleges and universities have employed a holistic admission process to assemble a diverse class of students with the background, qualities, and skills needed for success in the profession” (AACN, 2022, p. 1).

In alignment with Priority 5 of the Maryland State Plan for Postsecondary education, BSU remains committed to student success. The BSU DON will employ methods to minimize attrition. Fang and Zhan (2021) concluded that students usually dropped out of PhD nursing programs after 3.7 years in the program “PhD students without funding were more likely to dropout than students with funding” (Wollast, 2018, as cited in Fang and Zhan, 2021, p. 346). As a result, the BSU DON will provide financial incentives to encourage students to complete their PhD degrees within three years, as the budget allows. The BSU DON will ensure Students are aware of available funding resources such as the [National Institutes of Health \(NIH\) awards](#), the [National Institute of Nursing Research \(NINR\) awards](#), the [Cohen Scholars awards](#) (NSP II), and [BSU scholarship opportunities](#). The BSU DON will work with the Registrar to determine the



feasibility of disbursing scholarship funds at the end of each semester when the student has completed their courses. An innovative approach to disbursing funds will serve as a financial incentive for students to complete coursework on time.

As an HBCU, we provide quality programming that is impactful to the communities our students represent. The Ph.D. program will support access to advanced nursing education through the availability of online courses, affording practicing nurses an opportunity to learn where they work and live. Fang and Zhan (2021) found that students in PhD programs with 25% or more online courses were more likely to experience attrition. The BSU DON will teach more than 25% of the PhD courses online but will take measures to capture the benefits of in-person interactions during online courses. Measures will include the creative use of collaboration software and virtual breakout rooms.

**C. Quantifiable & reliable evidence and documentation of market supply & 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.**

Given rising healthcare job growth, increased nursing program enrollment, and regional faculty shortages—particularly in Prince George’s County, there is a strong case for establishing a Ph.D. in Nursing Education program at BSU. PG County’s proximity to Washington, D.C., and its numerous hospitals and healthcare centers further underscore the need for highly qualified nurse educators. The Maryland Department of Labor projects a 5–10% increase in healthcare education jobs over the next decade, reinforcing the opportunity for BSU to help meet this critical workforce need.

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

Maryland faces a critical shortage of nursing faculty due to an aging workforce, the need for doctoral-prepared educators, and competition from higher-paying clinical roles. Nationally, nearly 80% of vacant nursing faculty positions require or prefer candidates with a doctoral degree (AACN, 2022). To address this, the University of Maryland School of Nursing (UMSON) has secured nearly \$5 million in grants to expand teaching opportunities and strengthen nursing education statewide. Bowie State University’s Department of Nursing (DON) is pursuing similar funding to help meet this demand.

The Bureau of Labor Statistics projects a 22% growth in postsecondary nursing instructor positions between 2020 and 2030, with approximately 118,900 openings annually (USBLS, 2023). Maryland reflects this national trend, experiencing persistent faculty shortages (AACN, 2022).

*See Table 1* for a metric of nursing faculty supply and demand in Maryland.

**Table 1: Nursing Faculty Supply and Demand in Maryland**



<b>Metric</b>	<b>Value</b>	<b>Source</b>
<b>Full-Time Nursing Faculty Vacancies in Maryland</b>	1,977 vacancies nationwide (approx. 40-50 in MD estimated)	AACN Special Survey on Vacant Faculty Positions (2023)
<b>National Nurse Faculty Vacancy Rate</b>	7.8%	AACN Special Survey on Vacant Faculty Positions (2023)
<b>Percentage of Vacancies Requiring Doctorate</b>	79.8%	AACN Special Survey on Vacant Faculty Positions (2023)
<b>Projected Growth for Nursing Instructors in MD</b>	18.5% growth from 2020 to 2030	Maryland Department of Labor Occupational Projections (2020- 2030)
<b>Annual Openings for Nursing Instructors in MD</b>	Approximately 100 per year	Maryland Department of Labor Occupational Projections (2020- 2030)
<b>Qualified Applicants Turned Away (U.S.)</b>	65,766 in 2023	AACN Enrollment and Graduations Report (2023)
<b>Main Reasons for Turned Away Applicants</b>	Faculty shortages cited as top reason	AACN Enrollment and Graduations Report (2023)

**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.**

Market surveys and reports on nursing faculty shortages and educational needs provide quantifiable and reliable data on the projected vacancies and training needs over the next five years. Here are key findings and evidence from recent surveys and data sources:

**a) American Association of Colleges of Nursing (AACN) Survey Vacancies and Faculty Shortages:**

In 2022, AACN reported 2,166 faculty vacancies at nursing schools nationwide, with a vacancy rate of 8.3%. Over 60% of the schools identified the need for additional faculty to keep up with enrollment increases. Maryland follows these national trends with faculty shortages impacting local nursing programs.

**b) Growth in Nursing Education Demand:**

Nursing schools rejected over 80,000 qualified applicants due to insufficient faculty, facilities, and clinical sites, which highlights the urgent need for trained educators. This unmet demand is expected to grow over the next five years (U.S. Department of Health and Human Services (HHS), 2017).

**c) Health Resources and Services Administration (HRSA) Nursing Workforce Survey Vacancies Projections:**

The HRSA projects that over 1 million RNs will retire by 2030, which will increase the need for nursing programs to expand to replace the retiring workforce. This expansion requires significant investment in faculty, where shortages are already a bottleneck. In Maryland, the demand for nurse educators is expected to increase by 5-10% over the next five years (HHS, 2017).

**d) Educational Needs:**

The report emphasizes the importance of preparing PhD- educated nurses to fill teaching positions in community colleges and universities, especially in regions like PG County where healthcare growth is significant (MD Department of Labor, 2023; HHS, 2017).

**e) Maryland Department of Labor Occupational Projections State-Level Projections:**

For Maryland, the Department of Labor (2023) estimates a steady growth rate of 8-10% in postsecondary nursing educator positions between 2023 and 2028. The state's healthcare system expansion and the increase in nursing program enrollments directly influence this trend.

**f) Local Workforce Development Projections:**

PG County is projected to need more than 50 new nursing educators in the next five years to meet local healthcare demands and support growing educational infrastructure (MD Department of Labor, 2023).

**g) Bureau of Labor Statistics (BLS) Data Nurse Educator Job Growth:**

National projections from the BLS indicate a 22% increase in the need for nursing instructors and educators between 2021 and 2031, with over 130,000 new positions expected. This national trend aligns with Maryland's local projections and the anticipated retirements of a significant portion of the current nursing faculty (AACN, 2024).

**h) Market Surveys by Nursing Schools University of Maryland Survey:**

The University of Maryland School of Nursing conducted a survey in 2023, which indicated that 70% of nursing faculty plan to retire within the next 10 years. This aligns with national statistics and contributes to the increasing number of vacancies in the next five years. The survey also highlighted the growing interest in PhD programs to meet the demand for educators (HHS, 2017).

These surveys and reports provide reliable evidence of both the growing demand for nurse educators and the anticipated number of vacancies. Maryland, and specifically PG County, is experiencing significant pressure to increase its nursing faculty to meet the healthcare industry's needs over the next five years. Expanding PhD nursing education programs can play a critical role in addressing these shortages.

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

Table 2 represents the BSU graduate enrollment fall 2025 report.

**Table 2: BSU Graduate Enrollment Fall 2025 Report**

Master's Program		Fall	
HEGIS code	Major	College	2023
1203.00	Nursing	College of Professional Studies	17

Graduate enrollment <https://bowiestate.edu/about/administration-and-governance/division-of-academic-affairs/office-of-planning-analysis-analysis-and-accountability/enrollmentsection2023fallweb>

#### **BSU DON MSN Total Program Enrollment Fall 2025 report:**

Full-time MSN Students = 1

Part-time MSN Students = 16

**Total MSN Students = 17**

Full-time MSN FNP/PMC-CAS FNP students = 1

Part-time MSN FNP students = 14

**Total FNP students = 15**

Full-time NE (PMC-NE) student = 0

Part-time MSN NE student = 2

**Total NE students = 2**

Table 3 represents BSU DON MSN and PhD Proposed Outcomes and Prospective Students

**Table 3: BSU DON MSN and PhD Proposed Outcomes and Prospective Students**

MSN NURSING PROGRAM					PHD NURSING PROGRAM			
	Planned # of New Enrollees	Actual # of New Enrollees	Planned # of Graduates	Actual # of Graduates	Planned # of Enrollees	Actual # of New Enrollees	Planned # of Graduates	Actual # of Graduates

Fall 2021	20	10	N/A	N/A	0			
Spring 2022	N/A	N/A	10	7			0	
Fall 2022	20	10	N/A	N/A	0			
Spring 2023	N/A	N/A	4				0	
Fall 2023	20	7	N/A	N/A	0			
Spring 2024	N/A	N/A	8	6			0	
Fall 2024	20	10	N/A	N/A	0			
Spring 2025	N/A	N/A	7				0	
Fall 2025	20		N/A	N/A	0			
Spring 2026	N/A	N/A	10		5		0	
Fall 2026	20		N/A	N/A	5			
Spring 2027	N/A	N/A	16		5		0	
Fall 2027	20				10			
Spring 2028			5		10		5	

**D. Reasonableness of Program Duplication:**

- 1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

There are currently seven nursing doctoral programs in the state of Maryland. However, the PhD in Nursing Education at BSU, if approved, will be the only program in the state focused on preparing the next generation of nurse educators and future nursing faculty.

The *Education Dynamics* Part 2: Competitor Review Report (2022) for Bowie State University addressed the similarities and differences between Hampton University, Morgan University, University of Maryland Baltimore, George Mason University and Capella University with the proposed program at BSU. Further reviews of other institutions considered competitive included Johns Hopkins University, Howard University, Coppin State University, and Notre Dame of Maryland University. See table 4 for a summary of similarities and differences between the proposed PhD in Nursing Education program at BSU and similar programs at other institutions.

The analysis performed by Education Dynamics provided program development recommendations for building a program that would differentiate BSU's Ph.D. in Nursing Education Program from existing competitor programs. Several of these recommendations have been implemented to ensure that BSU's Ph.D. in Nursing Education Program is at or above par as compared to existing programs.

- a. Program should require between 48-52 credits to complete. Each program profiled offered roughly this number of credits to complete.
  - i. *COMAR requires a minimum of 60 credits for a doctoral degree.*
- b. Program should require 15-20 courses to complete. Each course should award 3-4 credits.
  - i. *Courses will be three-four credits except for dissertation courses, which will be five credits.*
- c. Program should require a dissertation as a completion requirement. This is a feature that all programs profiled offered (except Capella which required a doctoral project as part of a practicum). Note that those who enroll in this type of program would expect the doctoral requirement, and it may be an item sought by potential employers upon completion.
  - i. *The PhD program will require the completion of a dissertation.*
- d. Scholarship opportunities should be offered. Each of the programs profiled offers a scholarship opportunity.
  - i. *Students will be offered scholarships through Title III funds, and they could also serve as a graduate assistant that has tuition and fees paid.*
- e. If offering this program in a classroom-based format, the program should have a graduate assistantship opportunity. Each program profiled with a classroom-based option offered a graduate assistantship.
  - i. *This recommendation will be adopted.*
- f. BSU could collect fees in addition to tuition. Each program profiled requires additional fees.
  - i. *This recommendation will be adopted.*
- g. The Ph.D. in Nursing Education program should allow students to transfer previously earned credits to the program, a feature offered by several profiled programs.
  - i. *Transferability of courses will be evaluated and awarded according to the similarities of the course descriptions and outcomes.*

- h. BSU should not require standardized testing to enter the program. Among the programs profiled, only one requires standardized testing.
  - i. *The use of standardized tests for admissions will not be required.*

**In addition, BSU should offer program features that differentiate it from currently offered programs. These differentiated features may include:**

- a. The pricing model should compete with Morgan State University. Morgan State was the least expensive option at \$455 per credit for Maryland residents and \$894 per credit for non-residents. Note, however, that Morgan State does require a fee of \$81 per credit, which is higher than other competitors other than George Mason.
  - i. *The tuition rates will be dictated by the university.*
- b. BSU should consider offering a stipend or some other income supplement for students. Many students may have to reduce work hours or leave the workforce entirely to complete this program. Some sort of stipend or income supplement may defray this income loss. Note that this can come in the form of a graduate assistantship, teaching assistantship, or a contract in which a student would become, at least, adjunct faculty for several years upon completing the Ph.D. program. This would also be useful for attracting any current BSU faculty or staff who may be interested in enrolling in the PhD program.
  - i. *Funding for stipends will need a funding source. This recommendation may not be accepted. If a student serves as a graduate assistant, tuition, stipend, and research funding will be available.*
- c. BSU should include an internship or practicum opportunity. Only two other institutions require this activity. This may be attractive as it will allow for citing experience on a resume once completing the program.
  - i. *This recommendation will be adopted as a strategy to support ease of transition to the role of a faculty member with teaching, service, and research.*
- d. Dependent upon cohort or class sizes, BSU should allow for concentrations within the Ph.D. program. While competitor programs include elective courses, no program profiled allowed students to focus on a particular area within the nursing program. Note; this would include offering electives, as all but two of the profiled programs require.
  - i. *Elective courses will be adopted into the curriculum to offer flexibility with evolution in academic and nursing education.*
- e. Depending upon cohort or class size, BSU should offer program starting dates in the fall, spring, and summer. This would allow Bowie to offer more “starts” than the majority of the competing programs, while allowing students more opportunities to begin their program and complete their studies sooner.
  - i. *Frequency of start terms is key to supporting consistent enrollment. This recommendation will be adopted.*

- f. BSU should offer accelerated study. Currently, only Hampton and Capella offer this feature. As students seek to complete their studies as quickly as possible; this would differentiate the program and allow students this opportunity.
  - i. *This recommendation will be adopted. Courses will be offered during all available semester sessions: fall, winter, spring, and summer.*
- g. BSU should offer this program in multiple formats: Online, Hybrid, and Classroom (and possibly low residency if needed for online/hybrid). These formats should be offered in a “flex” option in which students would be able to select their study format as needed – students could attend in person, watch a “live” course as it is recorded, or watch a recording as needed. This will set the BSU program apart from others, as only George Mason has multiple formats, and no competitor program offers a format option such as this.
  - i. *These multiple formats will be utilized, and residencies will be incorporated to support students at the start of the program, upon reaching the comprehensive exam, and the three phases of the dissertation (proposal approval, completion of literature review/ IRB approval; conduct the research; defend the dissertation).*
- h. If possible, BSU should offer assistantships to Ph.D. Nursing students who enroll in distance or hybrid formats (and despite the flex option - do not intend to come to campus). These students can still complete teaching assistant or other duties or assignments from a distance. The only programs profiled that offered these teaching assistant opportunities offered classroom or hybrid options. As such, this would be a major differentiating factor for students seeking online study.
  - i. *This recommendation will not be accepted; students will need some engagement with faculty and other students in the cohort. This program will not be fully offered online.*
- i. BSU should offer a master’s and PhD combined program that would allow a student to enter with a bachelor’s degree. This would level the program with only George Mason University which offers this option and differentiate the program from the other existing programs profiled.
  - i. *This recommendation will be adopted. Pathways that reduce time and associated costs are key to support increasing the number of nursing faculty to combat the shortage.*



**Table 4: Summary of Similarities and Differences Between the proposed PhD in Nursing Education Program at BSU and Similar Programs at Other Institutions**

<b>Institution</b>	<b>Program Name</b>	<b>Similarities</b>	<b>Differences</b>
<b>Coppin State University</b>	No PhD in Nursing	Prepares students for advanced <b>clinical practice</b> and <b>leadership roles</b> .	The <b>DNP</b> is a <b>practice-focused doctorate</b> , aimed at clinical roles rather than academic careers in <b>nursing education</b> .
<b>Hood College</b>	DNP in Nursing- submitted proposal in October 2022. But has not launched	Program focused on Systems leadership and healthcare finance and business management	The <b>DNP</b> is a <b>practice-focused doctorate</b> , aimed at clinical roles rather than academic careers in <b>nursing education</b>
<b>Howard University</b>	DNP in Nursing	Prepares students for advanced <b>clinical practice</b> and <b>leadership</b> in healthcare.	Like Coppin, Howard's DNP is <b>practice- focused</b> , preparing nurse practitioners rather than <b>nurse educators</b> .
<b>Johns Hopkins University</b>	PhD in Nursing	Prepares students for <b>academic roles</b> and <b>leadership</b> in nursing.	Focuses on <b>nursing research</b> and <b>healthcare systems</b> rather than teaching methodologies.
<b>Morgan State University</b>	PhD in Nursing	Prepares students for <b>health services research and policy; and research and nursing administration</b>	More focused on <b>research and policy</b> than <b>teaching methodologies</b> , which distinguishes the proposed PhD program <b>nursing education focus</b> .
<b>Salisbury University</b>	No PhD in Nursing Education	Offers advanced nursing programs at the graduate level.	<b>DNP</b> focused on leadership and <b>FNP</b> in nursing or <b>nursing education</b> .
<b>University of Maryland, Baltimore</b>	PhD in Nursing	Prepares nurse educators with leadership skills	<b>Research-heavy</b> program with a focus on <b>nursing science</b> , while the proposed PhD program focuses on <b>nursing education</b> .

		for academic and policy roles.	
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The summary of similarities and differences identify key insights of the unique focus of the proposed PhD in Nursing Education at BSU as a more targeted approach to developing nurse educators compared to the broader research or clinical leadership goals of similar programs.

#### **Key Insights:**

- **Similarities:** Many programs prepare students for leadership and academic roles in nursing, aligning with the goals of the BSU DON's proposed Ph.D. in Nursing Education Program.
- **Differences:** Most programs have a broader focus on nursing research, healthcare systems, or policy, while the proposed Ph.D. in Nursing Education Program would focus exclusively on nursing education pedagogy and teaching methodologies.
- The proposed PhD in Nursing Education Program would fill a unique niche in the region by offering a specific doctoral curriculum in nursing education to help meet the growing demand for nurse educators in Maryland.

#### **Post- Graduate Employment Comparison and Certifications:**

Upon review of the eight doctoral programs in the state of Maryland, **there are five Doctor of Nursing Practice (DNP) programs that prepare advanced practice nurses for entry to clinical practice.** Graduates of these programs are eligible for certifications related to the areas of healthcare practice (family, pediatrics, gerontology, and psychiatric-mental health nurse practitioner). **There are three PhD programs which prepare nurses for research and healthcare policy. None of the eight doctoral programs in the state have direct eligibility to the National League for Nursing's Nurse Educator certifications.**

- **Coppin State University**
  - DNP: Practicing nurse professionals to learn and advance the skills needed to serve as experts in the specialized area of family practice; incorporate advanced theory and research into the competencies required to assume responsibility and accountability for the health promotion, assessment, diagnosis, and management of health for issues related to culturally diverse clients and their families
- **Hood College**
  - DNP: concentration is likely related to the advancement of nursing careers focused on becoming an Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP). Listed in the MHEC Academic Program Inventor. The program submitted in October 2022, approved, to be offered beginning the 2023-2024. As of 2025-2026, the program has not been launched. This program has been approved but has not been advertised on their website. The DNP focuses on systems leadership at the highest level of nursing practice. Students will combine research with practice and complete coursework in healthcare finance and

business management as well as healthcare policy, politics and advocacy. The DNP culminates in a three-phase capstone project.

- **Johns Hopkins University**
  - DNP: Practice leaders such as an advanced practice nurse caring for individuals or other practice leadership positions in nursing such as health care administration
  - PhD: Nurse scientists prepared for a career in research in academia or other research-intensive environments focused on the design and testing of interventions to advance nursing and health care
- **Morgan State University**
  - PhD: contribute to solutions that advance healthcare in complex systems with a culturally diverse society through the formulation and implementation of strategies that serve the public interest; knowledge and skills required to address effectiveness, efficiency, and equity issues in improving healthcare for all: and providing leadership for nursing in clinical settings, academic settings and/or political settings
- **Salisbury University**
  - DNP: develop and implement new policies designed to improve the health care outcomes of individuals, groups and communities; able to move into clinical faculty roles, helping to ease the shortage of RN's in the area by serving as faculty for institutions of higher education
- **University of Maryland School of Nursing**
  - DNP: advanced practice nurse; leadership role in practice, hospital, agency, or association; academic clinical faculty; and health care policymaker
  - PhD: nurse researcher in a hospital, agency, or association; academic research faculty; health care policymaker or researcher

**From NLN.org:** Disclaimer: The Certified Nurse Educator exam was developed to measure competence in the full scope of the academic nurse educator practice role. Even though the CNE® eligibility criteria have been expanded to include new graduates of master's and doctoral programs focused on nursing education, the test itself was not developed as a measure of graduate program outcomes.

*A. Certified Nurse Educator (CNE®) Eligibility:*

**1. Licensure**

- Documentation of valid licensure/ certificate or other documentation of unencumbered practice in the country of residence

**2. Education**

- a master's or doctoral degree in nursing with a major emphasis in nursing education **or**

- a master's or doctoral degree in nursing plus a post-master's certificate in nursing education **or**
- master's or doctoral degree in nursing and nine or more credit hours of graduate-level education courses

*Examples of acceptable courses include: Curriculum Development and Evaluation; Instructional Design; Principles of Adult Learning; Assessment/Measurement & Evaluation; Principles of Teaching and Learning, Instructional Technology* **Note: Graduate-level research or statistics courses do not count toward this requirement**

*B. Certified Nurse Educator Novice (CNE<sup>n</sup>) Eligibility:*

**1. Licensure:**

- A currently active, unencumbered, registered nurse designation in the country of residence

**2. Education:**

- a graduate degree in nursing with a major emphasis in nursing education **or**
- a graduate degree in nursing plus a post-master's certificate in nursing education **or**
- a graduate degree in nursing and nine or more credit hours of graduate-level education courses **or** a post baccalaureate certificate in nursing education

**3. Currently within the first three years of practice as an academic nurse educator.**

*Examples of acceptable courses include: Curriculum Development and Evaluation; Instructional Design; Principles of Adult Learning; Assessment/Measurement & Evaluation; Principles of Teaching and Learning, Instructional Technology* **Note: Graduate-level research or statistics courses do not count toward requirements**

*C. Certified Academic Clinical Educator (CNE<sup>cl</sup>) Eligibility:*

**1. Licensure:**

- Documentation of valid licensure/ certificate or other documentation of unencumbered practice in the country of residence

**2. Education:**

- a master's or doctoral degree in nursing with a major emphasis in nursing education **or**
- a master's or doctoral degree in nursing plus a post-master's certificate in nursing education **or**
- master's or doctoral degree in nursing and nine or more credit hours of graduate-level education courses

*Examples of acceptable courses include: Curriculum Development and Evaluation; Instructional Design; Principles of Adult Learning; Assessment/Measurement & Evaluation; Principles of Teaching and Learning, Instructional Technology* **Note: Graduate-level research or statistics courses do not count toward this requirement**

## **2. Provide justification for the proposed program.**

The proposed Ph.D. in Nursing Education Program in PG County, Maryland, is both timely and essential due to the growing demand for qualified nurse educators, especially in the face of a national nursing shortage. Several key factors provide strong justification for this program:

### **a) Nurse Faculty Shortage**

There is a well-documented shortage of nursing faculty nationwide, and Maryland is no exception. According to the AACN, thousands of qualified applicants to nursing programs are turned away annually due to insufficient faculty. For example, in 2022, AACN reported that 8.1% of faculty positions were vacant across nursing schools in the U.S., and Maryland is similarly affected (AACN, 2024; HHS, 2017). This shortage directly impacts the capacity of nursing programs to train future nurses, making it crucial to increase the number of qualified educators.

### **b) Workforce Projections**

The demand for nurses is expected to grow by 9% between 2020 and 2030, according to the U.S. Bureau of Labor Statistics. However, the retirement of experienced faculty and nursing educators compounds the challenge. A Ph.D. program specifically focused on nursing education would address this gap by preparing nurse educators capable of training the next generation of nurses (AACN, 2024; HHS, 2017).

### **c) Regional Needs and Workforce Development**

In Prince George's County and the surrounding regions, there is an increasing need for nurses to serve in both clinical and educational roles. Many nearby institutions (i.e., Coppin State, Howard University) offer DNP programs, which focus on clinical practice, but few provide Ph.D. programs specifically targeting the preparation of nursing educators. This program would fill an important mission by producing educators who can serve in academic settings, especially at Historically Black Colleges and Universities (HBCUs) and institutions with underserved populations (MD Department of Labor 202; HHS, 2017).

### **d) Support for Advancing Educational Research**

Nursing education has become an increasingly specialized field, requiring evidence-based teaching strategies, curriculum development expertise, and leadership skills. A Ph.D. program focused on nursing education would not only prepare nursing educators for faculty roles but also contribute to advancing the field through research on pedagogy and education methodologies.

### **e) Alignment with National Standards**

The proposed Ph.D. program aligns with the national push for higher standards in nursing education. Organizations like the National League for Nursing (NLN) and the AACN emphasize the importance of advancing educational qualifications for nurse educators. A Ph.D. program would meet these higher standards, ensuring that nurse educators are well-equipped to lead in academia (NLN, 202; AACN, 2024).

**f) Local Employment Opportunities**

In Maryland, many universities and colleges are expanding their nursing programs to meet workforce demands. However, they are limited by the availability of qualified faculty. A Ph.D. program in nursing education would create a direct pipeline of qualified nurse educators who can assume faculty positions within local institutions, alleviating this bottleneck and ensuring the continued expansion of nursing programs in the region (HHS, 2017)

**g) Diversity and Inclusivity**

A Ph.D. in Nursing Education program located in PG County, which is home to a large African American and minority population, would help diversify the academic workforce. Increasing diversity among nurse educators is essential to better reflect the patient population and contribute to culturally competent care and education. The Ph.D. in Nursing Education would address a critical need for more qualified nursing educators, contribute to workforce development in Maryland, and support the advancement of nursing education research. This program would ultimately help alleviate the nursing shortage by increasing the capacity of nursing schools and improving educational outcomes for future nurses.

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

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

The proposed Ph.D. in Nursing Education program can greatly impact high-demand programs at Historically Black Institutions (HBIs), particularly in areas such as healthcare, nursing, and education. HBIs play a critical role in educating African American students in these fields. The Ph.D. in Nursing Education Program at BSU would help ensure their continued leadership in producing qualified graduates by:

- **Addressing Faculty Shortages:** Many HBI nursing programs face challenges due to a shortage of qualified faculty. By creating more nurse educators through a Ph.D. program, these institutions will be better equipped to meet the demands for nursing professionals. This could, in turn, allow HBIs to increase their student enrollment capacity, reduce waitlists, and meet the healthcare industry's needs (MD Department of Labor, 202; HHS, 2017).
- **Supporting Growth in Healthcare Programs:** The healthcare sector is experiencing rapid growth, and there is a significant demand for nurses and nurse educators. HBIs with strong healthcare programs, such as Howard University and Coppin State

University, could benefit from the Ph.D. in Nursing Education program by having access to a local pipeline of well-trained faculty. This will help maintain and expand high-demand nursing and healthcare programs at these institutions (HHS, 2017).

- **Contributing to Workforce Development:** HBIs often serve as a bridge between underserved communities and higher education. A Ph.D. in Nursing Education would allow these institutions to expand their role in workforce development, preparing more African American nurse educators to lead the next generation of nurses in both academic and clinical settings. This would be essential for maintaining the pipeline of minority nurses entering the workforce, addressing disparities in healthcare access and outcomes (AACN, 2024).

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

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

HBIs have a unique mission to serve African American students and contribute to the educational and professional development of minority populations. The proposed PhD in Nursing Education program aligns with this mission in several keyways:

- a. **Advancing the HBI Mission:** One of the core missions of HBIs is to provide educational access and leadership opportunities for historically underrepresented groups. A Ph.D. program in Nursing Education would directly support this mission by training more African American nurse educators, who are underrepresented in nursing faculties nationwide. This enhances the capacity of HBIs to serve as centers for educational excellence while addressing systemic inequities in both nursing education and healthcare (HHS, 2017).
- b. **Enhancing Institutional Identity:** Many HBIs have established reputations for producing leaders in education and healthcare. A Ph.D. in Nursing Education program at BSU would reinforce this identity by making these historically black institutions hubs for educator preparation. Graduates from this program could contribute to the broader national dialogue on healthcare education while reinforcing the unique contributions of HBIs to the nursing profession.
- c. **Strengthening Cultural Competency:** The program would also enhance the cultural relevance of nursing education by preparing educators who are better equipped to understand and address the healthcare needs of diverse populations. This aligns with the mission of BSU to address health disparities and provide culturally competent care to minority populations, a key differentiator for HBIs.
- d. BSU is the only HBCU in one of the wealthiest majority black counties in Maryland, and as such, is uniquely positioned to provide PhD education to professional nurses in the county. BSU has the advantage of producing primarily African American faculty



and nurses who will serve as role models to aspiring nurses and faculty, and aid in closing the gaps in health equity disparities in Maryland.

The PhD in Nursing Education Program at BSU would significantly benefit HBIs by addressing faculty shortages in high demand nursing programs, strengthening workforce development, and enhancing the unique identity and mission of these institutions as leaders in minority education and healthcare equity. By producing more nurse educators from underrepresented backgrounds, this program would support both the institutional missions of HBIs and the healthcare needs of underserved communities.

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

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

The purpose of the PhD-NE Program is to develop nursing scholars as faculty, researchers, and leaders who will teach and engage in scholarship that preserves the traditions and legacy of the nursing profession. Nurse educators are integral to maintaining the standards and quality of a body of scientific knowledge related to the health of individuals, families, and communities locally, nationally, and globally. The PhD in Nursing Education Program provides opportunities for students to develop original research that advances the body of knowledge in nursing education. The PhD in Nursing Education Program facilitates academic excellence by creating and empowering a diverse population of students to reach their potential by cultivating doctoral-prepared nurse scholars for nursing education, research, leadership, and service. The program will maintain high graduation rates, scholarly productivity, and employment outcomes consistent with ACEN expectations for doctoral programs.

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

**PhD in Nursing Education Program Outcomes:**

**1. Curriculum Effectiveness**

- a. 90% of graduates will report that the curriculum effectively prepared them to integrate theoretical knowledge, research methods, and pedagogical strategies in their professional roles
- b. Ongoing curriculum evaluation (faculty, student, and alumni feedback) will inform continuous improvement in alignment with national nursing education standards and emerging trends in healthcare and academia.

**2. Program Completion Rates**

- a. At least 80% of students admitted to the PhD in Nursing Education program will successfully complete all program requirements within seven years of initial enrollment.

- b. Maintain a retention rate of 85% or higher, (reflecting student satisfaction, mentorship effectiveness, and academic support).

### **3. Certification Completion**

- a. Students in the PhD-NE will be eligible for the National League for Nursing Certified Nurse Educator (CNE®) upon program completion. 90% of the PhD-NE graduates will successfully pass the CNE® by program completion.

### **4. Graduate Employment Rates**

- a. Within 12 months of graduation, 90% of program graduates will obtain employment in roles aligned with their doctoral preparation in scholarship, teaching, and service, contributing to the advancement of nursing education and leadership in academia or healthcare systems (e.g., nursing faculty, academic leadership, research, or policy positions).

**The End of Program Student Learning Outcomes for the PhD in Nursing Education program are:** Upon completion of the program, graduates will be able to:

#### **1. Role Specific Competencies**

- a. Exhibit advanced expertise in nursing education, including curriculum design, instructional innovation, and assessment of learning outcomes.
- b. Conduct original research that contributes to the body of knowledge in nursing education and informs evidence-based teaching and practice.
- c. Exemplify ethical, culturally responsive, and socially responsible scholarship that uphold the values of nursing and higher education.
- d. Generate knowledge that will inform and advance the science of nursing education through interdisciplinary teaching, service, and scholarship.
- e. Integrate theoretical knowledge and research methodologies to design, conduct, and disseminate original studies.
- f. Demonstrate leadership in the role of a nurse educator and scholar by promoting culturally responsive, evidence-based innovations in academic and healthcare settings.
- g. Integrate informatics and emerging technologies into nursing education to enhance teaching, learning, use of simulation, and assessment.

#### **3. Explain how the institution will:**

- a) **provide for assessment of student achievement of learning outcomes in the program**
- b) **document student achievement of learning outcomes in the program**

The PhD in Nursing Education will incorporate a comprehensive and rigorous curriculum to ensure the success of students in the PhD program. Full-time students will attend three 16-week semesters for three years, two summer sessions, and will end with the Dissertation Oral Defense and Approval, completing a total of 60 credits. Students will have up to 7 years to complete the program. The program will span nine semesters over three years.

According to the Code of Maryland Regulations (COMAR), “An institution may award a doctoral degree for the highest level of formal collegiate study in a field, typically requiring successful completion of at least 60 credit hours or the equivalent at the graduate level, including completion of a dissertation, final project, or another form of culminating academic work” (COMAR, 2021). The BSU DON strategy will be to graduate as many PhD scholars as expeditiously as possible while producing future scholars.

Giordano et al. (2023) conducted a research study at extremely high research-intensive universities and found that 73.3% of the universities had a median of 60 credit hours to complete a three-year PhD program. The BSU DON PhD nursing program will follow this example. Fang and Zhan (2021) found that eighty-four percent of the universities mandated year-round enrollment. The BSU DON will also mandate year-round enrollment in the full-time BSU DON PhD program. Additionally, the program will offer hybrid courses and require students to attend in-person sessions and events throughout their matriculation to leverage the benefits of in-person interactions in exchanging ideas and receiving guidance through academic coaching by doctoral-prepared faculty. The residency sessions will be mandatory in-person attendance.

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

The course scheme, program progression plans, and course descriptions are provided in *Appendices A-C*.

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

General education requirements are not applicable for the PhD in Nursing Education Program.

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

There is no specialized accreditation or graduate certification requirements for this program and its students.

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

There are no contracts with other institutions of non-collegiate organizations.

**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 the faculty / staff interactions, 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.**

The proposed program is committed to providing students with clear, complete, and timely information regarding all aspects of their academic journey. To ensure transparency and accessibility, the following measures will be implemented:

- a. Curriculum, Course, and Degree Requirements  
Students will receive a comprehensive Program Handbook detailing all courses, prerequisites, and sequencing. An online Degree Audit Tool will allow students to monitor progress toward graduation, and Sample Plans of Study will be available for both full-time and part-time pathways.
  - b. Faculty and Staff Interactions  
A publicly accessible Faculty Directory will include contact information, office hours, and research interests. Each student will be assigned an academic advisor under a structured Advising Model, with mandatory advising sessions scheduled. Virtual Office Hours will be offered to accommodate remote learners.
  - c. Technology Competence and Skills  
Students will complete Orientation Modules covering essential technology skills, including LMS navigation and file submission. A Tech Readiness Checklist will help students self-assess their preparedness before classes begin.
  - d. Technical Equipment Requirements  
A Minimum Specifications Document will outline hardware and software requirements. For students with limited access, a Loaner Program will provide laptops.
  - e. Learning Management System (LMS)  
The program will provide LMS Training Videos and maintain a dedicated Help Desk Support channel for troubleshooting and assistance.
  - f. Academic Support Services  
Students will have access to Virtual Tutoring, Writing Center consultations, and Library Resources, including digital databases and research guides.
  - g. Financial Aid Resources  
A Financial Aid Portal will provide real-time updates on applications. Students can explore funding opportunities through a Scholarship Database and attend Workshops/Webinars on FAFSA, budgeting, and payment plans.
  - h. Costs and Payment Policies  
The program will publish a Transparent Cost Breakdown of tuition, fees, and estimated living expenses. Flexible Payment Plan Options and a clearly defined Refund Policy will be communicated to all students.
9. **Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and services available.**

The institution affirms that all advertising, recruiting, and admissions materials related to the proposed program will clearly, accurately, and consistently represent the program and the services available to students. This commitment ensures transparency and compliance with applicable accreditation and regulatory standards.

**Key Measures to Ensure Compliance:**

- a. Accuracy of Program Information
  - All published materials will include the official program title, credential awarded, duration, and delivery format (e.g., online, hybrid, on-campus).
  - Descriptions of curriculum, learning outcomes, and career pathways will be verified by academic leadership prior to publication.
- b. Truthful Representation of Services
  - Student support services (academic advising, tutoring, career counseling, and technology support) will be described accurately, including any limitations or eligibility requirements.
  - Financial aid and scholarship information will be presented in accordance with institutional and federal guidelines.
- c. Review and Approval Process
  - A formal review process will be implemented for all marketing and admissions materials, involving the Department Chair and Compliance Office.
  - Materials will be audited annually to ensure continued accuracy and alignment with program updates.
- d. Evidence of Compliance
  - Copies of all advertising and recruiting materials will be archived for reference and audit purposes.
  - Documentation of review and approval (e.g., sign-off forms, meeting minutes) will be maintained as evidence of compliance.
- e. Training for Staff and Recruiters
  - Admissions and recruiting personnel will receive training on ethical communication and accurate representation of program details.
  - Regular refreshers will be scheduled to address updates or changes in program offerings.

**Commitment to Transparency:**

The institution will ensure that prospective students receive complete and truthful information, enabling informed decision-making and fostering trust in the educational process.

**H. Adequacy of Articulation**

- a. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found here.**

Students in the state of Maryland completing associate degrees in nursing are eligible to complete the RN to BSN program at BSU. These students have a pathway to the PhD-NE at BSU. The BSU DON will collaborate with all BSN programs in the state of Maryland to facilitate articulation from the **BSN to PhD-NE** in Nursing Education. These students will be offered support as they transition to the rigor of graduate education.

The BSU DON will create pathways from the master's degree in nursing education to the PhD in Nurse Education (**MSN-NE to PhD-NE**) with the following programs to allow for transfer credits/ advanced placement in the PhD-NE program.

Additionally, the BSU DON will create pathways from the master's degree in leadership or nurse practitioner to the PhD in Nurse Education (**MSN to PhD-NE**) with the following programs to allow for transfer credits/ advanced placement in the PhD -NE program.

**I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).**

- 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 addition to students, the nursing faculty will be one of the major determining factors of program success. The DON employs eight PhD nursing faculty who positively impact the nursing programs. Two of the PhD faculty currently hold positions that preclude any teaching responsibilities (i.e., BSU DON chair and undergraduate nursing program coordinator). The remaining six PhD faculty teach in the undergraduate program. The three new PhD faculty hired using grant funds will be responsible for developing the curriculum and teaching. Other BSU DON faculty will collaborate with the three PhD faculty to lay the foundation for establishing and maintaining the PhD program.

With leadership from the Graduate Program Coordinator, BSU DON faculty responsibilities will include the following:

- Academic coaching – every student will be assigned a personal academic coach with whom he/she will meet monthly for at least one hour. PhD faculty will serve as academic coaches.
- Curriculum Development and Improvement – the three new PhD faculty and a consultant will develop a curriculum focused on nurse education.
- Professional Development – the BSU DON strategy will be to develop a professional development plan for all faculty and ensure the plan is implemented and faculty are provided resources to complete the milestones on the plan.
- Research – PhD faculty will continue research in their expertise and seek opportunities to disseminate their work.

- Student and Faculty Recruitment - To identify PhD faculty, the BSU DON faculty will tap into their network to find high-quality candidates for the PhD faculty positions. For example, the undergraduate program has several MSN part-time faculty who have expressed interest in obtaining a PhD. The BSU DON will also ensure potential new faculty are aware of programs such as the NSP II New Nursing Faculty Fellowships (NNFF) program. The NNFF allows the Nursing Chair to “nominate an unlimited number of newly hired full-time faculty members for fellowships. These fellowships assist Maryland nursing programs in recruiting and retaining new nursing faculty to produce the additional nursing graduates required by Maryland’s hospitals and health systems” (NSP, 2022).
- Teaching – PhD and EdD faculty with at least three years of experience will teach in the PhD program.

Faculty education levels and FTEs are indicated in table 5. As summary list of faculty and courses to be taught are indication in table 6.

**Table 5: Faculty education levels and FTEs**

BSU Nursing Faculty As of September 12, 2025	Equivalents (Total FTEs)		
	Full- Time	Part- Time	Total Number
Nursing Faculty with PhD in Nursing	4	0	4
Nursing Faculty with PhD – Other	3	1	4
Nursing Faculty with DNP	7	9	16
Nursing Faculty with EdD	1	1	2
Nursing Faculty with MSN	1	15	16

**Table 6: List of faculty and courses to be taught in the Ph.D. Nursing Education Program**

Name	Appointment Type & Rank	Terminal Degree	Field	Status	Courses to be taught
Juliana Agubokwu	Tenured Assistant Professor	Ph.D.	Public Health	Full Time	<b>NURS 865:</b> Research Methodology: Designs and Methods in Nursing Education
Kiyan McCormick	Assistant Professor	Ph.D.	Nursing	Full Time	<b>NURS 861:</b> Emerging Pedagogies in Nursing Education <b>NURS 868:</b> Advanced Research Designs and Methods in Nursing Education



Cordelia Obizoba	Tenured; Associate Professor	Ph.D.	Education with a Specialization in Nursing Education	Full Time	<b>NURS 811:</b> Theory and Research for Evidence Based Practice  <b>NURS 864:</b> Research Proposal Development for the Nurse Educator
Tabita Robinson	Assistant Professor	Ph.D.	Nursing Education	Full-time	<b>NURS 805:</b> Grant Writing and Publication
Paula Sutton	Assistant Professor	Ph.D.	Nursing Education	Full Time	<b>NURS 808:</b> Teaching with Technology Online <b>NURS 860:</b> Role of Nurse Educator as Scholar
Sharon Wilks	Assistant Professor	Ph.D.	Education with a Specialization in Nursing Education	Full Time	<b>NURS 806:</b> Measurement and Instrumentation Methods in Nursing Education <b>NURS 862:</b> Curriculum, Instruction, and Evaluation in Nursing Education

Faculty and Courses assignment to be determined:

- NURS 810: Historical and Philosophical Influences on Nursing Practice and Nursing Education
- NURS 815: Advanced Statistics for Nurses
- NURS 863: Assessment, Measurement, and Evaluation in Nursing Education
- NURS 870: Dissertation Planning
- NURS 871: Dissertation Development I
- NURS 872: Dissertation Development II
- NURS 872: Dissertation Development III
- NURS 899: Nursing PhD Comprehensive Examination

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.

#### **Ongoing Pedagogy Training Implementation Plan**

<b>Phase</b>	<b>Timeline</b>	<b>Actions</b>	<b>Responsible Parties</b>	<b>Measurable Outcomes</b>
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Phase 1: Planning & Infrastructure	Months 1–3	- Conduct needs assessment - Allocate budget for training	Department Chair	- Needs assessment completed - Budget approved
Phase 2: Core Training Programs	Months 4–12	- Monthly workshops on inclusive pedagogy, active learning	Department Chair	- 100% faculty attend one workshop per semester
Phase 3: Continuous Support & Mentorship	Year 2 onward	- Implement peer observation program - Pair new hybrid instructors with mentors	Department Chairs	- 100% faculty participate in Peer observation
Phase 4: Evaluation & Continuous Improvement	Annual	- Collect student success metrics - Conduct faculty satisfaction surveys - Update training content based on best practices	Evaluation Committee Department Chair	- Training programs adjusted based on data

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

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

The Thurgood Marshall Library is in the center of the BSU campus. It enhances the mission of BSU by developing, selecting, acquiring, and organizing print, electronic, audio-visual resources, and equipment to support PhD students. The library maintains a growing collection of over 280,000 volumes of resources (physical and electronic), over 700 academic subscription journals, an electronic portal (Research Port) to over 70 databases, and experienced staff, including reference librarians.

The library promotes information literacy education by collaborating with the University faculty in utilizing current technology and teaching methods to enhance an instructional program that teaches library clientele how to access, evaluate, and utilize information. The Thurgood Marshall

Library is a member of the University System of Maryland and Affiliated Institutions (USMAI), strengthening the resource base for all users. As a member of USMAI, Bowie State University also has access to the collections of thirteen university libraries in the state of Maryland. In addition to borrowing privileges, the Marshall Library also offers ILL (Interlibrary Loan). Materials not available within USMAI can be requested through interlibrary loan, a nationwide resource for library users. A daily delivery between the participating libraries is provided to assist patrons in obtaining materials from other libraries in the system. In addition, all registered patrons have access to interlibrary loan services, which is a resource sharing system, for materials not available within the USMAI. The library's physical and digital collection of books and resources are appropriate for the PhD program. This collection is presently serviceable for the instructional and research expectations upon this program's majors. The library is receptive to collections and scholarly resources requested by DON faculty to support students in the PhD program.

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

- 1. Provide an assurance that physical facilities, infrastructure and instructional equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

The DON is located on the second floor of the [CNSMN](#) building. CNSMN also houses the Department of Natural Sciences and the Department of Mathematics. The DON space in the CNSMN building consists of smart classrooms, a nursing skills laboratory, the Simulation Resource Center, and the Nursing Student Success Center. There are student lounges, individual study rooms on the first floor, and vending machines on two levels. Public restrooms are located on each floor of the CNSMN building. The building is ADA accessible with ramps, nearby parking for people with disabilities, elevators, and campus transportation from the parking lot to the facility upon request. Nursing courses are taught in CNSMN ([CNSMN](#)). There are DON-dedicated classrooms in the CNSMN, including a hyflex capability classroom, to support the hybrid teaching/learning environment.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
  - a) An institutional electronic mailing system, and
  - b) A learning management system that provides the necessary technological support for distance education

BSU DON affirms its commitment to providing all students enrolled in distance education programs and faculty teaching these courses with reliable and secure access to essential communication and learning technologies. Specifically:

a. Institutional Electronic Mailing System

All students and faculty are assigned an official institutional email account upon enrollment or appointment. This system serves as the primary channel for academic and administrative communication. Access is available through secure web and mobile platforms, and technical support is provided by the institution's IT Helpdesk.

b. Learning Management System (LMS)

The institution utilizes Blackboard, a robust and fully supported platform designed to facilitate online teaching and learning. The LMS includes features such as course content delivery, discussion forums, assignment submission, and integrated communication tools. Students and faculty receive login credentials automatically upon enrollment or course assignment. Comprehensive technical support, including 24/7 helpdesk services, user guides, and training resources, ensures uninterrupted access and effective use of the LMS.

Commitment to Accessibility and Security

Both systems comply with applicable accessibility standards (e.g., ADA) and institutional data security policies to protect user information and maintain continuity of service.

**L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)**

**1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of the program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the courses of those funds.**

**Table 7** projects program resources for full-time students for the initial five-year period. The DON estimates that five new full-time students will be enrolled in the first year, and ten new full-time students will be enrolled in the proceeding academic year (fall and spring semesters) over a four-year period for a maximum of forty-five students enrolled by years four and five with five graduates in FY 2029 and 2030. Nurse Support II grant funding is supporting the first four years of the grants as it relates to salary and benefits.

<b>Resource Categories</b>	<b>FY26</b>	<b>FY27</b>	<b>FY28</b>	<b>FY29</b>	<b>FY30</b>
1. Reallocated Funds <sup>1</sup>	0	0	0	0	0
2. Tuition/Fee Revenue <sup>2</sup> (c + g below)	\$ <b>74,640</b>	\$ <b>230,400</b>	\$ <b>554,400</b>	\$ <b>734,400</b>	\$ <b>756,000</b>
a. Number of F/T Students	5	15	35	45	45
b. Annual Tuition/Fee Rate <sup>4</sup>	\$ 14,928	\$ 15,360	\$ 15,840	\$ 16,320	\$ 16,800

c. Total F/T Revenue (a x b)	\$ 74,640	\$ 225,000	\$ 537,600	\$ 591,300	\$ 591,300
d. Number of P/T Students	\$ -	\$ -	\$ -	\$ -	
e. Credit Hour Rate <sup>5</sup>	\$ 622	\$ 640	\$ 660	\$ 680	\$ 700
f. Annual Credit Hour Rate (24 credits)	\$ 14,928	\$ 15,360	\$ 15,840	\$ 16,320	\$ 16,800
g. Total P/T Revenue (d x e x f)	\$ -	\$ -	\$ -	\$ -	
3. Grants, Contracts & Other External Sources <sup>3</sup>	\$ 551,811	\$ 555,033	\$ 571,699	\$ 588,862	0
4. Other Sources	\$ -	\$ -	\$ -	\$ -	
TOTAL (Add 1 – 4)	\$ 74,640	\$ 230,400	\$ 554,400	\$ 734,400	756000
	+	+	+	+	+
	\$ 551,811	\$ 555,033	\$ 571,699	\$ 588,862	0
	\$ 626,451	\$ 785,433	\$ 1,126,099	\$ 1,323,262	\$ 756,000

**2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**

**Table 8** projects program expenditures for full-time students for the initial five-year period. The DON estimates that five new full-time students will be enrolled in the first year, and ten new full-time students will be enrolled in the proceeding academic year (fall and spring semesters) over a four-year period for a maximum of forty-five students enrolled by years four and five with five graduates in FY 2029 and 2030. Nurse Support II grant funds support the budget for the PhD -NE program years 1-4. Although most of the faculty, support staff, equipment, and facilities are in place, the DON anticipates that the new Ph.D. in Nursing Education Program will require three new full-time faculty to teach in the Ph.D. program and three full-time faculty to teach in the undergraduate nursing program as current qualified faculty teaching in the undergraduate nursing program are assigned to teach in the Ph.D. program.

PROGRAM EXPENDITURES					
Expenditure Categories	FY26	FY27	FY28	FY29	FY 30

1. Faculty (b + c below)	\$ 492,357	\$ 507,118	\$ 522,341	\$ 538,010	\$ 554,152
a. Number of FTE	3	3	3	3	3
b. Total Salary <sup>1</sup>	\$ 420,818	\$ 433,433	\$ 446,445	\$ 459,838	\$ 473,633
c. Total Benefits <sup>2</sup>	\$ 71,539	\$ 73,685	\$ 75,896	\$ 78,172	\$ 80,518
2. Admin. Staff (b + c below)	\$ 78,084	\$ 80,427	\$ 82,839	\$ 85,323	\$ 87,882
a. Number of FTE	1	1	1	1	1
b. Total Salary <sup>3</sup>	\$ 58,710	\$ 60,471	\$ 62,285	\$ 64,153	\$ 66,077
c. Total Benefits <sup>4</sup>	\$ 19,374	\$ 19,956	\$ 20,554	\$ 21,170	\$ 21,805
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment <sup>5</sup>	\$ 15,000.00	\$ 18,750.00	\$ 23,438.00	\$ 29,297.00	\$ 36,621
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses (Mandatory Dissemination Activities)	\$ 6,065	\$ 6,259	\$ 6,459	\$ 6,662	0
Indirect Grant costs	\$ 40,875	\$ 41,114	\$ 42,348	\$ 43,619	0

TOTAL (Add 1 – 7)	\$ 632,381	\$ 653,668	\$ 677,425	\$ 702,911	\$ 678,655
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**M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).**

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

The BSU DON will obtain needed approvals for the program and curriculum and establish change-management processes for updating the PhD program curriculum and policies. The BSU DON will develop end-of-program-student-learning outcomes (EPSLOs) and establish a Systematic Plan of Evaluation (SPE) to monitor the achievement of the EPSLOs by the students. The SPE will also track employment rates after graduation, retention, and alumni satisfaction rates. Other evaluation tools, including student evaluation surveys and end-of- course evaluation summaries, will also be utilized.

The BSU DON will develop end-of-program-student-learning outcomes (EPSLOs) and establish a Systematic Plan of Evaluation (SPE) to monitor the achievement of the EPSLOs by the students. The BSU DON will evaluate the PhD program using a Systematic Plan of Evaluation (SPE) following the same processes that the BSU DON uses to evaluate the Baccalaureate and MSN nursing program. The PhD SPE will be a comprehensive assessment tool emphasizing the ongoing assessment and evaluation of each EPSLO and program outcomes. The SPE will be used in program decision-making and updated whenever changes are made to the PhD nursing curriculum.

PhD faculty will review the SPE monthly at the Graduate Curriculum Committee (GCC) meetings focusing on a different EPSLO at each meeting to ensure data are consistently analyzed and used in program decision-making. The faculty will discuss and focus on actions regarding the end-of-course evaluation reports and academic progression plans to document and analyze the students' level of achievement for the SPE. Faculty will make suggestions and implement curriculum changes based on the data analysis to ensure ongoing assessment of the extent to which students attain the EPSLOs. The ongoing assessment will be used in program decision-making program to maintain and improve students' attainment of the EPSLOs.

Throughout the academic year, the EPSLOs for the program will be measured using various methodologies. The GCC will use a Total Program Evaluation (TPE) calendar that outlines the frequency of measuring all aspects of the program. The PhD program has an evaluation process for didactic and practicum courses. The end-of-the-course evaluation tool will be reviewed and updated based on the Total Program Evaluation (TPE) calendar. Student advisement regarding academic performance and progression status will be conducted throughout the semester. The BSU DON contracted with *Skyfactor* Benchworks™ to develop and send surveys to BSU PhD students and alumni. The survey includes a section for collecting data on students' analysis of the program's EPSLOs, program satisfaction, and job placement. The BSU DON will distribute the survey to students after program completion and to PhD alumni who have completed the program.



As part of the SPE, the PhD program will measure program completion rates and job placement rates as significant evaluation components for assessing program outcome success and influencing program decision-making.

In addition to the SPE, student evaluation surveys and end-of-course evaluation summaries will also be utilized. The BSU DON will also use annual reports to MBON, ACEN, and NSP II to evaluate the program. These annual reports include data such as demographic data and foundational program information. Interim and final reports will include the proposed/actual outcomes table and a section on Mandatory Dissemination Activities with a discussion on the impact of these activities in meeting goals.

**N. Consistency with the State's Minority Student Achievement Goals** (as outlined in COMAR 13B.02.03.05).

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

As Maryland's first historically Black institution, Bowie State University is committed to providing high quality higher education to African Americans and other underrepresented minorities. The goals established in the University's Racing to Excellence FY 2019 – FY 2024

Strategic Plan supports student achievement and long-term viability of the institution and aligns with the goals in the *2022 Maryland State Plan for Postsecondary Education*. Specifically, Bowie State University continues to:

- Engage in a continuous improvement process to ensure that institutional policies and practices support student success.
- Provide alternative modalities, new programs and pedagogies and streamlined student and academic support services to facilitate timely degree completion.
- Partner with business, government, and other institutions to support workforce development and
- Graduate readiness.
- Expand support for grant participation and research.
- Bowie State faculty, staff, students, and administrators are engaging in changing management strategies and embracing experimentation so that we can better meet the holistic needs of our students.

To maximize the chance for success in establishing the first BSU PhD program, the DON hired a consultant to determine the feasibility of BSU playing a significant role in producing PhD- prepared nurse educators, specifically PhD nurse educators. The consultant's findings validated the need for the PhD program. The feasibility study noted that BSU will be able to provide a nursing education focus that the other universities in the feasibility study do not yet offer. (Education Dynamics, 2022, p. 12). The study demonstrated that BSU is the only HBCU in one of the wealthiest majority black counties in Maryland, and as such, is uniquely positioned to provide PhD educations to professional nurses in the county. BSU has the advantage of producing primarily African American faculty and nurses who will serve as role models to

aspiring nurses and faculty, and aid in closing the gaps in health equity disparities in Maryland. Charting a Path to Achieve Health Equity (2021) states that “Increasing the number of nurses with PhD degrees who focus on the connections among social determinants of health, health disparities, health equity, and overall health and well- being will build the evidence base in this area” (p. 21).

The BSU DON will recruit students from the BSU MSN program, from part-time faculty who currently teach in the Baccalaureate or MSN program, BSU nursing alumni, and from MSN programs at other universities throughout Maryland. In addition, the BSU DON will employ strategies for recruiting individuals from underrepresented groups, such as men, Hispanics, and international students. With an African American population of over 85%, the BSU DON produces predominantly African American nurses and faculty who serve as role models that attract black students to consider the nursing profession.

Additionally, an increase in black PhD-prepared faculty will increase research in areas that explain and bring awareness to health disparities in the health care system and spur politicians and citizens to act.

The BSU DON will maintain a 1:5 professor-to-student ratio in PhD courses and will address many of the barriers that exist to students graduating from the program. Granner and Ayoola (2021) explain, “barriers include a misunderstanding by students of a PhD education and its impact on population-level health, insufficient funding for students’ PhD studies...” (p. 1). Williams et al. (2021) also find that “significant barriers to entering nursing doctoral education included financial constraints, job and family responsibilities, lack of program flexibility and faculty mentoring, and fear of research and the dissertation process” (p. 400). To address these barriers, the DON will implement sustainable strategies that ensure the program is accessible financially and geographically to as many potential students as possible. Student support through mentoring and advisement, as well as communicating the benefits of obtaining a PhD will be critical strategies for addressing the barriers to pursuing a PhD, including retention.

The BSU DON will support equity and inclusion in the PhD program by utilizing best practices to ensure that the curriculum and the overall program consider the needs of historically marginalized students and faculty. Lane and Waldron (2021) have developed “an Equity, Diversity, and Inclusion (EDI) rubric to assess syllabi using a standardized approach along five criteria. The rubric can be adapted to align with the EDI initiatives being undertaken within institutions that seek to bring about transformational change in the nursing profession and society more broadly” (p. 614). Use of evidence-based tools such as the EDI rubric will be integrated in the PhD program to ensure that equity and inclusion are interwoven with the other nursing discipline concepts.

**O. Relationship to Low Productivity Programs Identified by the Commission:**

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

This new program has no relationship with a low productivity program identified by the Commission.

**P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)**

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education**
- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

The PhD program will be a hybrid program.

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## APPENDIX A

### *Course Schema for Doctor of Philosophy (PhD) in Nursing Education Degree*

#### **PhD in Nursing Education Core Courses**

<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
NURS 808	Teaching with Technology Online	3
NURS 810	Historical and Philosophical Influences on Nursing Practice and Nursing Education	3
NURS 811	Theory and Research for Evidenced Based Practice	3
NURS 860	Role of Nurse Educator as Scholar	3
NURS 861	Emerging Issues, Trends, and Pedagogies in Nursing Education	3
NURS 862	Curriculum, Instruction, and Evaluation in Nursing Education	3
NURS 863	Assessment, Measurement, and Evaluation in Nursing Education	3

#### **PhD in Nursing Education Research and Statistics Courses**

<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
NURS 805	Grant Writing and Publication in Nursing	3
NURS 806	Measurement and Instrumentation Methods in Nursing Education	3
NURS 815	Advanced Statistics for Nurses Educators	3
NURS 864	Research Proposal Development for the Nurse Educator	3
NURS 865	Research Methodology: Designs and Methods in Nursing Education	3
NURS 868	Advanced Research Designs and Methods in Nursing Education	3

#### **PhD in Nursing Education Comprehensive Examination**

<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
NURS 899	Nursing PhD Comprehensive Examination	0

#### **PhD in Nursing Education Dissertation Courses**

<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
NURS 870	Dissertation Planning (1 <sup>st</sup> residency)	5
NURS 871	Dissertation Development I (2 <sup>nd</sup> residency)	5
NURS 872	Dissertation Development II	5
NURS 873	Dissertation Development III (Oral Defense)	5

**APPENDIX B**  
***PhD IN NURSING EDUCATION PROGRESSION PLAN***

PhD NE Program Full-Time Progression Plan	
First Semester (1) (fall or spring)	
NURS 810: Historical and Philosophical Influences on Nursing Education (3) NURS 811: Theory and Research for Evidence-Based Practice (3) NURS 815: Advanced Statistics for Nurse Educators (3) <i>Total Credit Hours = 9 credits</i>	
Second Semester (2) (spring or fall)	
NURS 860: Role of the Nurse Educator as Scholar (3) NURS 861: Emerging Pedagogies, Issues and Trends in Nursing Education (3) NURS 862: Curriculum, Instruction and Evaluation in Nursing Education (3) <i>Total Credit Hours = 9 credit</i>	
Third Semester (3) (summer)	
NURS 808: Teaching with Technology Online (3) (7 weeks) <i>Total Credit Hours = 3</i>	
Fourth Semester (4) (fall or spring)	
NURS 806: Measurement and Instrumentation Methods in Nursing Education (3) (7 weeks) NURS 865: Research Methodology in Nursing Education (3) NURS 863: Assessment, Measurement, and Evaluation in Nursing Education (3) <i>Total Credit Hours = 9</i>	
Fifth Semester (5) (spring or fall)	
NURS 805: Grant Writing and Publication (3 credits) (7 weeks) NURS 864: Research Proposal Development for the Nurse Educator (3) NURS 868: Advanced Research Methodology in Nursing Education (3) <i>Total Credit Hours = 9</i>	
Sixth Semester (6) (summer)	
NURS 870: Dissertation Development I (1st residency/seminar) (6) <i>Total Credit Hours = 6</i>	
Seventh Semester (7) (fall or spring)	
NURS 871: Dissertation Development II (2 <sup>nd</sup> Residency/Seminar) (5) NURS 899: Nursing Comprehensive Exam (0) <i>Total Credit Hours = 5</i>	
Eighth Semester (8) (spring or fall)	
NURS 872: Dissertation Development III (3 <sup>rd</sup> Residency/Seminar) (5) <i>Total Credit Hours = 5</i>	
Ninth Semester (9) (fall or spring)	
NURS 873: Dissertation Development IV/Oral Defense (5)  <i>Total Credit Hours = 5</i>	
<b><i>Total Program Credit Hours = 60</i></b>	

**APPENDIX C**  
*PhD IN NURSING EDUCATION PROGRAM COURSE DESCRIPTIONS*

<b>Course</b>	<b>Classification</b>	<b>Course Description</b>
Historical and Philosophical Influences on Nursing Practice and Nursing	Core	This course offers an in-depth exploration of the historical and philosophical foundations that have shaped nursing practice and nursing education. Students will engage in rigorous analysis of key historical events, figures, and movements that have influenced the evolution of the nursing profession and nursing education. The course will focus on major philosophical theories and principles, examining their impact on nursing ethics, patient care, and educational methodologies. This course will provide evidence-based practice principles in the roles of nursing leadership, management, and ethical concepts in relation to practice, education, and administration. Learners will develop knowledge and skills that may be applied as clinical or academic leaders by examining leadership challenges in health care, education, and policy. Doctorate students will explore multiple leadership frameworks to assess their own attributes and areas of development to become skilled leaders in nursing practice or nursing education. Current policies that affect healthcare and nursing education will be examined. Ethical theories and frameworks are reviewed to guide decision-making and public policy determination.
Theory and Research for Evidence-based Practice	Core	This course builds on knowledge and skills developed in graduate nursing research (MSN Level). Emphasis is placed on the translation of research evidence to nursing practice settings including clinicals and academia. Major topics include an overview of the historical development of nursing research, the research process, evidence- based practice, ethical considerations, and strategies used to analyze and synthesize research evidence. Scholarly activities include an integrated literature review and critical appraisal of a published research article. This course explores the philosophical and theoretical frameworks of the discipline of nursing.



		Emphasis is placed on the critique, evaluation and utilization of theories that guide nursing practice.
Assessment, Measurement, and Evaluation in Nursing Education	Core	This course is focused on testing, measuring, and evaluating student learning to improve the knowledge and skill of the nurse educator in test development. Focus is also focused on assessment and evaluation strategies in the classroom, simulation lab, skills lab and clinical setting. Analysis and interpretation of test results are also addressed.
Curriculum, Instruction and Evaluation in Nursing Education	Core	This course examines the role of the nurse educator in curriculum and program evaluation in nursing. Concepts related to curriculum development and revision will be explored that reflect the philosophy and mission of the academic institution, trends in nursing education, and the interest of stakeholders and communities of interest. Students will develop a systematic plan of evaluation for an undergraduate nursing education program. While a previous course in curriculum development is helpful, it's not required.
Emerging Pedagogies, Issues, and Trends in Nursing Education	Core	In this course students examine learning theories as well as conventional and emerging pedagogies used to facilitate learning across settings in nursing education including structured and unstructured settings. Major topics include interprofessional education, online teaching, and inclusiveness in teaching nursing. This course explores current research, issues, and trends in nursing education. Students examine evidence from translational research, as well as current political, social, and economic issues and trends that affect nursing education and health policy. Topics explored include current international, national, state, and local trends affecting nursing education, for example, the nursing faculty shortage, nursing education regulations, professional nursing organizations, ethical implications of artificial intelligence, and diversity, equity and inclusion. Students will explore sources of evidence to critique the challenges or opportunities that arise around these issues and assess the vision of the future of nursing education.

Grant Writing and Publication in Nursing	Core	This course covers grant research, writing, technical writing, budgeting, fundraising techniques, and strategies for managing a grant award. Students will be guided on disseminating projects and research for publication and presentations. <i>7 Week Course</i>
Instrumentation Methods in Nursing Education	Core	This course focuses on data collection instruments. With the goal of advancing the science of nursing education, emphasis will be placed on instruments used in both quantitative and qualitative research studies. Major topics include measurement concepts, types of data collection instruments, selecting research instruments and guidelines used in critically appraising research instruments.
Role of Nurse Educator as Scholar	Core	Building on the position that scholarship is an integral component of the faculty role, this course focuses on the role of the nurse educator as scholar. Emphasis will be placed on scholarly productivity and engaging in activities to enhance scholarships. Major topics include scholarship as a process, challenges to scholarly productivity, characteristics of a scholar, and strategies to enhance scholarly productivity. Students will initiate a teaching portfolio documenting their journey in becoming a scholar in nursing education
Teaching With Technology Online	Core	This course focuses on teaching in the online environment. Concepts, principles and challenges related to facilitation of learning in the online environment will be examined. PhD nursing students will engage in the design of an online course, syllabus, course assignments, and grading rubrics.
Advanced Statistics for Nurse Educators	Statistics	This course examines descriptive and fundamental inferential statistical methods. This course is designed to prepare the doctoral nursing student with the essential statistical concepts for developing statistical designs in their own research. Students learn to use computers to compute data and to interpret computer-generated results produced by statistical software. Concentration on hypotheses testing, analysis of variance, confidence intervals, correlation techniques, measurements of central tendency,

		<p>variability, chi-square tests, regression analysis, and nonparametric statistics will be explored. Focus on advanced multivariate statistical techniques commonly used in nursing research. The course aims to deepen doctoral students' understanding of complex statistical models and their application in nursing practice and education. Topics covered include multivariate regression analysis, structural equation modeling, survival analysis, and meta-analysis.</p> <p>Emphasis is placed on practical application, interpretation of results from advanced multivariate procedures, and critical appraisal of research studies utilizing advanced statistical software and advanced statistical methods. Students will determine and report statistical findings to test hypotheses and answer research questions relevant to nursing practice and nursing education.</p>
Research Proposal Development for the Nurse Educator	Research	<p>This course introduces the nursing PhD student to scientific reasoning, methods and ethical principles guiding scientific inquiry. Emphasis is placed on gaining knowledge and skills in developing a research proposal including understanding philosophical worldviews on research approaches, defining a researchable problem, describing the use of theory in a study, analyzing and synthesizing relevant literature and selecting a methodological approach. The nurses' role in ethical research will be examined. Students will be expected to produce, present and defend a mini- research proposal addressing a nursing education topic of interest at the completion of the course.</p>
Research Methodology in Nursing Education	Research	<p>This course is designed for nursing PhD students planning to conduct qualitative, quantitative, or mixed methods research studies. The course will use a combination of didactic, interactive, and applied techniques to teach knowledge and skills relevant to qualitative research methodology. Students will learn how to collect qualitative, quantitative, or mixed methods data through noninterventional or interventional study observations, interviews and focus groups.</p>

		Students will also learn the basic steps of analyzing and reporting qualitative research data. Computer-assisted qualitative data management software is required for this course, statistical tests, the principals of statistical data analysis and interpretation of results assisted data analysis software is required for data management in this course.
Advanced Research Methodology in Nursing Education	Research	This is the second course in a two- course sequence on qualitative research methods in nursing education. This course focuses on making informed decisions when developing a qualitative research study. Emphasis will be placed on the use of evidence-based strategies to achieve scientific rigor of a qualitative study. Major topics include issues and challenges in designing a qualitative research study, ethical issues for consideration, strategies for enhancing study validity and the writing and reporting of qualitative research findings. Standards for reporting qualitative research findings will be applied to the evaluation of published qualitative research reports. Students will be expected to produce and orally defend a mini-qualitative research proposal at the completion of the course. Building on knowledge and skills acquired in the prerequisite quantitative research methods course, students are presented with opportunities to apply them. Emphasis is placed on understanding multivariate data analysis and applying more advanced statistical concepts such as logistic regression, ANCOVA and MANOVA to answer complex nursing education research questions. Students approach statistics from a problem-solving perspective with emphasis placed on selecting the appropriate statistical tests for more research questions. Students will use statistical software to perform analysis and interpret and present results. Knowledge gained in this course will be used to design a quantitative dissertation proposal. The mixed methods research approach will focus on integrating quantitative and qualitative approaches to reveal comprehensive and constructive insights in the field of nursing education. Students will defend the selection of

		mixed methods design and examine approaches used in developing a mixed method study.
Dissertation Development I	Dissertation	This course is designed to guide PhD students in Nursing Education through the initial stages of planning their dissertation. Students will develop clear research proposals, identify appropriate methodologies, and create a timeline for their dissertation project. The course includes a focus on literature review, research design, and ethical considerations. Students will consult with their Dissertation Advisory Chair in the selection and approval of their research topic. Students will also engage in peer review and faculty mentorship to refine their research questions and approach.
Dissertation Development II	Dissertation	This course serves as an introductory course to the doctoral dissertation development process. Students will explore the Doctorate Dissertation Requirements of the University and the PhD Nursing Education Program. Working in collaboration with the dissertation chairperson and committee, the nursing PhD student will begin the process of choosing and refining a research topic as well as completing a rough draft of Chapter 1 of the dissertation.
Dissertation Development III	Dissertation	This course is designed for the advanced nursing education student who has received committee approval of his/her dissertation prospectus. Under the guidance of the dissertation chair and committee, the nursing PhD student will develop a framework, comprehensive review of the literature, and methodological design for their research study. The course ends with an oral presentation defending the dissertation proposal and achieving IRB approval of the students' research study.
Dissertation Development IV	Dissertation	This course is designed for advanced nursing PhD students who have achieved committee and IRB approval of their research study. Under the guidance of the assigned dissertation chair and committee, the PhD student will engage in completing their research study through the process of collecting and analyzing data to answer their research question(s). The overall focus of the course is to complete the final

		chapters of the dissertation and to successfully defend the research study.
Nursing Comprehensive Examination	Comprehensive	The PhD in Nursing Education comprehensive exam is a culminating assessment designed to evaluate students' mastery of core knowledge, critical thinking, research methodology, and the application of educational theory in nursing. This exam assesses students' ability to integrate concepts from nursing education, leadership, policy, and evidence-based teaching practices to address contemporary issues in nursing education. Students will demonstrate their readiness for advanced scholarship and contribution to the field through a written exam, focusing on topics such as curriculum development, educational assessment, nursing theory, instructional strategies, and current trends in nursing education. Success in the comprehensive exam is required for advancement to candidacy and the dissertation phase.