



UNIVERSITY *of* MARYLAND SCHOOL OF NURSING

Academic Program Proposal

to the

Maryland Higher Education Commission

Off-Campus Program:

University of Maryland School of Nursing

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

at the Universities at Shady Grove

At the time of proposal:

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

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

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

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

Executive Summary

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

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

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

Maryland Higher Education Commission

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

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

I. Program and Degree to be Awarded

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

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

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

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

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

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

II. Resource Requirements and Funding Sources to Support Program Implementation

Resource Requirements

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

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

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

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

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

III. Program Need and Demand

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

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

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

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

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

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

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

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

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

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

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

IV. Assessment of Competing Programs and Description of Degree

Description of Degree

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

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

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

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

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

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

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

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

Assessment of Competing Programs

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

Relevance to Historically Black Institutions

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

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

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

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

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

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

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

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

VI. Academic Oversight, Quality Control and Student Services

Academic Oversight

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

Quality Control

The majority of programs, including the UMSON programs, rely heavily on professional accreditation as the primary means of evaluation and quality control. Professional accreditation is based on a national consensus around student competencies and program standards. The DNP program, including both

the post-master's pathway and the post-baccalaureate pathway, were accredited on September 22, 2014, by the CCNE, extending to June 30, 2025 (Appendix C). UMSON will apply for a substantive change to the CCNE for the addition of a delivery site. The substantive change notification must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change.

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

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

Student Services

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

VII. Provision for Adequate and Appropriate Library Resources

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

Priddy Library

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

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

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

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

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

Appendix A: Plans of Study

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

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

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

Total: 11 Credits

Summer Year 2

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

Total: 8 Credits

Fall Year 3

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

Total: 10 Credits

Spring Year 3

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

Total: 9 Credits

TOTAL 80 CREDITS

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

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

NDNP 843: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic Clinical Practicum/Seminar	3 Credits (135 Hours)
NDNP 807: Information Systems and Technology Improvement/Transformation Health Care	2 Credits
NDNP 808: Information Systems and Technology Improvement/Transformation Health Care Practicum	1 Credit (45 Hours)
Total: 10 Credits	

Spring Year 3

NDNP 810: Scholarly Project Identification	1 Credit
NDNP 844: Diagnosis and Management 3: Acute and Chronic Complex Conditions	4 Credits
NDNP 845: Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical Practicum/Seminar	3 Credits (135 Hours)
Total: 8 Credits	

Summer Year 3

NDNP 811: Scholarly Project Development	1 Credit
NDNP 846: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes	2 Credits
NDNP 847: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical Practicum/Seminar	2 Credits (90 Hours)
Total: 5 Credits	

Fall Year 4

NDNP 812: Scholarly Project Implementation	1 Credit (45 Hours)
NDNP 848: Diagnosis and Management 5: Professional Practice Immersion: Clinical Practicum/Seminar	4 Credits (180 Hours)
NDNP 814: Practice Leadership Within Complex Adaptive Health Care Systems	3 Credits
NDNP 817: Practice Leadership Within Complex Adaptive Health Care Systems Clinical Practicum	2 Credits (90 Hours)
Total: 10 Credits	

Spring Year 4

NDNP 813: Scholarly Project Evaluation/Dissemination	1 Credit (45 Hours)
NDNP 849: Diagnosis and Management 6: Integration of Practice and Leadership: Clinical Practicum/Seminar	5 Credits (225 Hours)
ELECTIVE or Necessary Specialty Course	3 Credits
Total: 9 Credits	

TOTAL 80 CREDITS

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

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

NDNP 819: Advanced Health Assessment Across the Life Span 4 Credits
Total: 10 Credits

Spring Year 3

NDNP 840: Diagnosis and Management 1: Intro to Diagnostic Reasoning 2 Credits
NDNP 841: Diagnosis and Management 1: Intro to Diagnostic Reasoning Clinical 2 Credits (90 Hours)
Total: 4 Credits

Summer Year 3

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

Fall Year 4

NDNP 842: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic 4 Credits
NDNP 843: Diagnosis and Management 2: Common Health Conditions, Episodic and Chronic Clinical Practicum/Seminar 3 Credits (135 Hours)
Total: 7 Credits

Spring Year 4

NDNP 810: Scholarly Project Identification 1 Credit
NDNP 844: Diagnosis and Management 3: Acute and Chronic Complex Conditions 4 Credits
NDNP 845: Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical Practicum/Seminar 3 Credits (135 Hours)
Total: 8 Credits

Summer Year 4

NDNP 811: Scholarly Project Development 1 Credit
NDNP 846: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes 2 Credits
NDNP 847: Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical Practicum/Seminar 2 Credits (90 Hours)
Total: 5 Credits

Fall Year 5

NDNP 812: Scholarly Project Implementation 1 Credit (45 Hours)
NDNP 848: Diagnosis and Management 5: Professional Practice Integration: Clinical Practicum/Seminar 4 Credits (180 Hours)
Total: 5 Credits

Spring Year 5

NDNP 813: Scholarly Project Evaluation/Dissemination 1 Credit (45 Hours)

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

TOTAL 80 CREDITS

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

Appendix B: List of Faculty Teaching in FNP-DNP

	Care Practicum		
NDNP 810	Scholarly Project Identification	Kathleen Buckley, PhD, RN, IBCLC	Full-Time
NDNP 844	Diagnosis and Management 3: Acute and Chronic Complex Conditions	Claire Bode, DNP, MS, RN, CRNP-F	Full-Time
NDNP 845	Diagnosis and Management 3: Acute and Chronic Complex Conditions Clinical Practicum/Seminar	Bridgitte Gourley, DNP, CRNP	Full-Time
NURS 834	Translating Evidence to Practice	Linda Costa, PhD, RN, NEA-BC	Full-Time
NDNP 846	Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes	Gina Rowe, PhD, DNP, MPH, FNP-BC, PHCNS-BC, CNE	Full-Time
NDNP 847	Diagnosis and Management 4: Integration of Multiple Health Problems and Complex Clinical Syndromes: Clinical Practicum/Seminar	Claire Bode, DNP, MS, RN, CRNP-F	Full-Time
NDNP 811	Scholarly Project Development	Kathleen Buckley, PhD, RN, IBCLC	Full-Time
NDNP 812	Scholarly Project Implementation	Kathleen Buckley, PhD, RN, IBCLC	Full-Time
NDNP 814	Practice Leadership Within Complex Adaptive Health Care Systems	Kathy Montgomery, PhD, RN, NEA-BC	Full-Time
NDNP 817	Practice Leadership Within Complex Adaptive Health Care Systems Clinical Practicum	Kathy Montgomery, PhD, RN, NEA-BC	Full-Time
NDNP 848	Diagnosis and Management 5: Professional Practice Immersion: Clinical Practicum/Seminar	Gina Rowe PhD, DNP, MPH, FNP-BC, PHCNS-BC, CNE; Claire Bode, DNP, MS, RN, CRNP-F; Bridgitte Gourley, DNP, CRNP	Rowe: Full-Time Bode: Full-Time Gourley: Full-Time
NDNP 813	Scholarly Project Evaluation/Dissemination	Kathleen Buckley, PhD, RN, IBCLC	Full-time
NDNP 849	Diagnosis and Management 6: Integration of Practice and Leadership: Clinical Practicum/Seminar	Gina Rowe, PhD, DNP, MPH, FNP-BC, PHCNS-BC, CNE; Claire Bode, DNP, MS, RN, CRNP-F; Bridgitte Gourley, DNP, CRNP	Rowe: Full-Time Bode: Gourley: Full-Time
	ELECTIVE or Necessary Specialty Course	(Dependent on student selection) Elaine Bundy, DNP, CRNP; Robin	Bundy: Full-Time Poedel: Full-Time Rawlett: Full-Time Scheu: Full-Time

		Poedel, PhD, RN, FNP-BC; Kristen Rawlett, PhD, FNP-BC; Karen Scheu, DNP, FNP-BC; Debra Scrandis, PhD, CRNP, BC; Roseann Velez, DNP, CRNP, FNP-BC;	Scrandis: Full-Time Velez: Full-Time
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Appendix C: CCNE Accreditation



ONE D BROAD STREET, 8th FLOOR
SUITE 510
WASH. METRO DC 20056-1130

(202) 337-8291

WWW.AACN.NCHE.EDU
LUB-ACCREDITATION

May 28, 2015

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

Dear Dr. Kirschling:

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

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

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

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

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

As a reminder, programs are expected to continue to comply with the current CCNE standards and procedures throughout the period of accreditation. These documents are available at <http://www.aacn.ccne.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate>. This includes advising CCNE in the event of a substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE procedures.

Thank you for your participation in the CCNE accreditation process and your commitment to quality nursing education. The Commissioners join me in expressing our very best wishes as you continue to promote excellence in nursing education.

Sincerely,



Judith F. Karshmar, PhD, PAHCNS-BC
Chair, Board of Commissioners

cc: President Jay A. Perman
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team

