

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Johns Hopkins University

Institution Submitting Proposal

Fall 2017

Projected Implementation Date

Doctor of Nursing Practice

Award to be Offered

1203-02

Suggested HEGIS Code

Doctor of Nursing Practice

Title of Proposed Program

51.3802

Suggested CIP Code

School of Nursing

Department of Proposed Program

Patricia Davidson, Dean

Name of Department Head

Phil Tang

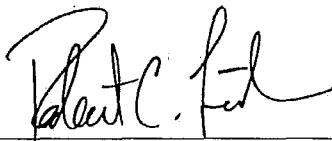
Contact Name

alo@jhu.edu

Contact E-Mail Address

410-516-6087

Contact Phone Number



Signature and Date

04/26/2016

President/Chief Executive Approval

n/a

Date

Date Endorsed/Approved by Governing Board

The Johns Hopkins University
School of Nursing
Proposal for Substantial Modification to an Existing Program
Doctor of Nursing Practice

A. Centrality to institutional mission statement and planning priorities

1. Program description and alignment with mission

The Johns Hopkins University School of Nursing (JHSON) proposes a substantial modification to the existing and previously endorsed Doctor Nursing Practice (DNP) (HEGIS code 1203-02, CIP code 51.3802). The proposed modification will allow students with an earned Bachelor of Science in Nursing (BSN) degree or an earned Master of Science in Nursing (MSN) generalist (pre-licensure) degree to be prepared to sit for a certification exam as a nurse practitioner (NP) or clinical nurse specialist (CNS) after graduation. The Doctor of Nursing Practice has been offered through the School of Nursing since 2008.

The proposed modification builds upon the existing DNP program of study with additional coursework that meets the requirements for advanced practice nursing established by the Advanced Practice Registered Nurse (APRN) Consensus Work Group & the National Council of State Boards of Nursing APRN Advisory Committee (2008).

The mission of The Johns Hopkins University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original scholarship and research, and to bring the benefits of discovery to the world. The mission of JHSON is to improve the health of individuals and diverse communities locally and globally through leadership and excellence in nursing education, research, practice, and service. The mission of the DNP Program is to prepare nurse leaders who improve health and health care outcomes through evidence-based practice in diverse health care settings.

2. Alignment with institutional strategic goals

The proposed modification aligns with the School of Nursing strategic goals as follows:

Goal 1: To enhance excellence in research, teaching, and practice

JHSON has a strong team of faculty members with diverse clinical, research, and teaching expertise who are engaged in the program. The proposed modification will incorporate student-centered and evidence-based teaching strategies to prepare graduates who will serve as leaders at the highest level of nursing practice. Students will be taught to synthesize and evaluate current research about clinical problems and will lead changes in practice to improve the care of patients, families and communities using this evidence.

Goal 2: To cultivate an environment that embodies the School of Nursing values of excellence, respect, diversity, integrity, and accountability

JHSON values have guided the curriculum design for the proposed modification of the DNP program and continue to guide all aspects of the JHSON community that includes faculty, staff and students.

Goal 3: To position Johns Hopkins Nursing as a Global leader in nursing and health care

Dimensions of global health have been integrated into the curriculum and student learning experiences. Many of the clinical sites in East Baltimore and nearby communities offer the opportunity for students to care for persons whose country of origin is outside the U.S.

Goal 4: To achieve planned growth that is strategically driven, innovative, and financially sound

JHSON has strategically planned for enrollment to address market and societal demands for graduates prepared to practice in the ever-evolving complex health care environments.

B. Adequacy of curriculum design and delivery to related learning outcomes

1. Program outline and requirements

A full course listing with course titles and descriptions is provided in Appendix A. The DNP program will continue to enroll students with an earned MSN who will complete the program within two years of full-time study. Students entering with an earned BSN/MSN generalist degree will complete the DNP program in three years of full time study or four years of part-time study. Students who have completed the MSN (Entry into Practice) program at JHSON will have completed up to 16 of the 79 credits in the proposed program of study depending on their selection of elective courses.

Each Nurse Practitioner (NP) and Clinical Nurse Specialist (CNS) student will have preceptor-guided experiences relative to their area of specialty. To meet the minimum 1,000 required practice hours, students will complete those hours while taking the courses associated with the DNP Project. Students entering following the BSN/MSN generalist degrees and those entering following the MSN with a specialty focus will both complete a program of study that meets the American Association of Colleges of Nursing (AACN) DNP Essentials (2006) and both will be prepared as nurse leaders at the highest level of nursing practice.

The post-BSN/MSN generalist entry to the modified DNP program will enroll its first class in the fall of 2017 and will prepare NPs with a focus on a specific population (adult gerontological primary, adult gerontological acute, pediatric primary or family primary) or as CNSs focused on a specific population (adult gerontological health, adult gerontological critical care or pediatric critical care).

The role of the NP is to develop and apply advanced skills in the assessment, diagnosis, and management of health problems encountered in individuals across the adult lifespan (young adults to frail elders). The role of the CNS is to improve, manage, and lead care systems delivering care to a specific population of patients (adult gerontological or pediatric). The last class of NP and CNS students will be admitted at the MSN level in the fall of 2016. After this, all students seeking NP and CNS preparation will be admitted to the modified DNP program.

2. Educational objectives and student learning outcomes

Upon completion of the program, the graduate is prepared to:

- Demonstrate mastery of the advanced nursing practice role and population competencies;
- Integrate the art and science of nursing, with ethics and the biophysical, psychosocial, analytical, organizational, and public health sciences to improve patient and population health outcomes;
- Demonstrate organizational and systems leadership for quality and safety in health care systems;
- Critically appraise clinical scholarship and analytical methods for evidence-based practice;
- Apply information systems and technology for the provision and/or transformation of health care;
- Leverage inter-professional and multi-sector collaboration for the improvement of individual and population health outcomes;
- Utilize strategies of risk reduction/illness prevention, health promotion, and health maintenance to reduce healthcare disparities and improve outcomes for diverse individuals and populations.
- Develop leadership for health care policy and advocacy that shapes health care financing, regulation, access, and delivery

3. General education requirements

Not applicable

4. Specialized accreditation/certification requirements

The program is consistent with the core standards put forth by The American Association of Colleges of Nursing Essentials for Master's and DNP Education in Nursing, The Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education, 2012) and the Criteria for the Evaluation of Clinical Nurse Specialist Master's, Practice Doctorate, and Post-Graduate Certificate Programs (Validation Panel of the National Association of Clinical Nurse Specialists, 2011).

5. Contract with another institution or non-collegiate organization

In addition to the five hospitals and outpatient centers within the Johns Hopkins Medical Institutions (JHMI) and our partnership with Johns Hopkins Community Physicians Group, the JHSON has existing contracts with fifty clinical agencies throughout Maryland, Washington DC, Virginia, and Pennsylvania. These sites include hospitals, community/public health agencies, school systems, correctional facilities and clinics. These partnerships provide students with ideal clinical sites and preceptors to achieve the competencies of this program.

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

1. Demand and need for program

In the state of Maryland there is a shortage of registered nurses (RN) in general, as well as nurse practitioners. In 2013, registered nurses represented the occupation with the fifth highest employment in the U.S. (U.S. Bureau of Labor Statistics, 2014). In the state of Maryland, 43% of nurses are approaching retirement age (Who Will Care, 2014). This modified program will prepare nurse practitioners and clinical nurse specialists at the highest level of practice.

Our communities of interest, including many chief nurse officers of hospitals in Maryland, primary care providers in community clinics, and others have expressed their need for advanced practice nurses prepared to deliver and direct care in complex acute and community settings. They also need advanced practice nurses who can advance quickly into leadership positions. Students who complete the modified program will advance to leadership positions more rapidly than advanced practice nurses at MSN levels, enabling them to fill the gap left by the nurses in these positions in hospitals, primary care delivery systems, community/public health systems and other agencies.

The Institute of Medicine (IOM) report, *The Future of Nursing*, highlighted the significant need to educate nurses who have the skills and knowledge to deliver care to increasingly complex patient populations (IOM, 2010). Advanced practice graduates of the DNP program will apply advanced knowledge and skills in health systems management, evidence-based practice, health finance and policy to create new models of care that encompass the trajectory of illness and health promotion from the primary/community setting to the acute care setting and back again.

2. Alignment with the 2013 Maryland State Plan for Postsecondary Education

The proposed modification is well aligned with *Maryland Ready*, the 2013–2017 Maryland State Plan for Postsecondary Education. This is consistent with Goal 4, “Innovation,” which articulates Maryland’s aspiration to be “a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with state goals, increase student engagement, and improve learning outcomes...” The modified program is innovative for its creation of a “bridge” from the MSN (Entry into Practice) program saving students up to 16 graduate credits of graduate work and for its ability to leverage the talents, skills and abilities of health professionals within the Johns Hopkins Health System as mentors for students in the DNP program.

Goal 5, “Economic Growth and Vitality,” is centered on supporting a knowledge-based economy through increased education and training; this, too, is aligned with the goals of the proposed program modification. In 2015, the state of Maryland passed “the Nurse Practitioner Full Practice Authority Act (HB 999/SB 723)”, permitting NPs in the state to practice independently of a physician. The proposed modification of the DNP program prepares NPs at the highest level of nursing practice thereby better preparing them to practice independently. NPs and CNSs prepared at the DNP level will be better prepared to identify and minimize inefficiencies in the health care delivery system in Maryland.

D. Quantifiable and reliable evidence and documentation of market supply and demand in the region and State

1. Market demand

The Maryland Department of Labor Licensing and Regulation (DLLR) predicts that the need for nurse practitioners in Maryland will grow from 1,944 to 2,229 in 2020. The U.S. Bureau of Labor Statistics has identified the Baltimore metropolitan area as one of the metropolitan areas with the highest employment level of nurse practitioners with 1.29 NPs employed for every thousand jobs (<http://www.bls.gov/oes/current/oes291171.htm#nat>). This high employment rate for NPs is likely to be associated with the high concentration of both university-affiliated and private and public health care facilities in the Baltimore-Washington area. Our communities of interest, including chief nurse officers (CNO) and physician administrators at several hospitals both within and outside of the Johns Hopkins Health System and physician and nurse administrators in primary care clinics across Maryland. These individuals have stated that there is a need for advanced practice nurses who can not only diagnose and treat patients and their families but also identify and develop interventions and programs that address factors contributing to health disparities and inefficiencies in care delivery. The proposed modification of the DNP program will increase the number of advanced practice nurses who are prepared with advanced knowledge in health economics, informatics, health systems management and health policy to make a greater impact on improving the care outcomes of the populations under their care.

2. Educational and training needs in the region

The Institute of Medicine (IOM) *Future of Nursing* report (2010) has called for nurses to achieve higher levels of education and training through an improved education system that promotes *seamless academic progression*.¹ The proposed change to the program allows those with an earned BSN/MSN generic degree to enter directly into the DNP program and graduate with this terminal degree rather than entering a MSN specialty program followed by a Post-Master's DNP program. The report also emphasizes that nurses need to be prepared to function as full partners, with physicians and other health care professionals, in redesigning health care in the United States.²

Other Federal reports have also emphasized the need for nurses to be prepared for inter-professional practice with skills and competencies which will enable them to collaborate as members of inter-professional teams. Inter-professional education (IPE): Core Competencies for Inter-professional Collaborative Practice is a report prepared by the six health professional organizations, including AACN, citing that a higher level of inter-professional practice is demanded in increasingly complex U.S. health care system.³

3. Prospective graduates

There are four universities in Maryland that offer a DNP program: Johns Hopkins University, The University of Maryland, Coppin State University and Salisbury University. Only the University of Maryland and Salisbury University have enrolled nurses with an earned BSN into a DNP Program with a program of study that will prepare graduates in an advanced practice specialty at the DNP level. Because these programs have all been launched in recent years, there are no graduates yet. Salisbury University will only prepare advanced practice nurses at the DNP level within the role of Family Nurse Practitioner (FNP). The University of Maryland and Johns Hopkins University School of Nursing will prepare DNP graduates who enter with an earned BSN/MSN Generalist degree for a variety of advanced practice roles.

Johns Hopkins University Graduates		
	Post-Master's DNP	MSN
2010	38	62
2011	29	74
2012	17	89
2013	17	83
2014	15	86
2015	19	96

¹ <http://www.aacn.nche.edu/education-resources/ipecreport.pdf>

² <http://www.iom.edu/Reports/2010/The-future-of-nursing-leading-change-advancing-health.aspx#sthash.GdpV38Y4.dpuf>

³ <http://www.aacn.nche.edu/education-resources/ipecreport.pdf>

University of Maryland Baltimore Graduates		
	Post-Master's DNP	MSN
2010	0	293
2011	0	301
2012	0	331
2013	0	308
2014	0	286

The University of Maryland launched its advanced practice program at the DNP level in the fall of 2014. No advanced practice nurses have graduated yet with the DNP Degree.

Salisbury University and Coppin State University both have approved DNP programs, however there are no reported graduates according to the D-Trends data.

E. Reasonableness of program duplication

1. Similar programs

Salisbury Univ Although both JHSON and the University of Maryland, School of Nursing aim to prepare students within the four NP specialties below at the DNP level, JHSON uniquely prepares students in an environment of inter-professional education that engages faculty from the Johns Hopkins Schools of Medicine and the Bloomberg School of Public Health. Practice settings for the DNP students preparing for advanced practice roles leverage existing transdisciplinary collaborations and health care data systems for the improvement of individual and population health outcomes. Students will also have the opportunity to collaborate with faculty in the internationally known Armstrong Institute for Quality and Safety and the Johns Hopkins University Berman Institute of Bioethics. A key difference between JHSON and the University of Maryland programs are the specialties available to students. Both institutions offer the following specialties: Adult-Gerontology Acute Care Nurse Practitioner/Clinical Nurse Specialist, Adult-Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner and Pediatric Primary Care Nurse Practitioner. The following specialties will be available at JHSON and are not currently offered at the University of Maryland: Adult Gerontological Health CNS, Adult Health Critical Care CNS and Pediatric Critical Care CNS.

2. Program justification

The proposed modification is in response to the AACN Position Papers calling for advanced practice nurses to be educated at the DNP level (AACN, 2004, AACN, 2014). In addition, it is responding to the IOM Future of Nursing Report calling for the advanced education of nurses to be able to function as team leaders and members on inter-professional teams. The proposed modification will allow students in the JHSON, MSN (Entry into Practice) program and BSN graduates to advance more quickly into the DNP program.



JOHNS HOPKINS
SCHOOL of NURSING

Monica Wheatley, M.S.
Associate Director - Collegiate Affairs
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

June 16, 2016

RE: Response to letter of 6/15/2016 to Natalie Lopez, Office of the Provost, Johns Hopkins University

Dear Ms. Wheatley:

This letter is in response to your email referenced above.

- i. (COMAR) 13B.02.03.06(D) Reasonableness of program duplication. (You addressed the University of Maryland, Baltimore and Coppin State College's programs, however, you did not discuss Salisbury University's program. Given that this program will be offered online and Salisbury has a BSN to DNP program (see their post-B.S.N. outline at <https://webapps.salisbury.edu/admissions/one-sheets/SU-Nursing-D.N.P.-Post-B.S..pdf>) it should be discussed in Section E of your proposal.

Appendix: Section E: Additional Information on Salisbury University

Salisbury University launched a 38-credit Post-MS-DNP-Leadership Curriculum in 2013 with nine students in the inaugural cohort. In 2014, an 80-credit Post-Bachelor's to DNP-FNP Program was launched. The June 2, 2010 Proposal for the DNP Program to the University of Maryland System Board of Regents called for 13 student to be admitted each year for 2012 and 2013 and then 12 in 2014, 24 in 2015 and 27 in 2016. The proposal states, "Because of the unique issues related to health care delivery in a rural setting and concerns about ease of access to advanced education, a DNP program specializing in rural health and located on the Eastern Shore is needed."

The Salisbury DNP Proposal further states:

The audience for the proposed post-master's DNP program is expected to consist of three populations of students: a) Master's-prepared advanced practice nurses (nurse practitioners and clinical nurse specialists) who live and work on the Eastern Shore, including southern Delaware, who will be seeking the terminal degree without having to travel; b) Recent graduates of the SU family nurse practitioner program who wish to be optimally credentialed for their future advancement - the SU family nurse practitioner track is the largest among the Department's graduate tracks and considerable interest from these graduates is expected; and c) Master's-prepared advanced practice nurses who wish to be employed as clinical faculty.

(Accessed June 6, 2016, [file:///C:/Users/mnolan3/Downloads/2b%20\(1\).pdf](file:///C:/Users/mnolan3/Downloads/2b%20(1).pdf))

Office of Academic Affairs

525 North Wolfe Street Suite 113 Baltimore, MD 21205 410-614-4081 Fax 410-955-7463 www.nursing.jhu.edu

The Salisbury University program is not considered to have significant overlap with the Johns Hopkins School of Nursing Program that includes Pediatric Primary Care, Adult Gerontological Primary, and Adult Gerontological Acute Nurse Practitioner Tracks in addition to the Family Nurse Practitioner Track. Also, the Johns Hopkins Program has enrolled students from the metropolitan Baltimore-Washington DC area as well as students from out of state. Our program has not enrolled students from the Eastern Shore and for all of these reasons does not overlap with Salisbury University.

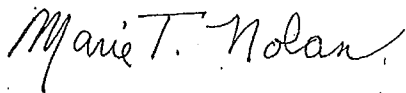
(COMAR) 13B.02.03.06(G) Adequacy of curriculum design and delivery to related learning outcomes,

a. As outlined in the proposal, the revised program will consist of 79 credits. Your website lists the proposed DNP and the Executive DNP. The Executive DNP appears to be consistent with the original program that was approved in 2007 (see attached). This proposal appears to be for a new program, not a modification of the previously approved one.

If you will be retaining the program in its 2007 format (DNP - Executive) the proposed program is new and requires an \$850 fee. Please submit the additional \$600 fee.

We have attached a check issued to the Maryland Higher Education Commission for \$600. Thank you for your assistance with this Program Proposal.

Sincerely yours,



Marie T. Nolan, PhD, RN
Professor and Executive Vice Dean
Mnolan3@ihu.edu

2. Program justification

The proposed modification is in response to the AACN Position Papers calling for advanced practice nurses to be educated at the DNP level (AACN, 2004, AACN, 2014). In addition, it is responding to the IOM Future of Nursing Report calling for the advanced education of nurses to be able to function as team leaders and members on inter-professional teams. The proposed modification will allow students in the JHSON, MSN (Entry into Practice) program and BSN graduates to advance more quickly into the DNP program.

In addition to the unique opportunities that will be offered to DNP students at JHSON described in Section E.1 of this document, students will also have the opportunity to work with faculty in the JHU interdisciplinary Center for Innovative Care in Aging and with colleagues in the Johns Hopkins Palliative Medicine Program in both the inpatient and outpatient settings. The family-centered care that is a hallmark of the Johns Hopkins Health System, is preparing providers across disciplines to engage in shared decision making with patients and their families. This year faculty and doctoral students in the schools of Nursing, Medicine, and Public Health are collaborating with others in the health system to launch the inaugural conference on shared decision making. All of these unique opportunities for developing DNP students will prepare graduates who are well prepared as leaders in advanced practice nursing and health systems leadership.

F. Relevance to Historically Black Institutions (HBIs)

1. Potential impact on implementation or maintenance of high-demand programs at HBIs

Although Coppin State University has an approved DNP program, JHSON's program will not have a negative impact on their program as its focus is in offering a bridge from BSN to DNP, which is not the focus of Coppin's program.

2. Potential impact on the uniqueness and institutional identities and missions of HBIs

By definition, an appropriate student for the JHSON DNP program would apply after attending and completing a baccalaureate degree in nursing or MSN generalist nursing programs at any undergraduate institution, including any of Maryland's Historically Black Institutions. The proposed program would not directly affect the implementation, maintenance, uniqueness, identity or mission of these institutions.

G. Evidence of the Principles of Good Practice

See appendix B for the evidence that this program complies with the Principles of Good Practice noted above.

The Higher Education Opportunity Act (HEOA) enacted in 2008 requires that an academic institution that offers distance education opportunities to students: 1) has a process established to verify that the student who registers is the same student who participates in and completes the offering and receives academic credit for it, 2) has a process established to verify that student privacy rights are protected, and 3) has a process established that notifies the student about any additional costs or charges that are associated with verification of student identity. In this graduate program, the following actions have been taken to satisfy these requirements: 1) students may only enter the academic website for the online courses they take by providing their unique student ID and password they receive when they are admitted to the programs, 2) all FERPA privacy rights are preserved by limiting access very specifically in the University student information system to only those permitted by law to have access to restricted student information, and 3) there are no additional costs assessed to the student for the measures we use to verify student identity.

H. Adequacy of faculty resources

See Appendix C for a representative list of faculty who will teach in the DNP program.

The implementation and quality of academic programs in the JHSON is monitored by program directors who report to the Executive Vice Dean who has responsibility for the integrity of academic programs at the school. The faculty in the DNP program will report to the program director and/or the Executive Vice Dean. There are currently 60 full-time faculty members in the JHSON; 53 of them will teach some aspect of the DNP program and an additional seven faculty members, with joint or adjunct appointments, will be included for their area of expertise.

I. Adequacy of library resources

The JHSON boasts current and comprehensive library resources at a variety of sites on the Johns Hopkins University East Baltimore and Homewood campuses and full access to other libraries' resources across the country. The William H. Welch Medical Library is the central resource providing services and resources that support research, teaching, and patient care within the JHMI system. [WelchWeb](#) guides users to a rich array of electronic information resources and library services.

Welch's online medical collection includes subscriptions to more than 7,000 electronic journals, 8,500 electronic books and 400 databases; it is tailored to medicine, public health and nursing; and it is available to Johns Hopkins faculty, students and staff anywhere in the world. Because all the Johns Hopkins libraries share a common online library, Welch patrons also enjoy full access to an additional 100,000 journal subscriptions, 1,300 databases, 900,000 electronic books and a total of 3.7 million print volumes. For patrons who need materials in the print collection, the Document Delivery service scans the print versions and delivers electronic copies to patrons at their desktops. Materials outside of the library's collections are requested through the Interlibrary Loan service.

J. Adequacy of physical facilities, infrastructure and instructional equipment

The proposed modification will move preparation of nurses for advanced practice from the MSN level to the DNP level. This change will not require any additional laboratory or classroom space or additional faculty resources.

K. Adequacy of financial resources with documentation

See Appendix D for detailed financial information.

L. Adequacy of provisions for evaluation of program

The curriculum and program outcomes correspond directly to the essentials as articulated by the American Association of Colleges of Nursing. The DNP Curriculum Committee holds ongoing discussions pertaining to congruence among professional standards, AACN DNP Essentials, program outcomes and individual course outcomes. Each course is evaluated every two years by the faculty on the curriculum committee with input from the professional

instructional design staff members and student representatives on the Curriculum Committee. Faculty Advisors also participate in program evaluation and performance improvement activities. Student course evaluations are conducted twice each semester. These evaluations are conducted on-line to protect the anonymity of the student, and solicit both quantitative as well as qualitative evaluation.

M. Consistency with the State's minority student achievement goals

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

N. Relationship to low productivity programs identified by the Commission:

Not applicable

Appendix A

Course Descriptions

220.xxx Foundations for Practice Scholarship- Project Problem Identification (3)

The purpose of this course is two-fold. First, to introduce the student to the essentials of scholarly writing and the logical presentation of ideas; and second, to then apply these essential skills to the identification of an important practice problem. Students learn about writing well, evaluate the writing of others, and apply lessons learned to their own original scholarly writing. In a series of short scholarly papers, the student identifies an important practice problem relevant to their practice, analyzes this problem using root cause analysis methods, defines the scope of the problem using a macro-meso-micro framework and describes the significance of the problems from an international, national, regional, and local perspective.

220.xxx Biostatistics for Evidence Based Practice (3)

This course is intended to apply standard statistical methods to develop knowledge and skills, enabling students to understand data collection and analysis methods, interpretation and reporting of statistical results, and critically read and evaluate nursing and the healthcare literature. The emphasis is on understanding the relevance and use of appropriate statistical methods in nursing research. Published nursing research articles in peer reviewed nursing and healthcare journals, and computing lab experiences are used to motivate topics covered in classes.

220.xxx Context of Healthcare for Advanced Nursing Practice (3)

This three credit course examines the scope and status of professional roles and responsibilities of nurses prepared for advanced clinical and managerial placements in diverse health care settings. Course content and activities will focus on understanding forces driving contemporary health care and enhancing skills in outcomes evaluation, as well as efficient and effective function in a continuous change health care environment.

220.xxx Advanced Physiology (2)

This course is designed to provide students with an understanding of the function & regulation of the human body and physiological integration of the organ systems to maintain homeostasis through lectures and demonstrations. Topics include cellular, endocrine, circulatory, respiratory, digestive, renal physiology, immune, urinary, reproductive and musculoskeletal. The topics emphasize homeostasis, basic principles, and regulatory aspects of physiological processes using molecular mechanisms rather than descriptions of facts.

220.xxx Health Promotion (2)

This course provides an overview of major concepts, theories, and research related to human development across the lifespan from the prenatal period to death. Simultaneously, major theories and research related to family development across the lifespan are examined. Significant factors that influence individual and family development and functioning are explored. A variety of assessment tools for assessing development and functioning of individuals and families as well as strategies for intervening with individuals and family are examined. The role of the APN in assessment, implementing intervention, and evaluating outcomes aimed at promoting optimal human development and family functioning are critically examined and discussed.

220.xxx Advanced Pathophysiology (2)

This course focuses on the interrelationship between normal physiology and pathophysiology across the lifespan. It is designed to expand the student's understanding of the pathophysiology underlying dysfunction in selected diseases that advanced practice nurses may commonly encounter in their patient populations. Using an integrative approach, representative alternations in physiologic function common throughout the lifespan are addressed. Completion of this course will enable the student to analyze and address physiologic challenges of practice. In addition, it will provide foundational knowledge for use in research involving issues that impact clinical practice. Weekly lecture/discussions are organized based on systems and cover topics from the cellular level up to major organ systems.

220.xxx Pharmacology for Advanced Practice (3)

The theoretical course, Pharmacology, provides nurses in general practice with an understanding of core drug knowledge including pharmacotherapeutics, pharmacokinetics, pharmacodynamics, contraindications and precautions, adverse effects, and drug interactions. Sources of individual variation in drug response are presented in relation to drug therapy, and include: health status, lifespan and gender, lifestyle, diet, and habits, environment, and culture and inherited traits. Major drug classifications and prototype drugs are presented in a standardized format that includes discussion of pharmacology principles, medication safety issues, nursing implication of drug therapy, as well as, review in relation to patient case scenarios. The nursing process, which is essential for the nursing management of drug therapy, is emphasized, allowing students to apply their critical thinking skills for patients receiving drug therapy. Nursing management in drug therapy includes maximizing therapeutic effects, minimizing adverse effects, and patient and family education. The course content provides nurses in general practice with the knowledge to apply the foundation of basic pharmacology, with an emphasis on an inter-professional approach to practice. Application of this knowledge in the clinical setting allows nurses in general practice the ability to provide safe, effective nursing care using a holistic approach to improve patient and system outcomes.

220.xxx Advanced Health Assessment (2)

This course provides an introduction to the skills of advanced history taking and physical assessment. Lectures are designed to help the students apply their knowledge of health assessment to both primary and acute care settings. Emphasis is placed on differentiation between normal and abnormal findings, recognition of common health problems, and clinical reasoning. Core content will be taught simultaneously to adult, pediatric, family, and acute care nurse practitioner and clinical nurse specialist students. Course content will provide learning opportunities in the following conceptual areas: communication, history taking, problem oriented medical records, physical assessment, age and gender health screening and diagnostic testing. A clinical practicum provides opportunities to apply physical assessment skills in settings including emergency departments and schools.

220.xxx Advanced Diagnostics for AG Acute Care (2)

This clinical course introduces students to the role and scope of practice for Adult Gerontology – Acute Care Nurse Practitioners. Methods of advanced assessment and treatment modalities utilized with acutely and critically ill adults and elders are discussed. Content includes nutritional support, fluid and electrolyte replacement, transfusion medicine, hemodynamic monitoring and mechanical ventilation. Analysis of relevant laboratory and advanced cardiopulmonary assessment data is included. Laboratory practice is provided for procedures such as suturing, intubation and line insertion, as well as application of other invasive therapeutic and diagnostic devices.

220.xxx Health Supervision for PNP & FNP (2)

This course provides the components of well child care and universal and selective screening in pediatric patients from birth through adolescence. It includes principles for fostering family-centered communication, promoting health and preventing illness, managing time for health promotion, educating families through teachable moments, and advocating for children, families and communities. Anticipatory guidance for infancy, early childhood, middle childhood and adolescence in the areas of parent-child interactions, developmental surveillance, school performance, family support, child development, mental health, healthy weight, healthy nutrition, physical activity, oral health healthy sexual development and sexuality, safety and injury prevention, and community relationships and resources. Concepts of vaccine preventable diseases in pediatrics and vaccine administration in pediatrics including vaccine administration for immunocompromised patients and contraindications for vaccine administration.

220.5xx Research Process and its Application to Evidence-based Practice (3)

This course will prepare students for clinical leadership roles in health care through the translation of the best available scientific evidence into nursing practice. Students will develop the requisite critical skills and knowledge to independently search for, review, appraise, and synthesize research literature of particular interest to nursing practice. Students will be prepared to recommend practice changes at the individual- and system-level based on the strength of the evidence.

220.505 Common Health Problems (Simulation) (2)

This combined clinical and theory course introduces nursing basic concepts and frameworks (communication, safety, organization and nursing process). Additionally, this course will also introduce common conditions found in healthcare. Students practice competencies in communication, assessment, nursing interventions, and documentation in a variety of basic acute care clinical settings. Simulation is incorporated as an adjunct to the clinical experience.

220.xxx Common Health Problems: Family Primary Care (2)

This course is offered as a co-requisite and in parallel with Clinical Reasoning I. Learners will apply the didactic content learned in Clinical Reasoning I to simulated encounters that facilitates application of knowledge. Emphasis is placed upon development of clinical reasoning skills. Simulated encounters will focus on age appropriate health prevention and maintenance, integrate health disparities and culturally competent care, and focus on the clinical management of the top 10 health conditions seen across the lifespan. This includes simulation experiences that focus on obtaining the history, physical exam, differential diagnoses, working diagnosis, diagnostic procedures and laboratory testing, pharmacological and non-pharmacological treatment, behavioral counseling, interdisciplinary collaborative practices and follow up of these conditions. Quality and safety issues associated with nurse practitioner primary care will be discussed.
Prerequisite and Co-requisites: Clinical Reasoning I, NR.120.549, 120.504, 120.507 and 120.502

220.xxx Clinical Reasoning I (2) -- Pediatric

This course provides didactic content to prepare the nurse practitioner to provide person-centered evidenced based primary care to children from birth through adolescence. This course introduces the learner to the diagnostic process and the integration of clinical reasoning skills. Emphasis is placed on age appropriate health prevention and maintenance, culturally competent care and the recognition of health disparities. Special emphasis will be placed on the clinical management of the top 10 health conditions in pediatric population. This includes history, physical, differential diagnoses, diagnostic procedures and laboratory testing, pharmacological and non-pharmacological treatment, behavioral counseling, interdisciplinary collaborative practices and follow up of these conditions. Professional, ethical, and legal issues are also addressed.

220.xxx Clinical Reasoning I (2) -- Family Primary Care

This course provides didactic content to prepare the nurse practitioner to provide person-centered evidenced based primary care to persons across the lifespan. This course introduces the learner to the diagnostic process and the integration of clinical reasoning skills. Emphasis is placed on age appropriate health prevention and maintenance, culturally competent care and the recognition of health disparities. Special emphasis will be placed on the clinical management of the top 10 health conditions seen in primary care in persons across the lifespan. This includes history, physical, differential diagnoses, diagnostic procedures and laboratory testing, pharmacological and non-pharmacological treatment, behavioral counseling, interdisciplinary collaborative practices and follow up of these conditions. Professional, ethical, and legal issues are also addressed.

220.xxx Nursing Inquiry (2)

This blended course focuses on evidence-based practice as a form of nursing inquiry for doctoral practice. The conceptualization, definition, theoretical foundations, rationale and methods of evidence-based practice are evaluated, and related research described. Systematic reviews are critiqued, as a part of the search for and evaluation of evidence on a selected clinical topic of concern. This course provides the background for the second evidence-based practice course on translation of evidence.

220.xxx Philosophical, Theoretical and Ethical Perspectives of Advanced Nursing Practice (3)

This course will explore the conceptual, theoretical, and ethical bases of nursing. Selected conceptual models and frameworks of nursing and ethics will be analyzed with emphasis on implications for nursing practice. This course is designed to provide students with frameworks, concepts, and personal and professional exercises for approaching nursing practice issues and to enhance the student's understanding of theoretical, conceptual and ethical issues in nursing and in health care and to respond to them specifically.

220.xxx Clinical Reasoning II (2) -- Primary Care Pediatric; Common and Chronic Health Conditions in Children from birth through adolescence

This course provides didactic content to prepare the nurse practitioner to provide person-centered evidenced based primary care to adolescents. Primary care for the adolescent patient will be emphasized. This includes; anticipatory guidance, risk reduction, substance use, sexual health and orientation, gynecologic and reproductive care, menstrual disorders, and other common adolescent health issues. Emphasis is placed on the integration and application of theory, cultural competence, and recognition of health disparities, health promotion, disease prevention, the diagnostic process, interdisciplinary collaborative practices and clinical decision making. Professional, ethical, and legal issues are also addressed.

220.xxx Clinical Reasoning II (2) -- Family Primary Care; Common and Chronic Health Conditions in Adolescents, Women & Adults

This course provides didactic content to prepare the nurse practitioner to provide person-centered evidenced based primary care to young adults, adults and older adults. Primary care of the adolescent and emancipated minor population, as well as women's health care (adolescent through older adult) will be emphasized. This includes; anticipatory guidance, risk reduction, substance use, sexual health and orientation, gynecologic and reproductive care, menstrual disorders, and other common women's health issues. Emphasis is placed on the integration and application of theory, cultural competence, recognition of health disparities, health promotion, disease prevention, the diagnostic process, interdisciplinary collaborative practices and clinical decision making. Professional, ethical, and legal issues are also addressed.

220.xxx Clinical Practicum I (112 hours) (2) -- Adult-Geriatric Primary Care

Under the supervision of a preceptor, students will provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care to young adults (including late adolescents and emancipated minors), adults and older adults (including young-old, old, and old-old adults. Students will work with faculty and preceptor in a variety of clinical sites to conduct health maintenance visits and manage both stable, chronic illness and treatment of acute, episodic health problems. Periodic clinical seminars will assist students in the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making throughout the entire spectrum of the lifespan.

220.xxx Clinical Practicum I (112 hours) (2) -- Family Primary Care Nurse Practitioner

Under the supervision of a preceptor, students will provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care to clients and their families across the lifespan. Students will work with faculty and preceptor in a variety of clinical sites to conduct health maintenance visits and manage both stable, chronic illness and treatment of acute, episodic health problems. A minimum of 112 precepted clinical hours are required. Periodic clinical seminars will assist students in the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making throughout the entire spectrum of the lifespan. Periodic clinical seminars will assist students in the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making throughout the entire spectrum of the lifespan.

220.xxx Clinical Practicum I (112 hours) (2) -- Pediatric Primary Care Nurse Practitioner

Under the supervision of a preceptor, students will provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management to pediatric patients. Students will work with faculty and preceptor in a variety of clinical sites to conduct health maintenance visits and manage both stable, chronic illness and treatment of acute, episodic health problems. A minimum of 112 preceptor clinical hours are required. Periodic clinical seminars will assist students in the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making for the pediatric population.

220.819 Health Information Technology (2)

In this course the focus is on the evaluation and use of information systems/technology and patient care technology supportive of clinical and administrative decision-making relevant to patient care, care systems, and quality improvement

220.805 Translation (3)

This course follows Nursing Inquiry for Evidenced-Based Nursing Practice, and focuses on the integration and application of knowledge into practice. The translation of evidence into practice, including the theoretical and practical challenges is analyzed through the use of case studies. Theories of change, caring, human needs and value systems, financial, ethical and social implications are considered in the translation of evidence into practice. Translation methods, including informatics, reorganization, work flow, and other approaches are discussed. Dissemination strategies are applied to proposed improvements in practice and clinical care outcomes.

220.897 DNP Project Development (2)

The DNP translates evidence into practice with the goal of improving outcomes. This second course in the final project sequence provides students with the tools and direction needed to develop a comprehensive project management plan which will guide the work of translation and the remainder of the final project experience. This plan will establish clear aims, describe activities required to achieve those aims, provide a detailed description of the planned innovation, and state methods for evaluation. Risks to participants will be clearly described and plans to mitigate or manage risk developed. The need for IRB review will be determined along with organizational readiness for the proposed innovation. Students present and defend the project plan in a formal justification at the end of the semester. Approval by the faculty is required before implementation begins.

220.xxx Clinical Reasoning III (2) -- Pediatric: Acute Episodic and Chronic Health Conditions

This course provides didactic content to prepare the nurse practitioner to provide person-centered evidenced based primary care to pediatric patients from birth through adolescence. This course builds upon the knowledge obtained in Clinical Reasoning I & II to provide a foundation for the student to think critically about symptoms, differential diagnoses, diagnostic evaluation, and the management of common acute episodic and chronic health conditions. The course emphasizes evidence based practice, health promotion and disease prevention, as well as illness care that is based on age, gender, culture, ethnicity, and psycho-social issues. The unique perspective the nurse practitioner brings to the patient encounter, as well as interprofessional collaboration with colleagues, and knowledge of specialty referral are important elements of the course.

220.xxx Clinical Reasoning III (2) -- Family: Acute Episodic and Chronic Health Conditions

This course provides didactic content to prepare the nurse practitioner to provide person-centered evidenced based primary care to persons across the lifespan. This course builds upon the knowledge obtained in Clinical Reasoning I & II to provide a foundation for the student to think critically about symptoms, differential diagnoses, diagnostic evaluation, and the management of common acute episodic and chronic health conditions. The course emphasizes evidence based practice, health promotion and disease prevention, as well as illness care that is based on age, gender, culture, ethnicity, and psycho-social issues. The unique perspective the nurse practitioner brings to the patient encounter, as well as inter-professional collaboration with colleagues, and knowledge of specialty referral are important elements of the course.

220.804 Organizational and Systems Leadership for Quality Care (3)

This course facilitates leading, advocating, and managing the application of innovative responses to organizational challenges. Emphasis is placed on development and evaluation of care delivery approaches that meet the needs of targeted patient populations by enhancing accountability for effective and efficient health care, quality improvement, and patient safety. This course focuses on development of strategies to implement change initiatives, manage conflict, and manage the ethical dilemmas inherent in health care organizations.

220.xxx Clinical Practicum II (112 hours)(2) -- Adult-Geriatric Primary Care

Under the supervision of a preceptor, students will provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care to young adults (including late adolescents and emancipated minors), adults and older adults (including young-old, old, and old-old adults. Students will work with faculty and preceptor in a variety of clinical sites to conduct health maintenance visits and manage both stable, chronic illness and treatment of acute, episodic health problems. Periodic clinical seminars will assist students in the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making throughout the entire spectrum of the lifespan.

220.xxx Clinical Practicum II (112 hours) (2) -- Family Primary Care Nurse Practitioner

Under the supervision of a preceptor, students will provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care to clients and their families across the lifespan. Students will work with faculty and preceptor in a variety of clinical sites to conduct health maintenance visits and manage both stable, chronic illness and treatment of acute, episodic health problems. Periodic clinical seminars will assist students in the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making throughout the entire spectrum of the lifespan.

220.xxx Clinical Practicum II (112 hours) (2) -- Pediatric Primary Care Nurse Practitioner

Under the supervision of a preceptor, students will provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management to pediatric patients. Students will work with faculty and preceptor in a variety of clinical sites to conduct health maintenance visits and manage both stable, chronic illness and treatment of acute, episodic health problems. Periodic clinical seminars will assist students in the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making for the pediatric population.

220.807 Analysis and Evaluation of Individual and Population Health Data (3)
Clinical data management is an essential component of evaluating any Evidence Based Practice / Performance Improvement project. A high caliber data management plan and its implementation will provide key stakeholders and decision-makers with the information necessary to make decisions about the value and continuance of each evidence-based intervention. Components of high caliber data management include clearly identified outcomes linked to variables and data sources; appropriate data collected for the purpose of measuring these outcomes; adequate statistical power to determine success of the project; proper data cleaning and manipulation techniques; appropriate statistical methods for measuring the outcomes; and a meaningful presentation of outcomes that addresses the concerns and questions of key stakeholders. The clinical data management course will provide students with the knowledge and skills necessary to develop and execute the data management plan for the capstone project.

220.xxx Clinical Reasoning IV (2) -- Pediatric: Complex Chronic Health Conditions
This course provides didactic content to prepare the nurse practitioner to provide person-centered evidenced based primary care to children from birth through adolescence. This course expands on knowledge obtained in Clinical Reasoning III to provide a foundation for the student to think critically about symptoms, differential diagnoses, diagnostic evaluation, and the management of complex and comorbid chronic health conditions. The course emphasizes evidence based practice, health promotion and disease prevention, models of chronic care as well as illness care that is based on age, gender, culture, ethnicity, and psycho-social issues. The unique perspective the nurse practitioner brings to the patient encounter, as well as interprofessional collaboration with colleagues, and knowledge of specialty referral are important elements of the course.

220.xxx Clinical Reasoning IV (2) -- Family: Complex Chronic Health Conditions
This course provides didactic content to prepare the nurse practitioner to provide person-centered evidenced based primary care to persons across the lifespan. This course expands on knowledge obtained in Clinical Reasoning III to provide a foundation for the student to think critically about symptoms, differential diagnoses, diagnostic evaluation, and the management of complex and comorbid chronic health conditions. The course emphasizes evidence based practice, health promotion and disease prevention, models of chronic care as well as illness care that is based on age, gender, culture, ethnicity, and psycho-social issues. The unique perspective the nurse practitioner brings to the patient encounter, as well as interprofessional collaboration with colleagues, and knowledge of specialty referral are important elements of the course.

220.xxx Clinical Practicum III (112 hours)(2) -- Adult-Geriatric Primary Care
Under the supervision of a preceptor, students will provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care to young adults (including late adolescents and emancipated minors), adults and older adults (including young-old, old, and old-old adults). Students will work with faculty and preceptor in a variety of clinical sites to conduct health maintenance visits and manage both stable, chronic illness and treatment of acute, episodic health problems. Periodic clinical seminars will assist students in the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making throughout the entire spectrum of the lifespan.

220.xxx Clinical Practicum III (112 hours) (2) -- Family Primary Care Nurse Practitioner

Under the supervision of a preceptor, students will provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care to clients and their families across the lifespan. Students will work with faculty and preceptor in a variety of clinical sites to conduct health maintenance visits and manage both stable, chronic illness and treatment of acute, episodic health problems. Periodic clinical seminars will assist students in the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making throughout the entire spectrum of the lifespan.

220.xxx Clinical Practicum III (112 hours) (2) -- Pediatric Primary Care Nurse Practitioner

Under the supervision of a preceptor, students will provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management to pediatric patients. Students will work with faculty and preceptor in a variety of clinical sites to conduct health maintenance visits and manage both stable, chronic illness and treatment of acute, episodic health problems. Periodic clinical seminars will assist students in the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making for the pediatric population.

220.898 DNP Project Implementation (3)

This final project experience provides opportunity for the student to execute the project plan in collaboration with the sponsoring site in a way that assures fidelity with the findings in the evidence and the plan approved by the IRB. The experience reflects the interest of the student and is designed to meet individual interests and career goals. This advanced practice experience allows the student to learn to manage time and resources, assess implementation issues, and utilize communication and collaboration strategies while working with a clinical mentor and a diverse inter-professional team to implement the project plan.

220.xxx Clinical Reasoning V (2) -- Pediatrics: Transitions to Practice

This course provides didactic content to prepare the nurse practitioner to provide person-centered evidenced based primary care to children from birth through adolescence. It is the final clinically focused didactic course and, as such, concentrates on the application, integration and synthesis of knowledge required to provide patient-centered evidence based quality care. The course emphasizes care transitions and the professional role of the nurse practitioner, the unique perspective the nurse practitioner brings to the patient encounter, interdisciplinary and collaborative practice, legal, regulatory, and scope of practice issues and readies the student for job searching, contract negotiation, and entry into practice.

220.xxx Clinical Reasoning V (2) -- Family: Transitions to Practice

This course provides didactic content to prepare the nurse practitioner to provide person-centered evidenced based primary care to persons across the lifespan. It is the final clinically focused didactic course and, as such, concentrates on the application, integration and synthesis of knowledge required to provide patient-centered evidence based quality care. The course emphasizes care transitions and the professional role of the nurse practitioner, the unique perspective the nurse practitioner brings to the patient encounter, interdisciplinary and collaborative practice, legal, regulatory, and scope of practice issues and readies the student for job searching, contract negotiation, and entry into practice.

220.xxx Clinical Practicum IV (224 hours)(4) -- Adult-Geriatric Primary Care

Under the supervision of a preceptor, students will provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care to young adults (including late adolescents and emancipated minors), adults and older adults (including young-old, old, and old-old adults. Students will work with faculty and preceptor in a variety of clinical sites to conduct health maintenance visits and manage both stable, chronic illness and treatment of acute, episodic health problems. Periodic clinical seminars will assist students in the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making throughout the entire spectrum of the lifespan.

220.xxx Clinical Practicum IV (112 hours) (2) -- Family Primary Care Nurse Practitioner

Under the supervision of a preceptor, students will provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care to clients and their families across the lifespan. Students will work with faculty and preceptor in a variety of clinical sites to conduct health maintenance visits and manage both stable, chronic illness and treatment of acute, episodic health problems. Periodic clinical seminars will assist students in the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making throughout the entire spectrum of the lifespan.

220.xxx Clinical Practicum IV (112 or 224 hours) (2 or 4) -- Pediatric Primary Care Nurse Practitioner

Under the supervision of a preceptor, students will provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management to pediatric patients. Students will work with faculty and preceptor in a variety of clinical sites to conduct health maintenance visits and manage both stable, chronic illness and treatment of acute, episodic health problems. Periodic clinical seminars will assist students in the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making for the pediatric population.

220.806 Economics and Finance (2)

Using economic intuition and logic, this course analyzes the diverse factors which influence the production and distribution of health care services. The course also explores methods of financing health care. Economic policy, health care regulation, and the impact of both on the health care industry and society are explored. Budgeting and cost evaluation are examined. Major topics include: health care system as a market; health care production functions; supply and demand for health care services; health and social insurance; resource allocation; competition and regulation; and the financial management of resources

220.899 DNP Project Evaluation (3)

This is the final component of the final project experience. The course content, as in the other final project experiences, reflects the interest of the student and is designed to meet individual student needs and career goals. This final course allows the student, with guidance from mentor and faculty, to complete the clinical project and finalize the scholarly written and oral report to disseminate and integrate new knowledge. The final products will reflect the student's ability to employ effective communication and collaboration skills, to take a leadership role, to influence health care quality and safety, to evaluate practice, and successfully negotiate change in health care delivery for individuals, families, populations, or systems across a broad spectrum of healthcare.

220.808 Clinical Data Management (2)

Clinical data management is essential for the evaluation of any evidence-based practice performance improvement project. A high caliber evaluation plan and its implementation will provide key stakeholders and decision-makers with the information necessary to make decisions about the value and continuance of each evidence-based intervention. Components of a high caliber evaluation plan include clearly identified outcomes linked to measures, variables, and data sources; appropriate data collected for the purpose of measuring these outcomes; adequate statistical power to determine success of the project; proper data cleaning and manipulation techniques; appropriate statistical methods for determining the outcomes; and a meaningful presentation of outcomes that addresses the concerns and questions of key stakeholders. The clinical data management course will provide students with the knowledge and skills necessary to develop and execute the evaluation plan for the capstone project.

220.xxx Clinical Practicum V (224 hours)(4) -- Adult-Geriatric Primary Care

Under the supervision of a preceptor, students will provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care to young adults (including late adolescents and emancipated minors), adults and older adults (including young-old, old, and old-old adults. Students will work with faculty and preceptor in a variety of clinical sites to conduct health maintenance visits and manage both stable, chronic illness and treatment of acute, episodic health problems. Periodic clinical seminars will assist students in the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making throughout the entire spectrum of the lifespan.

220.xxx Clinical Practicum V (112 hours) (4) -- Family Primary Care Nurse Practitioner

Under the supervision of a preceptor, students will provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care to clients and their families across the lifespan. Students will work with faculty and preceptor in a variety of clinical sites to conduct health maintenance visits and manage both stable, chronic illness and treatment of acute, episodic health problems. Periodic clinical seminars will assist students in the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making throughout the entire spectrum of the lifespan.

220.xxx Clinical Practicum V (112 hours or 224) (2 or 4) -- Pediatric Primary Care Nurse Practitioner

Under the supervision of a preceptor, students will provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management to pediatric patients. Students will work with faculty and preceptor in a variety of clinical sites to conduct health maintenance visits and manage both stable, chronic illness and treatment of acute, episodic health problems. Periodic clinical seminars will assist students in the integration of theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making for the pediatric population.

220.802 Advanced Nursing Health Policy (2)

This course examines the public and private sector function of creating and implementing nursing and health policy. The role of political, legal, ethical and social philosophy in defining nursing and health services is examined. There is continued development of student competence in analytic methods for the study of complex nursing and health policy issues. The course considers how policy made by different branches of government and various public and private organizations deeply affects nursing as a profession, its ability to deliver care and the impact on the areas of technology development, assessment and management; professional practice regulation; and patient outcomes management

Appendix B

Evidence of Compliance with the Principles of Good Practice (as outlined in COMAR 13B02.03.22C)

(a) Curriculum and instruction

- (i) **A distance education program shall be established and overseen by qualified faculty.**

The same faculty members who teach currently in the JHSON DNP and the MSN programs will also teach courses in the proposed substantive change to the DNP program. These 53 full-time doctorally prepared faculty members and seven joint appointment or adjunct appointment faculty and their credentials are listed in Appendix C.

- (ii) **A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.**

The DNP Curriculum Committee has approved the proposed change and has ensured that with this change still meet the AACN DNP Essentials criteria and that course objectives are consistent with program objectives. All courses in the School of Nursing are offered in a blended format with course materials available on Blackboard the course online management system. Students receive graded assignments and provide course evaluations through the Blackboard system. All courses are evaluated every two years by the faculty members on the DNP Curriculum Committee with input from the professional instructional design staff members.

- (iii) **A program shall result in learning outcomes appropriate to the rigor and breadth of the program.**

DNP program outcomes continue to be consistent with the AACN DNP Essentials Criteria. The program outcomes also meet the requirements for advanced practice nursing established by the Advanced Practice Registered Nurse (APRN) Consensus Work Group & the National Council of State Boards of Nursing APRN Advisory Committee (2008).

- (iv) **A program shall provide for appropriate real-time or delayed interaction between faculty and students.**

Online and blended courses use both synchronous and asynchronous learning formats. Synchronous online student and faculty interactions are supported by programs such as Adobe Connect and Zoom. The JHSON has a team of media staff who assist with making these connections and ensuring the quality of the experience as well as a team of three instructional designers and two instructional technology staff members.

- (v) **Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.**

JHSON has a long-history of interdisciplinary education across programs. Regarding the proposed substantive change in the DNP program, examples include a pathologist from the School of Medicine who created the pathophysiology course in collaboration with a doctorally prepared NP faculty member; biostatisticians who assisted in the creation and teaching of biostatistics and analytics courses; and a nurse with an expertise in bioethics created and teaches the bioethics course. Faculty from a variety of disciplines participate as both course coordinators and guest lecturers throughout the DNP program.

(b) Role and mission

- (i) **A distance education program shall be consistent with the institution's mission.**

The mission of the JHSON is to create lifelong learners. Students in the DNP program are not only prepared with current information to equip them to function at the highest level of practice upon graduation, but also as lifelong learners throughout their professional careers.

- (ii) **Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.**

The method of course delivery was proposed by the faculty working group who developed the substantive change which was approved by the DNP Curriculum Committee. The program Director, in collaboration with teaching faculty, will continually evaluate methods of course delivery as the semester progresses and can identify the need for any mid-course corrections if needed. The Director will make decisions regarding the number of course sections and method of course offerings taking into consideration the approved method of delivery, student preferences and financial feasibility for additional sections.

(c) Faculty support

- (i) **An institution shall provide for training for faculty who teach with the use of technology in a distance education format, including training in the learning management system and the pedagogy of distance education.**

All new faculty receive training in the delivery of online courses by professional instructional designers and senior faculty with experience in teaching online. Faculty who are new to teaching are partnered with experienced faculty before being allowed to offer a class independently. Instructional design staff include three instructional designers, two instructional design technicians and a director.

- (ii) Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.**

After an introduction to online teaching methods for new faculty members, each course taught is evaluated with each offering by both the instructional design staff and the program director. Students also evaluate courses with each offering. These evaluations allow the director to identify any problems with course delivery early in the course offering process. DNP Curriculum Faculty evaluate every course every two years.

- (iii) An institution shall provide faculty support services specifically related to teaching through a distance education format.**

JHSON has an instructional design staff including three instructional designers, two instructional design technicians and a director. There are two media staff members who also assist with online teaching technologies.

- (d) An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.**

JHSON boasts current and comprehensive library resources at a variety of sites on the Johns Hopkins University East Baltimore and Homewood campuses and full access to other libraries' resources across the country. The William H. Welch Medical Library is the central resource providing services and resources that support research, teaching, and patient care within the JHMI system. WelchWeb guides users to a rich array of electronic information resources and library services.

Welch's online medical collection includes subscriptions to more than 7,000 electronic journals, 8,500 electronic books and 400 databases; it is tailored to medicine, public health and nursing; and it is available to Johns Hopkins faculty, students and staff anywhere in the world. Because all the Johns Hopkins libraries share a common online library, Welch patrons also enjoy full access to an additional 100,000 journal subscriptions, 1,300 databases, 900,000 electronic books and a total of 3.7 million print volumes. For patrons who need materials in the print collection, the Document Delivery service scans the print versions and delivers electronic copies to patrons at their desktops. Materials outside of the library's collections are requested through the Interlibrary Loan service.

(e) Students and Student Services

- (i) A distance education program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

Information about the programs of study for all academic programs is available on the JHSON website. The program of study that is part of the proposed change will also be listed after the proposal is received by MHEC.

(ii) Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.

- **Academic advising.** Students are assigned an advisor when accepted into the DNP program. Students work individually with the advisor to develop a course of study that meets the requirements of the program and the career goals of the student. The advisor regularly contacts the students to check on progress and answer questions. Courses that deviate from the program plan and have not been approved by an adviser may not count toward degree requirements. An online program of study tool is provided so students verify their selections match degree requirements.
- **Library services.** Students have online access to the Welch Medical ranked as one of the nation's foremost medical libraries for research and scholarship. The interlibrary loan department allows students access to resources at any other university in the nation. The library also provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. Librarians are available to assist students remotely and the library maintains an extensive web site to take visitors through all its services and materials.
- **Services for students with disabilities.** The Johns Hopkins University is committed to making all academic programs, support services, and facilities accessible to qualified individuals. Students with disabilities who require reasonable accommodations can contact Ms. Megan Barrett at mbarrett@jhu.edu at the School of Nursing.
- **Johns Hopkins Student Assistance Program.** The Johns Hopkins Student Assistance Program (JHSAP) is a professional counseling service that can assist students with managing problems of daily living. Stress, personal problems, family conflict, and life challenges can affect the academic progress of students. JHSAP focuses on problem solving through short-term counseling. Accessing the service is a simple matter of a phone call to arrange an appointment with a counselor. Online students may call a phone number for consultation and will be directed to the appropriate resource or office. JHSAP services are completely confidential. The program operates under State and Federal confidentiality legislation and is HIPAA compliant.
- **Transcript access.** Official transcripts will be mailed upon written request of the student at no charge.
- **Student JCard.** The JCard serves as the student's University identification card. This card is mailed to the home address of every registered student. The JCard acts as the university library card, which enables students to check out books from the Homewood Eisenhower Library or at any of the campus center libraries, and provides access to many computer laboratories.

- (iii) Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.**

Applicants are interviewed by both admissions staff and faculty who teach and advise in the DNP program. A holistic approach is taken to admissions and includes consideration of grade point average, academic and leadership experience.

- (iv) Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.**

Recruitment materials are reviewed by both the Admissions staff and faculty and staff in Academic Affairs to ensure accuracy.

(f) Commitment to support

- (i) Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.**

Faculty evaluation includes teaching knowledge and skills. Both the department chair and the program directors provide input to faculty on their teaching. The teaching technology staff also provides input on the extent to which course syllabi and course Blackboard sites are organized according to existing JHSON course delivery criteria to ensure uniformity across courses and across programs.

- (ii) An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.**

Please refer to sections J and K.

(g) Evaluation and assessment

- (i) An institution shall evaluate a distance education program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

Student outcomes such as time to graduation, employment after graduation, and satisfaction with individual courses and the program as a whole are evaluated. Section L provides additional detail on this.

- (ii) An institution shall demonstrate an evidence-based approach to best online teaching practices.**

Data is monitored on adherence to online course delivery organization each semester. Also student course evaluations are reviewed each semester by the program director and Executive Vice Dean. All courses are reviewed every two years by the DNP Curriculum Committee members.

(iii) An institution shall provide for assessment and documentation of student achievement of learning outcomes in a distance education program.

Student achievement of learning outcomes are evaluated by completion of competency measures that are part of each course. In addition the faculty advisor monitors student progress as the student advances in this program. An English as a second language specialist offers a writing course for students in need of additional writing support. Students identified as in “academic jeopardy” are evaluated by both their advisor and by the DNP Progressions Committee which recommends a plan to address issues as soon as a student’s academic difficulty is identified.

Appendix C

Faculty

Full-Time Faculty

Name	Credentials & Certifications	Rank	Degrees	Institution Granting Degree	Focus of Program of Scholarship
Allen, Jerilyn K.	ScD, RN, FAAN	Professor (tenured)	ScD	Johns Hopkins University	Cardiovascular disease prevention and lifestyle modifications
Alexander, Kamila	PhD, MPH, RN	Assistant Professor	PhD	University of Pennsylvania	Prevention of sexual health outcome disparities
Alvarez, Carmen	PhD, RN	Assistant Professor	PhD	University of Michigan	Health promotion among underserved populations
Baptiste, Diana	DNP, MSN, RN	Assistant Professor	DNP	Johns Hopkins University	Cardiovascular health. Nurse preceptor education; promoting academic advancement and improving competencies of nurses in the acute care setting
Becker, Kathleen	DNP, MSN, RN, CRNP	Assistant Professor	DNP	Chatham University	Inter-professional education and practice, homelessness, substance abuse, NP education and faculty practice
Bower, Kelly	PhD, MSN/MPH, RN, APHN-BC	Assistant Professor	PhD	JHU Bloomberg School of Public Health	Health disparities; racial residential segregation; food store availability; obesity; fetal and infant mortality; public health; program evaluation; social determinants of health
Budhathoki, Chakra	PhD	Assistant Professor	PhD	Oklahoma State University	Mixed-effects modeling, longitudinal data analysis, research synthesis and meta-analysis, statistical consulting; HIV/AIDS, cardiovascular disease
Campbell, Jacquelyn	PhD, RN, FAAN	Professor	PhD	University of Rochester School of Nursing	Intimate partner violence and health outcomes, abuse during pregnancy, health inequities related to IPV, dating violence, workplace violence and intimate partner homicide
Davidson, Patricia	PhD, Med, FAAN	Dean	PhD	University of Wollongong	Cardiovascular care, transitional care; underserved populations
Dennison Himmelfarb, Cheryl	PhD, CRNP, FAAN, FAHA	Associate Professor	PhD	Johns Hopkins University	Cardiovascular risk and chronic illness management; provider behavior and decision support
Donnelly, Mary	DNP, MS, MPH, ACNP-BC, ANP-BC	Instructor	DNP	Chatham University	Decreasing Cardiovascular Risk Factors in the Urban Population
Dudley-Brown, Sharon	PhD, FNP-BC, FAAN	Assistant Professor	PhD	University of Maryland	Symptom management with a special focus on gastroenterology & hepatology; inflammatory bowel disease; ulcerative colitis
Farley, Jason	PhD, MPH, MSN, CRNP, FAAN	Associate Professor	PhD	Johns Hopkins University	Epidemiology, prevention and management of drug-resistant infections; international infection control; HIV/AIDS

Name	Credentials & Certifications	Rank	Degrees	Institution Granting Degree	Focus of Program of Scholarship
Finnell, Deborah	DNS, PMHNP-BC,	Associate	DNS	University at Buffalo	Prevention, treatment, and recovery, substance use disorders, addictions nursing, psychiatric mental health nursing
Foronda, Cynthia	PhD, RN, CNE	Assistant Professor	PhD	Marquette University College of Nursing	Nurse education; virtual simulation; simulation; interdisciplinary education; online teaching and learning; educational technology; study abroad in developing countries
Frank, Karen	DNP, MS, RN, C-NIC, APRN-CNS	Instructor	DNP	University of Maryland	Care of neonates to improve patient outcomes
Gitlin, Laura	PhD	Professor	PhD	Purdue University	Nonpharmacologic treatment in dementia care; family caregiving; aging in place; functional disability; adaptation to chronic illness; geriatrics, depression and health disparities
Gerson, Linda D.	PhD, RN, PMHCNS-BC	Assistant Professor	PhD	University of Maryland	Psychiatric Nursing Human Development
Glass, Nancy	PhD, MPH, RN, FAAN	Professor	PhD	University of Maryland at Baltimore	Ending violence against women and girls in US and global settings; intimate partner violence; housing and public policy affecting the health and well-being of women and children; health disparities; social determinants of health
Gross, Deborah	DNSc, RN, FAAN	Professor	DNSc	Rush University	Prevention research, parenting, early childhood development
Hamilton, Jill	PhD, RN, FAAN	Associate Professor	PhD	The University of North Carolina	Social and cultural factors that influence health. Coping strategies among older African-Americans
Han, Hae Ra	RN, PhD, FAAN	Associate Professor	PhD	University of Maryland	Community-based participatory research; health disparities; cancer control; cardiovascular risk reduction; chronic disease management; minority and immigrant health; cross-cultural instrumentation
Bryan Hansen	PhD, RN	Assistant Professor	PhD	Johns Hopkins University	Gerontology, dementia care
Hill, Martha	PhD, RN, FAAN	Professor	PhD	Johns Hopkins University	Hypertension in African-Americans; primary & secondary prevention of cardiovascular related diseases: hypertension, diabetes, ESRD, & CHF
Hodgson, Nancy	PhD, RN	Associate Professor	PhD	University of Pennsylvania	Applied gerontology, dementia care, palliative care, biosocial models
Hudson, Kryisia	DNP, MSN, RN, BC	Instructor	DNP	University of Maryland	Healthcare informatics; critical care; decision support systems; healthcare economics
Kozachik, Sharon	PhD, RN	Associate Professor	PhD	Johns Hopkins University	Mechanisms of pain and sleep disturbance, management of cancer and chemotherapy-induced symptoms, aging, geriatrics

Name	Credentials & Certifications	Rank	Degrees	Institution Granting Degree	Focus of Program of Scholarship
Kub, Joan	PhD, MA, PHCNS, BC	Associate Professor	MA	St. Mary's Seminary and University	Substance abuse and violence; dating violence; domestic violence; tuberculosis; end-of-life care and spirituality; public health nursing
Kverno, Karan	PhD, PMHCNS-BC, PMHNP-BC	Assistant Professor	PhD	The George Washington University	Psychiatric Mental Health Nursing; Dementia care; Integrative mental health care
Mudd, Shawna	DNP, CPNP-AC, PNP-BC	Assistant Professor	DNP	Johns Hopkins University	Pediatric asthma care; acute pain management
Nolan, Marie T.	PhD, MPH, RN, FAAN	Professor (tenured)	PhD	Catholic University of America	Patient and Family Health Care Decision Making in Critical Illness and at the end of life
Page, Gayle G.	DNSc, RN, FAAN	Professor (tenured)	DNSc	University of California at Los Angeles	Impact of stress on neuroendocrine and immune function; impact of stress responsivity on susceptibility to the development of persistent pain
Renda, Susan	DNP, ANP-BC, CDE	Assistant Professor	DNP	University of Virginia	Diabetes; patient education; inter-professional education; health literacy; prevention and self-management of chronic disease
Rushton, Cynda	PhD, RN, FAAN	Professor	PhD	Catholic University of Amer.	Bioethics; palliative care; ethical issues in clinical practice, particularly end-of-life decision making
Samuel, Laura	PhD, CRNP	Assistant Professor	PhD	Johns Hopkins University	Socioeconomic disparities, neighborhoods, aging, and chronic disease
Sanchez, Michael	DNP, ARNP, NP-C, FNP-BC, AAHIVS	Instructor	DNP	University of Miami	HIV, men's health, adult health, and sexual behaviors
Savage, Christine	PhD, RN, CARN, FAAN	Professor	PhD	University of Maryland School of Nursing	Alcohol abuse prevention; early intervention aimed at reducing adverse consequences related to risky alcohol use
Schram, Andrea Parsons	DNP, CRNP, FNP-BC	Assistant Professor	DNP	Johns Hopkins University	Patient-centered medical home; nurse practitioner education; prevention and behavioral management of chronic disease; diabetes
Sharps, Phyllis	PhD, RN, FAAN	Professor	PhD	University of Maryland	Perinatal health disparities; domestic violence and physical and mental health consequences for African American women, especially in community settings; infant mortality; parenting
Silbert-Flagg, Joanne	DNP, CPNP, IBCLC	Assistant Professor	DNP	Columbia University	Pediatric nurse practitioner, lactation, primary care to pediatric patients, newborns, and childbirth
Slater, Tammy	DNP, RN, ACNP	Instructor	DNP	Johns Hopkins University	Care of adult patients with cardiovascular disease

Name	Credentials & Certifications	Rank	Degrees	Institution Granting Degree	Focus of Program of Scholarship
Sloand, Elizabeth	PhD, CPNP, FAAN	Associate Professor	PhD	Johns Hopkins University	International health, child health and survival in developing countries, vulnerable and immigrant populations, pediatric primary care, asthma
Stewart, Jennifer	PhD, RN	Assistant Professor	PhD	University of Illinois at Chicago	HIV/AIDS risk reduction, community based mixed methods, faith based interventions, implementation science
Sullivan, Nancy	DNP, RN	Assistant Professor	DNP	Johns Hopkins University	Use of simulation in teaching
Szanton, Sarah	PhD, CRNP	Associate Professor	PhD	Johns Hopkins University	Gerontology; aging in place; racial and socioeconomic health disparities
Tanner, Ibby	PhD, RN, FNGNA, FAAN	Associate Professor	PhD	University of Maryland	Gerontology and health promotion; volunteerism in older adults; the relationship between social factors and health outcomes
VanGraafeiland, Brigit	DNP, CRNP	Assistant Professor	DNP	University of Maryland	Foster and kinship care, underserved and vulnerable populations, immunizations, asthma, adolescents health care, clinical simulation
Veenema, Tener Goodwin	RN, PhD, MPH, MS, FAAN	Associate Professor	PhD	University of Rochester School of Nursing	Disaster Nursing, Public Health Emergency Preparedness, Children and Disasters, Public Policy and Environmental Health, Health Policy, Entrepreneurism, Leadership & Decision-Making, Clinical Decision Support Systems
Velez, Roseanne	DNP, FNP-BC	Rank Pending	DNP	Chatham University	Patient and Family-Centered Care, Orthopedics, family practice, CA-MRSA, NPAM legislation
Warren, Nicole	PhD, MPH, CNM	Assistant Professor	PhD	University of Illinois at Chicago	Maternal mortality in sub-Saharan Africa (Mali); auxiliary midwives in low-resource settings; active management of third stage of labor; caring for women affected by female genital cutting
Wenzel, Jennifer	PhD, RN, CCM	Assistant Professor	PhD	Southern Adventist University	Oncology; health disparities; managed care; case management; treatment decision making; qualitative data analysis
White, Kathleen M.	PhD, RN, NEA-BC, FAAN	Associate Professor	PhD	University of Maryland	Health Policy, Health systems management
Part-Time Faculty					
Baker, Deborah	DNP, MSN, CRNP	Professor	DNP	Johns Hopkins University School of Nursing	Health systems, patient safety, leadership
Finlayson, Susan	DNP, RN, NE-BC	Instructor	DNP	Johns Hopkins University School of Nursing	Nursing strategic planning, leadership development, and CNO competencies

Name	Credentials & Certifications	Rank	Degrees	Institution Granting Degree	Focus of Program of Scholarship
Frink, Barbara	PhD, RN, FAAN	Lecturer, Adjunct Faculty Associate	PhD	University of Pennsylvania	Clinical Informatics healthcare delivery, policy.
Hough, Doug	PhD	Associate Professor	PhD	University of Wisconsin	Health policy and Management, Behavioral Economics and Health
Jager, Leah	PhD	Assistant Scientist	PhD	University of Washington	Biostatistics
59. Smith, Vicki Hong	MLA, MA, BS	Lecturer, Adjunct Faculty, Instructor	MLA	Johns Hopkins University	Specializes in teaching ESOL college and graduate level courses and professional writing courses
60. Ward, William	MBA	Assistant Professor	MBA	Loyola College	Health Policy and Management

Appendix D

Finance Information

TABLE 1: RESOURCES:					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	--	--	--	--	--
2. Tuition/Fee Revenue (c + g below)	\$1,561,178	\$4,370,630	\$7,122,538	\$9,730,739	\$10,918,566
a. Number of F/T Students	34	61	102	123	131
b. Annual Tuition/Fee Rate	\$30,072	\$46,461	\$47,856	\$49,290	\$50,769
c. Total F/T Revenue (a x b)	\$1,022,448	\$2,834,121	\$4,881,312	\$6,062,670	\$6,650,700
d. Number of P/T Students	26	48	68	108	122
e. Credit Hour Rate	\$1,671	\$1,721	\$1,772	\$1,826	\$1,881
f. Annual Credit Hour Rate	12	19	19	19	19
g. Total P/T Revenue (d x e x f)	\$538,730	\$1,536,509	\$2,241,226	\$3,668,069	\$4,267,866
3. Grants, Contracts & Other External Sources	--	--	--	--	--
4. Other Sources	--	--	--	--	--
TOTAL (Add 1 – 4)	\$1,561,178	\$4,370,630	\$7,122,538	\$9,730,739	\$10,918,566

Resources narrative:

1. Reallocated Funds: The modification will not require funds to be reallocated.
2. Tuition and Fee Revenue: Tuition reflects both full time and part-time students carrying 79 credit hours.
3. Grants and Contracts: No grants and contracts will be used to support this program.
4. Other Sources: No additional sources will be used to support this program.

TABLE 2: EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$337,390	\$880,946	\$2,289,137	\$2,518,051	\$2,769,856
a. # Sections offered					
b. Total Salary					
c. Total Benefits	\$85,606	\$223,523	\$580,826	\$638,908	\$702,799
2. Admin. Staff (b + c below)	\$125,826	\$147,593	\$173,127	\$203,078	\$238,211
a. # FTE	1.4	1.6	1.9	2.2	2.5
b. Total Salary	\$93,900	\$110,144	\$129,199	\$151,551	\$177,769
c. Total Benefits	\$31,926	\$37,449	\$43,928	\$51,527	\$60,442
3. Support Staff (b + c below)	\$512,254	\$589,092	\$677,456	\$779,074	\$895,935
a. # FTE	5.9	6.8	7.8	9.0	10.4
b. Total Salary	\$382,279	\$439,621	\$505,564	\$581,399	\$668,608
c. Total Benefits	\$129,975	\$149,471	\$171,892	\$197,676	\$227,327
4. Equipment	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
5. Library					
6. New or Renovated Space					
7. Other Expenses	\$321,689	\$381,041	\$414,058	\$449,937	\$488,924
TOTAL (Add 1 - 7)	\$1,307,159	\$2,008,972	\$3,564,388	\$3,961,067	\$4,404,181

Expenditures narrative:

1. Faculty: Faculty who currently teach in the DNP and MSN programs will teach in the modified program.
2. Administrative: An Academic Program Administrator will support the modified program.
3. Support Staff: Academic Program Coordinators will support faculty members in course delivery.
4. Equipment: Additional manikins will be purchased for the simulation lab to support additional simulation experiences.
5. Library: No additional library resources are needed.
6. New or Renovated Space: No additional space is needed.
7. Other Expenses: No additional expenses are anticipated.

