



October 31, 2022

Dr. James D. Fielder, Jr., Secretary
Maryland Higher Education Commission
6 North Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Secretary Fielder,

Hood College is submitting for your review a timely proposal for a Doctor of Nursing Practice (DNP). With a global pandemic receding, our healthcare system is under significant pressure to attract and retain qualified nurses at all levels of education. While completing a BSN is central to the role of the professional nurse, it is only the beginning for many nurses who wish to advance their expertise and impact healthcare delivery at a higher level. Doctorally trained are needed to provide high-quality care, conduct research, teach the next generation of nurses, shape public policy, lead health systems, consult with corporations, and implement evidence-based solutions that revolutionize health care. These providers are in great demand to fill established and emerging roles that allow nurses to focus on a variety of practice areas, such as geriatrics, pediatrics, public health, informatics, systems improvement, leadership, and genetics/genomics.

In response to these trends, Hood College herein proposes the Doctor of Nursing Practice (DNP) degree to meet the current and projected need for nurses prepared at the graduate level. Building on the success of its undergraduate and graduate programs, Hood College is uniquely positioned to educate generations of nursing professionals given the current and projected demand in the field, building on the college's resources and geographic location. Pending the Commission's concurrence, the College wishes to begin offering the proposed DNP during the 2023-24 academic year. Therefore, we formally request your review and approval of this program.

Sincerely,

Deborah D. Ricker, Ph.D.
Provost and Vice President of Academic Affairs

Enclosure

October 17, 2022

Dear Provost Ricker,

As the COO at Frederick Health, I am writing to express my interest in expanding our collaboration with the Hood College Nursing Program as it relates to graduate nursing degrees. We have both benefited from our partnerships related to the undergraduate program and other degree programs at Hood College.

The collaborative activities would greatly benefit both of our organizations as students pursue graduate nursing education. For example, we welcome opportunities to host your graduate nursing practicum students to expose them to a “real- world laboratory” with actual issues in healthcare. A regularly scheduled exchange of current knowledge and cutting-edge developments in the field of healthcare via lunch meetings or guest lectures at our respective facilities would enhance our collaboration and resource sharing in these educational opportunities.

On behalf of Frederick Health, we look forward to working with your faculty on this project to provide an educational pathway for students to enter an important phase in their careers by pursuing a graduate nursing degree.

Sincerely,



Cheryl Cioffi, DNP, RN, NEA-BC, FACHE
Senior VP, Chief Operating Officer



Melissa McHugh Short, MBA, MN, RN

Chief Nursing Officer

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Melissa.Short@MeritusHealth.com

October 17, 2022

Dear Provost Ricker,

As the Chief Nursing Officer at Meritus Medical Center, I am writing to express my interest in expanding our collaboration with the Hood College Nursing Program as it relates to graduate nursing degrees. We have both benefitted from our partnerships related to the undergraduate program and other degree programs at Hood College.

The collaborative activities would greatly benefit both of our organizations as students pursue graduate nursing education. For example, we welcome opportunities to host your graduate nursing practicum students to expose them to a “real-world laboratory” with actual issues in healthcare. A regularly scheduled exchange of current knowledge and cutting-edge developments in the field of healthcare via lunch meetings or guest lectures at our respective facilities would enhance our collaboration and resource sharing in these educational opportunities.

The expanded collaboration would support Meritus’ organizational goals by preparing nurses at the graduate level to serve inpatient, outpatient and community needs. It would support our professional practice environment and ongoing goal to increase the percentage of nurses with BSN or higher degrees.

On behalf of Meritus Medical Center we look forward to working with your faculty on this project to provide an educational pathway for students to enter an important phase in their careers by pursuing a graduate nursing degree.

Sincerely,

Melissa McHugh Short, MBA, MN, RN



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

Institution Submitting Proposal	
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Each action below requires a separate proposal and cover sheet.

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

Payment Submitted:	Yes	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
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Department Proposing Program			
Degree Level and Degree Type			
Title of Proposed Program			
Total Number of Credits			
Suggested Codes	HEGIS:	CIP:	
Program Modality	On-campus		Distance Education (<i>fully online</i>)
Program Resources	Using Existing Resources		Requiring New Resources
Projected Implementation Date	Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog	URL:		

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type Name:
	Signature: <i>Anelisa E. Chapelin</i> Date:

	Date of Approval/Endorsement by Governing Board:
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DOCTOR OF NURSING PRACTICE

October 31, 2022

A. Centrality to institutional mission statement and planning priorities:

Program Description

Hood College, founded in 1893, is located in downtown Frederick, Maryland and is approximately one hour from Washington D.C. and Baltimore. The College offers thirty-three (33) undergraduate majors, nineteen (19) master's degrees, eleven (11) post-baccalaureate certificate programs and two (2) doctoral degrees. Thirty-eight percent (38%) of the student body is from under-represented racial or ethnic populations, hailing from more than twenty-eight (28) states and twenty-one (21) countries. Over ninety percent (90%) of the faculty hold doctoral or terminal degrees. With a 1:11 student to faculty ratio, students are given high-quality, personalized attention, which fosters their academic and professional success.

For over a century, Hood College has been preparing students to make a difference in their chosen career and community. Hood College implemented a prelicensure Bachelor of Science in Nursing (BSN) in 2014, achieving full accreditation through 2028 by the Collegiate Commission on Nursing Education (CCNE)¹ and approval by the Maryland Board of Nursing. The program has graduated nearly 100 students since its inception who have become licensed as registered nurses, primarily working in Maryland.

The demand for nurses with graduate education to practice within the healthcare system and nursing education is a current and future need. The national nursing workforce at all levels have been affected by an aging population, nurses leaving active practice to retire, and more recently, the effects of the COVID pandemic. According to the American Association of Colleges of Nursing (AACN)² the U.S. is projected to experience an intensified shortage of registered nurses as Baby Boomers retire, the aging population grows, and need for health care grows.

According to the Bureau of Labor Statistics Registered Nursing (RN) is listed among the top occupations in terms of job growth through 2029³. The RN workforce is expected to grow from 3 million in 2019 to 3.3 million in 2029, an increase of 221,900 or 7%. The Bureau also projects 175,900 openings for RNs each year through 2029 when nurse

¹ CCNE, Commission on Collegiate Nursing Education, <https://www.aacnnursing.org/CCNE>

² AACN, <https://www.aacnnursing.org/News-Information/Fact-Sheets/Nursing-Shortage>

³ U.S. Bureau of Labor Statistics, <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>

retirements and workforce exits are factored into the number of nurses needed in the U.S.

According to AACN's report on enrollments, graduations, and the nursing shortage^{4,5} U.S. nursing schools turned away 80,407 qualified applicants from baccalaureate and graduate nursing programs in 2019 due to insufficient number of faculty, clinical sites, classroom space, and clinical preceptors, as well as budget constraints. Almost two-thirds of the nursing schools responding to the survey pointed to a shortage of faculty and/or clinical preceptors as a reason for not accepting all qualified applicants into their programs. Thus, there is a continuing need to prepare nurses at the graduate level to be able to teach the nurses of the future.

In 2017, the U.S. Census Bureau reported that by 2030, the number of US residents age 65 and over is projected to rise to 82 million, thereby spurring an increased need for the older adult and geriatric population, including care for individuals with chronic diseases and comorbidities. According to the US Bureau of Labor Statistics⁶ overall employment for advanced practice registered nurses (APRNs) such as nurse practitioners is expected to grow 45% from 2020 to 2030, much faster than for the average for all occupations. Many of these positions are expected to result from nurses exiting the labor force, such as to retire, and as a result of the aging population needing more healthcare resources.

While completing a BSN is central to the role of the professional nurse, it is only the beginning for many nurses who wish to advance their expertise and impact health care delivery at a higher level. Nurses with graduate-level preparation are needed to provide high quality care; conduct research; teach online, across clinical and classroom settings; shape public policy; lead health systems; consult with corporations; and implement evidence-based solutions that revolutionize health care. These providers are in great demand to fill established and emerging roles that allow nurses to focus on a variety of practice areas, such as geriatrics, pediatrics, public health, informatics, systems improvement, leadership, and genetics/genomics.

In response to these trends, Hood College proposes the Doctor of Nursing Practice (DNP) degree to meet the current and projected need for nurses prepared at the graduate level. Building on the success of its undergraduate and graduate programs, Hood College is uniquely positioned to educate generations of nursing professionals given the current and projected demand in the field, building on the college's resources and geographic location. Further, the proposed graduate degrees address the core mission of the College: *"Through an integration of the liberal arts and the professions, Hood College provides an education that empowers students to use their hearts, minds and hands to meet personal, professional and global challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement."* (www.hood.edu/discover/about-college/mission-vision)

⁴ AACN, 2021, <https://www.aacnnursing.org/News-Information/Research-Data-Center/Standard-Data-Reports>

⁵ AACN, 2021. <https://www.aacnnursing.org/news-information/fact-sheets/nursing-shortage>

⁶ U.S. Bureau of Labor Statistics, <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>

The proposed graduate nursing program will expand the relationship between the College and local healthcare systems, including Frederick Health and Meritus Medical Center. As part of the College’s 2022-2025 Strategic Plan, a significant investment in the growth of the Ruth Whitaker Holmes School of Behavioral and Health Sciences (RWHSBHS,) is a leading strategic goal. The Nursing program is part of the inaugural degree programs that form the foundation of the RWHSBHS, and new graduate programs will serve to meet the goals and outcomes of the School while increasing the number of nurses prepared at the graduate level.

II. Detailed Description of the Program

Hood College Nursing is proposing the addition of a Doctor of Nursing Practice degree. The program will be delivered online, except for the required practicums, which are in-person with a preceptor in a healthcare or academic setting. Students have the option of full-time or part-time participation, and will be able to complete the degree in 4-6 semesters.

The **Doctor of Nursing Practice (DNP)**, with a focus on Systems Leadership, will prepare nurses with an MSN to advance their practice, knowledge, skill and ability to serve as change agents, leaders, and evaluators in complex health care environments. The nurse with a DNP possesses a blend of clinical, organizational, economic, and leadership skills that are needed to design and improve the delivery of systems of care to enable a positive impact on healthcare outcomes, as well as the translation of research/new knowledge into practice. Doctor of Nursing Practice (DNP) programs prepare nurse leaders at the highest level of nursing practice to improve patient outcomes and translate research into practice.

- DNP curricula build on traditional master's programs by providing advanced content in evidence-based practice, quality improvement, and systems leadership, among other key areas.
- The DNP described herein is designed for masters prepared nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs. DNP-prepared nurses are well-equipped to fully implement the science developed by nurse researchers prepared in PhD, DNS, and other research-focused nursing doctorates. Students will have the opportunity for additional elective credits in nursing education.

A list of the required courses for the DNP are listed in Table 1.

Table 1: Required Courses for MS to DNP – Healthcare Systems Leadership (HL)

Course number	Course Title	Credits
NUR 600	Population Health and Epidemiology in Advanced Practice	3
NUR 601	Evidence-Based Practice and Research Methods in Healthcare	3
NUR 602	Nursing Theory & Translation Science	3

NUR 603	Information Technology, Data, and Innovation in Healthcare	3
NUR 604	Healthcare Finance & Business Management	3
NUR 605	Healthcare Policy, Politics, and Advocacy	3
NUR 606	Healthcare Organizational & Systems Leadership for Advanced Practice	3
NUR 607	Seminar and Practicum in Leading Strategic Change and Transformation	3
NUR 697A	DNP Project I: Plan	2
NUR 697B	DNP Project II: Proposal	3
NUR 697C	DNP Project III: Leadership Immersion	4
	Electives	6
	Total Credits	39

III. Descriptions of Courses

Doctor of Nursing Practice (DNP) – New courses

NUR 600 Population Health and Epidemiology in Advanced Practice, 3 cr. Study of the determinants of health and disease in populations including related methods and data analysis. This course explores the US. Health System focusing on historical development, current configuration, payer provider relationships, politics of healthcare, and possible future directions. Includes study of healthcare system architecture, key influencers, accessibility, financing, changing components and the effects of the system on patients, providers, financiers, government, insurers, and society. Role of population health management and public health is explored, including impact of social, cultural, economic, and environmental factors on health care systems and practices.

NUR 601. Evidence-Based Practice and Research Methods in Healthcare, 3 cr. Critique and synthesis of evidence for practice-related questions including responsible conduct of ethical inquiry. Application of statistical methods for scholarly inquiry.

NUR 602. Nursing Theory and Translation Science, 3 cr. The course will expose the student to a wide range of theories and conceptual frameworks that inform practice. Students will gain experience in understanding, constructing, formulating, applying, and evaluating theory in nursing and healthcare.

NUR 603. Information Technology, Data, and Innovation in Healthcare, 3 cr. The course provides an overview of the use of information technology and data in the healthcare environment, and associated innovations. Legal, ethical, and cultural issues that influence information technology are examined. The influence of technology on client outcomes is explored.

NUR 604 Healthcare Finance & Business Management, 3 cr. Advanced analysis of healthcare system economics, finance, and resource management and examination of leadership and change management theories and strategies.

NUR 605 Healthcare Policy, Politics, and Advocacy, 3 cr. The course takes an interprofessional approach to evaluate healthcare policy issues that impact decision making and outcomes in healthcare. Students will explore healthcare delivery systems and analyze issues that impact healthcare delivery at global, national, and state levels of government. Students will examine the role that advanced practice nurses play in advocating for the health of the populations served.

NUR 606 Healthcare Organizational & Systems Leadership for Advanced Practice, 3 cr. Synthesis of leadership concepts for advanced practice nurses in complex healthcare delivery systems to enable the achievement of desired health outcomes, and the safe, quality delivery of care.

NUR 607 Seminar & Practicum in Leading Strategic Change and Transformation, 3 cr. Examines the leader's role in effectively managing change and transformation, from both a micro and macro perspective. Includes 100 hours of practicum.

NUR 697A DNP Project I: Plan, 2 cr. First in a series of 3 related courses, the student will develop an initial plan for the DNP Project, including identifying a lead faculty and two other committee members.

NUR 697B DNP Project II: Proposal, 3 cr. In this second of three related courses, the student will complete the written proposal for the DNP Project, prior to implementing the project.

NUR 697C DNP Project III. Leadership Immersion, 4 cr. In the final phase of the DNP Project, the student will implement the project in a healthcare setting, collect associated data and determine the findings, and finally create and present a final report. 300 to 400 practicum hours dependent on practicum hours earned in MSN program.

Electives – 6 credits at the graduate level

IV. Expected Student Learning Outcomes

1. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.
2. Develop and critically evaluate care delivery systems to meet current and future needs of clients and populations based on scientific findings as well as ethics, organizational, political, and economic sciences.
3. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability to improve desired outcomes in populations served.
4. Utilize evidence-based practice strategies to design and implement processes and practices to improve practice and the practice environment.

5. Design, select, and use information systems/technology to evaluate outcomes of care and care systems, including decision supports, finance tools, and intervention tools to improve patient care.
6. Provide leadership to engage proactively in the development and implementation of health policy at all levels through interfacing with practice, research, and policy.
7. Advocate for the nursing profession and social justice, equity, and ethical policies within all healthcare arenas.
8. Provide effective organizational and system leadership with intra-professional and interprofessional teams to create change in health care and complex healthcare delivery systems.

V. Program Funding and Institutional Commitment

B. Critical and Compelling Regional or Statewide Need:

I. Regional & Statewide Needs

The Nurse Support II Program, funded by the Health Services Cost Review Commission and administered by the Maryland Higher Education Commission focuses on expanding the capacity to educate nurses through increasing faculty and strengthening nursing education programs in Maryland⁷. Central to the goals of the program include developing competencies that contribute to meeting the “increased demand for care that will be created by health care reform and advance the improvements, in an increasingly complex health system”⁸. The competencies identified include leadership, system improvements, health policy, and evidence-based practice. In order to fully realize nursing’s contribution to these facets of the healthcare system, nurses with advanced education are essential, and the DNP who clinical knowledge with these advanced competencies is essential to the health of the population.

Need for Nursing Leaders

All types of healthcare organizations require nurses who can manage and provide leadership for client care, nurses, and organizational interests. Nurse leaders often come from among the ranks of bedside nurses, however in order to be the most effective and successful, education at the graduate level is essential. Many nurse leader positions require a minimum of a master’s degree. The nurse with a DNP is a highly developed resource for the healthcare organization as the nurse possesses advanced competency to lead improvement efforts, translate evidence into practice, and collaborate with all healthcare leaders at the highest levels in the midst of the complexity of healthcare. Thus, healthcare organizations and the healthcare system is benefitted from these advanced practice nurses, ultimately benefitting the population as a whole.

Need for Nursing Faculty

⁷ Nursing Support II Program Background, <https://nursesupport.org/nurse-support-program-ii/about-nsp-ii/>

⁸ Nursing Support II Program Goals, <https://nursesupport.org/nurse-support-program-ii/about-nsp-ii/>

There is an existing and future need for nursing faculty across the region, state, and nation to educate the future nurses of the United States. The shortage of nursing faculty is expected to continue related to aging faculty and their associated retirements, and the shortages of registered nurses prompting more enrollments in undergraduate programs across the nation. Nursing faculty require a minimum of a master's degree; however, many institutions require a doctoral degree for a full faculty role. The nurse with a DNP will be eligible to serve as faculty in nursing education. Students in this program will be able to complete nursing education courses to support this role, and with experience as an educator, will be eligible to achieve the Certified Nurse Educator credential.

II. Critical and Compelling Need as Identified in the State Plan

Nursing plays a prominent role in the 2021-2025 Maryland State Plan for Higher Education⁹. A brief review of recent MHEC press releases¹⁰ points clearly to the emphasis and urgent need MHEC places on nursing education with nearly half of all updates relating directly to addressing nursing shortages. The 2022 Maryland State Plan identifies that the State's "private, non-profit institutions of higher education are an important educational resource and vital to the provision of postsecondary education in the State", and therefore the State will continue to provide funding authorized by law to these institutions to foster the continued provision of this important resource. The proposed graduate nursing programs will address the need for nurse educators statewide and advanced practice in the nursing profession.

Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.

Hood College has strong partnerships with local and regional healthcare businesses, including Frederick Health, Meritus Medical Center, the Frederick County Health Department, local community health agencies, and various long-term care and mental health institutions. In addition to the local institutions, Hood College has clinical site agreements with healthcare organizations where our students have their clinical experiences in the District of Columbia, such as Medstar Washington and Children's National, as well as other healthcare organizations across Maryland including the National Institutes of Health, Suburban Hospital, and Shady Grove Medical Center.

What began as clinical course practicum sites for the baccalaureate nursing program the partnerships have strengthened as nurses and pharmacists serve as subject matter experts teaching in our undergraduate program. These organizations offer externships for our students in their facility, and faculty from Hood serve on committees, such as their Nurse Residency Advisory Committee. These shared relationships have benefitted both Hood College and these organizations and provide graduate nurses to fill nursing workforce needs.

Frederick Health System and Meritus Medical Center have provided letters of support to enable DNP students to have individual practicums in their organizations as part of their education.

⁹ <https://mhec.maryland.gov/Pages/2021-2025-Maryland-State-Plan-for-Higher-Education.asp>

¹⁰ https://mhec.maryland.gov/Pages/Press_Releases.aspx

Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.

“Student success will not be success for all if there is no consideration for equity. Every student, regardless of race, disability, ethnicity, gender, or sexual identity, is entitled to equal educational opportunities under State and Federal law. Equal opportunity for all students not only is essential to compliance with Constitutional and civil rights laws, but it also is foundational to the State Plan for Higher Education and to the values of the Commission and each postsecondary institution in the State. A wide range of innovative strategies must be pursued by all partners in postsecondary education in Maryland to assure equal opportunities to all Marylanders.”¹¹ This reflects Hood College’s core value and commitment to diversity, equity, and inclusion, which supports one of the highest percentages (38%) of college students from under-represented racial minorities in the state.

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

Although there are existing graduate nursing programs in Maryland, with a propensity of these based in Eastern Maryland, there is evidence that the need for graduate-level nurses exist in leadership, teaching, and primary care which is projected to extend well into the future. In the local/regional geographic area of Central Maryland, there is an ongoing need for these additions to the nursing workforce, for example as nursing faculty, because of the large gaps in nurses prepared to teach at institutions of higher education. As of this writing, there are vacant full-time, part-time, adjunct, and clinical instructor positions for nursing faculty across Maryland, and in the Frederick and Washington County areas, there are 4-8 positions currently vacant. These gaps in faculty limit the numbers of students that can be admitted in undergraduate prelicensure programs, where the greatest nursing shortages exist now and into the future. In the Frederick/Washington County region there are no existing graduate nursing programs. The closest graduate nursing program is at Frostburg State University, which offers a Family Nurse Practitioner master’s degree and the MSN with a leadership and management focus.

According to the Nursing Support Program II¹², a nursing and nurse faculty workforce intervention, “schools of nursing must build their capacities to prepare more students at the graduate level who can assume roles in advanced practice, leadership, teaching, and research.” Nurses with masters and especially doctoral degrees are needed to teach future generations of nurses, lead changes in the healthcare system, and to conduct research that becomes the basis for improvements in nursing science and practice.

¹¹ Maryland Higher Education Commission - Maryland State Plan for Postsecondary Education. <https://www.mhec.maryland.gov/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>

¹² Nurse Support Program II, <https://nursesupport.org/nurse-support-program-ii/about-nsp-ii/>

An October 2022 search of open positions in leadership roles in Maryland alone found over 100 openings across all levels of care, including hospitals, long-term care and subacute care, healthcare-related companies, health policy, health informatics, and nursing education.

D. Reasonableness of Program Duplication:

According to the *Future of Nursing 2020-2030 Charting a Path to Achieve Health Equity*¹³ nurses are steadfast in collaborating to promote a culture of health for every member of the populations we serve, playing a “compelling role in addressing inequities across the entire spectrum” of the health care delivery system. The Report goes on to demonstrate this uncontested need for nurses to meet these demands:

*The strengths of the nursing workforce are many, yet they will be tested by formidable challenges that are already beginning to affect nurses and the health systems and organizations in which they work. These challenges will arise not only from the above changes occurring throughout the broader society but also from changes within the health care system itself and within the nursing and larger health care workforce. Further challenges for nursing will arise from health-related public policies and other factors that affect the scope of practice, size, distribution, diversity, and educational preparation of the nursing workforce*⁵.

With nursing retirements expected to significantly increase post COVID-19 fueling the nursing shortage there is also a shortage of graduate-prepared nurses with only 15% of nurses holding a graduate degree, and less than 3% having earned a doctorate, the nursing education system must respond. According to the 2020 AACN Fact Sheet, “the current demand for master’s and doctorally prepared nurses for advanced practice, clinical specialties, teaching, and research roles far outstrips the supply”.¹⁴ Nurses with doctoral degrees are needed to provide leadership in the delivery of healthcare, teach future generations of nurses, and to translate/conduct research that becomes the basis for improvements in nursing science and practice. The DNP program will prepare nurses who wish to focus on aggregate/systems/organizational role, in practice areas such as high-level professional leadership roles, health policy, and nursing education. Despite the availability of existing DNP programs in Maryland and across the nation, the need continues to expand and Hood College will contribute to the growing demand for these nurses who will focus on leadership roles.

Maryland’s innovative NSP II program¹⁵ funds multiple scholars and fellowships to support this need. Each additional nurse educator supports 8-10 new nurses entering the workforce. In order to meet the continued demand for registered nurses, undergraduate nursing programs are either expanding or increasing their graduation rates, creating a tremendous challenge to supply faculty to meet this growing demand. As reported by NSP II, the AACN found that on

¹³ National Academies of Science (2021). <https://nam.edu/publications/the-future-of-nursing-2020-2030/>

¹⁴ AACN, 2020 Nursing Fact Sheet, <https://www.aacnnursing.org/news-Information/fact-sheets/nursing-fact-sheet#:~:text=In%202020%2C%2014.9%25%20of%20the,roles%20far%20outstrips%20the%20supply.>

¹⁵ Maryland Nurse Support II Program, <https://nursesupport.org/>

average, nearly two full-time positions go unfilled in nursing education programs annually. The proposed graduate nursing program will contribute to closing these gaps.

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

Hood College acknowledges the need for diversity, equity, and inclusion and fully recognizes its impact on health outcomes. Three HBI's in Maryland offer graduate nursing degrees (Table 2), and all are located in Baltimore or Southern Maryland. Hood College does not believe our graduate nursing programs will compete with these programs.

Table 2. Maryland Higher Education Institutions with Graduate Nursing Programs ** = HBCU		
Institution	Location	Graduate Nursing Programs w/ Concentrations
Bowie State University**	Bowie, MD	MSN, NE Concentration MSN-FNP
Coppin State University**	Baltimore, MD	MSN - FNP MSN to DNP
Frostburg State University	Frostburg, MD	MSN, NE or Leader/Manager MSN-FNP MSN Psych-Mental Health NP
Johns Hopkins University	Baltimore, MD	MSN, Public Health or Leadership DNP, NP PhD
Morgan State University**	Baltimore, MD	MSN, NE or Leadership PhD
Notre Dame of Maryland	Baltimore, MD	MSN – FNP or ACPCNP, NE, Leadership
Salisbury University	Salisbury, MD	MSN, NE, Leadership MSN to DNP, FNP
Stevenson University	Stevenson, MD	MSN, Forensic Nursing, NE, Leadership, Population-Based Care Coordination
Towson University	Towson, MD	MSN – Direct Entry
Uniformed Services University of the Health Sciences	Bethesda, MD	MSN MSN to DNP PhD
University of MD	Baltimore, MD	MSN, Community/Public Health, Nursing Informatics, Leadership/Management DNP - FNP, NNP, PPCNP, Psych/Mental Health NP, Nurse Anesthetist, Acute Care Adult NP, ACPCNP PhD
KEY: ** = HBI NE = Nursing Education FNP = Family Nurse Practitioner AGPCNP = Adult-Gero Primary Care NP NNP = Neonatal Nurse Practitioner PPCNP = Pediatric Primary Care NP		

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

Not applicable.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

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

The DNP program is designed by licensed PhD and DNP nursing faculty in accordance with established standards of nursing education from the American Association of Colleges of Nursing (AACN) with future accreditation by CCNE and approval by the Maryland Board of Nursing. The graduate program will be directed by faculty with the appropriate educational and experiential backgrounds and competencies.

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

The outcomes listed below are based on scientific and nursing evidence, job related skills and knowledge, scope of practice, licensure requirements, and where applicable, standards for certification in a nursing specialty. The outcomes also align with the American Association of Colleges of Nursing (AACN) Essentials of Nursing, the Middle States Commission on Higher Education (MSCHE), and the College's rigorous academic standards:

1. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.
2. Develop and critically evaluate care delivery systems to meet current and future needs of clients and populations based on scientific findings as well as ethics, organizational, political, and economic sciences.
3. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability to improve desired outcomes in populations served.
4. Utilize evidence-based practice strategies to design and implement processes and practices to improve practice and the practice environment.
5. Design, select, and use information systems/technology to evaluate outcomes of care and care systems, including decision supports, finance tools, and intervention tools to improve patient care.
6. Provide leadership to engage proactively in the development and implementation of health policy at all levels through interfacing with practice, research, and policy.
7. Advocate for the nursing profession and social justice, equity, and ethical policies within all healthcare arenas.
8. Provide effective organizational and system leadership with intra-professional and interprofessional teams to create change in health care and complex healthcare delivery systems.

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

The curriculum is designed to build a solid foundation that is evidence-based and to master skills that will make our program graduates work-ready at time of hire. Critical thinking and problem-solving skills will be honed while working on real-life problems. It is anticipated that program graduates will be successful in gaining professional credentials and licensures and employment in their respective specialty.

Ongoing assessment developed by the program and required by accrediting and regulatory bodies (Collegiate Commission on Nursing Education, CCNE; Middle States Commission on Higher Education; and the Maryland Board of Nursing) will be conducted to evaluate learning outcomes. Assessment tools including tests, practicums, projects, case studies, evidence-based projects, written and oral presentations will be used to measure students' knowledge, skills, and competencies. Feedback from surveys, focus groups, advisory board, students – past and present – will be collected on an annual basis and evaluated. Findings will be used for continuous improvement and program growth.

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

The courses for the DNP program will largely be delivered online, utilizing appropriate synchronous and asynchronous learning. There are practicum hours which are completed in-person with a preceptor in healthcare and academic settings. The MSN to DNP is 39 credits with 500 practicum hours over several courses and culminates in a DNP Project completed in a real-world clinical setting. The courses are listed below in Table 3.

Table 3. DNP Program Courses			
Course Number	Credits	Course Title	Course Description
Doctor of Nursing Practice is 39 credits with 500 practicum hours.			
NUR 600	3	Population Health and Epidemiology in Advanced Practice	Study of the determinants of health and disease in populations including related methods and data analysis. This course explores the US. Health System focusing on historical development, current configuration, payer provider relationships, politics of healthcare, and possible future directions. Includes study of healthcare system architecture, key influencers, accessibility, financing, changing components and the effects of the system on patients, providers, financiers, government, insurers, and society. Role of population health management and public health is explored, including impact of social, cultural, economic, and environmental factors on health care systems and practices.
NUR 601	3	Evidence-based Practice and Research Methods in Healthcare	Critique and synthesis of evidence for practice-related questions including responsible conduct

			of ethical inquiry. Application of statistical methods for scholarly inquiry.
NUR 602	3	Nursing Theory and Translation Science	The course will expose the student to a wide range of theories and conceptual frameworks that inform practice. Students will gain experience in understanding, constructing, formulating, applying, and evaluating theory in nursing and healthcare.
NUR 603	3	Information Technology, Data, and Innovation in Healthcare	The course provides an overview of the use of information technology and data in the healthcare environment, and associated innovations. Legal, ethical, and cultural issues that influence information technology are examined. The influence of technology on client outcomes is explored.
NUR 604	3	Healthcare Finance & Business Management	Advanced analysis of healthcare system economics, finance, and resource management and examination of leadership and change management theories and strategies.
NUR 605	3	Healthcare Policy, Politics, and Advocacy	The course takes an interprofessional approach to evaluate healthcare policy issues that impact decision making and outcomes in healthcare. Students will explore healthcare delivery systems and analyze issues that impact healthcare delivery at global, national, and state levels of government. Students will examine the role that advanced practice nurses play in advocating for the health of the populations we serve.
NUR 606	3	Healthcare Organizational and Systems Leadership for Advanced Practice	Synthesis of leadership concepts for advanced practice nurses in complex healthcare delivery systems to enable the achievement of desired health outcomes, and the safe, quality delivery of care.
NUR 607	3	Seminar & Practicum in Leading Strategic Change and Transformation	Examines the leader's role in effectively managing change and transformation, from both a micro and macro perspective, gaining practical experience. Includes 100 hours of practicum.
NUR 697A	2	DNP Project I: Plan	First in a series of 3 related courses, the student will develop an initial plan for the DNP Project, including identifying a lead faculty and two other committee members.
NUR 697B	3	DNP Project II: Proposal	In this second of three related courses, the student will complete the written proposal for the DNP Project, prior to implementing the project.
NUR 697C	4	DNP Project III: Leadership Immersion	In the final phase of the DNP Project, the student will implement the project in a healthcare setting, collect associated data and determine the findings, Develop recommendations for practice, and finally create and present a final report.
	6	Electives	Graduate Level Electives approved by the Program

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

Not applicable.

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

Hood College will seek accreditation for the graduate nursing program from the Collegiate Commission on Nursing Education. The process for accreditation of these programs requires that students be enrolled in the program for the equivalent of one academic year prior to the institution hosting an on-site evaluation.

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

Not applicable.

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

It is the College's mandatory policy and standard practice of operation to provide current and accurate information on academic programs, curriculum, course and degree requirements. This is also a requirement of accrediting agencies and the program will adhere to policy. The information will be available in the College Catalog and on the website at www.hood.edu. Tuition, fees, and payment policies including a payment plan is available at the College's website (www.hood.edu).

One of the many strengths of Hood College is the low student to faculty ratio. The low student to faculty ratio of 11:1 and small class size enhances the learning environment by allowing more personalized, high-quality attention. The College is committed to maintaining this low ratio—not to exceed 14:1. Currently, approximately 90% of the Hood College faculty hold doctoral or terminal degrees, and likewise, the graduate nursing program will hire terminal degree holders. Nursing Faculty will serve as advisors to further enhance the learning experience and interactions.

The Information Technology (IT) Department provides technical support and is responsible for the proper operation and configuration of all college-owned computers, software, network, telephone, computer labs and information infrastructure. Hood's learning management system is Blackboard and is accessible via username and password. The classrooms are fully functional and equipped smart rooms. The students will have access to the building after

hours to utilize the resources in the building. At the learning commons, students will have access to study rooms with reading materials, computer labs, and kitchenette. The program will have administrative support for clerical duties and general office management. In addition to the faculty serving as advisors, the Josephine Steiner Student Success Center supports undergraduate and graduate students. The center provides tutoring, coaching, and writing support. Students will be able to take advantage of the services offered by the Office of Accessibility Services, which is hosted within the Josephine Steiner Student Success Center.

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

Hood College follows a model of centralized recruitment and admissions under the direction of The Graduate School, led by the Dean of the Graduate School. Program information for all programs at Hood College are readily available on the College's website. The information is presented in a user-friendly format. The graduate nursing program will be posted in a similar manner. Recruitment and advertising materials for the programs will also be posted on the website and distributed at academic fairs and professional conferences. The program will have a webpage on the website with detailed program information that will include learning and student outcomes. The website will be monitored and updated as needed. The application form will be easily accessible to prospective students on the College's website. The College will also have access to AACN's *NursingCAS* which provides graduate nursing program applicants with a single portal to simplify application to one or multiple programs.

H. *Adequacy of Articulation*

I. *If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.*

Not applicable.

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

The nursing program curriculum includes new nursing and existing courses in other disciplines. Upon approval of the graduate nursing programs, the College will hire additional nursing faculty with terminal degrees and professional credentials, including at least one adult-gerontology primary care nurse practitioner. All faculty are expected to engage in teaching, research/scholarship, and service to the College and the field of nursing. Existing courses from business and organizational leadership will be incorporated into the graduate nursing curriculum. Current nursing faculty will provide teaching and leadership for the DNP program. There are two DNP faculty already in place that could lead and teach within the post-master's DNP program as well as PhD-prepared faculty. See Table 4.

Table 4: Academically Qualified Faculty

Faculty	New/Existing	Rank/Status	Degree/Credentials	Courses
Jennifer Cooper	Existing	Associate Professor	DNP, RN, PHNA-BC, CNE	NUR 600, 601, 602, 697A, 697B, 697C
E. Lynn Mackessy-Lloyd	Existing	Assistant Professor	DNP, MA, RN, CNE	NUR 601, 602, 697A, 697B, 697C
Sandra Thomas-Lalmansingh	Existing	Assistant Professor	PhD, MSN, RN, CMSRN Commander, United States Navy Retired	NUR 601
Dinah Price	Existing	Assistant Professor	DNP, MBA, MSN, RN, AGPCNP-C	NUR 601, 602, 697A, B, C
Linda Kennedy	Existing	Adjunct Assistant Professor		NUR 601
Sherita Henry	Existing	Assistant Professor		Co-teach NUR 600

The College has a Center for Teaching and Learning.¹⁶ The Center’s purpose is to “provide support and encouragement to explore, develop and refine teaching pedagogy to promote academic excellence, and it is committed to promoting teaching and learning as ongoing and collaborative processes of inquiry, experimentation and reflection.” It is a collaboration of faculty and staff, which promotes and supports pedagogy, teaching innovation and faculty scholarship/research in all of its forms.

Further, the Center’s mission is to:

- Promote the value and practice of excellent teaching both in and out of the classroom to facilitate student learning and growth.
- Serve as an on-campus resource that provides professional development opportunities to promote teaching and learning.
- Provide opportunities for faculty to reflect on their work, share and learn from the experiences and expertise of their colleagues.
- Encourage faculty collaboration to enhance and refine their teaching.
- Promote active engagement and innovation in teaching and learning; and Act as a hub for knowledge of effective, evidence-based practices as well as a conduit to bring faculty together¹⁷.

All faculty will have access to a small research stipend to advance individual research in their field and access to a block of travel funds for attending and presenting new material at conferences.

¹⁶ Hood College Center for Teaching and Learning (n.d.). Retrieved August 1, 2022 from <http://www.hood.edu/CTL>

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

The College recently renovated the library as a visionary learning commons. The library supports graduate and undergraduate programs. The Beneficial-Hodson Library provides books, eBooks, government publications, journals, audiovisuals, databases, historical collections, and more, to support students and faculty. The library adds to its collection of monographic and subject-specific materials, based upon the recommendations of faculty. As a participant in MIC, the Beneficial-Hodson Library is able to obtain almost any book held by those partner libraries within 24 hours through our shared courier service. Interlibrary loan (ILL) is available as an alternative for materials not held within the Consortium, and our interlibrary loan manager is able to fill about 85% of all ILL requests. Journal materials are available in both print and electronic formats. The online “Journal Finder” lists the combined print and electronic holdings (including full-text and citation-only titles) and enables searching for specific journals by title or by subject. Electronic access to books, journals and other materials are available at <https://www.hood.edu/library>.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

The proposed program will be taught using existing resources such as the simulation center and standard online and, when needed, classroom facilities. In addition, both space and simulation areas are planned for expansion with the recent formalization of a lease agreement with Frederick Health. The College has already established sufficient hardware and software capacity to support this program. Students can conveniently access lab and classroom software remotely through a virtual environment at any time (24 hours per day, 7 days per week), using Windows, Mac, iPad, iPhone, or Android devices. Therefore, network infrastructure at Hood College needed to run the courses in the graduate nursing programs is more than adequate.

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

It is anticipated, that as the program gains visibility, enrollment will increase annually during the first four years of the program, which then stabilizes in year five.

Table 5: Revenues

REVENUES					
Resource Categories	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue					
a. Number of F/T Students	3	6	7	7	7
b. Annual Credit Hour Generation for 2a	54	108	126	126	126
c. Number of P/T Students	2	4	6	7	7
d. Annual Credit Hour Generation for 2c	24	48	72	84	96
e. Total Annual Credit Hour Generation for 2a and 2c	78	156	198	210	222
f. Credit Hour Rate	\$1050	\$1082	\$1114	\$1147	\$1180
g. Total Tuition Revenue (e * f)	\$81,900	\$168,792	\$220,572	\$240,870	\$261,960
3. Grants, Contracts & Other Ext. Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
Total (Add 1-4)	\$81,900	\$168,792	\$220,572	\$240,870	\$261,960

Line 2a and 2c: Assumes ~7% attrition rate per year.

Line 2f: Assumes 3% increase per credit per year.

Line 2e: Assumes students will take 19-28 credits/year based on a two-year degree plan. Part-time students will take between 15-17 credits per year based on a three-year degree plan.

Table 6: Expenditures

EXPENDITURES					
Expenditure Categories	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
1. Faculty (b + c + f)					
a. AC (full-time)	0	0	0	0	0
b. Total Salary (assume 3% salary increase)	0	0	0	0	0
c. Total Benefits (est. 31.5% of salary)	0	0	0	0	0
d. Additional Adjunct Faculty (number of credit hours taught)	0	6	9	9	9
e. Additional Adjunct Faculty for F/T course buyout	0	0	0	0	0
f. Total Adjunct Faculty Salary	0	\$7,462	\$11,530	\$11,875	\$12,231
2. Administrative Staff	0	0	0	0	0
3. Support Staff	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. Software	0	0	0	0	0
7. Marketing	\$5,000	\$5,000	0	0	0
8. Professional development	\$3,000	0	0	0	0
9. Other Expenses	0	\$8,000	0	0	0
Total Revenues (Add 1-4)	\$81,900	\$168,792	\$220,572	\$240,870	\$261,960
Total Expenditures (Add 1-7)	\$8,000	\$20,462	\$11,529	\$11,875	\$12,231
Net Surplus/Deficit (Revenues-Expenditures)	\$73,900	\$148,330	\$209,043	\$228,995	\$249,729

Line 8. Professional Development for faculty and preceptor training

Line 9. Other Expenses (FY2025) = CCNE Accreditation

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

Evaluation of programs will include both formative and summative assessment, using direct and indirect assessment strategies to meet objectives and student learning outcomes. Supervised practice competencies will be assessed using performance indicators. Evaluation of the program will be consistent with the Accreditation Standards of the Collegiate

Commission on Nursing Education (2018)¹⁸ and the AACN Essentials: Core Competencies for Professional Nursing Education (2021)¹⁹.

Procedures for evaluating courses:

- Direct assessment of program courses will include review of a course matrix or table that maps each class assignment to course objectives.
- Direct assessment of program courses also will include a review of grading rubrics with clear grading criteria for each assignment, so students may evaluate their own work (formative) before submitting that work for a summative assessment.
- Indirect assessment of courses will occur via course evaluations completed by students.

Procedures for evaluating student learning outcomes:

- Direct assessment will also occur using a sample of student exams/papers and projects with subsequent modification of course content, based on these reviews.
- Competency-based assessment for supervised practice
- Indirect assessment of student learning outcomes will occur via student surveys, course evaluations, and/or student interviews upon students' completion of the course and/or program.

Procedures for evaluating faculty:

- Direct assessment of program faculty will include a review of faculty credentials such as degrees, awards, years of professional experience, publications, conference presentations, and grade distributions
- Direct assessment of program faculty also will include classroom observations of faculty to assess classroom climate, rapport of faculty with students, actual instructional strategies used, and student response to such instructional strategies.
- Indirect assessment of program faculty will be obtained through student surveys and course evaluations.

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

Thirty-eight percent (38%) of the student body are from under-represented racial or ethnic populations—one of the highest percentages across colleges/universities in the state of Maryland—which demonstrates Hood College's commitment to a diverse student population. There are several offices within the divisions of academic and graduate student life that promote inclusion and cultural sensitivity. The Office of Multicultural Affairs and International Student Programs (OMA/ISP) provides programs for students and supports activities for African American, Hispanic, Asian, Native American and international students and

¹⁸ CCNE, 2018, <https://www.aacnursing.org/CCNE>

¹⁹ AACN, 2021, <https://www.aacnursing.org/AACN-Essentials>

organizations such as the International Club, Black Student Union and La Comunidad. To meet the needs of the growing number of students from other countries, the director of OMA/ISP assists these students in making the adjustment to a new country and in achieving their educational objectives. Additional graduate programming on inclusivity is supported by both The Graduate School and student-led groups, like Graduate Students of Color (GSOC) and the Graduate Student Association (GSA). The college also has a strong track record for supporting our students of color from a variety of successful grant initiatives (e.g., HRSA²⁰ and CGS-JED^{21,22})

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

This program is not directly related to an identified low productivity program.

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

Modes of delivery for the graduate nursing programs will be online with both synchronous and asynchronous offerings. Each program requires in-person practicums as designated in the course descriptions. Hood College has several fully online programs, which it is approved to offer by both MSCHE and MHEC. Thus, we already have in place all of the required best practices of the C-RAC guidelines in order to deliver content effectively online. Faculty will also be required to complete the college's trainings in hybrid and online instruction, offered through the Center for Teaching and Learning. Additional faculty support of online course development is provided by an instructional designer.

²⁰ <https://www.hood.edu/news/hood-college-receives-22-million-grant-hrsa>

²¹ <https://cgsnet.org/new-initiative-support-graduate-student-mental-health-and-wellness>

²² <https://www.hood.edu/news/dean-grad-school-joins-national-mental-health-committee>