Agenda
Academic Senate
Agenda for the Meeting of
March 1, 2016, **UCB 202A, 10:00 - 11:50 a.m.**

1.   Call to Order and Roll Call

2.   Approval of Minutes
        A. February 2, 2016

3.   Open Forum

4.   Reports
        A. Senate President – Khagendra Thapa
        B. Senate Vice President – Charles Bacon
        C. Senate Secretary – Melinda Isler

5.   Committee Reports
        A. University Curriculum Committee – Kemi Fadayomi
        B. Student Government – Wayne Bersano
        C. General Education – Clifton Franklund

6.   Old Business

        A. New Graduate Program – Doctorate of Nursing Practice – Fadayomi

7.   New Business
        A. Establish Task Force – Revitalize APR (review of handbook & policies)

8.   Announcements

        A. FSU President - David Eisler
        B. Provost – Paul Blake
        C. Senate President – Khagendra Thapa

9.   Open Forum
10.   Adjournment

Members in Attendance: Alspach, Bacon, C., Bacon, M., Bajor, Balanda, Baran, Berghoef, Bracken, Briggs, Bright, Cronk, Daubert, Dinardo, Drake, Epps, Fadayomi, Fagerman, Foulk, Fox, Gray, Hancock, Hanna, Isler, Klatt, Lewis, Maike, Mattis, Piercey, Richmond, Thapa, Todd, Wagenheim, Wancour, Zimmer, Zyla
Members absent with cause: Jenerou, Rumpf
Members absent: None
Ex Officio and Guests: Adeyanju, Blake, Damari, Durst, Eisler, Franklund, Cliff; Garrison, Karfa, Potter, Reifert, Teahen, Dawson, Schmidt, Woolen, Ek, Wooten, Owen, Haneline, Johnson, Hawkins, Franklund, Carrie.

1.	President Thapa called the meeting to order at 10:01 a.m.
2.	**Approval of Minutes.** Senator Richmond moved to approve the minutes. Senator Brecken seconded. The motion passed.
3.	**Open Forum.** Senator Alspach noted that the Sports Communication RSO is sponsoring a Red Out at Wink on February 5ht in celebration of Women's Heart Health. Senator Drake said that the student RSO will be doing a display at the upcoming Auto Show in Detroit. Senator Cronk said that 35 music industry management students attended the NAMM conference in Anaheim and 35 of the students had won awards for travel funding. Senator Bajor said that both Herman Miller and Amway had made recruiting trips to the College of Business to recruit ISI majors.
4.	**Officer Reports/Provost Report.** President Thapa had no report. Vice-President Bacon said that the International Educator Award is still seeking nominations Secretary Isler had no gave an update on the 2016 Elections process. She listed the senators who have agreed to serve on the elections committee and reminded as senators that all nomination forms must be in by March 4, 2016. A highlighted roster letting senators know if their terms are up, will be emailed to the group following the meeting.
5.	**Conversations with the Senate- Bruce Borkovich, Public Safety.** Director of Public Safety Bruce Borkovich gave comments on security on campus. In light of national and local issues the decision has been made to increase a presence in academic buildings, usually during class times but not at a specific scheduled time. The intent is to discourage attacks. The Senate had no questions.
6.	**Committee Reports** UCC Chair Kemi Fadayomi said that the workshop went well. They have completed several minor curriculum clean-ups and approved the program closure of Energy System Engineering which will come later in the agenda. Student Government representative Chantel Wooten gave the report. She noted upcoming events including the newsstand project, Big Event and Turn up the Good. The Meet the Deans event is scheduled for February 25, 2016.

	General Education coordinator Cliff Franklund said they work to identify the collaboration and problem solving areas within major courses. He is working on a new website with the new templates which the Senate office will distribute to senators.
7A	**Graduate Policies- Graduate Program Admissions Policy/ Graduate Academic Probation and Academic Dismissal Warning Policy.** Senator Isler moved to accept the Graduate Program Admissions Policy. Seconded by Senator Zyla. Senator Balanda raised questions about the admissions policies for new programs (like the doctorate of nursing) or pharmacy or optometry where an entry does not come with a gpa for a previous masters degree. Senator Zimmer supported these claims. Senator Balanda also raised questions about whether or not a student admitted on probation could wind up finding itself unable to stay in the program because of the course grades they might get despite the overall average for the student being a B. Senator Fagerman, committee members said that this was being written in context with other policies and she was not certain that it should not have gone to Academic Standards and Policies. Senator Alspach moved to refer the policy to the Academic Standards and Policy Committee and Senator Gray seconded. Motion to refer the policy to committee. Senator Isler withdrew the second policy on Graduate Academic Probation and said that policy would be forwarded to the Academic Standards and Policy Committee as well.
7B.	**Graphic Design Program Redirection.** Motion to support the Graphic Design Program redirection made by UCC Chair Fadayomi. Seconded by Piercey. Senator Gray asked why the program had lowered the number of classes in art history from 2 to 1 and asked if Humanities program had been consulted. Chair Ek noted that it was still an elective and it did consult with the program and they will continue to support this as an option. Motion passed.
7C	**Associates of Applied Science in Professional Brew Management** UCC Chair Fadayomi moved to support the Associates of Applied Science in Brew Management. Senator Leonard seconded. Senator Todd asked why in this program there was no courses directly in the process of the manufacturing of beverages either in the chemical making of them or of the manufacturing of the bottling process. Senator Gray also expressed concerns about whether or not this was in conflict with the fermentation degree passed last year. Senator Balanda said he had consulted with his department and they were in support of this program because it focused on the front end of the management while the other degree focused on the back end. Fadayomi said the issue was discussed at the UCC meeting. Senator Piercey added that they felt this new program would allow collaboration between the two sets of students. Senator Gray noted the description is unclear based on courses listed. Motion passed.
7D	**Doctorate of Nursing Practice** UCC Chair Fadayomi moved to support the new Doctorate of Nursing practice. Senator Zyla seconded. Senator Baran asked a question about what a nursing practice doctorate was. She was unable to see in the course description what sort of clinical experience a student would get. Nursing Coordinator Sue Owens noted that this was actually a leadership doctorate but the accrediting body calls it a practice. Senator Hanna asked why then it was called a "practice." Owens went on to explain that the description and set of courses are mandated by the nursing accrediting body. Vice-President Bacon commented that on the website it said a requirement was research practice, and students would be required to have a project (as part of dissertation). He asked about the quality of faculty to handle the accreditation requirements for that. Dean Aden noted that there are currently 3 tenure-track faculty with a degree, 5 in the process and 3 are the only requirement at the time of request for program. Bacon further asked questions about the course on Informatics and leadership and asked what Faculty were qualified Owens noted this had been reviewed in the proposal. Fadayomi added that the UCC believes the program has the appropriate experts in the fields and it is not their duty to review each courses precise syllabi. Bacon disagreed and felt this was part of UCC's due diligence. Piercey added that there were multiple meetings asking many questions about this program. Senator Fagerman added that the University Graduate and Professional Council did not extensively review each course as they believe the faculty are capable of that but had expressed concerns about faculty qualifications in light of new HLC regulations. She also added concerns about issues such as support for faculty and research, load issues and appropriate support (which is never reviewed by that committee) Senator Mary Bacon agreed with the concern over the level of support.

	Secretary Isler added her concerns specifically about the qualification issue. Owens responded that they have 4 doctorates, and 2 in August. Isler added that part of the concern stemmed from the knowledge that 3 faculty were leaving the program at the end of the semester. Senator Bajor added that to make this program work, faculty would need to be moved. He also noted the bachelors currently has a 3 year wait list. He asked if the resources were going to be moved from the bachelors to the masters. Owens said no, it was most likely they would be moved from the other degree to BSN which has been put on hold for revisions. Bajor continued to express the ability to have more courses with this type of backlog for students. Owens responded they were doing statistics but most likely will have the wait down to 2 years by this spring. Bajor's next question related to a break-even point for the program and noting that programs needed to be funded. He noted his accounting program could expand but has not been allocated additional resources. He asked about classroom caps. Owens said caps are at 20. Senator Zyla added that clinicals often require a cap of 20 for accreditation requirements. Bajor said a cap of 20 is different than the low cap of 7 in the Masters of Social Work program. Dean Aden noted that the program has been carefully designed around both the clinical requirements and the issue of student debt by keeping it as a 6 semester program. Bajor added the 3 year wait does not make the current program more attractive and will make other programs likely to get those students. Senator Piercey noted that Ferris is known for job-ready majors like Nursing and added perhaps this is part of a larger discussion of what the role of Ferris State University should be in offering graduate program. Are an increasing number of graduate programs really where we want to be heading? Senator Fagerman added despite her many concerns she does support the program and does not believe halting the proposal is the solution. Senator Lewis said he does not question the competence and expertise of the nursing faculty and would be offended if the senate had done that to revisions in his area of criminal justice. He supports the program and urges the senate to trust the experts. UCC Chair Fadayomi again stressed many questions like these were asked and discussed by the UCC. Associate Provost Teahan said that she believes the HLC visit would not prove a problem. Senator Todd said he supported the program. Senator Hanna expressed the ability of the Senate to ask questions freely and not be told to join the University Curriculum Committee if you want an answer. Senator Wancour addressed the fact that healthcare is moving to become a more graduate degree based profession and it is a move of the profession. Vice-President Bacon said he did not intend to set a precedent of not worrying about information he was not provided with. Senator Briggs said she did support the program but had some questions about viability and how we could compete with other programs in Michigan. Owens said that the planned area of distinction would be rural health and agreed with Senator Wancour about the move of the profession toward graduate level degrees. Senator Epps provided more examples of the trend from vocational management to knowledge and coordination. Bacon again asked for information on the final project and what it was. Owens said it was not a dissertation about a project which faculty would be compensated for as part of their teaching load. Senator Cronk noted it is true that many programs get approved and then are not given adequate support to grow and reach their potential What happens if the anticipated enrollment does not occur? Senator Fagerman noted costs are no longer part of either the UCC or APR process. Fadayomi agreed. Senator Mary Bacon notes that there are still questions about the presidents and lack of administrative support. Senator Bajor moved to table the motion. Motion failed. Senator Leonard called the question. Motion to call the question failed. Senator Alspach moved to postpone the motion until March to gather further information. Motion passed. Senator Epps asked what addition information needs to be provided. Senator Alspach noted the additional administration information about costs and staffing.
8A	**Program Closure- Energy Systems Engineering.** UCC Chair Fadayomi moved for the closure of the Engineering System Engineering program. Senator Zimmer seconded. Motion passed.
9.	**Announcements.** President Eisler reported on the legislative budget in which Ferris State University would receive increases in part because of performance funding. Provost Blake gave an update on the APR process and said that all programs which have had a delayed report or a recommendation for reporting have been contacted by his office and he will be monitoring to see that any deficiencies will be address.
10.	**Open Forum.**

	Senator Wancour said she appreciated the thoughtful discussion.
11.	The meeting was adjourned at 11:45 a.m.

Respectfully submitted,

Melinda Isler, Secretary

Academic Senate Report

University Curriculum Committee
Chair Kemi Fadayomi

March 1, 2016

Proposal Number	Title	Action/Votes	Senate Action / Concerns/Reasons/Updates
16-047 MCC TEC	MECH 122 Course Description Change	Revised and reposted, approved via e-vote, 8-0	
16-051 MCC BUS	MBA Minor Curriculum Clean-up		• Effective terms cannot be Spring 16 • Update Form A including missing totals • Needs Form E and F for new course • Needs Form F for deleted course • MMBA 736 is not a modification • Needs Form B UGPC for MGMT 736
16-052 MCC BUS	Modification to Name and Requirements for Dietary and Food Service Management AAS and Certificate	Approved 7 Support No other votes	
16-053 NC EDU	Master of Science, Criminal Justice Administration, New Courses	Approved 7 Support No other votes	
16-054 MCC OPT	Optometry Curriculum Cleanup	Approved 5 Support 1 Support with	
16-055 Delete COEHS	Remove MSCTE Administrative Concentration	Approved 6 Support No other votes	
16-056 Delete COEHS	Remove Experiential Education Concentration from M.Ed.	Approved 6 Support No other votes	
16-058 MCC BUS	Checksheet Alignment 2015-2016	Approved 6 Support No other votes	Pending the receipt of approved Form A

16-059 MCC BUS	Checksheet Alignment 2014-2015	Approved 6 Support No other votes	Pending the receipt of approved Form A
16-060 MCC BUS	Checksheet Alignment 2013-2014	Approved 6 Support No other votes	Pending the receipt of approved Form A
16-061 MCC BUS	Checksheet Alignment 2012-2013	Approved 6 Support No other votes	Pending the receipt of approved Form A

Discussions

Due to a high number of absence, UCC did not have a quorum at our February 8 meeting, as such there were no actions taken on any of the issues discussed.

The committee discussed ideas on what to do with consultation when the course is a General Education course that is used by several programs at the university. Suggestions included:

- Sending the consultation forms to College Curriculum Committee for distribution.
- Modifying the Form B to include "information only"

FSUS 100 – it was suggested that UCC require a consultation form be sent to FSUS 100 when a proposal involves dropping/adding FSUS 100.

Form A – a suggestion was made to include a line for proposed effective date for proposals.

Optometry proposal to delete OPTM 530, Proposal #16-054 offered two reasons for its removal from the optometry curriculum – 1. To remove redundancy from the curriculum since the outcomes are met by other courses in the program, 2. The original purpose of the course which was to prepare students for the basic science component of the National Board of Examiners in Optometry exam is no longer valid. In response to the second reason of developing the course to satisfy the basic science component of the NBOE exam, a committee member expressed concern over programs teaching for the sole purpose of taken standardized tests.

In response to the concerns, it was explained that while the course was originally proposed to meet some basic science deficiency among the students, there were other substantive learning outcomes associated with the course. These learning outcomes are now met by other courses in the optometry curriculum. Moreover, all incoming students have been informed of the change and are encouraged to take an undergraduate Biochemistry class to better prepare them for the optometry curriculum.

Table C-1   UCC Guide for Reviewing Proposals

Form A ***required for all proposals**	Proposal title
	Faculty initiator and contact information
	Proposal group – dictates required forms
	Proposal's progression through the approval process with appropriate signatures, dates and # of votes in each category
	Presents the rationale or argument for the proposal (Proposal Summary)
	Summarizes all changes to be made - dictates required forms (Summary of Curricular Action)
	Summarizes all course actions required
	Summarizes all consultations
	Identifies any relevant accrediting body
	PCAF link on Academic Affairs website **if required**
	Summarizes program checksheet changes
Curriculum Consultation **Form B**	All affected units consulted for support/concerns
	Consulted unit response
	Any concerns raised by the consulted department must be addressed by initiator
Curriculum Consultation **Form B UGPC** (University Graduate and Professional Council)	Identifies potential impact on a graduate or professional program
	UGPC response
	Any concerns raised by UGPC must be addressed by initiator
FLITE Services Consultation **Form C** ***required for all new offerings**	Requests review of FLITE resources and services relative to the change
	Any concerns raised by FLITE must be addressed by initiator
Form D	Checksheets – summary of the entire program requirements
	Proposed and current if required
	Summarizes student learning outcomes and assessment plans for the
Course Information Form **Form E Course Information Form** (Summarizes all relevant information about a course, new or modified).	Course prefix, number, title, catalog description,
	Course student learning outcomes and assessment plan, outline of topics with time allocation
Course Data Entry **Form F Create New Course** (Course information for loading into the University Catalog, MyDegree and the Banner system -transcript and records)	Course prefix, number, title, catalog description,
	Effective date, offering term, prerequisite/co-requisite, credit hour

Course Data Entry **Form F Modify a Course**	Identifies <u>any change</u> to be made in the current loading of the course in the
Course Data Entry **Form F Delete a Course**	Identifies a course to be deleted from the University Catalog
	Course prefix, number, title, effective date,
Financial Aid Consultation Form **Form FIN**	To be completed by all new degrees, certificates, programs, or certification programs. Must include credit hours needed. Identifies eligibility of financial aid.

To: FSU Academic Senate

From: Sue Owens PhD, RN   Kathryn Niemeyer, PhD, RN
        Chair, School of Nursing   DNP Program Developer

Re: Questions posed by Academic Senate pertaining to DNP Proposal

1. **Could you please explain the break-even number of students which will cause this program not to lose money?**

Please view the tables below for projected costs/revenues of the DNP program. A conservative number of students was estimated of 8 for year 1, 10 for year 2 and 12 for year 3 with tuition being $630/credit. The revenue table is based on 39 credits. The program is designed to handle 20 students in a cohort. Using the model in the tables above there will be a gain of money for year 1 and 2. The breakeven point using $630 per credit is a maintenance of about 10 students a cohort thereafter.

Projected 3 Year Costs and Revenue

At initiation the DNP program will include 1 faculty member and an adjunct specialists. As enrollment increases and a second and third cohort are added, additional faculty will be needed. Revenue will be generated with tuition, while costs will primarily be associated with personnel or faculty (wage, benefits, office, computer, supplies, support staff) the potential cost of internet capabilities to support an additional online program, the cost of classroom space for the summer 3-day to 1 week residency and the cost of program credentialing. Other than the summer residencies of 3-4-5 day face-to-face education time, there is no required classroom, lab or equipment required.

Expenses	Year 1	Year 2	Year 3 and after
Office and supplies	$784	$809	$809
FT faculty wage*	0	$75,000(new)	$150,000 (2nd new)
FT faculty benefits (43%)	0	$35,622	$71,244
Adjunct Specialty faculty (Statistics)	$3357	$3357	$3357
Accreditation	$3,500	$8750 (site visit)	$2,517
Total	$7618	$123,515	$227,118

- FTE tenure track, 9-month contract at 24-credits/ year @ graduate load.

Expenses: Supplies	Year 1	Year 2	Year 3 and after
Office supplies includes: desk, desk supplies, file supplies, paper, computer, printer, hidden costs (ie: electricity, heat), etc.	$150	$175	$175
Marketing	Brochures (2 sided) $325 Travel to Grand Rapids, Traverse City, Detroit Mileage (510 miles) $0.54/mile=$309	$325 $309	$325 $309
Total	$784	$809	$809

Revenue

Semester	Year 1 (2016)			Year 2 (2017)			Year 3 (2018)			Year 4 (2019)			Year 5 (2020)		
	Student	Credits	Revenue $	Student	Credits	Revenue $	Student	Credit	Revenue $	Student	Credit	Revenue$	Student	Credit	Revenue $
Summer CH 1	8	1	5,040	8	6	30,240	8	3	15,120						
Fall	8	6	30,240	8	3	15,120	8	4	20,160						
Spring	8	6	30,240	8	6	30,240	8	4	20,160						
Summer CH 1&2				10	1	6,300	10	6	37,800	10	3	18.900			
Fall				10	6	37,800	10	3	18,900	10	4	25,200			
Spring				10	6	37,800	10	6	37,800	10	4	25,200			
Summer CH 1,2,3							12	1	7,560	12	6	45,360	12	3	22,680
Fall							12	6	45,360	12	3	22,680	12	4	30,240
Spring							12	6	45,360	12	6	45,360	12	4	30,240
Summer CH 2,3,4										12	1	7,560	12	6	45,360
Fall										12	6	45,360	12	3	22,680
Spring										12	6	45,360	12	6	45,360
Summer CH 3,4,5													12	1	7,560
Fall													12	6	45,360
Spring													12	6	45,360
Total Credits and Tuition	8	13	65,520	18	28	157,500	30	39	248,220	34	39	277,740	36	39	294,840

* Tuition @ $630/credit

2. **Could you please detail, given the announcements in retirements and resignations, the staffing situation with appropriately qualified faculty in the nursing program? What would happen if a search fails, or more faculty leave within the next year?**

We currently have 9 tenured/tenure track faculty, 4 are doctoral prepared. Additionally, 4 are on target to have their doctorates complete by December 2016. We also currently have 2 DNP adjunct faculty. Collectively these variables will serve to provide the faculty complement needed to support instruction at both the undergraduate and graduate levels.

We do have posted open tenure track positions. Candidates will have a completed doctorate in nursing or will complete within 12 months of hire. The current pool of faculty candidates does reflect some excellent candidates who will be able to meet or exceed this requirement. We will post positions in the 16-17AY as well.

This program will potentially result in the reallocation of faculty from BSN courses to DNP courses. And likewise, some of our nursing faculty currently teach interdisciplinary courses (COHP) and they may need to be reallocated to the nursing curriculum.

Keeping our current faculty complement would be adequate for the first year of the DNP. If we had a failed search or the number of tenured/tenure track faculty fell below 9, we would have to delay the start of the DNP program.

3. **Could you please detail how existing staff will be allocated appropriate time for graduate level-workloads, research experience (as needed) and advising including the project/capstones?**

Currently graduate load is used for the MSN program (4 credits given for 3 credit class). The College of Health Professions has developed a proposed graduate status policy that looks promising for the SON to adopt. In this proposal anyone in the SON would be eligible for graduate status if they were demonstrating scholarship according to the guidelines. Faculty would receive release time to further scholarship activities.

A program coordinator will receive .25 release time for advising students and maintaining the assessment/evaluation of the program.

The DNP project work is embedded in the course work (NURS 891, 892, 893). Because the project is not research based, the timeline is generally shorter and can be completed within the course period.

4. **How will you balance this new program with the needs of the current nursing programs (bachelors and masters)?**

In the past we have had outreach programs for the RN to BSN completion program while maintaining our online program. Our last outreach ended summer 2015. We have chosen not to begin any more until we have a full faculty complement but continue the online option.

We have also paused our accelerated (2nd degree, students with a baccalaureate degree take the nursing courses for a BSN) program and have started another cohort of traditional baccalaureate students (ultimately this cohort will reduce the wait for the baccalaureate students to enter the traditional BSN program). Because the accelerated program was double time (24-27 credits a semester) we have reduced our credit load as a school by 12-13 per semester.

Each program (bachelors, masters, DNP) has its own program coordinator. For the first year of the DNP program 70% of faculty will be dedicated to the bachelors program, 20% to the masters and 10% to the DNP. These percentages will change as we move into the 2nd/3rd year of the DNP because of the addition of DNP faculty.

5. **How do you view the marketability of this program in comparison with other Michigan programs and nationally? What are your plans for marketing/recruitment?**

The proposed program is competitive with other Michigan and nation-wide DNP programs. All MSN to DNP programs are generic programs. The curriculum, to a great extent, is dictated by the credentialing agency (Commission on Collegiate Nursing Education [CCNE], the accrediting agency of the American Association of Colleges of Nursing [AACN]), while individualization occurs with the addition of more credits/courses while still meeting credentialing criteria and the format of course delivery. The FSU DNP, like other DNP programs, will be consistent with the credentialing criteria of CCNE. For recruitment purposes, financial affordability, and greater appeal, the number of credits offered in the FSU DNP program will be at the lower level of required credits, and the program will be online with 3 short face-to-face experiences in addition to the in-person residency or clinical courses. The FSU DNP program, while rigorous and adaptable, will intersect mandated content with professional and scholarly activity. This online, cohort-model program keeps FSU DNP competitive and responsive to changing healthcare employment demands. Please see marketing plan for additional information.

6. **Could you provide a revised timetable for implementation of program, if approved by Senate in March?**

We are not able to market the program until the Higher Learning Commission visits. If they visit fall 16, we would be able to begin the DNP program fall 17 to allow for marketing. Below is a timetable showing this change.

Ferris State University
College of Health Professions
3-Year Doctor of Nursing Practice (DNP)
Semester-by-Semester Scheduling
Total Credits: 39-42
2017 Fall start

Summer Year 1	Credits	Fall Year 1	Credits	Spring Year 1	Credits
		NURS 750 Intensive I	1	NURS 765 Evidence-based Practice II	3
		NURS 760 Evidence-based Practice I	3	NURS 775 Emergent Theories of Health	3
		NURS 770 Theoretical Foundations	3		
		Total	7	Total	6
Summer Year 2	**Credits**	**Fall Year 2**	**Credits**	**Spring Year 2**	**Credits**
NURS 800 Intensive II	1	NURS 880 Healthcare Systems Leadership	3	NURS 870 Evidence-based Practice III	3
NURS 823 Healthcare and Social Policy	2	NURS 820 Informatics for Leadership	3	NURS 825 Healthcare Program Development	3
Total	3	Total	6	Total	6
Summer Year 3	**Credits**	**Fall Year 3**	**Credits**	**Spring Year 3**	**Credits**
NURS 850 Intensive III	1	*NURS 892 Residency II	3	*NURS 893 Residency III	3
NURS 891 Residency I	3			**NURS 899 DNP Capstone	4
Total	4	Total	3	Total	4-7

*Total residency hours will be individually determined and some students may need to take only 1 or 2 residency courses. Post BSN supervised clinical hours must be equivalent to 1000 hours for the DNP.

**DNP Capstone will be available to take Spring, Summer, or Fall semesters. Progression following year 2 will be individually determined

DOCTORATE IN NURSING PRACTICE
MARKETING PLAN

I.   Analysis of Need
Nationally and State of MI
Auterbach et al. (2014) notes nationally the demand for DNP prepared nurses has been robust. In 2012, AACN reported that the job market for DNPs included, in order from greatest to least demand: education, inpatient settings, hospital administration, and ambulatory settings. Additional employment demands come from private consulting, government, military, and business. Roles assumed by DNP prepared nurses include leadership positions such as, vice president of patient services, program director, chief executive officer, quality improvement director, clinical informatics specialist, technology specialist, clinical research specialist, advanced practice care provider, and faculty. Graduates from DNP programs are prepared to assume a variety of high-level positions in healthcare settings. Specific areas of expertise are determined by the advanced practice specialty.

While little available data exists on the actual number of future employment opportunities for the DNP prepared nurse, the assumption is that the need for DNPs is proportionate to population trends that impact demand for registered nurses in general. Therefore, AACN (2006) predicted conservatively that the shortage of registered nurses projects to the DNP or advanced practice nurse. As healthcare continues to change and reform to meet the growing healthcare needs of the US population, the demand for highly skilled advanced practice nurses will continue to grow.

Similar to national trends, in Michigan it is predicted that there will be a strong job market for the DNP prepared nurse. Currently, in Michigan, 40% of RNs are older than 54 and 16% are younger than 35 (Michigan Center for Nursing [MCN], 2013A). In addition to nurses nearing retirement, 42% of all active nurses plan to stop practicing in one to ten years (MCN, 2013A). These survey results lead to a prediction of significant need for nurses in Michigan over the next 10 years. Michigan will also realize a growing demand for the DNP prepared nurses.

The current shortage of registered and advanced practice nurses is projected to continue to at least 2025. The need for RNs is expected to grow to 260,000 by 2025 (AACN, 2010). In four urban and rural Michigan health care systems, there are over 300 job openings for nurses with a leadership/administration focus (Henry Ford Health System, Munson Medical Center, Spectrum Health System, UP Health System, 2015). All of these positions have a minimum education level of an MSN. These are positions the Institute of Medicine (IOM, 2010) discusses needing to move to the DNP level.

The shortage in practicing nurses can be linked to the shortage in nursing faculty (doctoral prepared nurses) and subsequent limitations to admission to nursing programs. Out of 3 million nurses in the US, less than 1% hold doctoral degrees. Doctoral degrees are required for 90.6% of the vacant nursing faculty positions (AACN, 2010). AACN (2014) reported that 79,659

qualified applicants to baccalaureate and graduate programs were denied admission to nursing programs in 2012. AACN (2015) also reports 15,288 master's/doctorate potential students were turned away. While the intent of the DNP degree is not to meet the increasing need for faculty, one potential outcome from the DNP is reduced faculty need.

Out of 100,748 nurses in Michigan, 0.8 percent have doctoral preparation and in the North Central Region of Michigan (tip of the mitt) only 0.7% of the nurses have doctoral preparation (See Appendix 1 for regions of Michigan). Due to increases in the complexity of patient care and the link between higher nursing education and improved patient outcomes, the IOM is challenging the profession of nursing to double the current doctoral educated nurses in its workforce, this equates to at least 800 nurses more with doctoral education in Michigan and 200 more in the North Central Region of Michigan.

The MSN prepared nurses in Michigan total 9,000 (9%). Three hundred of these MSN prepared nurses reside or work in the North Central Region of Michigan. These MSN graduates are potential consumers of DNP education. Other programs in the state of Michigan are graduating about 125 nurses with DNP degrees a year (Table below). Potential nurses needing the degree and the IOM challenge shows the current programs are far from meeting the needs of Michigan nurses.

Student surveys
Currently there are 96 students enrolled in the MSN program at FSU. In 2014, FSU MSN graduate students obtained new employment or continued with their previous employment following program completion. The majority of those students that are practicing in Lower Michigan are within the healthcare systems of: Spectrum, Mercy, Munson, Holland, and in multiple schools of nursing. It is expected that this trend will continue with DNP prepared nurses. In the regions we currently draw our students from, there are 1200 MSN prepared nurses who could potentially need the DNP degree (MCN, 2013A). As more DNPs populate advanced practice positions, employers become sensitized to the DNP role and expertise and will increase the demand for DNP positions within their organizations (Auterbach et al., 2014).

In 2014, results from FSU SON student surveys (survey sent to all BSN and MSN students) indicate that of 98 student responses, 51% are interested in pursuing a DNP degree and 67% were interested in a FSU DNP degree. Further survey results indicated that 95% were interested in part time DNP programs, 60% would be interested in a complete online program, and 56% would be interested in a nurse practitioner program. Of the 98 students responding to the survey, 58% were RN to BSN completion students and 18% were current MSN students. Of the FSU MSN 2014 graduates that responded to the survey, slightly less than half reported on the graduate survey that they would be interested in returning to FSU for a DNP degree if offered.

A factor potentially impacting enrollment in the FSU DNP program is the fact that online and blended programs draw from the greater nursing population than solely Michigan nurses. Therefore, as well as drawing from the current FSU MSN student body, MSN graduates, and

MSN graduates in the state of Michigan, FSU SON may anticipate drawing nationally for enrollment in the DNP program.

Competition

Current MI DNP Programs

Michigan Programs	Current DNP Enrollment F13	DNP Graduates 2013	Offers completion only for Nurse Practitioners
Oakland	37 in program	19	No
Saginaw Valley	15	Just started, no graduates	Yes
Grand Valley State University	35	20	No
Michigan State	10-12	No graduates yet	Yes
University of Michigan	11	2-3	No
University of Michigan Flint	50-60	38	No
University of Detroit Mercy	6	8	No
Madonna	12	5-6	No
Wayne State	103	24	No
Northern MI**	21	Just started, no graduates	Yes
Total	324	~116	

- All the Michigan programs offer MSN to DNP with a total 32-79 credits. (Several of the Michigan programs have BSN to DNP). Three are specific to nurse practitioner tracks and seven offer both the NP and leadership tracks. Leadership tracks are for nurse administrator or informatics specialists.
- All the programs are offered either on line or in a blended format with residencies more than once a year, generally at least once a semester, sometimes more. We will offer our program completely online with a once-a-year residency, which is unique to other programs in Michigan. We know this is a desirable way of delivering courses because of the satisfaction with our RN to BSN and MSN graduates.

Considering that the job market is not static in nursing along with the number of DNP programs offered in Michigan, as stated by the nursing regulatory agencies (AACN, CCNE), it is anticipated that, 1) current MSN positions will change and transition into DNP positions, 2) as employers are sensitized to DNPs in the workforce, positions for DNPs will be expanded and created, 3) the shortage of advanced practice nurses is anticipated to continue for several years dependent on multiple factors in healthcare, and 4) as programs develop so does the need for doctoral prepared educators. Therefore, a case can be made for a healthy and dynamic job market for DNPs in Michigan.

II. **Target Audience**
- New students to FSU (BSN and MSN),
- Existing FSU students,
  - Internal MSN students & graduates,

3

- o Indirectly, BSN students
- External MSN students
- Practicing MSN specialty/advance practice nurses (non-traditional working student)

III. Marketing strategies/tactics/promotional resources

Objective	➢ Cohort enrollment demonstrating incremental growth of program. ➢ Make connections with recruitment centered communication ➢ Implement marketing that is fluid and responsive to ongoing needs and changes over time. ➢ Build a reputation for a quality DNP leadership program that is accessible and reflects the success of its students	
Brand	*Building a portrait of success with quality, accessibility, and advanced practice leadership*	
Message	➢ Designed for working professionals ➢ Convenient, 3 years online with 3 to 4 day face to face time per year, total program credits: 37-42 ➢ Supportive peer learning environment established with a cohort delivery model. ➢ Clinical focus, population based, research translation and clinical residencies in advanced practice leadership in area of specialty. ➢ Curriculum responsive to the changing healthcare environment that focuses on advanced practice leadership, scientific inquiry, research translation and the integration of new knowledge. ➢ Writing and project development support. Final research translation project is relevant to the student with planning beginning at program onset and culminating with completion the final semester. ➢ *Secondary: accredited program (when accredited)	
Strategies	Web pages	• To link with and follow the current SON/CHP format • Utilize DNP introductory web video on DNP web site/page • Social media channels: *Facebook*
	Personal communications including outreach events and college fairs	• Current MSN and BSN students • Current SON program advisory groups • Lori Kelsey represents the SON programs at 15-20 job fair visits a year. Likewise, as a SON representative, she reaches out to health care facilities and community colleges marketing the RN to BSN and MSN programs. The DNP will be included in these outreach efforts.

		• Stream-line process for referrals and inquiries • Develop easy access for financial aide/scholarship application • Create a supportive and positive experience for students and prospective students to promote relationships and professional partnerships enhancing enrollment and retention.
	Mailings	• CHP Newsletter • Extended and International Operations Office Communications will make contact with FSU SON BSN and MSN graduates with a mass mailing • To Michigan Community Colleges and the current clinical sites partnering with the SON. • *Secondary strategies: professional journal and professional organization advertising.
	Consult and Monitor effectiveness of Marketing	• Consult with University marketing experts • Delineate process for monitoring effectiveness of marketing • Assign appropriate tracking technology

*Secondary refers to a second-line implementation when appropriate.

Talking Points:
- Success of this program is dependent on the interaction of successful students, a strong curriculum, expert faculty, and university support. The success of the student is determined by recruitment of the right students (Ahles, 2013). Demonstration of success and how a program is presented determines the reputation. How we market this program and build on the success of the students will create a strong positive reputation.
- This program is not 'selling' the DNP but instead is responsive to and addresses emerging needs of a rapidly changing healthcare environment. Likewise, it is aimed at meeting the doctoral education needs of each FSU DNP student.
- This program, through continual marketing efforts and ongoing student and community feedback will demonstrate success and thus a strong reputation.

<div align="center">References</div>

AACN (2006). DNP roadmap to task force report October 20, 2006. Retrieved from: http://www.aacn.nche.edu/DNP/index.edu

AACN (2010). The future of higher education in nursing, 2010 annual report. Retrieved from: http://www.aacn.nche.edu/publications/annual-reports/ar2010.pdf

AACN (2012). Enrollments and graduations in baccalaureate and graduate programs in nursing. In Mundt, M. & Milone-Nuzzo, P. (n.d.). Overview of DNP program characteristics. Powerpoint presentation available at: http://www.aacn.nche.edu

Ahles, C. (2013). Welcome to IDSL 870! Retrieved from https://fsulearn.ferris.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_4007_1%26url%3D

Auterbuach, D.I., Martsolf, G., Pearson, M.L., Taylor, E.A., Zaydman, M., Muchow, A., Spetz, J., & Dower, C. (2014). The DNP by 2015, A study of the institutional, political, and professional issues that facilitate or impede establishing a post-baccalaureate doctor of nursing practice program. Santa Monica, CA: Rand Corp.

Institute of Medicine (2010). *The Future of Nursing: Leading Change, Advancing Health.* Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing, at the Institute of Medicine. Available at: http://books.nap.edu/openbook.php?record_id=12956&page=R1

Michigan Center for Nursing (2013A). Survey of nurses 2013. Available at:

https://michigancenterfornursing.org/downloads/2013SurveyFull.pdf

ACADEMIC SENATE
Nomination Petition

I, the undersigned member of the College of _____ of Ferris
State University, nominate _____ for the office of Senator to the
Academic Senate and hereby certify that the nominee has consented to having (his) (her)
name placed in nomination for the office and possesses all the necessary qualifications for
membership on the Senate as indicated in Article IV of the Academic Senate Charter.-

_____   _____
Date   Name

I, the undersigned, have consented to become a nominee for Senator to the Academic Senate.

_____   _____
Date   Name

This nomination form must be returned to the Academic Senate Office by March 4, 2016

ACADEMIC SENATE
Nomination Petition

I, the undersigned member of the College of _____ of Ferris
State University, nominate _____ for the office of Senator to the
Academic Senate and hereby certify that the nominee has consented to having (his) (her)
name placed in nomination for the office and possesses all the necessary qualifications for
membership on the Senate as indicated in Article IV of the Academic Senate Charter.

_____   _____
Date   Name

I, the undersigned, have consented to become a nominee for Senator to the Academic Senate.

_____   _____
Date   Name

This nomination form must be returned to the Academic Senate Office by March4, 2016

Form A

Revised Jan. 2015

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: <u>New Graduate Program: Doctorate of Nursing Practice</u>
Initiating Individual: Dr. Kathryn Niemeyer Initiating Department or Unit: : College of Health Professions School of Nursing
Contact Person's Name:Dr. Kathryn Niemeyer Email: <u>Kathrynniemeyer@ferris.edu</u> Phone: 231-591-2325

- ▣ **Group I-A** – New Degree, major, concentration, minor, or redirection of a current offering
- ☐ **Group I-B** – Deletion of a degree, major, concentration, or minor
- ☐ **Group II-A** – New Course, modification of a course, deletion of a course
- ☐ **Group II-B** – Minor Curriculum Clean-up
- ☐ **Group III** – Certificate (☐ College Credit ☐ Non-credit ☐ New Certificate)
- ☐ **Group IV** – Other site location (☐ College Credit ☐ Non-credit)

	PLEASE PRINT AND SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
**Program Representative **	Kathryn Niemeyer _Kathryn Niemeyer PhD_	09-3-15	_X_ Support __ Support with Concerns __ Not Support __ Abstain
**Department/School/Faculty Representative Vote **	Kathryn Niemeyer _Kathryn Niemeyer PhD_	09-3-15	_8_ Support __ Support with Concerns __ Not Support __ Abstain
Department/School Administrator	Susan Owens _Susan J. Owens_	09-3-15	_X_ Support __ Support with Concerns __ Not Support __ Abstain
College Curriculum Committee/Faculty	Mark Hutchinson _Mark Hutch_	10-23-15	6 Support 0 Support with Concerns 0 Not Support 0 Abstain
UCC Representative	Mark Hutchinson _Mark Hult_	10-13-15	✓ Support __ Hold __ Not Support
Dean	Matthew Adjeyanju _Matthew Adjey._	10/27/15	X Support __ Support with Concerns __ Not Support __ Abstain
**University Curriculum Committee **	_(signature)_	12/10/15	4 Support 1 Support with Concerns 1 Not Support __ Abstain
**Senate **			__ Support __ Support with Concerns __ Not Support __ Abstain
Academic Affairs			__ Support __ Hold __ Not Support

(margin notes): College Vote 10-27-15 36 Support 0 Support w/conce 0 no Supd 0 Abstain

* Support with Concerns or Not Support <u>must</u> include identification of specific concern with appropriate rationale.
  ** Number Count <u>must</u> be given for all members present and/or voting.

To be completed by Academic Affairs   Date of Implementation: Click here to enter text.

_____   _____   _____
President (Date Approved   Board of Trustees (Date Approved)   Academic Officers of MI (Date Approved)

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Summary

Introduction

In response to changing healthcare environments and educational demands, a doctorate of nursing practice degree (DNP) is proposed for the Ferris State University School of Nursing. The DNP is the practice doctorate for nursing and prepares nurses "...for the highest level of leadership in practice and scientific inquiry" (AACN, 2006. p. 7). The DNP will be a post MSN practice or clinical degree with a focus on systems leadership, resource allocation, and research translation. The intent is to prepare practitioners to integrate into practice, theory, nursing science, and evidence-based knowledge in order to improve health care delivery, quality of care, and patient outcomes. "The DNP is intended to enhance advanced practice roles to prepare experts in population-based practice, leadership, and policy" (Frantz, 2014, slide 4). In the future, positions for clinical doctorates (DNP) will replace administration and informatics specialties, and currently is replacing advance practice master degrees such as nurse practitioners, nurse anesthetists, nurse midwives and clinical nurse specialists.

Format and overview of program proposed

This proposed Ferris State University DNP program is for a new graduate degree program that would be post MSN. Students enter with an advanced practice MSN or MSN with specialty. The DNP will be a clinical leadership track without additional specialty tracts for students. This curriculum represents a core DNP curriculum. Future developments will expand this degree to include a BSN to DNP completion program comprised of a family nurse practitioner track with a rural health focus and the potential addition of elective courses. The proposed DNP program is for a 3-year online, part time, **36-credit program. There is the potential for an additional 3 to 6 residency course credits to be added according to individualized student needs in to reach the required total post BSN supervised/mentored clinical hours of 1000 (Maximum 42 credits).** Courses will be year-around with mandatory (3-4-4 day) summer face-to-face intensives on campus. Courses will be discipline-specific and will consist of evidence-based practice (research methods, research translation and integration, and population based research), nursing, health and leadership theory, leadership methods (informatics, program evaluation and development for safety and quality, and healthcare policy), and clinical immersion (residency) courses along with a final research translation project and a comprehensive examination. Entrance to the program is post MSN along with a recent (within 3 years) graduate level introductory statistics course. Students will be able to utilize their own community, place of employment, or find their own clinical site and preceptor (pending FSU SON faculty approval) for the clinical residency credits. The residency or immersion credits will include work towards and contribute to the capstone translational research project. MSN degree clinical hours will be included as part of the expected 1000 clinical hour residency. All courses will reflect the essentials of doctoral education for the advanced practice nurse as stated by the Commission on Collegiate Nursing Education (CCNE), the regulatory commission of the American Association of Colleges of Nursing (AACN). All the courses offered (with potential exception of 1-2 residencies) at this time will be required for the DNP and there will not be any electives. With further development of this curriculum (BSN to DNP), electives pertaining to rural health care and/or integrative health may be added. The DNP degree, offered as a post MSN program and degree, will appeal to MSN-prepared nurses with specialties in informatics, administration, and non-academic based clinical education as well as nurse practitioners, nurse midwives, nurse anesthetists, and clinical nurse specialists.

Opportunities

While little available data exists on the actual number of future employment opportunities for the DNP prepared nurse, the assumption is that the need for DNP prepared nurses is proportionate to population trends that impact demand for registered nurses in general. The current shortage of registered and advanced practice nurses is projected to continue to at least 2025. The national demand for DNP nurses has been described as 'robust'. Similar to national trends, in Michigan, it is predicted that there will be a strong job market for the DNP prepared nurse. Currently, in Michigan, 40% of RNs are older than 54 and 16% are younger than 35 (Michigan Center for

Nursing [MCN], 2013). In addition to nurses nearing retirement, 42% of all active nurses plan to stop practicing in one to ten years (MCN, 2013). These survey results lead to a prediction of significant need for nurses in Michigan over the next 10 years. Michigan will also realize a growing demand for the DNP prepared nurses. With over 300 job openings for nurses with a leadership/administration focus in Michigan (Henry Ford Health System, Munson Medical Center, Spectrum Health System, UP Health System, 2015), all of these positions have a minimum education level of an MSN. These are the types of positions the Institutes of Medicine (IOM) in 2010 discussed as needing to move to the DNP level. Likewise, the shortage in practicing nurses can be linked to the shortage in nursing faculty (doctoral prepared nurses) and subsequent limitations to admission to nursing programs. A potential ancillary benefit from DNP program is the inevitable increase in qualified academic nursing faculty.

Considering that the job market is not static in nursing along with the number of DNP programs offered in Michigan, as stated by the nursing regulatory agencies (AACN, CCNE), it is anticipated that 1) current MSN positions will change and transition into DNP positions, 2) as employers are sensitized to DNPs in the workforce, positions for DNPs will be expanded and created, 3) the shortage of advanced practice nurses is anticipated to continue for several years dependent on multiple factors in healthcare, and 4) as programs develop so does the need for doctoral prepared educators. Therefore, a case can be made for a healthy and dynamic job market for DNPs in Michigan.

DNP prepared nurses are prepared to assume a variety of healthcare positions including, vice president of patient services, program director, chief executive officer, quality improvement director, clinical informatics specialist, technology specialist, clinical research specialist, advanced practice care provider, and academic faculty.

Unique features of this program/distinguishing characteristic

MSN to DNP programs are generic programs consisting of 32-79 credits. Curriculums, to a great extent, are dictated by the credentialing agency (CCNE), while individualization occurs with the addition of more credits/courses. In order for greater appeal, the number of credits offered in the FSU DNP program will be at the lower level of required credits, while still meeting credentialing criteria.

DNP programs offered at Michigan Universities are either online or in a blended format with residencies more than once a year, generally at least once a semester. Unique to the FSU DNP program is the online format with a once-a-year residency cohort model. We know the online format is a desirable way of delivering courses because of the satisfaction with our RN to BSN and MSN graduates.

To meet credentialing criteria, for recruitment and appeal as well as to keep the program financially affordable, we are offering a generic DNP program. The FSU DNP program, while rigorous and adaptable, will intersect mandated content with professional and scholarly activity.

Survey data/support data.

In 2014, results from FSU School of Nursing student surveys indicate that of 98 student responses, 51% were interested in pursuing a DNP degree with 67% of theses interested in a FSU DNP degree. Further survey results indicated that 95% of the respondents interested in a DNP were interested in part time DNP programs, 60% would be interested in a complete online program, and 56% would be interested in a nurse practitioner program. Of the 98 students responding to the survey, 58% were RN to BSN completion students and 18% were current MSN students. Of the FSU MSN 2014 graduates that responded to the survey, slightly less than half reported on the graduate survey that they would be interested in returning to FSU for a DNP degree if offered.

This program offers the most Northern DNP program in Michigan between Grand Rapids and Northern Michigan University in the Upper Peninsula. This program will be attractive with courses online with a once-a-year residency. Based on current student demographics and emerging educational across-state regulations, it is likely that the state of Michigan will continue to be the primary

geographic area for FSU's DNP students. However, this DNP program will be offered in states where the authorization guidelines have been met by FSU. The states not included will be determined on a case-by-case basis.

The first cohort would start the DNP program in Spring semester 2017.

Consistency with University

This program addresses healthcare needs arising from the changing healthcare industry and challenges made to the profession of nursing to increase doctoral educated nurses. The DNP proposal is part of the CHP strategic plan for new program development and is consistent with the university goal to ensure the success of FSU students. FSU has well-established practice doctorate programs (DO, PharmD, and DCCL). The DNP is a practice doctorate consistent with this category and level of education at FSU.

How University can meet the demands of this new program

Expenses: Expense of additional office space and supplies, faculty wages and benefits, accreditation, additional library resources, increased internet/computer services, and marketing.

Space: Classroom space will be needed for summer intensives. Classrooms and office space in FLITE or VFS should be sufficient. The Dean of COHP and the Provost are currently exploring options for expansion of space. If the need of office space comes up before this exploration is complete we will put two faculty in each office.

Prerequisites: graduate level general statistics course in last 3 years (offered by MPH department if needed). An MSN from an accredited college in a nursing specialty or advanced practice role.

Accreditation: Initial fee for FY 2015 is $3,500 along with a site visit $8750. Annual fee thereafter FY 2015 $2500; usually these fees are increased by 2% each year.

References

AACN (2006). DNP roadmap to task force report October 20, 2006. Retrieved from: http://www.aacn.nche.edu/DNP/index.edu

Frantz, R.A. (2014). Resource requirements for quality DNP education. University of Iowa, College of Nursing. AACN Doctoral Education Conference, Powerpoint. Naples, Florida

Michigan Center for Nursing (2013). Survey of nurses 2013. Available at: https://michigancenterfornursing.org/downloads/2013SurveyFull.pdf

2. Summary of Curricular Action (Check all that apply to this proposal)

☒ Degree ☐ Major ☐ Minor ☐ Concentration ☐ Certificate ☐ Course

☒ New ☐ Modification ☐ Deletion

Name of Degree, Major, etc.: **Doctorate of Nursing Practice (DNP)**

3. Summary of All Course Action Required: The course action required is to create 13 new courses and 3-3 credit residency courses.

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
NURS	750	Summer Intensive I
NURS	760	*Evidence-based Practice I*
NURS	765	*Evidence-based Practice II*
NURS	770	*Theoretical Foundations*
NURS	775	Emergent *Theories of Health*
NURS	800	Summer Intensive II
NURS	820	*Informatics for Leadership*
NURS	823	*Healthcare and Social Policy*
NURS	825	Healthcare *Program Development*
NURS	850	Summer Intensive III
NURS	870	*Evidence-based Practice III*
NURS	880	Healthcare Systems Leadership
NURS	891	Residency I
NURS	892	*Residency II*
NURS	893	*Residency III*
NURS	899	DNP *Capstone*

B. Courses to be Deleted from FSU Catalog NONE

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

C. Existing Courses to be Modified NONE

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

D. Addition of existing FSU courses to program NONE

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

E. Removal of existing FSU courses from program NONE

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

4. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Department	Date Received & By Whom
Form B	9/3/2015	Master of Public Health Program	M. Wan
Form B UGPC	2015	University Graduate and Professional Council	
Form C	2015	Library	

5. Will External Accreditation be sought? (For new programs or certificates only)
    ☒ Yes   ☐ No

    If yes, name the organization involved with accreditation for this program.

    CCNE: Commission on Collegiate Nursing Education (a division of American Association of Colleges of Nursing (AACN)

6. Is a PCAF required? ☒ Yes   ☐ No   Is the PCAF approved? ☒ Yes ☐ No (If yes, supply link on Academic Affairs website where PCAF is posted.
    http://www.ferris.edu/HTMLS/administration/academicaffairs/2015NursingDoctorateofNursingPractice.pdf

7. Program Checksheets affected by this proposal (Check all that apply to this proposal)
    ☒ Add Course   ☐ Delete Course   ☐ Modify Course   ☐ Change Prerequisite   ☐ Move from required to elective

    ☐ Move from elective to required   ☐ Change Outcomes and Assessment Plan   ☐ Change Credit hours

8. List all Checksheets affected by this proposal: NONE

College   Department   Program

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.

2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate Office to be inserted into the proposal and a copy is returned to the initiator.

   The department must acknowledge receipt of this form and the proposal in writing to the initiator.

   <u>**Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.**</u>

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title <u>Doctorate of Nursing Practice</u>

Initiator(s): Kathryn Niemeyer PhD, MSc, MSN, FNP-BC

Proposal Contact: Kathryn Niemeyer PhD Date Sent:

Department: SON, CHP   Campus Address: VFS 319
(Please type)

Responding Department: Masters of Public Health: Margaret Wan PhD

Administrator: Margaret Wan, MPH Program Coordinator.Date Received: 9/3/2015. Date Returned: 9/14/2015

Based upon department faculty review on 9/14/2015. (Date) we:

      X   Support the above proposal.
      ☐   Support the above proposal with the modifications and concerns listed below.
      ☐   Do not support the proposal for the reasons listed below.

      Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary. Click here to enter text.

CURRICULUM CONSULTATION FORM

For proposals affecting graduate and professional curricula

1. This completed form should be forwarded with the proposal to the chair of the University Graduate and Professional Council.

2. The University Graduate and Professional Council must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original form is returned to the Academic Senate office to be inserted into the proposal and a copy is returned to the initiator.

   <u>Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.</u>

3. The Proposing Department must respond to any concerns by the Council. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title <u>Doctorate of Nursing Practice</u>

Initiator(s): Kathryn Niemeyer PhD, MSc, MSN, FNP-BC

Proposal Contact: Kathryn Niemeyer PhD   Date Sent: 11/10/15

Department: CHP, SON   Campus Address: VFS 319
(Please type)

Response from: University Graduate and Professional Council (UGPC)
Liza Ing   11/10/15   11/16/15
Chair: Click here to enter text. Date Received: Click here to enter text. Date Returned: Click here to enter text.

Based upon University Graduate and Professional Council review on (date), we

- ☐ Support the above proposal
- ☒ Support the above proposal with the modifications and concerns listed below.
- ☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current graduate and professional programs at the university. Use additional pages, if necessary. Click here to enter text.

Concern is insufficient faculty to meet HLC requirements – not enough DNP qualified faculty.

There is one vote of Do not support. I have attached the Persons reasons.

To: University Graduate and Professional Council (UGPC)
From: Anita Fagerman, Ph.D.
Re: Doctorate of Nursing Practice.
Date: November 11, 2015

I cast a vote of '**do not support**' for the Doctorate of Nursing Practice.

Before explaining my dissenting vote, allow me to express my appreciation for the work on this curriculum. I very much like the narrowly focused implementation plan where there is exactly one set of curriculum being initially launched that every student will pursue; the exclusion of many options at the launch of this doctorate level program is exceptionally smart and will very likely result in a successful implementation with enrollment numbers that will be sustainable. I also appreciate the numbering scheme and the sequential logic used in how the lower level numbers begin the program and the term-by-term plan progressively lists classes with higher level numbers; using a straight forward and logical approach like this simply is smart. I also like the provisional admission plan to allow new students to take an appropriate statistics class by the third semester; already having a plan to use the Masters in Public Health (MPH) program's statistics course is forward thinking and shows a solid plan to help students succeed and the willingness to collaborate with other programs.

I debated making this a vote of '*support with concern*' but decided to take a position that expresses a clear voice that there must be strong administrative support for graduate education BEFORE graduate programs are expanded and enhanced at Ferris. My reasons are numbered below. Much like the Doctorate in Community Education program when it came through the University Graduate and Professional Council in 2009, I once again express one of the exact same concerns for this new proposal as the Graduate Council expressed in 2009:

1) Policy issues have not been addressed (i.e. doctoral faculty load,)".

I also express Curriculum Specific Concerns:

2) Form A's description of the program as "a 3-year online, part time, 36-credit program" seems a bit misleading when there are 3 face-to-face intensives and at least one 335 hour residency. Clear and fully correct information should be expressed to prospective students in any short description of the program.

3) It is not clear what is meant by a "3-4-4 day mandatory summer face-to-face intensives". The courses apparently falling into this category are NURS 750, NURS 800, and NURS 850. Form E indicate these are one credit courses where students meet face to face. Form Fs say NURS 750 and NURS 800 are one credit but NURS 850 shows this as 3 credits. Which forms are correct? With online students targeted for this program, are these courses intended to be 3-day or 4-day weekend courses required during a short time frame? What does '3-4-4' mean? What exactly is the delivery plan?

4) It is not entirely clear which residency courses are required and which are optional. NURS 891, 892, 893 are the residency courses and Form D suggests 892 and 893 are elective, yet the course descriptions (on Forms E and F) are not distinctive from one another. Each of the residency courses should be different and explained in the course descriptions on Forms E and F.

5) It is not clear if any graduate from a Master of Science in Nursing (MSN) should be accepted for admission. I am outside of the healthcare field, but I question if similar degrees from outside of the United States Health Care system (and possibly Michigan's) would (or should) provide an adequate basis to enroll in this particular doctorate degree. The proposal indicates MSN and DNP degrees follow credentials set by the CCNE; shouldn't CCNE credentialing be a requisite of approved MSN degrees for admitting students? Clarity on the exact approved MSN degree should be defined and incorporated into the admission criteria.

6) It is not clear if Ferris has qualified faculty to teach the new degree. Much talk during Fall 2015 semester at the Academic Senate Retreat and at the University Graduate and Professional Council expressing the Higher Learning Commission Accreditation standards have changed and require discipline specific faculty with terminal degrees teach appropriate courses. I am greatly concerned with this particular degree that the Academic Senate will approve the program while not providing any mechanism requiring administration to provide full faculty support to ensure qualified faculty are sought out, hired, and retained so that this program will pass accreditation requirements. The comments I've heard from the Masters in Social Work (MSW) program support my position that proper resources with proper faculty workload must be defined BEFORE a curriculum proposal is approved by the Academic System. In the MSW degree, the unending search for qualified faculty (at only the master's level) has resulted in many failed searches– primarily due to faculty workload.

7) This previous point brings me to Doctorate Level Faculty Workload policies. (This was expressed in my item #1 above.) What is the planned faculty workload for this new Doctorate Degree? Is it reasonable? Should master's level workload be the equivalent as doctorate level workload? Will the Academic Senate approve this proposal WITHOUT any doctorate specific workload policy in place (in advance of approving the degree)? This is the second doctorate degree being brought to Ferris – clearly defined policies are needed for doctorate level education prior to adoption of doctorate degrees.

Not surprising to me the faculty proposing this curriculum proposal wisely expressed resource concerns in Form A. Page 5 of the proposal expressly states "Expense of additional....faculty wages and benefits" are ways the University 'can' meet the demands of this new program. I have sat on the UGPC for many years and on the Academic Senate since 2013; attention to, and action on, resource needs has been lacking by Senate faculty. What guarantees are there that the correct faculty will be supported with the correct workload policy? The Academic Senate should insist on, and lead, the development of minimum requirements for master level and doctorate level workload

policies and other graduate level academic policies. Until these are developed and approved by the Senate and Administration, the Academic Senate should NOT approve the continuation of the practice of creating graduate curriculum, launching it, and worrying about the faculty and academic policies later. Later never seems to come. I suggest a review of the UGPC Task Force Recommendation on Graduate Education be pursued and acted on by the Academic Senate to enable Ferris to successfully launch graduate education with minimal difficulties. You will find the recommendation at http://www.ferris.edu/HTMLS/administration/academicaffairs/vpoffice/senate/gradcoun/minutes/Graduate%20Education%20Task%20Force%20recommendations%204-25-11.pdf
and
http://www.ferris.edu/HTMLS/administration/academicaffairs/vpoffice/senate/gradcoun/minutes/gradedutimeline20102011.pdf.

8) Proper course prerequisites are needed. Obviously certain classes are needed prior to other classes. Form F needs to describe this along with the program check sheet.

9) What are the Program Outcomes and what is the associated Assessment Plan?

10) Should the University approve a degree that expects to enroll only 8 students in year one, 10 students in year two, and 12 students in year 3? What enrollment is expected after year three?
   - Is this justifiable?
   - Are there scholarship expectations of the faculty in the program?
   - Are there marketing plans?
   - What is the tuition rate plan? Same as graduate - $527/790? Same as EDD ($620)? Same as Pharmacy ($626/939)? Same as Optometry ($638/$$957)?

I commend the faculty bringing forth this curriculum; we need advanced graduate degrees at Ferris and this degree sounds quite promising.

With lessons learned since (even before) 2009, I adamantly believe these advanced degrees should not be pursued until there is proper administrative and academic support. We must have, at the very basic level, a full set of approved Graduate Level Policies in place, sanctioned by the Academic Senate body and approved by Administration. A task force proposal to create such policies was developed in 2011, yet, no significant action has been supported outside of creating an "Office of Graduate Studies" (located in a very small room) and staffing it with a part time non-faculty worker.

I greatly respect the University and only desire what is best for it as a whole.

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the initiator. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: Doctorate of Nursing Practice

Projected number of students per year affected by proposed change: 8-20

Initiator(s): Kathryn Niemeyer PhD, MSc, MSN, FNP-BC
Proposal Contact: Kathryn Niemeyer PhD   Date Sent:

Department: CHP, SON   Campus Address: VFS 319
(Please type)

Liaison Librarian Signature: _____   Date Received: 9-3-2015

Dean of FLITE Signature: _____   Date Returned: 9|8|15

Based upon our review on   (date), FLITE concludes that:

☐   Library resources to support the proposed curriculum change are currently available.

X   Additional Library resources are needed but can be obtained from current funds.

☐   Support, but significant additional Library funds/resources are required in the amount of $ Click here to enter text..

☐   Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, or other FLITE programs. Use additional pages if necessary. Click here to enter text.

Many resources are currently available through FLITE that will support the DNP program, and following further development of a core collection of resources for the DNP program (estimated cost $2300.00), a specific collection development budget will be needed to continuously support this program.

Checksheets

MAJOR, MAJOR WITH CONCENTRATION, MINOR OR CERTIFICATE CHECKSHEET(S)

Insert both the current curriculum checksheet (if applicable) and the proposed curriculum checksheet.

- **LABEL CHECKSHEETS AS "FORM D CURRENT" and "FORM D PROPOSED."**

CHECKSHEET GUIDELINES

Because checksheets are a summary of the requirements for completing a major, major with concentration, minor or certificate granted by Ferris
State University, it is essential that all University checksheets contain all of the information listed below:

- Total credits required; specifying the minimum number of credits earned at FSU

- General Education requirements per catalog guidelines;
  include course levels, prerequisites and semester offered (if
  applicable)

- Minimum number of 300 and 400 level courses

- All course prerequisites

- Any special admissions, continuation, or graduation requirements

- Student Learning Outcomes clearly linked to measurable Program Assessment Strategies
  (See Appendix D Writing Student Learning Outcomes)

A Term-by-Term plan for completion of the offering is recommended.

It is recommended that checksheets include information about when required courses are typically offered.

CHECKSHEET(S)
MAJOR, MAJOR WITH CONCENTRATION, MINOR OR CERTIFICATE CHECKSHEET(S)

Doctorate of Nursing Practice Catalog Description:

The DNP program at FSU is a practice-based doctoral program, preparing nurses to function at the highest level of nursing in complex healthcare systems. Students will be prepared for engagement with roles as leaders, practitioners, and innovative thinkers responsive to changing healthcare environments. This doctoral program focuses on essential cognitive skills and abilities advance practice and specialty nurse leaders need to integrate new knowledge and translate evidence in the designing, evaluation and continual improvement of health care services and delivery of care in complex systems. Based on the complexification of healthcare, emergent issues and demands along with the growth of scientific knowledge and technology, nurses educated at the DNP level will be prepared to engaging in the changing needs and processes of healthcare impacting patient outcomes.

Program Admission Criteria:

Ferris State University
College of Health Professions
Doctor of Nursing Practice – Graduate Degree

Admission Criteria	Standard for Admission
1. Submission of Application for Graduate Program	Submit by Oct 1
2. Masters Degree in Nursing, advanced practice or specialty nursing certification eligible	From an accredited college or university
3. Graduate GPA	3.0 or higher
4. International Students only: TOEFL Score	70
5. Personal Statement of interest in program (no more than 3 pages font 12 double spaced).	Include: educational & professional history, area of nursing specialty or advanced practice focus. Interest & motivation for seeking DNP degree with initial thoughts on project area and professional or academic career plans upon completion.
6. Three (3) professional references as letters of recommendation from individuals familiar with the applicant's academic or professional background.	Letter should include an assessment of the applicant's current work quality and ability to successfully complete graduate education.
7. Professional Resume	Current
8. Successful completion of a graduate level statistics course in last 3 years.	Grade of B or higher.
9. Successful completion of basic undergraduate course in research.	Grade of B or higher.
10. Coursework to include graduate level nursing science courses.	Grades of B or higher in graduate level nursing science courses.
11. Face to face or online Interview with program faculty	Satisfactory professional demeanor; able to articulate professional goals alignment with DNP
Provisional	**Admission**
In addition to the above requirements, the student with a GPA of less than 3.00, undergraduate or graduate-level statistics course deficiencies or TOEFL scores between 45-50 may be conditionally admitted with the following requirements:	1. Successfully complete 6 semester hours of graduate coursework with a 3.0 GPA to satisfy admission requirements. 2. Clear any deficiencies in his/her undergraduate education or graduate statistic course by the conclusion of the third semester or by the end of the first year of enrollment in the DNP program. 3. Enroll in and successfully complete recommended ESL courses; may retake TOEFL exam

.

Outcomes Statement and Assessment Plan for the Doctorate of Nursing Practice Degree

Degree Outcomes: The Degree will include the following areas for outcomes assessment at the university level.

Program Learning Outcome	Assessment Methods
1. Disseminate translated *scientific* nursing knowledge to improve *health outcomes, health promotion and,* quality and safety for individuals and populations for our nations health.	• Capstone Project/defense • Comprehensive Exam • Completions of all DNP NURS curriculum courses • Professional Portfolio • Preceptor evaluations
2. Promote collaborative leadership in complex healthcare systems in the development *and evaluation* of new models of care with consideration of health and social policy, economics of healthcare, information technologies, and healthcare ethics.	• Capstone Project/defense • Comprehensive Exam • Completions of all DNP NURS curriculum courses • Professional Portfolio • Preceptor evaluations
3. Integrate practice, research, and policy with nursing leadership in both macro and micro healthcare environments.	• Capstone Project/defense • Comprehensive Exam • Completions of all DNP NURS curriculum courses • Professional Portfolio • Preceptor evaluations

Ferris State University – College of Health Professions

SCHOOL OF NURSING

DOCTOR OF NURSING PRACTICE 36-42 Credits

Name:_____ID#:_____

REQUIRED		COURSE TITLE – PREREQUISITES SHOWN IN BRACKETS ( )	S.H.	GRADE
Thirteen (13) Core Courses plus Two (2) Elective Courses				
NURS	750	Summer Intensive I	1	
NURS	760	Evidence-based Practice I	3	
NURS	765	Evidence-based Practice II	3	
NURS	770	Theoretical Foundations	3	
NURS	775	Emergent Theories of Health	3	
NURS	800	Summer Intensive II	1	
NURS	820	Informatics for Leadership	3	
NURS	823	Healthcare and Social Policy	2	
NURS	825	Healthcare Program Development	3	
NURS	850	Summer Intensive III	1	
NURS	870	Evidence-based Practice III	3	
NURS	880	Healthcare Systems Leadership	3	
NURS	891	Residency I	3	
NURS	892	*Residency II	3	
NURS	893	*Residency III	3	
NURS	899	**DNP Capstone	4	
		Total Credits	36-42	

*Total residency hours will be individually determined and some students may need to take 1, 2 or 3 residency courses or 3-9 credits. Post BSN supervised clinical hours must be equivalent to 1000 hours for the DNP.

**DNP Capstone will be available to take Spring, Summer, Fall semesters. Progression following year 2 will be individually determined

OTHER PROGRAM INFORMATION
Program Progression Policy: Students must successfully complete courses in order of program delivery from time of entrance. All courses except the final residency must be complete prior to capstone. Degree requirements shall be completed within five years from first enrollment in a doctoral course following admission. If a course is dropped it can be picked up when offered the following year.
Program Grade Requirements: A grade of 3.0 or "B" or higher is required for all DNP courses. No grade of "C" or below is acceptable for graduation.
Policy on Repeated Courses: Two unsuccessful attempts (grades less than "B") in any DNP course(s) will result in dismissal from the program.
Policy on FSU Credit Requirement/Transfer Credits: Students must earn a minimum of 80% of the total DNP degree credits from FSU. For the DNP this is **36 credits for all courses including 1-3 credit required residency course. (Two additional courses or 6 credits of residency may be required for competition of post BSN clinical hours. This will be individually determined).**
FSU Sunset Policy If a student returns to the university after an interrupted enrollment (not including summer semester), the requirements of the curriculum which are in force at the time of return must be met, not the requirements in effect at the time of original admission. In special circumstances, the academic department head/chair may permit the student to finish under the program requirements in force at the time of original admission to the program.
*Selected Electives Guidelines for Graduate Courses Required: No electives required Elective courses are dependent on the student's interest, areas of expertise and future career aspirations and are in addition to graduation requirements for the DNP. Examples could be: Data Analysis or Advanced Statistics, Lean Management, Public Policy and Administration, Health Policy and Management, Advanced Statistics, Business, Research, Advanced Pharmacology, Advanced Education courses, etc.
Program Completion Time Limit Degree requirements shall be completed within a maximum of five (5) years from first enrollment in a graduate class. Students may request one extension, in writing to the Program Coordinator/Chair, in the event of extenuating circumstances.

Ferris State University
College of Health Professions
3-Year Doctor of Nursing Practice (DNP)
Semester-by-Semester Scheduling
Total Credits: 39-42

Spring Year 1	Credits	Summer Year 1	Credits	Fall Year 1	Credits
NURS 760 Evidence-based Practice I	3	NURS 750 Summer Intensive I	1	NURS 765 Evidence Based Practice II	3
NURS 770 Theoretical Foundations	3			NURS 775 Emergent Theories of Health	3
Total	6	Total	1	Total	6
Spring Year 2	**Credits**	**Summer Year 2**	**Credits**	**Fall Year 2**	**Credits**
NURS 880 Healthcare Systems Leadership	3	NURS 800 Summer Intensive II	1	NURS 870 Evidence-based Practice III	3
NURS 820 Informatics for Leadership	3	NURS 823 Healthcare and Social Policy	2	NURS 825 Healthcare Program Development	3
Total	6	Total	3	Total	6
Spring Year 3	**Credits**	**Summer Year 3**	**Credits**	**Fall Year 3**	**Credits**
NURS 891 Residency I	3	NURS 850 Summer Intensive III	1	*NURS 893 Residency III	3
		*NURS 892 Residency II	3	**NURS 899 DNP Capstone	4
Total	3	Total	4	Total	7

*Total residency hours will be individually determined and some students may need to take only 1 or 2 residency courses. Post BSN supervised clinical hours must be equivalent to 1000 hours for the DNP.

**DNP Capstone will be available to take Spring, Summer, Fall semesters. Progression following year 2 will be individually determined

NURS 750
COURSE INFORMATION FORM

FORM E

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ **Prefix (current)** Click here to enter text. ☐ **Number (current)**Click here to enter text. **Contact Hours (current):** Click here to enter text.

Lecture ☐ Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☒ **Prefix (proposed)** NURS ☒ **Number (proposed)**750 **Contact Hours (proposed):** 1 per week equivalent

Lecture ☐ Lab ☐ Seminar ☒   [Enter contact hours per week in blank above.]

☐ **Title (current):**Click here to enter text.

☒ **Title (proposed): Summer Intensive I**

☐ **Credit Hours (current):**Click here to enter text. ☐ **Prerequisites (current):** Click here to enter text.☐ **Co-requisites (current):** Click here to enter text.

☒ **Credit Hours (proposed):**1 ☒ **Prerequisites (proposed):** Admission to DNP program or faculty permission   ☐ **Co-requisites (proposed):** Click here to enter text.

☐ **Course Description (current) 125 words maximum:** Click here to enter text.

☒ **Course Description (proposed) 125 words maximum:** This course provides an introductory experience to FSU, emphasizing available FSU and SON resources. It is an introduction to the DNP program structure and expectations for completion. In this seminar the students will explore transitioning to the DNP role, interprofessional implications and issues associated with the DNP role, scholarly writing and portfolio development. This course provides an initial opportunity to network on a face-to-face basis with the student cohort.

☐ **Course Outcomes and Assessment Plan (current):** Click here to enter text.

☒ **Course Outcomes and Assessment Plan (proposed):** Upon completion of the course students will be able to:

1. Describe FSU and SON resources and program structure, process, and expectations

    Assessment: discussion, application

2. Identify potential population of interest for DNP translational project

    Assessment: discussion,

3. Examine the DNP role

    Assessment: group work and presentation

4. Evaluate DNP role transition in context of interdisciplinary healthcare issues relating to changing healthcare systems

    Assessment: discussion

5. Demonstrate scholarly writing with APA format

    Assessment: short written paper

6. Initiate portfolio development

NURS 750
Assessment: Portfolio

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ **Course Outline including Time Allocation (proposed):** Click here to enter text.

1.	Introduction and welcome to program and FSU	3 hours
2.	Discussion of translational projects	1 hours
3.	Transitioning to the DNP role	2 hours
4.	Interdisciplinary nursing presented in the literature	3 hours
5.	Professional Writing	5 hours
6.	Portfolio development (intent/purpose/instruction)	1 hour
		Total: 15 hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201705 (Summer) Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

A. Course Prefix: NURS B. Number: 750

C. Contact Hours: 1 per week equivalent   Lecture ☐ Lab ☐ Seminar ☒ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]

D. Practicum ☐   Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]

E. Course Title: Summer Intensive I [Limit to 30 characters including punctuation and spaces]

F. College Code: HP G. Department Code: SNUR H. Credit Hours: 1   Variable ☐ Fixed ☒

I. Minimum Credit Hours: 1 J. Maximum Credit Hours: 1 [Enter number is space.]

K. Hours May be Repeated for Extra Credit: Yes ☐   No ☒   If yes, max times Click here to enter text. Or max credits Click here to enter text. awarded.

L. Levels: Undergraduate ☐   Graduate ☒   Professional ☐

M. Grade Method: Normal Grading ☒   Credit/No Credit (Pass/Fail) ☐

N. Does proposed new course replace an equivalent course? Yes ☐   No ☒

O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.

P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. This course provides an introductory experience to FSU, emphasizing available FSU and SON resources. It is an introduction to the DNP program structure and expectations for completion. In this seminar the students will explore transitioning to the DNP role, interprofessional implications and issues associated with the DNP role, scholarly writing and portfolio development. This course provides an initial opportunity to network on a face-to-face basis with the student cohort.

Q. Term Offered: SU   R. Max Section Enrollment: 20   Lecture: Lab:

S. Prerequisites or Restrictions: If none, leave blank. **Admission to DNP Program or faculty permission**

T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.

To be completed by Academic Affairs Office: **Standards & Measures Coding and General Education Code**

Basic Skill (BS) ☐   General Education ☐   Occupational Education ☐   G E Codes: Click here to enter text.

UCC Chair Signature/Date   Academic Affairs Approval Signature/Date

_____   _____

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

NURS 760
COURSE INFORMATION FORM

<div style="text-align:right">

FORM E

Effective Fall 2015
</div>

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ **Prefix (current)** Click here to enter text. ☐ **Number (current)** Click here to enter text. **Contact Hours (current):** Click here to enter text.

Lecture ☐ Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☒ **Prefix (proposed)** NURS ☒ **Number (proposed)** 760 **Contact Hours (proposed):** 3

Lecture ☒ Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☐ **Title (current):** Click here to enter text.

☒ **Title (proposed): Evidence-Based Practice I**

☐ **Credit Hours (current):** Click here to enter text. ☐ **Prerequisites (current):** Click here to enter text. ☐ **Co-requisites (current):** Click here to enter text.

☒ **Credit Hours (proposed):** 3 ☒ **Prerequisites (proposed):** Admission to DNP program or faculty permission ☐ **Co-requisites (proposed):**

☐ **Course Description (current) 125 words maximum:** Click here to enter text.

☒ **Course Description (proposed) 125 words maximum:** This course is designed to provide the foundation for applying and implementing research by exploring the nature of inquiry and evaluating designs, methods, and measurements of evidence. Topics of validity, reliability, generalizability, rigor and trustworthiness will be addressed in this course. Likewise, it will focus on the applicability and contribution of research to evidence.

☐ **Course Outcomes and Assessment Plan (current):** Click here to enter text.

☒ **Course Outcomes and Assessment Plan (proposed):** Upon completion of the course students will be able to:

1. Explore the nature of inquiry and systematic approaches to evidence evaluation

    Assessment: Discussion board, Written paper

2. Discuss evidence in relationship to research design, methods, measurements and clinical nursing.

    Assessment: Discussion board, Research analysis papers, partner-based online activity (table building)

3. Simulate methods used for a study using two different designs

    Assessment: Discussion board, group or partner-based online activity and presentation.

4. Critique current studies using a systematic approach to evidence evaluation in area of clinical practice for strength, quality, contribution to evidence, and implementation potential.

    Assessment: Discussion board, Written paper

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

NURS 760

☒ **Course Outline including Time Allocation (proposed):**

1. Introduction and the nature of inquiry   3 hours

2. Quantitative Research designs, methods, and measurement, role of literature review, hypothesis, statistical analysis, reliability, validity, implications, context, causation/correlation.   12 hours

3. Qualitative Research designs and methods, role of literature review, questions, analysis, rigor, credibility, implications, context.
                                                                                  10 hours

2. Mixed methods and amalgamethodology   2.5 hours

3. Comparing and contrasting quantitative to qualitative research designs/methods   5 hours

4. Evidence Evaluation models.   5 hours

5. Design, method, and measurement issues related to clinical research,   5 hours

6. Designs and methods relevant to area of interest   2.5 hours

                                                                        Total: 45 hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201701 (Spring) Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

A. Course Prefix: NURS B. Number: 760

C. Contact Hours: 3   Lecture ☒Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]

D. Practicum ☐   Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]

E. Course Title: Evidence-Based Practice I   [Limit to 30 characters including punctuation and spaces]

F. College Code: HP G. Department Code: SNUR H. Credit Hours: 3   Variable ☐Fixed ☒

I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number is space.]

K. Hours May be Repeated for Extra Credit: Yes ☐   No ☒   If yes, max times Click here to enter text.Or max credits Click here to enter text. awarded.

L. Levels: Undergraduate ☐   Graduate ☒   Professional ☐

M. Grade Method: Normal Grading ☒   Credit/No Credit (Pass/Fail) ☐

N. Does proposed new course replace an equivalent course? Yes ☐   No ☒

O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.

P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. This course is designed to provide the foundation for applying and implementing research by exploring the nature of inquiry and evaluating designs, methods, and measurements of evidence. Topics of validity, reliability, generalizability, rigor and trustworthiness will be addressed in this course. Likewise, it will focus on the applicability and contribution of research to evidence.

Q. Term Offered: SP   R. Max Section Enrollment: 20   Lecture: 20   Lab:

S. Prerequisites or Restrictions: If none, leave blank. Admission to DNP program or faculty permission

T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) ☐   General Education ☐   Occupational Education ☐   G E Codes: Click here to enter text.

UCC Chair Signature/Date   Academic Affairs Approval Signature/Date

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OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

NURS 765
COURSE INFORMATION FORM

FORM E

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ **Prefix (current)** Click here to enter text. ☐ **Number (current)**Click here to enter text. **Contact Hours (current):** Click here to enter text.

Lecture ☐Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☒ **Prefix (proposed) NURS** ☒ **Number (proposed)765 Contact Hours (proposed): 3**

Lecture ☒Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☐ **Title (current):**Click here to enter text.

☒ **Title (proposed): Evidence-Based Practice II**

☐ **Credit Hours (current):**Click here to enter text. ☐ **Prerequisites (current):** Click here to enter text.☐ **Co-requisites (current):** Click here to enter text.

☒ **Credit Hours (proposed):3** ☒ **Prerequisites (proposed):** NURS 760 or faculty permission ☐ **Co-requisites (proposed):**

☐ **Course Description (current) 125 words maximum:** Click here to enter text.

☒ **Course Description (proposed) 125 words maximum:** This course explores translational research for the DNP. Translational research refers to the application of research findings to clinical practice and the process of generating and evaluating outcomes. Translating research joins discovery or research findings to practice. This course focuses on identification of practice problems, the systematic review and synthesis of evidence, and utilization of that evidence in decision making for changing practice. The course places emphasis on the process of translational research.

☐ **Course Outcomes and Assessment Plan (current):** Click here to enter text.

☒ **Course Outcomes and Assessment Plan (proposed):** Upon completion of the course students will be able to:

1. Conduct a systematic literature review in area of clinical practice evaluating a body of studies for applicability to practice and the potential to change practice

      Assessment: partner or group presentation

2. Evaluate the evidence pertaining to the state of the science and the state of practice for a clinical population.

      Assessment: Discussion board, written paper

3. Propose translational research project based on the results of a literature review for the defined area of clinical research.

      Assessment: discussion board, written paper

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

NURS 765

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ **Course Outline including Time Allocation (proposed):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

1. Introduction and discussion/definitions of translational research and relationship to implementation of evidence-based practice

   10 hours
2. State of the science and state of the practice   5 hours
3. Clinical outcomes research and implementation science   5 hours
4. Applied research designs and methods, accessing and evaluating data,   10 hours
5. Systematic reviews and evaluating research for evidence based practice   15 hours

   Total: 45 hours

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201708 (Fall) Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

A. Course Prefix: NURS B. Number: 765

C. Contact Hours: 3 Lecture ☒ Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]

D. Practicum ☐ Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]

E. Course Title: Evidence-Based Practice II [Limit to 30 characters including punctuation and spaces]

F. College Code: HP G. Department Code: SNUR H. Credit Hours: 3 Variable ☐ Fixed ☒

I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number is space.]

K. Hours May be Repeated for Extra Credit: Yes ☐ No ☒ If yes, max times Click here to enter text. Or max credits Click here to enter text. awarded.

L. Levels: Undergraduate ☐ Graduate ☒ Professional ☐

M. Grade Method: Normal Grading ☒ Credit/No Credit (Pass/Fail) ☐

N. Does proposed new course replace an equivalent course? Yes ☐ No ☒

O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.

P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. This course explores translational research for the DNP. Translational research refers to the application of research findings to clinical practice and the process of generating and evaluating outcomes. Translating research joins discovery or research findings to practice. This course focuses on identification of practice problems, the systematic review and synthesis of evidence, and utilization of that evidence in decision making for changing practice. The course places emphasis on the process of translational research.

Q. Term Offered: F R. Max Section Enrollment: 20 Lecture: 20 Lab:

S. Prerequisites or Restrictions: If none, leave blank. **NURS 760 or faculty permission**

T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) ☐ General Education ☐ Occupational Education ☐ G E Codes: Click here to enter text.

UCC Chair Signature/Date

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

NURS 770
COURSE INFORMATION FORM

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ **Prefix (current)** Click here to enter text. ☐ **Number (current)**Click here to enter text. **Contact Hours (current):** Click here to enter text.

Lecture ☐Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☒ **Prefix (proposed) NURS** ☒ **Number (proposed)**770 **Contact Hours (proposed):** 3

Lecture ☒Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☐**Title (current):**Click here to enter text.

☒ **Title (proposed): Theoretical Foundations**

☐ **Credit Hours (current):**Click here to enter text. ☐ **Prerequisites (current):** Click here to enter text.☐ **Co-requisites (current):** Click here to enter text.

☒ **Credit Hours (proposed):**3 ☒ **Prerequisites (proposed):** Admission to DNP program or faculty permission ☐ **Co-requisites (proposed):** Click here to enter text.

☐ **Course Description (current) 125 words maximum:** Click here to enter text.

☒ **Course Description (proposed) 125 words maximum:** Theoretical Foundations of Advanced and Specialty Nursing Practice will explore the philosophical and scientific base of theories, different levels of theory, and the evolution of nursing science. Grand nursing theories, midlevel theories, and practice theory including theories and models of evidence-based practice will be critiqued in relationship to scholarly literature and research. Ethical foundations of practice along with multiple patterns of knowing will be addressed in this course

☐ **Course Outcomes and Assessment Plan (current):** Click here to enter text.

☒ **Course Outcomes and Assessment Plan (proposed):** Upon completion of the course students will be able to:

1. Evaluates what constitutes theory and/or models in nursing science within the historical context of nursing.

     Assessment: Discussion board, depiction project

2. Differentiate grand Nursing theories from midlevel theories from practice theories

     Assessment: Discussion board, Group or partner project/presentation.

3. Critique models and theories of evidence-based practice.

     Assessment: Discussion board, written paper

4. Critically evaluate nursing's multiple ways of knowing as foundational to collaborative practice and evidence in healthcare environments.

     Assessment: Discussion board, written paper

NURS 770

5. Articulate a synthesis of science and philosophy that is applicable to personal practice as a DNP.

   Assessment: written paper

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ **Course Outline including Time Allocation (proposed):** Click here to enter text.

1.	Introduction to theory levels, purpose, structure, development, constructs of interest to nursing,	
		12.5 hours
2.	Specific nursing theories embedded in philosophies of nursing/science	12.5 hours
3.	Theory as foundational to practice and practice theory in advanced/specialty nursing	5 hours
4.	Theories of evidence-based practice	7 hours
5.	Evidence-based practice in relationship to multiple ways of knowing	3 hours,
6.	Application to clinical area and DNP role	5 hours,

                                                                Total = 45 hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

NURS 770 F

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201701 (Spring) Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

A. Course Prefix: NURS B. Number: 770

C. Contact Hours: 3 Lecture ☒ Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]

D. Practicum ☐ Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]

E. Course Title: Theoretical Foundations [Limit to 30 characters including punctuation and spaces]

F. College Code: HP G. Department Code: SNUR H. Credit Hours: 3 Variable ☐ Fixed ☒

I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number is space.]

K. Hours May be Repeated for Extra Credit: Yes ☐ No ☒ If yes, max times Click here to enter text. Or max credits Click here to enter text. awarded.

L. Levels: Undergraduate ☐ Graduate ☒ Professional ☐

M. Grade Method: Normal Grading ☒ Credit/No Credit (Pass/Fail) ☐

N. Does proposed new course replace an equivalent course? Yes ☐ No ☒

O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.

P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. Theoretical Foundations of Advanced/Specialty Nursing Practice will explore the philosophical and scientific base of theories, different levels of theory, and the evolution of nursing science. Grand nursing theories, midlevel theories, and practice theory including theories and models of evidence-based practice will be critiqued in relationship to scholarly literature and research. Ethical foundations of practice along with multiple patterns of knowing will be addressed in this course.

Q. Term Offered: SP R. Max Section Enrollment: 20 Lecture: 20 Lab:

S. Prerequisites or Restrictions: If none, leave blank. **Admission to DNP program or faculty permission**

T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.
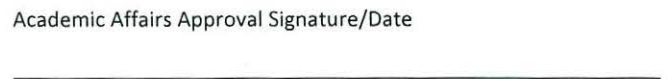

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) ☐ General Education ☐ Occupational Education ☐ G E Codes: Click here to enter text.

UCC Chair Signature/Date Academic Affairs Approval Signature/Date

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OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

NURS 775
COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ **Prefix (current)** Click here to enter text. ☐ **Number (current)**Click here to enter text. **Contact Hours (current):** Click here to enter text.

Lecture ☐ Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☒ **Prefix (proposed)** NURS ☒ **Number (proposed)**775 **Contact Hours (proposed):** 3

Lecture ☒ Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☐ **Title (current):**Click here to enter text.

☒ **Title (proposed):** Emergent Theories of Health

☐ **Credit Hours (current):**Click here to enter text. ☐ **Prerequisites (current):** Click here to enter text.☐ **Co-requisites (current):** Click here to enter text.

☒ **Credit Hours (proposed):**3 ☒ **Prerequisites (proposed):** Admission to DNP program or faculty permission ☐ **Co-requisites (proposed):** Click here to enter text.

☐ **Course Description (current) 125 words maximum:** Click here to enter text.

☒ **Course Description (proposed) 125 words maximum:** This course will focus on midlevel and practice theories, originating in nursing and other scientific disciplines. Theories of health, health promotion, behavioral change, and chronic disease in populations that shape healthcare will be explored. In the context of emergent health and disease theories, this course will look at new directions and innovative problem solving for health promotion with chronic disease and formulate potential research and practice agendas

☐ **Course Outcomes and Assessment Plan (current):** Click here to enter text.

☒ **Course Outcomes and Assessment Plan (proposed):** Upon completion of the course students will be able to:

1. In the context of health and emerging disease, apply relevant nursing, integrative health, disease and medical, psycho-social, behavioral scientific theories to explain health-related issues and health behaviors of individuals and groups of people or populations.

   Assessment: Discussion board, written paper

2. Critically appraise theories of chronic disease and health promotion for applicability to practice and potential research.

   Assessment: Discussion board, group/partner presentation.

3. Formulate a potential translational research proposal using relevant practice theory.

   Assessment: Discussion board, Written paper

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ **Course Outline including Time Allocation (proposed):**

1. Introduction to theories of health promotion, disease, and models of change (individual, group, organizational)
   10 hours

2. New emergent theories of health and chronic disease (ie: obesity, DM, asthma and allergies, eating disorders, heart disease, cancer, addiction).
   10 hours

3. The intersection of theories of health promotion, disease, and change to emergent theories of disease
   12.5 hours

4. Application of theories of Health promotion and change related to area of interest
   12.5 hours

   Total = 45

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201708 (Fall) Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.
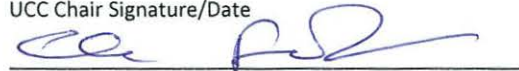
II. NEW COURSE ATTRIBUTES:

A. Course Prefix: NURS B. Number: 775

C. Contact Hours: 3 Lecture ☒ Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]

D. Practicum ☐ Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]

E. Course Title: Emergent Theories of Health [Limit to 30 characters including punctuation and spaces]

F. College Code: HP G. Department Code: SNUR H. Credit Hours: 3 Variable ☐ Fixed ☒

I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number is space.]

K. Hours May be Repeated for Extra Credit: Yes ☐ No ☒ If yes, max times Click here to enter text. Or max credits Click here to enter text. awarded.

L. Levels: Undergraduate ☐ Graduate ☒ Professional ☐

M. Grade Method: Normal Grading ☒ Credit/No Credit (Pass/Fail) ☐

N. Does proposed new course replace an equivalent course? Yes ☐ No ☒

O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.

P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. This course will focus on midlevel and practice theories, originating in nursing and other scientific disciplines. Theories of health, health promotion, behavioral change, and chronic disease in populations that shape healthcare will be explored. In the context of emergent health and disease theories, this course will look at new directions and innovative problem solving for health promotion with chronic disease and formulate potential research and practice agendas.

Q. Term Offered: F R. Max Section Enrollment: 20 Lecture: 20 Lab:

S. Prerequisites or Restrictions: If none, leave blank. **Admission to DNP program or faulty permission**

T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.
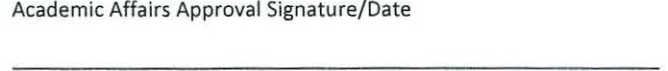

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) ☐ General Education ☐ Occupational Education ☐ G E Codes: Click here to enter text.

UCC Chair Signature/Date

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

NURS 800

COURSE INFORMATION FORM

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Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ **Prefix (current)** Click here to enter text. ☐ **Number (current)** Click here to enter text. **Contact Hours (current):**

Lecture ☐ Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☒ **Prefix (proposed)** NURS ☒ **Number (proposed)** 800 **Contact Hours (proposed):** 1 per week equivalent.

Lecture ☐ Lab ☐ Seminar ☒   [Enter contact hours per week in blank above.]

☐ **Title (current):** Click here to enter text.

☒ **Title (proposed): Summer Intensive II**

☐ **Credit Hours (current):** Click here to enter text. ☐ **Prerequisites (current):** Click here to enter text. ☐ **Co-requisites (current):** Click here to enter text.

☒ **Credit Hours (proposed):** 1 ☒ **Prerequisites (proposed):** NURS 750 or faculty permission   ☐ **Co-requisites (proposed):** Click here to enter text.

☐ **Course Description (current) 125 words maximum:** Click here to enter text.

☒ **Course Description (proposed) 125 words maximum:** This seminar provides an overview of the changing culture of Western healthcare as context for the clinical doctorate in nursing. Professional Issues such as communication, intellectual capital, diversity, and personalizing healthcare (relationship-based care) and protocol-based or standardized healthcare will be discussed. Research with specific populations (including transcultural and vulnerable populations) will be focused on. Scholarly projects will be reviewed to date with plans for problem solving and completion.

☐ **Course Outcomes and Assessment Plan (current):** Click here to enter text.

☒ **Course Outcomes and Assessment Plan (proposed):** Upon completion of the course students will be able to:

1. Using assigned research design and topic develop simulated research study (with partner).

    Assessment: Simulated study presentation.

2. Apprise role of DNP in issues relating to communication, intellectual capacity, and diversity

    Assessment: Discussion, Written project

3. Discuss progress on DNP translation project to this point.

    Assessment: Presentation

4. Demonstrate problem solving skills for DNP project

    Assessment: Presentation

NURS 800
5. Illustrate progress on portfolio

   Assessment: Portfolio

☐ Course Outline including Time Allocation (current): Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ Course Outline including Time Allocation (proposed):

1.	Introduction and welcome back, Overview of this course,	1 hour
2.	Progress on projects to this point (presentations and problem solving and new SON research)	5 hours
3.	Research: project-using population based designs with student presentations	4 hours
4.	Group discussions and presentations on current healthcare issues facing DNPs in the work arena	4 hours.
5.	Portfolio progress/reflections	1 hour
		Total: 15 hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

NURS 800 F

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): **201805 (Summer)** Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

A. Course Prefix: NURS B. Number: 800

C. Contact Hours: **1 per week equivalent** Lecture ☐ Lab ☐ Seminar ☒   [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]

D. Practicum ☐   Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]

E. Course Title: Summer Intensive II [Limit to 30 characters including punctuation and spaces]

F. College Code: HP G. Department Code: SNUR H. Credit Hours: 1   Variable ☐ Fixed ☒

I. Minimum Credit Hours: 1 J. Maximum Credit Hours: 1 [Enter number is space.]

K. Hours May be Repeated for Extra Credit: Yes ☐   No ☒   If yes, max times Click here to enter text. Or max credits Click here to enter text. awarded.

L. Levels: Undergraduate ☐   Graduate ☒   Professional ☐

M. Grade Method: Normal Grading ☒   Credit/No Credit (Pass/Fail) ☐

N. Does proposed new course replace an equivalent course? Yes ☐   No ☒

O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.

P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. This seminar provides an overview of the changing culture of Western healthcare as context for the clinical doctorate in nursing. Professional Issues such as communication, intellectual capital, diversity, and personalizing healthcare (relationship-based care) and protocol-based or standardized healthcare will be discussed. Research with specific populations (including transcultural and vulnerable populations) will be focused on. Scholarly projects will be reviewed to date with plans for problem solving and completion.

P. Term Offered: SU   R. Max Section Enrollment: 20   Lecture: Lab:

S. Prerequisites or Restrictions: If none, leave blank. **NURS 750 or faculty permission**

T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.
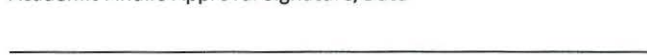

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) ☐   General Education ☐   Occupational Education ☐   G E Codes: Click here to enter text.

UCC Chair Signature/Date _____   Academic Affairs Approval Signature/Date _____

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

NURS 820
COURSE INFORMATION FORM

FORM E

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ **Prefix (current)** Click here to enter text. ☐ **Number (current)**Click here to enter text. **Contact Hours (current):** Click here to enter text.

Lecture ☐Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☒ **Prefix (proposed) NURS** ☒ **Number (proposed)820 Contact Hours (proposed):** 3

Lecture ☒Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☐ **Title (current):**Click here to enter text.

☒ **Title (proposed): Informatics for Leadership**

☐ **Credit Hours (current):**Click here to enter text. ☐ **Prerequisites (current):** Click here to enter text.☐ **Co-requisites (current):** Click here to enter text.

☒ **Credit Hours (proposed):3** ☒ **Prerequisites (proposed): Admission to DNP program or faculty permission**   ☐ **Co-requisites (proposed):** Click here to enter text.

☐ **Course Description (current) 125 words maximum:** Click here to enter text.

☒ **Course Description (proposed) 125 words maximum:** This course will explore the ongoing digital transformation of healthcare and impacts of the electronic environments on healthcare at multiple levels. The EMR and data mining with utilization and interpretation will be a focus of this course. Special issues that integrate with digital healthcare measures will be addressed, including, correlation and causation, credibility, privacy, consent and confidentiality, social networking, medicine by web, personalization of healthcare. Likewise, this course will evaluate the use of digital technology for health promotion of populations and the improvement of healthcare delivery.

☐ **Course Outcomes and Assessment Plan (current):** Click here to enter text.

☒ **Course Outcomes and Assessment Plan (proposed):** Upon completion of the course students will be able to:

1. Appraise the credibility, legalities and ethics of associated issues of digital applications and web-based healthcare information systems.

       Assessment: Discussion board, Partner/group project/presentation, Written paper,

2. Critique the intersection of the concept of quality with digital healthcare measures.

       Assessment: Discussion board, Case study review, Written paper,

3. Design an innovative and novel use and evaluation of digital technology and critical elements needed for improving healthcare of a population while incorporating best practices.

       Assessment: Discussion board, presentation, Portfolio project

4. Demonstrate EMR data mining/extraction of practice data related to an appropriate question for research translation.

NURS 820
Assessment: Discussion board, Written paper

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ **Course Outline including Time Allocation (proposed):**

1. Introduction and exploration of realized and potential digital applications in healthcare   5 hours
2. Best Practices related to issues and current threats associated with digital measures and electronic environments
                                                                                                       7.5 hours
3. New models for application of digital measures in healthcare. Looking at quality   7.5 hours
4. Current methods of evaluation and evaluation tool development for information systems using best practices of digital measures
                                                                                                       10 hours,
5. Innovation and information systems   5 hours

6. Using data systems.   10 hours:

                                                                                                       Total 45 hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): **201801 (Spring)** Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.
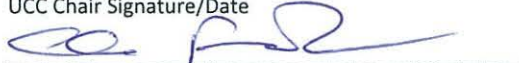
II. NEW COURSE ATTRIBUTES:

A. Course Prefix: NURS B. Number: 820

C. Contact Hours: 3   Lecture ☒ Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]

D. Practicum ☐   Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]

E. Course Title: Informatics for Leadership [Limit to 30 characters including punctuation and spaces]

F. College Code: HP G. Department Code: SNUR H. Credit Hours: 3   Variable ☐ Fixed ☒

I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number is space.]

K. Hours May be Repeated for Extra Credit: Yes ☐   No ☒   If yes, max times Click here to enter text. Or max credits Click here to enter text. awarded.

L. Levels: Undergraduate ☐   Graduate ☒   Professional ☐

M. Grade Method: Normal Grading ☒   Credit/No Credit (Pass/Fail) ☐

N. Does proposed new course replace an equivalent course? Yes ☐   No ☒

O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.

P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. This course will explore the ongoing digital transformation of healthcare and impacts of the electronic environments on healthcare at multiple levels. The EMR and data mining with utilization and interpretation will be a focus of this course. Special issues that integrate with digital healthcare measures will be addressed, including, correlation and causation, credibility, privacy, consent and confidentiality, social networking, medicine by web, personalization of healthcare. Likewise, this course will evaluate the use of digital technology for health promotion of populations and the improvement of healthcare delivery

Q. Term Offered: SP   R. Max Section Enrollment: 20   Lecture: 20   Lab:

S. Prerequisites or Restrictions: If none, leave blank. **Admission to DNP program or faculty permission**

T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) ☐   General Education ☐   Occupational Education ☐   G E Codes: Click here to enter text.

UCC Chair Signature/Date   Academic Affairs Approval Signature/Date

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OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

NURS 823

COURSE INFORMATION FORM

FORM E

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ **Prefix (current)** Click here to enter text. ☐ **Number (current)**Click here to enter text. **Contact Hours (current):** Click here to enter text.

Lecture ☐Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☒ **Prefix (proposed) NURS** ☒ **Number (proposed)823 Contact Hours (proposed): 2**

Lecture ☒Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☐ **Title (current):**Click here to enter text.

☒ **Title (proposed): Healthcare and Social Policy**

☐ **Credit Hours (current):**Click here to enter text. ☐ **Prerequisites (current):** Click here to enter text.☐ **Co-requisites (current):** Click here to enter text.

☒ **Credit Hours (proposed):2** ☒ **Prerequisites (proposed): Admission to DNP program or faculty permission**   ☐ **Co-requisites (proposed):** Click here to enter text.

☐ **Course Description (current) 125 words maximum:** Click here to enter text.

☒ **Course Description (proposed) 125 words maximum:** This course is focused on the constructs of social justice and social determinants in population healthcare. It will explore the legislative and economic policies and policy pathways impacting healthcare. Policy change processes, issues, implications, and policies currently intersecting with and impacting healthcare will be appraised. Social issues such as vulnerable populations, health disparities at the individual, community, state, national levels, health literacy, provider shortages, and economics of healthcare will be the focus of this course. US healthcare structures and systems will be examined along with worldwide healthcare structures and models in the framework of current healthcare issues.

☐ **Course Outcomes and Assessment Plan (current):** Click here to enter text.

☒ **Course Outcomes and Assessment Plan (proposed):** Upon completion of the course students will be able to:

1. Define the construct of social justice in relationship to multiple embedded levels of healthcare.

      Assessment: Discussion board, partner/group-based project

2. Critically evaluate systems and professional accountability pertaining to healthcare issues, legislative and economic policy, and processes impacting social justice.

      Assessment: Discussion board, real life application project

3. Using evidence and models or structures of health care, innovate a potential policy and system change while integrating the constructs of social justice and health equality for a population of patients.

NURS 823
Assessment: Written paper and presentation

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ **Course Outline including Time Allocation (proposed):** Click here to enter text.

1.	Introduction to social and healthcare policy. Social determinants of healthcare.	5 hours
2.	Healthcare and social justice, ethics and legal implications.	7.5 hours
3.	Evaluation of policy processes, social justice, and healthcare in historical context.	7.5 hours
4.	Process and dimensions of policy and policy change at local, state, national, and international levels.	5 hours
5.	Leadership and practice implications of policy process and dimensions.	3 hours
6.	Role of DNP and population health in impacting healthcare and social policy	2 hours.
		Total 30 hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): **201805 (Summer)** Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

A. Course Prefix: NURS B. Number: 823

C. Contact Hours: 2   Lecture ☒ Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]

D. Practicum ☐   Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]

E. Course Title: Healthcare and Social Policy [Limit to 30 characters including punctuation and spaces]

F. College Code: HP G. Department Code: SNUR H. Credit Hours: 2   Variable ☐ Fixed ☒

I. Minimum Credit Hours: 2 J. Maximum Credit Hours: 2 [Enter number is space.]

K. Hours May be Repeated for Extra Credit: Yes ☐   No ☒   If yes, max times Click here to enter text. Or max credits Click here to enter text. awarded.

L. Levels: Undergraduate ☐   Graduate ☒   Professional ☐

M. Grade Method: Normal Grading ☒   Credit/No Credit (Pass/Fail) ☐

N. Does proposed new course replace an equivalent course? Yes ☐   No ☒

O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.

P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. This course is focused on the constructs of social justice and social determinants in population healthcare. It will explore the legislative and economic policies and policy pathways impacting healthcare. Policy change processes, issues, implications, and policies currently intersecting with and impacting healthcare will be appraised. Social issues such as vulnerable populations, health disparities at the individual, community, state, national levels, health literacy, provider shortages, and economics of healthcare will be the focus of this course. US healthcare structures and systems will be examined along with worldwide healthcare structures and models in the framework of current healthcare issues.

Q. Term Offered: SU   R. Max Section Enrollment:20   Lecture: 20   Lab:

S. Prerequisites or Restrictions: If none, leave blank. **Admission to DNP program or faculty permission**

T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.

***To be completed by Academic Affairs Office:* Standards & Measures Coding and General Education Code**

Basic Skill (BS) ☐   General Education ☐   Occupational Education ☐   G E Codes: Click here to enter text.

UCC Chair Signature/Date   Academic Affairs Approval Signature/Date

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OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

NURS 825
COURSE INFORMATION FORM

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ **Prefix (current)** Click here to enter text. ☐ **Number (current)**Click here to enter text. **Contact Hours (current):** Click here to enter text.

Lecture ☐Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☒ **Prefix (proposed) NURS** ☒ **Number (proposed)825 Contact Hours (proposed): 3**

Lecture ☒Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☐**Title (current):**Click here to enter text.

☒ **Title (proposed): Healthcare Program Development**

☐ **Credit Hours (current):**Click here to enter text. ☐ **Prerequisites (current):** Click here to enter text.☐ **Co-requisites (current):** Click here to enter text.

☒ **Credit Hours (proposed):3** ☒ **Prerequisites (proposed): Admission to DNP program or faculty permission** ☐ **Co-requisites (proposed):** Click here to enter text.

☐ **Course Description (current) 125 words maximum:** Click here to enter text.

☒ **Course Description (proposed) 125 words maximum:** Principles of communication, collaboration, resource allocation, quality and safety, excellence, and evidence-based decision making for best practices will be integrated for strategic program development, implementation, and evaluation for optimal micro systems of healthcare. Implementation models will be explored with evaluation of care systems. Tools for evaluation of program outcomes will be designed for quality and prospective system changes. Macro-system variables on healthcare will be explored in relationship to risk and productivity.

☐ **Course Outcomes and Assessment Plan (current):** Click here to enter text.

☒ **Course Outcomes and Assessment Plan (proposed):** Upon completion of the course students will be able to:

1. Examine strategies and methods for program development, implementation, and evaluation in healthcare

    Assessment: Discussion board, Group/partner project/activity, Presentation

2. Propose a strategic change based on an implementation model, principles of communication, collaboration, and evidence-based decision-making for positive outcomes in population health in an individual or community health delivery system.

    Assessment: Discussion board, Outcome-based case study analysis, Group/partner project/activity, Presentation

3. Design a program evaluation tool to measure strategic planning outcomes related to system goals and optimal patient or population outcomes.

    Assessment: Discussion board, Written paper

NURS 825

□ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ **Course Outline including Time Allocation (proposed):** Click here to enter text.

1. Program development at multiple levels in complex systems: proposal process and preparation related to translation of research with consideration of economic, employee, and patient engagement, and accountability implications   10 hours

2. Program development: proposed outcomes, measuring outcomes, validity of measurement process. What to do with outcomes. 5 H

3. Program: Implementation models   5 hours

4. Program: implementation process/tool development   10 hours

5. Program development: solidification of new program or program change.   5 hours

6. Application to area of interest   10 hours

    Total: 45 hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): **201808 (Fall)** Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

A. Course Prefix: NURS B. Number: 825

C. Contact Hours: 3 Lecture ⊠Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]

D. Practicum ☐ Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]

E. Course Title: Healthcare Program Development [Limit to 30 characters including punctuation and spaces]

F. College Code: HP G. Department Code: SNUR H. Credit Hours: 3 Variable ☐Fixed ⊠

I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number is space.]

K. Hours May be Repeated for Extra Credit: Yes ☐ No ⊠ If yes, max times Click here to enter text.Or max credits Click here to enter text. awarded.

L. Levels: Undergraduate ☐ Graduate ⊠ Professional ☐

M. Grade Method: Normal Grading ⊠ Credit/No Credit (Pass/Fail) ☐

N. Does proposed new course replace an equivalent course? Yes ☐ No ⊠

O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.

P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. Principles of communication, collaboration, resource allocation, quality and safety, excellence, and evidence-based decision making for best practices will be integrated for strategic program development, implementation, and evaluation for optimal micro systems of healthcare. Implementation models will be explored with evaluation of care systems. Tools for evaluation of program outcomes will be designed for quality and prospective system changes. Macro-system variables on healthcare will be explored in relationship to risk and productivity.

Q. Term Offered: F R. Max Section Enrollment: 20 Lecture: 20 Lab:

S. Prerequisites or Restrictions: If none, leave blank. **Admission to DNP program or faculty permission**

T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) ☐ General Education ☐ Occupational Education ☐ G E Codes: Click here to enter text.

UCC Chair Signature/Date Academic Affairs Approval Signature/Date

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OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

NURS 850
COURSE INFORMATION FORM

FORM E

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ **Prefix (current)** Click here to enter text. ☐ **Number (current)**Click here to enter text. **Contact Hours (current):** Click here to enter text.

Lecture ☐ Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☒ **Prefix (proposed) NURS** ☒ **Number (proposed)**850 **Contact Hours (proposed):** 1 per week equivalent.

Lecture ☐ Lab ☐ Seminar ☒   [Enter contact hours per week in blank above.]

☐ **Title (current):**Click here to enter text.

☒ **Title (proposed): Summer Intensive III**

☐ **Credit Hours (current):**Click here to enter text. ☐ **Prerequisites (current):** Click here to enter text. ☐ **Co-requisites (current):** Click here to enter text.

☒ **Credit Hours (proposed):**1 ☒ **Prerequisites (proposed): NURS 800, NURS 750 or faculty permission** ☐ **Co-requisites (proposed):** Click here to enter text.

☐ **Course Description (current) 125 words maximum:** Click here to enter text.

> ☒ **Course Description (proposed) 125 words maximum:** This seminar is focused on the integration of creative inquiry, relationship-based care, and leadership for the DNP student. Skills for professional practice of the advanced practice/specialty nurse will be discussed, examined and evaluated, in relationship to current healthcare issues. Students will be given the opportunity to do simulated profession journal article reviews, make professional presentations with peer critique and feedback, and practice for their comprehensive exams. Likewise, progress on the portfolio and final project will be the focus of review and problem solving.

☐ **Course Outcomes and Assessment Plan (current):** Click here to enter text.

☒ **Course Outcomes and Assessment Plan (proposed):** Upon completion of the course students will be able to:

1. Defend progress on DNP translation project to this point while using portfolio for validation.

    Assessment: Discourse, Presentation

2. Present a professional presentation for peer review

    Assessment: Presentation, Peer review.

3. Implement a simulated professional article review

    Assessment: Simulated article review with justification.

NURS 850

4. Appraise role of DNP in issues relating to vulnerable populations, personalizing healthcare, integrative medicine, and safety and quality.

Assessment: Discussion, Written paper

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ **Course Outline including Time Allocation (proposed):** Click here to enter text.

1.	Introduction and welcome back	1 hour
2.	Project progress presentations	2 hours
3.	Professional presentations and peer critiques	2 hours
4.	Manuscript review – instruction, practice, peer review	4 hours
5.	DNP Role	4 hours

    A.   Vulnerable populations
    B.   Personalizing healthcare
    C.   Integrative medicine
    D.   Safety and quality

6. Practice for capstone with peers.   2 hours,

Total 15 hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

NURS 850 F

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): **201905 (Summer)** Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

A. Course Prefix: NURS B. Number: 850

C. Contact Hours: **1 per week equivalent** Lecture ☐ Lab ☐ Seminar ☒   [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]

D. Practicum ☐   Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]

E. Course Title: Summer Intensive III [Limit to 30 characters including punctuation and spaces]

F. College Code: HP G. Department Code: SNUR H. Credit Hours: 1   Variable ☐ Fixed ☒

I. Minimum Credit Hours: 1 J. Maximum Credit Hours: 1 [Enter number is space.]

K. Hours May be Repeated for Extra Credit: Yes ☐   No ☒   If yes, max times Click here to enter text. Or max credits Click here to enter text. awarded.

L. Levels: Undergraduate ☐   Graduate ☒   Professional ☐

M. Grade Method: Normal Grading ☒   Credit/No Credit (Pass/Fail) ☐

N. Does proposed new course replace an equivalent course? Yes ☐   No ☒

O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.

P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. This seminar is focused on the integration of creative inquiry, relationship-based care, and leadership for the DNP student. Skills for professional practice of the advanced practice/specialty nurse will be discussed, examined and evaluated, in relationship to current healthcare issues. Students will be given the opportunity to do simulated profession journal article reviews, make professional presentations with peer critique and feedback, and practice for their comprehensive exams. Likewise, progress on the portfolio and final project will be the focus of review and problem solving.

Q. Term Offered: SU   R. Max Section Enrollment: 20   Lecture: Lab:

S. Prerequisites or Restrictions: If none, leave blank. : NURS 800, NURS 750 or faculty permission

T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) ☐   General Education ☐   Occupational Education ☐   G E Codes: Click here to enter text.

UCC Chair Signature/Date

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

NURS 870
COURSE INFORMATION FORM

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ **Prefix (current)** Click here to enter text. ☐ **Number (current)**Click here to enter text. **Contact Hours (current):** Click here to enter text.

Lecture ☐Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☒ **Prefix (proposed)** NURS ☒ **Number (proposed)**870 **Contact Hours (proposed):** 3

Lecture ☒Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☐ **Title (current):**Click here to enter text.

☒ **Title (proposed): Evidence-Based Practice III**

☐ **Credit Hours (current):**Click here to enter text. ☐ **Prerequisites (current):** Click here to enter text.☐ **Co-requisites (current):** Click here to enter text.

☒ **Credit Hours (proposed):**3 ☒ **Prerequisites (proposed): NURS 760, NURS 765 or faculty permission** ☐ **Co-requisites (proposed):** Click here to enter text.

☐ **Course Description (current) 125 words maximum:** Click here to enter text.

☒ **Course Description (proposed) 125 words maximum:** Evidence-based Practice III focuses on population based research methods (including epidemiology, cohort and case controlled research), analysis and utilization. Research in select population health and program or intervention effectiveness will be addressed in relation to healthcare practices, outcomes, and data usage.

☐ **Course Outcomes and Assessment Plan (current):** Click here to enter text.

☒ **Course Outcomes and Assessment Plan (proposed):** Upon completion of the course students will be able to:

1. Differentiate research methods used in population health research

   Assessment: Discussion board, short written papers

2. Critique population based research methods in relationship to higher level clinical trial methods

   Assessment: Discussion board, written paper

3. Evaluate research on an existing program or intervention effectiveness for population and program/intervention of interest for methods, analysis and utilization.

   Assessment: Discussion board, Partner/group online activity with presentation using real life scenario

4. Conduct data extraction on population of interest

   Assessment: Partner/group online activity with presentation using real life scenario/population.

NURS 870

5. Apply data usage to population of interest or specialty area.

   Assessment: Discussion board, Written paper

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ **Course Outline including Time Allocation (proposed):** Click here to enter text.

1. Introduction of population-based research designs and methods   8 hours
2. Concepts, Purpose, development, analytic tools, and role of cohort, case-controlled, longitudinal designs
                                                                          12 hours

3. What population based research has to offer   6 hours

4. Defining population and population-health research for area of interest 6 hours

5. Use of data bases with population of interest including; accessing, process, analysis, implications

                                                                          13 hours,

                                                                          Total: 45 hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

NURS 870 F

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): **201808 (Fall)** Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

A. Course Prefix: NURS B. Number: 870

C. Contact Hours: 3   Lecture ☒ Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]

D. Practicum ☐   Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]

E. Course Title: Evidence-Based Practice III [Limit to 30 characters including punctuation and spaces]

F. College Code: HP G. Department Code: SNUR H. Credit Hours: 3   Variable ☐ Fixed ☒

I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number is space.]

K. Hours May be Repeated for Extra Credit: Yes ☐   No ☒   If yes, max times Click here to enter text. Or max credits Click here to enter text. awarded.

L. Levels: Undergraduate ☐   Graduate ☒   Professional ☐

M. Grade Method: Normal Grading ☒   Credit/No Credit (Pass/Fail) ☐

N. Does proposed new course replace an equivalent course? Yes ☐   No ☒

O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.

Catalog Description: Limit to 125 words – PLEASE BE CONCISE. Evidence-based Practice III focuses on population based research methods (including epidemiology, cohort and case controlled research), analysis and utilization. Research in select population health and program or intervention effectiveness will be addressed in relation to healthcare practices, outcomes, and data usage.

P.

Q. Term Offered: F   R. Max Section Enrollment: 20   Lecture: 20   Lab:

S. Prerequisites or Restrictions: If none, leave blank. **NURS 760, NURS 765 or faculty permission**

T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) ☐   General Education ☐   Occupational Education ☐   G E Codes: Click here to enter text.

UCC Chair Signature/Date   Academic Affairs Approval Signature/Date

_____   _____

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

NURS 880
COURSE INFORMATION FORM

FORM E

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ **Prefix (current)** Click here to enter text. ☐ **Number (current)**Click here to enter text. **Contact Hours (current):** Click here to enter text.

Lecture ☐Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☒ **Prefix (proposed) NURS** ☒ **Number (proposed)**880 **Contact Hours (proposed):** 3

Lecture ☒Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☐ **Title (current):**Click here to enter text.

☒ **Title (proposed): Healthcare Systems Leadership**

☐ **Credit Hours (current):**Click here to enter text. ☐ **Prerequisites (current):** Click here to enter text.☐ **Co-requisites (current):** Click here to enter text.

☒ **Credit Hours (proposed):**3 ☒ **Prerequisites (proposed): Admission to DNP program or faculty permission** ☐ **Co-requisites (proposed):** Click here to enter text.

☐ **Course Description (current) 125 words maximum:** Click here to enter text.

☒ **Course Description (proposed) 125 words maximum:** This course centers on creative inquiry with the application and integration of implementation models, and systems theories of leadership embedded in healthcare structures and organizations. Problem-solving in complex organizations with collaboration and communication skills will be framed with leadership theories. Leadership theories for population health and relationship-based care are addressed in the contexts of change in complex healthcare systems, best practice, dimensions of excellence, and emerging research

☐ **Course Outcomes and Assessment Plan (current):** Click here to enter text.

☒ **Course Outcomes and Assessment Plan (proposed):** Upon completion of the course students will be able to:

1. Define creative inquiry and whole system constructs and structures of complex healthcare systems.

      Assessment: Discussion board, Presentation

2. Evaluate leadership theories and implementation models in the contexts of change, best practices, and excellence within multiple embedded social structures in complex healthcare system environments (micro and macro).

      Assessment: Discussion board, Written paper.

3. Critique leadership concepts, problem-solving, collaborative and communication strategies, and leadership attributes that can be applied to innovate cultures of quality, safety, and change in healthcare.

      Assessment: Discussion board, Group/partner project

NURS 880

4. Formulate creative inquiry relative to whole systems research for the potential of translation into practice with a select population.

    Assessment: Discussion board, Written paper,

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ **Course Outline including Time Allocation (proposed):** Click here to enter text.

1.   Introduction to complex systems science and creative inquiry, definitions of complex systems based on systems theory.
    15 hours

2.   Application of systems theory to map out multiple levels of organization and healthcare systems with identification of multiple major hubs, behavioral descriptions, information pathways, embedded social structures, and social context of systems. Demonstrate the potentialities of change within this complex system map.   5 hours

3.   Leadership theories and creative inquiry that applies collaborative strategies to address quality, excellence, and change within micro and macro environments of complex systems.   10 hours

4.   Using the literature to support leadership with concepts, strategies and attributes to innovate healthcare cultures of quality, excellence, and change in micro and macro environments   10 hours

5.   Implications for evidence-based decision making and complex systems/structures in area of interest.   5 hours

    Total: 45 hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201801 (Spring) Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

A. Course Prefix: NURS B. Number: 880

C. Contact Hours: 3   Lecture ☒ Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]

D. Practicum ☐   Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]

E. Course Title: Healthcare Systems Leadership [Limit to 30 characters including punctuation and spaces]

F. College Code: HP G. Department Code: SNUR H. Credit Hours: 3   Variable ☐ Fixed ☒

I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number is space.]

K. Hours May be Repeated for Extra Credit: Yes ☐   No ☒   If yes, max times Click here to enter text. Or max credits Click here to enter text. awarded.

L. Levels: Undergraduate ☐   Graduate ☒   Professional ☐

M. Grade Method: Normal Grading ☒   Credit/No Credit (Pass/Fail) ☐

N. Does proposed new course replace an equivalent course? Yes ☐   No ☒

O. Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.

P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. This course centers on creative inquiry with the application and integration of implementation models, and systems theories of leadership embedded in healthcare structures and organizations. Problem-solving in complex organizations with collaboration and communication skills will be framed with leadership theories. Leadership theories for population health and relationship-based care are addressed in the contexts of change in complex healthcare systems, best practice, dimensions of excellence, and emerging research

Q. Term Offered: SP   R. Max Section Enrollment: 20   Lecture: 20   Lab:

S. Prerequisites or Restrictions: If none, leave blank. **Admission to DNP program or faculty permission**

T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.
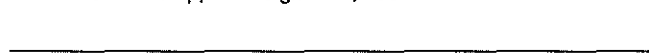
To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) ☐   General Education ☐   Occupational Education ☐   G E Codes: Click here to enter text.

UCC Chair Signature/Date

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY
Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

NURS 891
COURSE INFORMATION FORM

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ **Prefix (current)** Click here to enter text. ☐ **Number (current)**Click here to enter text. **Contact Hours (current):** Click here to enter text.

Lecture ☐ Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☒ **Prefix (proposed) NURS** ☒ **Number (proposed)**891 **Contact Hours (proposed):** 20

Lecture ☐ Lab ☐ Seminar ☐ **Practicum** ☐ X   [Enter contact hours per week in blank above.]

☐ **Title (current):**Click here to enter text.

☒ **Title (proposed): Residency I**

☐ **Credit Hours (current):**Click here to enter text. ☐ **Prerequisites (current):** Click here to enter text.☐ **Co-requisites (current):** Click here to enter text.

☒ **Credit Hours (proposed):**3 ☒ **Prerequisites (proposed): Advisor permission**   ☐ **Co-requisites (proposed):** Click here to enter text.

☐ **Course Description (current) 125 words maximum:** Click here to enter text.

☒ **Course Description (proposed) 125 words maximum:** Residency is clinical immersion with leadership experience in which research is translated and integrated within a healthcare system. Residency provides clinical hours in one, two, or three semesters in a leadership capacity in the student's advanced practice/specialty area with a preceptor. Each residency includes clinical hours that contribute towards the scholarly DNP project. Prior to initiation of immersion courses, scholarly project proposals will be completed and approved by faculty advisors. Part of the initial immersion is to refine the proposal and negotiate the scholarly project with mentor and place of residency. The second and third immersion courses include implementation, evaluation, and dissemination of the project. Clinical hours will be adjusted on an individual basis.

☐ **Course Outcomes and Assessment Plan (current):** Click here to enter text.

☒ **Course Outcomes and Assessment Plan (proposed):** Upon completion of the course students will be able to:

1. Demonstrate advance-nursing practice by comprehensively assessing health and illness parameters in complex and diverse clinical populations.

    Assessment: Capstone project, Personal reflections, Preceptor/site evaluations

2. Partner with individuals (patients/clients) or select population to create environments for optimal health.

    Assessment: Capstone project, Personal reflections, Preceptor/site evaluations

3. Evaluate the ethics, safety and quality of care for individuals and populations.

    Assessment: Capstone project, Personal reflections, Preceptor/site evaluations

4. Innovatively translate research in the development, implementation and evaluation of change with the inclusion of evidence, business plans, policy, economics, ethics and the theoretical and scientific basis of healthcare.

    Assessment: Capstone project, Personal reflections, Preceptor/site evaluations

5. Synthesize advanced practice theoretical knowledge of the science of nursing by demonstrating DNP clinical practice skills.

NURS 891
Assessment: Preceptor evaluations

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ **Course Outline including Time Allocation (proposed):** Click here to enter text.

Clinical or Field Experience: Student will make their own outline/goals and schedule for meeting the course objectives.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

NURS 891 F

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): **2019050108 (Spring, Summer, Fall)** Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.
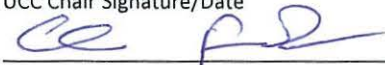
II. NEW COURSE ATTRIBUTES:

A. Course Prefix: NURS B. Number: 891

C. Contact Hours: **20**   Lecture ☐ Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]

D. Practicum ☒   Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]

E. Course Title: Residency I [Limit to 30 characters including punctuation and spaces]

F. College Code: HP G. Department Code: SNUR H. Credit Hours: 3   Variable ☐ Fixed ☒

I. Minimum Credit Hours: **3** J. Maximum Credit Hours: **3** [Enter number is space.]

K. Hours May be Repeated for Extra Credit: Yes ☐   No ☒   If yes, max times Click here to enter text. Or max credits Click here to enter text. awarded.

L. Levels: Undergraduate ☐   Graduate ☒   Professional ☐

M. Grade Method: Normal Grading ☐   Credit/No Credit (Pass/Fail) ☒

N. Does proposed new course replace an equivalent course? Yes ☐   No ☒

O. Equivalent Course: Prefix: Click here to enter text.   Number: Click here to enter text.

P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE. Residency is clinical immersion with leadership experience in which research is translated and integrated within a healthcare system. Residency provides clinical hours in one, two, or three semesters in a leadership capacity in the student's advanced practice/specialty area with a preceptor. Each residency includes clinical hours that contribute towards the scholarly DNP project. Prior to initiation of immersion courses, scholarly project proposals will be completed and approved by faculty advisors. Part of the initial immersion is to refine the proposal and negotiate the scholarly project with mentor and place of residency. The second and third immersion courses include implementation, evaluation, and dissemination of the project. Clinical hours will be adjusted on an individual basis.

Q. Term Offered: S, SU, F   R. Max Section Enrollment: 10   Lecture: Lab:

S. Prerequisites or Restrictions: If none, leave blank. **Advisor permission**

T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.
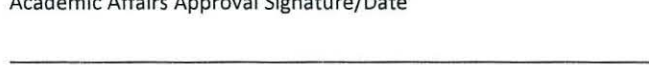

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) ☐   General Education ☐   Occupational Education ☐   G E Codes: Click here to enter text.

UCC Chair Signature/Date   Academic Affairs Approval Signature/Date

_____   _____

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

NURS 892

COURSE INFORMATION FORM

FORM E

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ **Prefix (current)** Click here to enter text. ☐ **Number (current)** Click here to enter text. **Contact Hours (current):** Click here to enter text.

Lecture ☐ Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☒ **Prefix (proposed) NURS** ☒ **Number (proposed)892 Contact Hours (proposed):** 20

Lecture ☐ Lab ☐ Seminar ☐ **Practicum X**   [Enter contact hours per week in blank above.]

☐ **Title (current):** Click here to enter text.

☒ **Title (proposed): Residency II**

☐ **Credit Hours (current):** Click here to enter text. ☐ **Prerequisites (current):** Click here to enter text. ☐ **Co-requisites (current):** Click here to enter text.

☒ **Credit Hours (proposed):3** ☒ **Prerequisites (proposed): NURS 791 or advisor permission** ☐ **Co-requisites (proposed):** Click here to enter text.

☐ **Course Description (current) 125 words maximum:** Click here to enter text.

☒ **Course Description (proposed) 125 words maximum:** Residency is clinical immersion with leadership experience in which research is translated and integrated within a healthcare system. Residency provides clinical hours in one, two, or three semesters in a leadership capacity in the student's advanced practice/specialty area with a preceptor. Each residency includes clinical hours that contribute towards the scholarly DNP project. Prior to initiation of immersion courses, scholarly project proposals will be completed and approved by faculty advisors. Part of the initial immersion is to refine the proposal and negotiate the scholarly project with mentor and place of residency. The second and third immersion courses include implementation, evaluation, and dissemination of the project. Clinical hours will be adjusted on an individual basis.

☐ **Course Outcomes and Assessment Plan (current):** Click here to enter text.

☒ **Course Outcomes and Assessment Plan (proposed):** Upon completion of the course students will be able to:

1. Demonstrate advance-nursing practice by comprehensively assessing health and illness parameters in complex and diverse clinical populations.

    Assessment: Capstone project, Personal reflections, Preceptor/site evaluations

2. Partner with individuals (patients/clients) or select population to create environments for optimal health.

    Assessment: Capstone project, Personal reflections, Preceptor/site evaluations

3. Evaluate the ethics, safety and quality of care for individuals and populations.

    Assessment: Capstone project, Personal reflections, Preceptor/site evaluations

4. Innovatively translate research in the development, implementation and evaluation of change with the inclusion of evidence, business plans, policy, economics, ethics and the theoretical and scientific basis of healthcare.

    Assessment: Capstone project, Personal reflections, Preceptor/site evaluations

5. Synthesize advanced practice theoretical knowledge of the science of nursing by demonstrating DNP clinical practice skills.

NURS 892
Assessment: Preceptor evaluations

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☐ **Course Outline including Time Allocation (proposed):** Click here to enter text.

Clinical or Field Experience: Student will make their own outline/goals and schedule for meeting the course objectives.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code):2019010508 (Spring, Summer, Fall) Click here to enter text. Examples: 201601 (Spring), 201605 (Summer)
NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

A.   Course Prefix: NURS   B. Number: 892

C.   Contact Hours: 20   Lecture ☐Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]

D.   Practicum ☒   Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]

E.   Course Title: Residency II [Limit to 30 characters including punctuation and spaces]

F.   College Code: HP G. Department Code: SNUR H. Credit Hours:3   Variable ☐Fixed ☒

I.   Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number is space.]

K.   Hours May be Repeated for Extra Credit: Yes ☐   No ☒   If yes, max times Click here to enter text.Or max credits Click here to enter text. awarded.

L.   Levels: Undergraduate ☐   Graduate ☒   Professional ☐

M.   Grade Method: Normal Grading ☐   Credit/No Credit (Pass/Fail) ☒

N.   Does proposed new course replace an equivalent course? Yes ☐   No ☒

O.   Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.

P.   Catalog Description: Limit to 125 words – PLEASE BE CONCISE. Residency is clinical immersion with leadership experience in which research is translated and integrated within a healthcare system. Residency provides clinical hours in one, two, or three semesters in a leadership capacity in the student's advanced practice/specialty area with a preceptor. Each residency includes clinical hours that contribute towards the scholarly DNP project. Prior to initiation of immersion courses, scholarly project proposals will be completed and approved by faculty advisors. Part of the initial immersion is to refine the proposal and negotiate the scholarly project with mentor and place of residency. The second and third immersion courses include implementation, evaluation, and dissemination of the project. Clinical hours will be adjusted on an individual basis.

Q.   Term Offered: S SU F   R. Max Section Enrollment: 10   Lecture: Lab:

S.   Prerequisites or Restrictions: If none, leave blank. **NURS 891 or advisor permission**

T.   Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.

To be completed by Academic Affairs Office: **Standards & Measures Coding and General Education Code**

Basic Skill (BS) ☐   General Education ☐   Occupational Education ☐   G E Codes: Click here to enter text.

UCC Chair Signature/Date

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Click here to enter text. Date Completed: Click here to enter text. Entered: SCACRSE ☐ SCADETL ☐ SCARRES ☐ SCAPREQ ☐

NURS 893
COURSE INFORMATION FORM

FORM E

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ **Prefix (current)** Click here to enter text. ☐ **Number (current)** Click here to enter text. **Contact Hours (current):** Click here to enter text.

Lecture ☐ Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☒ **Prefix (proposed) NURS** ☒ **Number (proposed)893 Contact Hours (proposed):** 20

Lecture ☐ Lab ☐ Seminar ☐ **Practicum X**   [Enter contact hours per week in blank above.]

☐ **Title (current):** Click here to enter text.

☒ **Title (proposed): Residency III**

☐ **Credit Hours (current):** Click here to enter text. ☐ **Prerequisites (current):** Click here to enter text. ☐ **Co-requisites (current):** Click here to enter text.

☒ **Credit Hours (proposed):3** ☒ **Prerequisites (proposed): NURS 892 or advisor permission** ☐ **Co-requisites (proposed):** Click here to enter text.

☐ **Course Description (current) 125 words maximum:** Click here to enter text.

☒ **Course Description (proposed) 125 words maximum:** Residency is clinical immersion with leadership experience in which research is translated and integrated within a healthcare system. Residency provides clinical hours in one, two, or three semesters in a leadership capacity in the student's advanced practice/specialty area with a preceptor. Each residency includes clinical hours that contribute towards the scholarly DNP project. Prior to initiation of immersion courses, scholarly project proposals will be completed and approved by faculty advisors. Part of the initial immersion is to refine the proposal and negotiate the scholarly project with mentor and place of residency. The second and third immersion courses include implementation, evaluation, and dissemination of the project. Clinical hours will be adjusted on an individual basis

☐ **Course Outcomes and Assessment Plan (current):** Click here to enter text.

☒ **Course Outcomes and Assessment Plan (proposed):** Upon completion of the course students will be able to:

1. Demonstrate advance-nursing practice by comprehensively assessing health and illness parameters in complex and diverse clinical populations.

    Assessment: Capstone project, Personal reflections, Preceptor/site evaluations

2. Partner with individuals (patients/clients) or select population to create environments for optimal health

    Assessment: Capstone project, Personal reflections, Preceptor/site evaluations

3. Evaluate the ethics, safety and quality of care for individuals and populations.

    Assessment: Capstone project, Personal reflections, Preceptor/site evaluations

4. Innovatively translate research in the development, implementation and evaluation of change with the inclusion of evidence, business   plans, policy, economics, ethics and the theoretical and scientific basis of healthcare.

    Assessment: Capstone project, Personal reflections, Preceptor/site evaluations

5. Synthesize advanced practice theoretical knowledge of the science of nursing by demonstrating DNP clinical practice skills.

NURS 893
Assessment: Preceptor evaluation

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ **Course Outline including Time Allocation (proposed):** Click here to enter text.

Clinical or Field Experience: Student will make their own outline/goals and schedule for meeting the course objectives.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

NURS 893 F

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): **2019010508** Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

A.   Course Prefix: NURS B. Number: 893

C.   Contact Hours: **20**   Lecture ☐ Lab ☐ Seminar ☐ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]

D.   Practicum ☒   Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]

E.   Course Title: Residency III [Limit to 30 characters including punctuation and spaces]

F.   College Code: HP G. Department Code: SNUR H. Credit Hours: 3   Variable ☐Fixed ☒

I.   Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number is space.]

K.   Hours May be Repeated for Extra Credit: Yes ☐   No ☒   If yes, max times Click here to enter text.Or max credits Click here to enter text. awarded.

L.   Levels: Undergraduate ☐   Graduate ☒   Professional ☐

M. Grade Method: Normal Grading ☐   Credit/No Credit (Pass/Fail) ☒

N.   Does proposed new course replace an equivalent course? Yes ☐   No ☒

O.   Equivalent Course: Prefix: Click here to enter text. Number: Click here to enter text.

P.   Catalog Description: Limit to 125 words – PLEASE BE CONCISE. Residency is clinical immersion with leadership experience in which research is translated and integrated within a healthcare system. Residency provides clinical hours in one, two, or three semesters in a leadership capacity in the student's advanced practice/specialty area with a preceptor. Each residency includes clinical hours that contribute towards the scholarly DNP project. Prior to initiation of immersion courses, scholarly project proposals will be completed and approved by faculty advisors. Part of the initial immersion is to refine the proposal and negotiate the scholarly project with mentor and place of residency. The second and third immersion courses include implementation, evaluation, and dissemination of the project. Clinical hours will be adjusted on an individual basis

Q.   Term Offered: S SU F   R. Max Section Enrollment: 10   Lecture: Lab:

S.   Prerequisites or Restrictions: If none, leave blank. : NURS 892 or advisor permission

T.   Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.
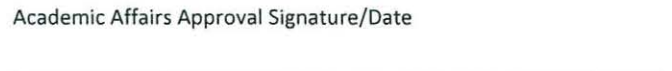

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) ☐   General Education ☐   Occupational Education ☐   G E Codes: Click here to enter text.

UCC Chair Signature/Date   Academic Affairs Approval Signature/Date

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OFFICE OF THE REGISTRAR USE ONLY

NURS 893 F

NURS 899
COURSE INFORMATION FORM

FORM E

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

☐ **Prefix (current)** Click here to enter text. ☐ **Number (current)**Click here to enter text. **Contact Hours (current):** Click here to enter text.

Lecture ☐Lab ☐ Seminar ☐   [Enter contact hours per week in blank above.]

☒ **Prefix (proposed) NURS** ☒ **Number (proposed)899 Contact Hours (proposed): 4**

Lecture ☐Lab ☐ Seminar ☒   [Enter contact hours per week in blank above.]

☐ **Title (current):**Click here to enter text.

☒ **Title (proposed): DNP Capstone**

☐ **Credit Hours (current):**Click here to enter text. ☐ **Prerequisites (current):** Click here to enter text.☐ **Co-requisites (current):** Click here to enter text.

☒ **Credit Hours (proposed):4** ☒ **Prerequisites (proposed): NURS 891 and advisor permission** ☐ **Co-requisites (proposed):** Click here to enter text.

☐ **Course Description (current) 125 words maximum:** Click here to enter text.

☒ **Course Description (proposed) 125 words maximum:** DNP Capstone is a synthesis of DNP course and residency work. The Capstone will start with a comprehensive defense of DNP knowledge. The comprehensive defense or exam represents mastery and integration of clinical doctoral knowledge and skills preparatory for, and deemed as essential for scholarly activity and clinical practice in advanced/specialty nursing. The capstone experience then moves to a presentation and oral defense of the scholarly specialty project. Project dissemination will follow with a plan for the next stage for the final project. The final project represents the integration, synthesis, and application of appropriate literature, scientific research, and advance practice knowledge for practice modification with research translation. Finally, the student will submit a professional portfolio of student-selected scholarly work from across the DNP experience/curriculum.

☐ **Course Outcomes and Assessment Plan (current):** Click here to enter text.

☒ **Course Outcomes and Assessment Plan (proposed):** Upon completion of the course students will be able to:
1, Construct a comprehensive integration of advance or specialty nursing practice knowledge.
   Assessment: Comprehensive defense/exam
2. Submit a professional portfolio of student-selected work from across the DNP experience that represents integration of knowledge to the DNP professional role, fulfillment of program objectives, and scholarly activity.
   Assessment: Professional Portfolio
3. Successfully defend an innovative scholarly advance practice project in the student's area of specialty that translates research and represents an integration and synthesis of appropriate literature and scientific and advance practice nursing knowledge.
   Assessment: Project Presentation and defense
4. Disseminate DNP practice project
   Assessment: Documentation of Presentation (evaluations/program schedule/poster/article)
5. Design a plan depicting your project evaluation and future implications (practice, education, research) of the DNP scholarly project.

NURS 899
Assessment: Written Plan

☐ **Course Outline including Time Allocation (current):** Click here to enter text.

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ **Course Outline including Time Allocation (proposed):** Click here to enter text.

1.	Comprehensive Exam/Defense	15 hours
2.	Professional Portfolio completion and Review	15 hours
3.	Defense of Scholarly project	15 hours
4.	Dissemination of Scholarly project	7.5 hours
5.	Plan for future of project	7.5 hours
		Total: 60 hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

NURS 899 F

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): **2019010508** Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

A. Course Prefix: NURS B. Number: 899

C. Contact Hours: 4   Lecture ☐ Lab ☐ Seminar ☒ [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]

D. Practicum ☐   Independent Study ☐ [Check Box as appropriate. See Definitions in Appendix E]

E. Course Title: DNP Capstone [Limit to 30 characters including punctuation and spaces]

F. College Code: HP G. Department Code: SNUR H. Credit Hours: 4   Variable ☐Fixed ☒

I. Minimum Credit Hours: 4 J. Maximum Credit Hours: 4 [Enter number is space.]

K. Hours May be Repeated for Extra Credit: Yes ☐   No ☒   If yes, max times Click here to enter text.Or max credits Click here to enter text. awarded.

L. Levels: Undergraduate ☐   Graduate ☒   Professional ☐

M. Grade Method: Normal Grading ☐   Credit/No Credit (Pass/Fail) ☒

N. Does proposed new course replace an equivalent course? Yes ☐   No ☒

O. Equivalent Course: Prefix: Click here to enter text.   Number: Click here to enter text.

Catalog Description: Limit to 125 words – PLEASE BE CONCISE. DNP Capstone is a synthesis of DNP course and residency work. The Capstone will start with a comprehensive defense of DNP knowledge. The comprehensive defense or exam represents mastery and integration of clinical doctoral knowledge and skills preparatory for, and deemed as essential for scholarly activity and clinical practice in advanced/specialty nursing. The capstone experience then moves to a presentation and oral defense of the scholarly specialty project. Project dissemination will follow with a plan for the next stage for the final project. The final project represents the integration, synthesis, and application of appropriate literature, scientific research, and advance practice knowledge for practice modification with research translation. Finally, the student will submit a professional portfolio of student-selected scholarly work from across the DNP experience/curriculum.

P. Term Offered: S SU F   R. Max Section Enrollment: 10   Lecture: Lab:

S. Prerequisites or Restrictions: If none, leave blank. **NURS 891 and advisor permission**

T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) ☐   General Education ☐   Occupational Education ☐   G E Codes: Click here to enter text.

UCC Chair Signature/Date   Academic Affairs Approval Signature/Date

_____   _____

OFFICE OF THE REGISTRAR USE ONLY

NURS 899 F

FORM FIN

To be completed by the Director of Financial Aid (DFA). The DFA must return the original form to the Academic Senate Office to be inserted in the proposal and a copy to the initiator. The DFA must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as Support for the proposal. RE:

Proposal Title: Doctor of Nursing Practice

Kathryn Niemeyer PhD, MSc, MSN, FNP-BC,

Initiato
rs:
Proposal Contact: Kathryn Niemeyer PhD _____ Date Sent: _____

Department: SON CHP   Campus Address: VFS 319

Director of Financial Aid Signature: _Sara Dew_ Date Returned: 10-28-15

Please check all that apply:

_____ The new program is remedial as it prepares students for study at the postsecondary level. This program is not an eligible program per Federal requirements; therefore students in this program are not eligible to receive financial aid.

_____ The new program is considered a preparatory program as it prepares a student for a given program, i.e., they do not meet the academic criteria to be admitted into the program. Student is only eligible for Federal Direct Loans for one year.

_____ The new program is a certificate program. Certificate programs are not eligible programs per Federal requirements; therefore students in this program are not eligible to receive financial aid.

_____ The new program is a teacher certification program where it provides coursework required for a professional State credential necessary for employment as an elementary or secondary school teacher, but for which the institution awards no academic credential. Students are eligible for Federal Direct Loans only at an undergraduate level.

_____ The new program is a teacher certification program that will award a certificate credential. Certificate programs are not eligible program per Federal requirements; therefore students in this program are not eligible to receive financial aid.

_____ The new program is a Bachelor Completion program; a two-year degree completion program that requires an associate degree or the successful completion of at least two years of college coursework as a prerequisite for admission. These are aid eligible programs and students may receive financial aid.

___X___ The new program is a Master's, Professional, or Doctoral Degree/Major program that allows students to take some undergraduate courses where some deficiency exists. Please note, students are eligible to receive Federal loans for the program, but undergraduate courses will not be included in the total credit count to determine loan eligibility. Students must be half time (Graduate/Professional = 5 credits, Doctoral = 3 credits) in graduate level courses to receive Federal aid.

___X___ The new program is an Associate's, Bachelor's, Master's, Professional, or Doctoral Degree/Major and is conferred upon graduation. Per Federal requirements, these are aid eligible programs and students may receive financial aid.

Please include the number of credit hours to earn the degree or credential being sought. This is required as it must be reported to the Department of Education as well as the National Student Loan Clearinghouse, regardless if students are receiving federal aid.

Credits Required to Earn   36 credits up to 42 if additional clinical hours are needed
: Degree: Revised

02/22/2015   50

From:	Liza J Ing
Sent:	Tuesday, October 27, 2015 3:01 PM
To:	Jessica L Lyons; Paula L Hadley-Kennedy
Cc:	Melinda K Isler
Subject:	RE: UGPC form for Doctorate of Nursing Practice

No this was not sent to me for review.

From: Jessica L Lyons
Sent: Tuesday, October 27, 2015 2:51 PM
To: Paula L Hadley-Kennedy <PaulaHadley-Kennedy@ferris.edu>
Cc: Melinda K Isler <MelindaIsler@ferris.edu>; Liza J Ing <LizaIng@ferris.edu>
Subject: RE: UGPC form for Doctorate of Nursing Practice

Paula,

I don't believe the UGPC has reviewed this. I was never sent a copy.

Liza – were you ever sent anything on the DNP?

Thank you,
Jessica

From: Paula L Hadley-Kennedy
Sent: Tuesday, October 27, 2015 1:42 PM
To: Jessica L Lyons <JessicaLyons@ferris.edu>
Cc: Melinda K Isler <MelindaIsler@ferris.edu>
Subject: UGPC form for Doctorate of Nursing Practice

Hi Jessica:

Do you know if this was visited by the UGPC?   The form within the proposal is not completed.

Thanks!
Paula

From:	Jessica L Lyons
Sent:	Tuesday, October 27, 2015 2:51 PM
To:	Paula L Hadley-Kennedy
Cc:	Melinda K Isler; Liza J Ing
Subject:	RE: UGPC form for Doctorate of Nursing Practice
Attachments:	img-X27133440-0001.pdf

Paula,

I don't believe the UGPC has reviewed this. I was never sent a copy.

Liza – were you ever sent anything on the DNP?

Thank you,
Jessica

From: Paula L Hadley-Kennedy
Sent: Tuesday, October 27, 2015 1:42 PM
To: Jessica L Lyons <JessicaLyons@ferris.edu>
Cc: Melinda K Isler <MelindaIsler@ferris.edu>
Subject: UGPC form for Doctorate of Nursing Practice

Hi Jessica:

Do you know if this was visited by the UGPC?   The form within the proposal is not completed.

Thanks!
Paula

From:	Olukemi O Fadayomi
Sent:	Thursday, November 12, 2015 11:02 AM
To:	Paula L Hadley-Kennedy
Subject:	FW: Proposal #16-027

FYI!

Kemi
Olukemi Fadayomi, Ph. D
Professor of Biology
Faculty-in-Residence, Faculty Center for Teaching & Learning
Chair, University Curriculum Committee
Ferris State University
ASC 2009, 820 Campus Drive
Big Rapids, MI 49307-2225

fadayok@ferris.edu
Phone: (231) 591-5628
Fax: (231) 591-2540

From: Kathryn J Niemeyer
Sent: Thursday, November 12, 2015 9:43 AM
To: Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>
Subject: Re: Proposal #16-027

Hi Kemi,
I would be glad to be able to come to your meeting on the 19th and answer any questions you and the committee members may have about the DNP proposal. Thank you.
Mark Hutchinson should be delivering updated E and F forms which address the issues outlined. Likewise, based on information I received from Liza Ing, the UGPC will be receiving the full proposal (she requested to receive it after the CHP vote with vote numbers and signatures intact.
Thank you for the invitation
Kathryn Niemeyer PhD
School of Nursing
Ferris State University

From: Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>
Date: Wednesday, November 11, 2015 at 12:09 PM
To: Kathryn J Niemeyer <KathrynNiemeyer@ferris.edu>
Cc: Mark A Hutchinson <MarkHutchinson@ferris.edu>, Paula L Hadley-Kennedy <PaulaHadley-Kennedy@ferris.edu>
Subject: Proposal #16-027

Hi Kathryn,

Your proposal for a new graduate degree – Doctorate of Nursing Practice, Proposal #16-027 was reviewed by UCC on Thursday, and we are holding it for the following reasons.
Missing UGPC approval.

1

All of the F Forms need the credit hours filled out in I and J correctly. While the credits hours are listed in "h." It would also be helpful to list the contact hours in c in the box as directed. This will ensure proper scribing in Banner.

NURS 750 – white out the 750 listed in I.

NURS 770, 823, 825, 870, 880, 892– preqs are different from form E to F.

NURS 891 – c. needs just an x in the PRA box, no contact hours, and cannot do the preqs listed in the system.

NURS 892 – Credit hours differ from form E and F, form F needs C. PRA box checked.

The committee also asks that you address FLITE concerns regarding future library resources for the DNP program.

Our committee would like you to attend our November 19 meeting at 12:00 noon in CSS 302. Please confirm your plan to accept our invitation and we look forward to discussing your proposal with you further.

Kemi
Olukemi Fadayomi, Ph. D
Professor of Biology
Faculty-in-Residence, Faculty Center for Teaching & Learning
Chair, University Curriculum Committee
Ferris State University
ASC 2009, 820 Campus Drive
Big Rapids, MI 49307-2225

fadayok@ferris.edu
Phone: (231) 591-5628
Fax: (231) 591-2540

Names of proposal Initiators:
  K. Niemeyer PhD program coordinator: DNP program, S. Colley PhD, F. Dood MSN, S. Owens PhD, L. Singleterry PhD, **Contact Person:** KathrynNiemeyer@ferris.edu
Department/College:
  School of Nursing, College of Health Professions
Type of curriculum change (check one)

X	New degree/major
	New minor requiring new courses/resources
	New concentration in existing degree program
	Curricular customization of existing program for off-campus cohort group
	New certificate requiring 3 or more new courses and/or new resources
	Existing program redirection or shift in emphasis if 3 or more new courses and/or new resources are required

1.   **Name of degree, major, concentration, certificate, or minor. Briefly describe the curriculum plan/template.**

A consultant came to FSU May 2014 to help faculty view the possibility of a DNP program. The results were the basis for this proposal. The DNP program will have two phases, the DNP completion will be the first phase and is the proposed program in this document. We have most of the resources and will only need faculty as numbers of students grow. The second phase will be a nurse practitioner track from BSN to DNP.

The proposed degree is a Doctorate of Nursing Practice (DNP). The DNP is the practice doctorate for nursing and prepares the nurse "...for the highest level of leadership in practice and scientific inquiry" (AACN, 2006. p. 7). The DNP will be a post MSN practice (clinical) degree with a focus on systems leadership and research translation. The intent is to prepare practitioners to integrate into practice theory, nursing science, and new knowledge in order to improve health care delivery, quality of care, and patient outcomes. "The DNP is intended to enhance advanced practice roles to prepare experts in population-based practice, leadership and policy" (Frantz, 2014, slide 4). This FSU proposed DNP program will be a completion program. Students will enter with an MSN and advanced practice specialty; there will be no specialty tracts for students. Future developments will expand this degree to include a BSN to DNP completion with a family nurse practitioner track. This DNP proposal is for a 3-year part time, 34-36 credit, cohort, online program. Courses will be year around with mandatory progressive (3-4-5 day) summer face-to-face residencies on campus. Courses will be discipline-specific and will consist of research (statistics, methods, translation), nursing and healthcare theory, leadership (informatics, program evaluation for safety and quality, and healthcare policy), and clinical immersion courses along with a final research translation project. Students will be able to utilize their own community, place of employment, or find their own clinical site and preceptor (pending FSU SON faculty approval) for the clinical immersion courses. All courses will reflect the essentials of doctoral education for the advanced practice nurse as stated by the Commission on Collegiate Nursing Education (CCNE), the regulatory commission of the American Association of Colleges of Nursing (AACN). All the courses offered at this time will be required for the DNP; there will not be any electives. With further development of

VPAA

MAR 1 9 2015

PROVOST

The current shortage of registered and advanced practice nurses is projected to continue through at least 2025. The need for RNs is expected to grow to 260,000 by 2025 (AACN, 2010). In four urban and rural Michigan health care systems, there are over 300 job openings for nurses with a leadership/administration focus (Henry Ford Health System, Munson Medical Center, Spectrum Health System, UP Health System, 2015). All of these positions have the MSN as a minimum education level. These are positions the IOM (2010) recommends for the DNP level.

The shortage in practicing nurses can be linked to the shortage in nursing faculty (doctoral prepared nurses) and subsequent limitations to admission to nursing programs. Out of 3 million nurses in the US, less than 1% hold doctoral degrees. Doctoral degrees are required for 90.6% of the vacant nursing faculty positions (AACN, 2010). AACN (2014) reported that 79,659 qualified applicants were denied admission to nursing programs in 2012. AACN (2015) also reports that 15,288 master's/doctorate potential students were turned away.

Out of 100,748 nurses in Michigan, 0.8% have doctoral preparation. In the North Central Region of Michigan (tip of the mitt) only 0.7% of the nurses have doctoral preparation (see Appendix 1 for regions of Michigan). The IOM challenges the nursing profession to double the current number of doctorally-educated nurses in its workforce. In Michigan, this equates to at least 800 nurses, of which 200 would reside in the North Central Region of Michigan.

MSN-prepared nurses in Michigan total 9,000 (9%). Three hundred of these MSN-prepared nurses reside or work in the North Central Region of Michigan. These MSN graduates are potential consumers of DNP education. Other programs in the state of Michigan are graduating about 125 nurses with DNP degrees a year (Table below). The IOM challenge, together with the potential number of nurses who need doctoral preparation, suggests that the current nursing educational infrastructure may be insufficient.

The proposed DNP program targets the MSN graduate and fulfills the general requirements for a practice-based doctorate degree in nursing. In the FSU proposed DNP program, course work will be focused on developing and implementing health care policy, and collection, interpretation, and translation of data. The skills and knowledge provided by the new program will be supported by an emphasis on integration of new knowledge. These are features that will help to ensure graduates' abilities to ensure safety and quality of care for patients and to function at the highest possible level of nursing practice.

5. **Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established FSU or KCAD programs:**

The DNP is a clinical doctorate, or practice based doctorate, that is similar to optometry and pharmacy doctorates. It shares no objectives or curriculum with already established FSU or KCAD graduate or doctoral programs.

6. **Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data.**

Auterbach et al. (2014) notes that nationally, the demand for DNP prepared nurses has been robust. In 2012, AACN reported that the job market for DNPs included, in order from greatest to least demand: education, inpatient settings, hospital administration, and ambulatory settings. Additional employment demands come from private consulting, government, military, and business. Roles assumed by DNP practitioners include vice president of patient services, program director, chief executive officer, quality improvement director, clinical informatics specialist, technology specialist, clinical research specialist, advanced practice care provider, and faculty. Graduates from DNP programs are prepared to assume a variety of high-level positions in healthcare settings. Specific areas of expertise are determined by the advanced practice specialty.

While little available data exists on the actual number of future employment opportunities for the DNP prepared nurse, the assumption is that the need for DNPs is proportionate to general population trends that impact the demand for registered nurses (AACN, 2006). As healthcare continues to change and reform to meet the growing healthcare needs of the US population, the demand for highly skilled advanced practice nurses will continue to grow.

Similar to national trends, it is predicted that there will be a strong job market for the DNP prepared nurse in Michigan. Currently, in Michigan, 40% of RNs are older than 54 and 16% are younger than 35 (Michigan Center for Nursing [MCN], 2013A). In addition to nurses nearing retirement, 42% of all active nurses plan to stop practicing in one to ten years (MCN, 2013A). These survey results suggest a significant need for nurses in Michigan over the next 10 years. Michigan will also realize a growing demand for DNP prepared nurses.

7. **Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data.**

Currently there are 96 students enrolled in the MSN program at FSU. In 2014, FSU MSN graduate students obtained new employment or continued with their previous employment following program completion. The majority of those students which practice in Lower Michigan are within the healthcare systems of: Spectrum, Mercy, Munson, Holland, and in multiple schools of nursing. It is expected that this trend will continue. In the regions from which FSU currently draws students (see Appendix I, Regions 3 and 6), there are 1200 MSN prepared nurses who could potentially need the DNP degree (MCN, 2013A). As more DNPs populate advanced practice positions, employers have become sensitized to the DNP role and expertise. This will lead to an increase in demand for DNP positions within their organizations (Auterbach et al., 2014).

Complete questions 12, 13, 14 in consultation with department administrator and/or dean.
12. **Provide a rough estimate of the resources needed to implement the initiative:**

Please see Appendix II for Expenses/Revenue

Estimate of Library Resources		Some new Resources needed X	Significant number of Resources needed
		Potential funding Sources:	Potential funding sources

Ali Konieczny has estimated the need for one journal and several e-books. The estimated cost is $2300.

13. **Project the resources that could come from reallocation within the department or college and the new resources that would be required.**
Currently, the SON has 3 vacant positions that could be used to help meet DNP faculty needs, with faculty participating in bachelors, masters and doctoral programs. Faculty would be needed to accommodate program growth. With future development of the nurse practitioner program, there will be the need for clinically embedded faculty who are doctorally prepared nurse practitioners. This will be accompanied by the reallocation of MSN faculty to the DNP program. Please see Appendix II for further resource/revenue table information.

14. **Are there new spaces needs? If so, how much? How would the space be used? Has existing space been identified? If so, where? Is renovation/remodeling necessary?**
Additional office space is anticipated. Summer residencies will take place each summer and classroom space will be needed. Classrooms in FLITE or VFS should be sufficient. The Dean of COHP and the Provost are currently exploring options for expansion of space. If the need for office space comes up before this exploration is complete, two faculty will be assigned to each office.

15. **Is there professional accreditation for the program? Is it required or voluntary? Will accreditation be sought, and when? What will be the one- time and ongoing costs of accreditation?**
Accreditation is required. CCNE accreditation will be sought.
The American Association of Colleges of Nursing (AACN) has appointed the Commission on Collegiate Nursing Education (CCNE) as an autonomous national accrediting body. The CCNE accredits baccalaureate and graduate programs in schools of nursing through the evaluation of curricula. This is to assure public health and safety through accountability. This DNP program is designed in accordance with the standards set forth by the AACN for DNP programs. Consistent with CCNE accreditation process, a letter of intent to request an accreditation review will be submitted once the program has been initiated. For more information on the AACN accreditation process see:
http://www.aacn.nche.edu/accreditation/pdf/Procedures.pdf

Initial fee for FY 2015 is $3,500 along with a site visit $8750. Annual fee thereafter is $2517. Fees typically increase by about 2% each year.

All MSN to DNP programs are generic programs. The curriculum, to a great extent, is dictated by the credentialing agency (CCNE), while individualization occurs with the addition of more credits/courses. In order for greater appeal, the number of credits offered in the FSU DNP program will be at the lower level of required credits, while still meeting credentialing criteria. With the expansion of the DNP program to the BSN to DNP Nurse Practitioner program, we intend to offer a focus in rural health. In order to meet credentialing criteria, to enhance recruitment and appeal, and to keep the program financially affordable, we are offering a generic DNP program. The FSU DNP program, while rigorous and adaptable, will intersect mandated content with professional and scholarly activity. This online, cohort-model program will help to keep the FSU DNP competitive and responsive to changing healthcare employment demands.

Department Faculty's signature: **Kathryn Niemeyer**_____ Date _3/18/15____ Faculty
signatories are tenure-track faculty who are involved with initiation of the proposal or who are collaborating with an administrator on the proposal.

Comments:

Department Administrator's signature: **Susan Owens**_____ Date _3/18/15____ If this is
an interdepartmental initiative, include additional Department Administrator signatures

Comments: *Susan J Owens*

Dean's signature: _*Matthew Adejanju*____ Date _3/19/15_ ·
- For cross-college initiatives, include additional signature(s) of Dean(s)
- For existing programs customized for off-campus delivery to a cohort group, include College and EIO Deans' signatures

Comments: I support the proposal.

nursing. In Mundt, M. & Milone-Nuzzo, P. (n.d.). Overview of DNP program characteristics. Powerpoint presentation available at: http://www.aacn.nche.edu

AACN (2014a) Moving the conversation forward, advancing higher education in nursing. *Annual Report 2013*. Retrieved from: http://www.aacn.nche.edu/aacn-publications/annual-reports/AnnualReport13.pdf

AACN (2014b). New AACN data show an enrollment surge in baccalaureate and graduate programs amid calls for more highly educated nurses. *Press Release* Retrieved from: http://www.aacn.nche.edu/news/articles/2012/enrollment-data

Association of American Medical Colleges (2012). Recent studies and reports on physician shortages in the US. Retrieved from: https://www.aamc.org/download/100598/data/

Auterbuach, D.I., Martsolf, G., Pearson, M.L., Taylor, E.A., Zaydman, M., Muchow, A., Spetz, J., & Dower, C. (2014). The DNP by 2015, A study of the institutional, political, and professional issues that facilitate or impede establishing a post-baccalaureate doctor of nursing practice program. Santa Monica, CA: Rand Corp.

Frantz, R.A. (2014). Resource requirements for quality DNP education. University of Iowa, College of Nursing. AACN Doctoral Education Conference, Powerpoint. Naples, Florida
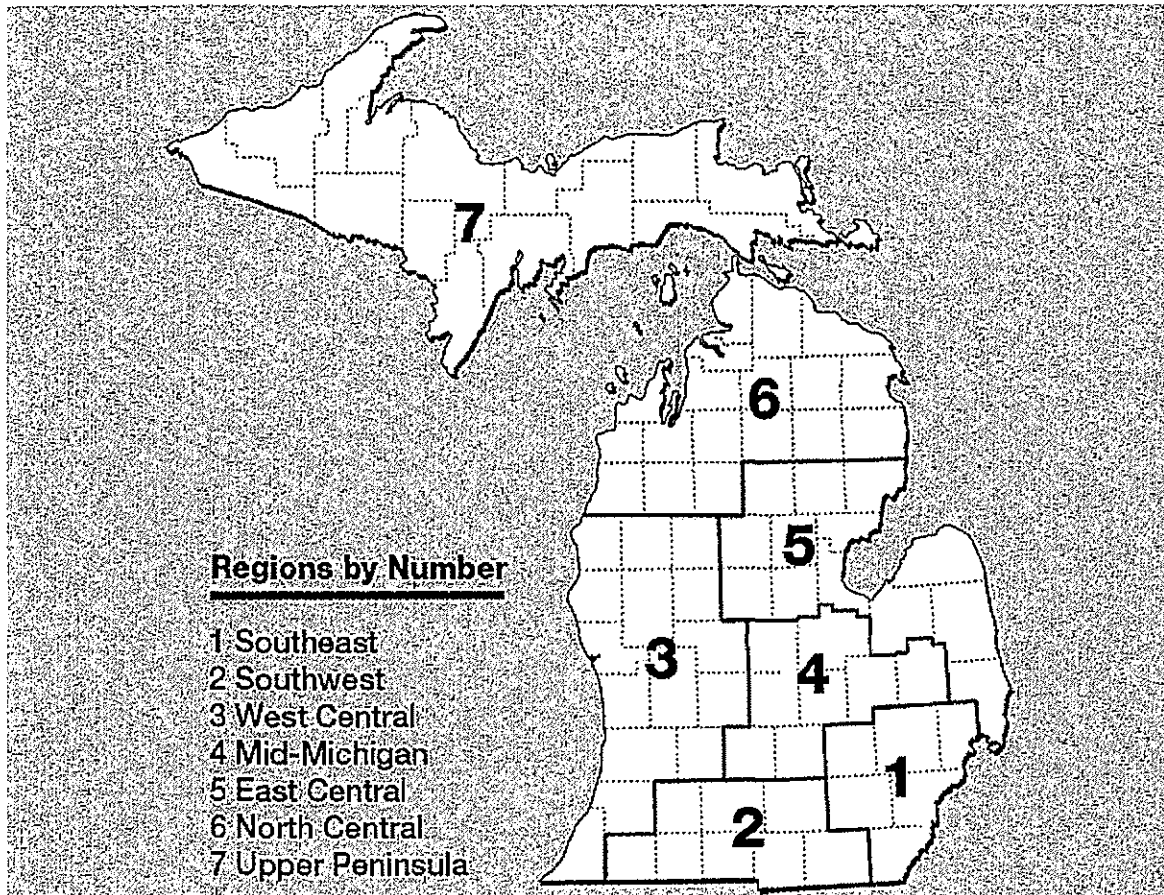
Greiner, A.C. & Knebel, E. (Eds). (2003) *Health Professions Education: A Bridge to Quality.* Institute of Medicine. Washington D.C.: National Academic Press. Available at: http://www.iom.edu/Reports/2003/Health-Professions-Education-A-Bridge-to-Quality.aspx

Human Resources and Services Administration Bureau of Health Professions [HRSA] (2013). Projecting the supply and demand for primary care practitioners through 2020. Retrieved from: http://bhpr.hrsa.gov/healthworkforce/supplydemand/usworkforce/primarycare/projectingprimarycare.pdf

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IOM (2001). *Crossing the Quality Chasm.* Institute of Medicine. Available at: https://www.iom.edu/~/media/Files/Report%20Files/2001/Crossing-the-Quality-

Appendix I

Regions by Number

1 Southeast
2 Southwest
3 West Central
4 Mid-Michigan
5 East Central
6 North Central
7 Upper Peninsula

Revenue

Semester	Year 1 (2016)			Year 2 (2017)			Year 3 (2018)			Year 4 (2019)			Year 5 (2020)		
	Student	Credits	Revenue $	Student	Credits	Revenue $	Student	Credit	Revenue $	Student	Credit	Revenue $	Student	Credit	Revenue $
Summer CH 1	8	6	28,800	8	6	28,800	8	3	14,400						
Fall	8	6	28,800	8	3	14,400	8	3	14,400						
Spring	8	6	28,800	8	3	14,400	8								
Summer CH 1&2				10	6	36,000	10	6	36,000	10	3	18,000			
Fall				10	6	36,000	10	3	18,000	10	3	18,000			
Spring				10	6	36,000	10	3	18,000						
Summer CH 1,2,3							12	6	43,200	12	6	43,200	12	3	21,600
Fall							12	6	43,200	12	3	21,600	12	3	21,600
Spring							12	6	43,200	12	3	21,600	12		
Summer CH 2,3,4										12	6	43,200	12	6	43,200
Fall										12	6	43,200	12	3	21,600
Spring										12	6	43,200	12	3	21,600
Summer CH 3,4,5														6	43,200
Fall														6	43,200
Spring														6	43,200
Total Credits and Tuition	8	18	86,400	18	30	165.600	30	36	230,400	34	36	252,000	36	36	259.200

* Tuition @ $600/credit

15

From:	Olukemi O Fadayomi
Sent:	Wednesday, November 11, 2015 12:09 PM
To:	Kathryn J Niemeyer
Cc:	Mark A Hutchinson; Paula L Hadley-Kennedy
Subject:	Proposal #16-027

Hi Kathryn,

Your proposal for a new graduate degree – Doctorate of Nursing Practice, Proposal #16-027 was reviewed by UCC on Thursday, and we are holding it for the following reasons.

Missing UGPC approval.

All of the F Forms need the credit hours filled out in I and J correctly. While the credits hours are listed in "h." It would also be helpful to list the contact hours in c in the box as directed. This will ensure proper scribing in Banner.

NURS 750 – white out the 750 listed in I.

NURS 770, 823, 825, 870, 880, 892– preqs are different from form E to F.

NURS 891 – c. needs just an x in the PRA box, no contact hours, and cannot do the preqs listed in the system.

NURS 892 – Credit hours differ from form E and F, form F needs C. PRA box checked.

The committee also asks that you address FLITE concerns regarding future library resources for the DNP program.

Our committee would like you to attend our November 19 meeting at 12:00 noon in CSS 302. Please confirm your plan to accept our invitation and we look forward to discussing your proposal with you further.

Kemi
Olukemi Fadayomi, Ph. D
Professor of Biology
Faculty-in-Residence, Faculty Center for Teaching & Learning
Chair, University Curriculum Committee
Ferris State University
ASC 2009, 820 Campus Drive
Big Rapids, MI 49307-2225

fadayok@ferris.edu
Phone: (231) 591-5628
Fax: (231) 591-2540

From:	Olukemi O Fadayomi
Sent:	Tuesday, December 08, 2015 12:28 PM
To:	Paula L Hadley-Kennedy
Subject:	Fw: need for ongoing library funding for the Doctorate in Nursing Practice

This was sent from Kristy on Thursday, December 3. It will be up to the committee to decide how to proceed with the proposal on Thursday.

Kemi

From: Kristy L Motz
Sent: Thursday, December 03, 2015 3:35 PM
To: Mark A Hutchinson; Olukemi O Fadayomi; David M Marion; Timothy M Eklin; Don L Brecken; Victor I Piercey; Joe J Pole; Tracey D Boncher; Brian Holton; Michelle L Johnson
Subject: FW: need for ongoing library funding for the Doctorate in Nursing Practice

Below is my response from Dean Scott Garrison. I have no objections to moving ahead on the DNP proposal at the next meeting.

Kristy Motz
Library Instruction Coordinator
FLITE 140H
231-591-3625

From: Scott Garrison
Sent: Thursday, December 03, 2015 1:57 PM
To: Kristy L Motz <KristyMotz@ferris.edu>
Cc: Alison M Konieczny <AlisonKonieczny@ferris.edu>; Frances K Rosen <FrancesRosen@ferris.edu>; Leah M Monger <LeahMonger@ferris.edu>
Subject: Re: need for ongoing library funding for the Doctorate in Nursing Practice/UCC

Hi Kristy,

While we don't yet know what needs the DNP faculty may have in the future, we seem to have enough to get them started (i.e. with the core list books Ali's identified that we can fund one time). I don't think we should hold this program up at this point.

I'm working with Provost Blake now on what he needs to see from us in order to hear a case for more collections funds, both to maintain what we have, and to add resources as needed. That may relate to the future DNP program, but it relates more acutely to programs we have now.

Scott

Scott Garrison
Dean

Ferris Library for Information, Technology and Education
Ferris State University
1010 Campus Drive, 410A
Big Rapids, MI 49307
voice: (231) 591-3728
fax: (231) 591-3724

Scott: We have discussed the Doctorate in Nursing Practice several times at the UCC, and it is now being held waiting for further input about how ongoing library funding will be provided. This has never held up a proposal at the UCC level before, and I need to know your thoughts. Should I hold firm and say we won't let it out of UCC until we know how ongoing funding for the library will be provided, or do you feel this is a Dean to Dean kind of discussion? I feel uncomfortable holding the proposal when there is no precedent for doing that, unless you wish me to do so. The proposers have done a great deal of work putting this together, and they are not the ones who have to deal with the funding issues. Give this some thought, and let me know.

Thanks.

Kristy

To: UGPC and UCC
From: Sue Owens Chair SON, Kathryn Niemeyer DNP Program Coordinator
Regarding: Clarification of questions posed by UGPC pertaining to DNP proposal.

1. Policy issues: Doctoral faculty load.
   - CHP currently has a taskforce that is addressing workload policies for the college. Policies for workload, release time, and graduate faculty load including designation of graduate faculty status and workload release/reassignment are being developed.
   - Target date for implementation would be prior to initiation of DNP.
2. Three face-to-face summer intensives are 3 and 4 and 4 days in length respectively. This is explained in both the PCAF and the proposal. It is a 3-year on line, part-time 36-to 42-credit program that includes the summer intensives. No deception intended none written.
3. "3-4-4 day mandatory ...intensives" refers to a delivery plan of 3 consecutive summer experiences that will be face to face for 3 or 4 days depending on the summer. These will be equivalent to 15 hours contact time for 1 credit each (correction on form has been made and resubmitted).
4. The accrediting body requires 1000 post-BSN supervised or mentored clinical hours. Therefore, the course sequence of 891, 892, and 893, to fulfill that requirement, will be determined on an individual basis. For example, if a NP completes her/his MSN with the FSU DNP she/he may only need 891 to fulfill the clinical expectation, but if someone comes in with only 100 hours of MSN clinical time they may need to take all three clinical courses. I was not sure how to do this for the curriculum. It could also be done with one residency course that could be repeated up to 3 times to get the necessary hours. For clarity, I decided to write it as a maximum of 3 consecutive courses. If this is in error, I would be glad to change it.
5. No, an MSN from a CCNE accredited program is not necessary.
6. **Qualified faculty**
   We do have posted open tenure track positions. Candidates will have their doctorate complete within 12 months of hire. The current pool of faculty candidates does reflect some excellent candidates who will be able to meet or exceed this requirement. We will also specifically look for faculty having mental health expertise to share that responsibility.

   Additionally, 5 of our current faculty are on target to have their doctorates complete by December 2016 (prior to initiation of the DNP program). We also currently have 2 DNP adjunct faculty. Collectively these variables will serve to provide the faculty complement needed to support instruction at both the undergraduate and graduate levels.

   This program will potentially result in the reallocation of faculty from BSN courses to DNP courses. And likewise, some of our nursing faculty currently

teach interdisciplinary courses (COHP) and they may need to be reallocated to the nursing curriculum.

Regarding **Double Overload**

One person in the SON has consistently had full overload extending to double overload since I have been Chair of the SON in 2013. Sharon Colley is a doctoral prepared nurse and her expertise and credentials are needed in the MSN program for accreditation standards. She also has expertise in mental health for the BSN level. This combination of doctoral education and clinical specialization in mental health is rare in nursing faculty. Sharon has always consented to the overload. In fact, she has proactively requested that she be assigned maximum overload each semester, which is her right according to the FFA contract. I have not hesitated to allow her to teach maximum overload in view of her record of consistent excellence in the areas of teaching, scholarship and service. The double overload situation has only occurred sporadically and currently to fill a void created by vacant faculty positions and a lack of doctoral prepared faculty in the SON who could share the load at the graduate level.

Regarding **Scholarship:**

Yes, scholarship is expected of faculty for tenure, promotion, and will be an expectation for the newly developed graduate faculty status policy. Currently, we have faculty involved in scholarship activities such as:

- Research
- Publishing
- Consulting/practicing
- Professional journal reviews
- National and State of Michigan professional conference presentations

7. It is my thought that this was covered in number one and I am unsure of how this differs.
8. Prerequisites are addressed where essential (the EBP courses). Additional prerequisites and co-requisites were intentionally not proposed. This is for flexibility in scheduling for students. In other words, if there are extenuating circumstances for students or if students come in with courses that may transfer, not stating co, pre-requisites allows for making individual allowances.
9. See proposal page 14
10. We are building this program. While we made conservative estimates and considering the success of our MSN program, our numbers may be considerably higher. I would anticipate the numbers to increase as more DNPs enter the work force and develop that role and as we progress with this program.
    - ➢ If enrollment continues at low numbers it would not be sustainable but initially yes, it is justifiable.

> ➤ Scholarship expectations are being addressed by the graduate status work force committee (see numbers 1 & 6)

Marketing plans:
Our target audience is MSN prepared nurses who are nurse practitioners or have a specialty of administration, informatics, or clinical education. It is important to note that the FSU MSN program currently prepares graduates in these specialty leadership roles and FSU MSN graduates have consistently indicating interest in the DNP even prior to when it was proposed officially.

Once approved the School of Nursing will use existing resources to begin the process of marketing. Web pages will be developed that will follow the outline of the current programs on the SON website and social media channels will be set up. We will utilize the Extended and International Operations Office to reach out to existing SON graduates with a mass mailing. Further, Lori Kelsey currently reaches out to health care facilities and community colleges marketing the RN to BSN and MSN programs. Lori visits 15-20 job fairs a year and always has questions regarding a DNP program. She will take information with her on these visits. Finally, we will also be able to easily communicate to our current MSN students as noted previously. Of all the MSN graduates, 60% would be eligible for the proposed DNP. This is not a difficult sell given the increasing disciplinary emphasis on increasing the educational level of nursing in advanced practice or specialty leadership roles.

Tuition costs:
Below see a comparison of DNP programs in similar universities in Michigan. Further, the other doctoral programs' tuition was compared at FSU. Our recommendation is $630/credit based on this year's tuition rates. When the PCAF budget was originally created, $600/credit was used as a conservative baseline.

School of Nursing	Credits	MI Cost/credit
NMU	50	$645
Oakland	38-48	$655
SVSU	39	$656
GVSU	70	$712

FSU
College of Pharmacy tuition $626
Michigan College of Optometry $638
DCCL, EdD $620

From:	Olukemi O Fadayomi
Sent:	Thursday, December 17, 2015 3:20 PM
To:	Kathryn J Niemeyer
Cc:	Brian Holton; David M Marion; Don L Brecken; Elise M Gramza; Joe J Pole; Kirk E Weller; Kristy L Motz; Mark A Hutchinson; Olukemi O Fadayomi; Paula L Hadley-Kennedy; Paul Blake; Timothy M Eklin; Tracey D Boncher; Victor I Piercey
Subject:	Proposal 16-027

Hi Kathryn,

I am happy to report that your proposal – Doctorate of Nursing Practice, Proposal 16-027 was approved by the UCC on Wednesday, December 16, 2015.

Your proposal has been forwarded to the Academic Senate for discussion and approval at the next meeting. So, the next step is for you to have a representative attend the Senate meeting on Tuesday, January 12, 2016 at 10 am in University Center 202A to answer questions about this proposal.

Congratulations and Happy Holidays.

Kemi
Olukemi Fadayomi, Ph. D
Professor of Biology
Faculty-in-Residence, Faculty Center for Teaching & Learning
Chair, University Curriculum Committee
Ferris State University
ASC 2009, 820 Campus Drive
Big Rapids, MI 49307-2225

fadayok@ferris.edu
Phone: (231) 591-5628
Fax: (231) 591-2540

From:	Olukemi O Fadayomi
Sent:	Thursday, December 17, 2015 2:53 PM
To:	Paula L Hadley-Kennedy
Subject:	FW: Proposal 16-027

Kemi
Olukemi Fadayomi, Ph. D
Professor of Biology
Faculty-in-Residence, Faculty Center for Teaching & Learning
Chair, University Curriculum Committee
Ferris State University
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fadayok@ferris.edu
Phone: (231) 591-5628
Fax: (231) 591-2540

From: Tracey D Boncher
Sent: Tuesday, December 15, 2015 2:20 PM
To: Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>
Subject: Re: Proposal 16-027

I vote not support for the DNP. They have no faculty to teach it and 3 are quitting that they are counting. This is a major concern. Tracey

From: Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>
Date: Fri, 11 Dec 2015 13:29:31 -0500
To: Brian Holton <BrianHolton@ferris.edu>, David M Marion <DavidMarion@ferris.edu>, Don L Brecken <DonBrecken@ferris.edu>, Elise M Gramza <EliseGramza@ferris.edu>, Joe J Pole <JoePole@ferris.edu>, Kirk E Weller <KirkWeller@ferris.edu>, Kristy L Motz <KristyMotz@ferris.edu>, Mark A Hutchinson <MarkHutchinson@ferris.edu>, Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>, Paula L Hadley-Kennedy <PaulaHadley-Kennedy@ferris.edu>, Paul Blake <PaulBlake@ferris.edu>, Timothy M Eklin <TimothyEklin@ferris.edu>, Tracey D Boncher <TraceyBoncher@ferris.edu>, Victor I Piercey <VictorPiercey@ferris.edu>
Subject: Proposal 16-027

Hi All,
You should have received the DNP response that was sent out by Paula yesterday. Please review the documents and email your vote on the DNP proposal to me by Wednesday, December 16th. Thanks and happy holidays.

Kemi
Olukemi Fadayomi, Ph. D
Professor of Biology
Faculty-in-Residence, Faculty Center for Teaching & Learning
Chair, University Curriculum Committee
Ferris State University

From:	David M Marion
Sent:	Saturday, December 12, 2015 12:43 PM
To:	Olukemi O Fadayomi; Brian Holton; Don L Brecken; Elise M Gramza; Joe J Pole; Kirk E Weller; Kristy L Motz; Mark A Hutchinson; Paula L Hadley-Kennedy; Paul Blake; Timothy M Eklin; Tracey D Boncher; Victor I Piercey
Subject:	RE: Proposal 16-027

I will vote in support with concerns as there is still too much surrounding the faculty issue and if a program fails, we are partially to blame for not asking.

From: Olukemi O Fadayomi
Sent: Friday, December 11, 2015 1:30 PM
To: Brian Holton <BrianHolton@ferris.edu>; David M Marion <DavidMarion@ferris.edu>; Don L Brecken <DonBrecken@ferris.edu>; Elise M Gramza <EliseGramza@ferris.edu>; Joe J Pole <JoePole@ferris.edu>; Kirk E Weller <KirkWeller@ferris.edu>; Kristy L Motz <KristyMotz@ferris.edu>; Mark A Hutchinson <MarkHutchinson@ferris.edu>; Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>; Paula L Hadley-Kennedy <PaulaHadley-Kennedy@ferris.edu>; Paul Blake <PaulBlake@ferris.edu>; Timothy M Eklin <TimothyEklin@ferris.edu>; Tracey D Boncher <TraceyBoncher@ferris.edu>; Victor I Piercey <VictorPiercey@ferris.edu>
Subject: Proposal 16-027

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Fax: (231) 591-2540

From:	Olukemi O Fadayomi
Sent:	Thursday, December 17, 2015 4:01 PM
To:	Paula L Hadley-Kennedy
Subject:	FW: Proposal 16-027

I vote to support also!

Kemi
Olukemi Fadayomi, Ph. D
Professor of Biology
Faculty-in-Residence, Faculty Center for Teaching & Learning
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Big Rapids, MI 49307-2225

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Phone: (231) 591-5628
Fax: (231) 591-2540

From: Mark A Hutchinson
Sent: Sunday, December 13, 2015 7:21 PM
To: Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>
Subject: RE: Proposal 16-027

I vote to support

Mark

From: Olukemi O Fadayomi
Sent: Friday, December 11, 2015 1:30 PM
To: Brian Holton <BrianHolton@ferris.edu>; David M Marion <DavidMarion@ferris.edu>; Don L Brecken <DonBrecken@ferris.edu>; Elise M Gramza <EliseGramza@ferris.edu>; Joe J Pole <JoePole@ferris.edu>; Kirk E Weller <KirkWeller@ferris.edu>; Kristy L Motz <KristyMotz@ferris.edu>; Mark A Hutchinson <MarkHutchinson@ferris.edu>; Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>; Paula L Hadley-Kennedy <PaulaHadley-Kennedy@ferris.edu>; Paul Blake <PaulBlake@ferris.edu>; Timothy M Eklin <TimothyEklin@ferris.edu>; Tracey D Boncher <TraceyBoncher@ferris.edu>; Victor I Piercey <VictorPiercey@ferris.edu>
Subject: Proposal 16-027

Hi All,
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Kemi
Olukemi Fadayomi, Ph. D
Professor of Biology
Faculty-in-Residence, Faculty Center for Teaching & Learning

From:	Olukemi O Fadayomi
Sent:	Thursday, December 17, 2015 3:22 PM
To:	Paula L Hadley-Kennedy
Subject:	FW: Proposal 16-027

Kemi
Olukemi Fadayomi, Ph. D
Professor of Biology
Faculty-in-Residence, Faculty Center for Teaching & Learning
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fadayok@ferris.edu
Phone: (231) 591-5628
Fax: (231) 591-2540

From: Joe J Pole
Sent: Sunday, December 13, 2015 11:13 AM
To: Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>
Subject: RE: Proposal 16-027

Kemi,

I vote to support.

Joe

From: Olukemi O Fadayomi
Sent: Friday, December 11, 2015 1:30 PM
To: Brian Holton <BrianHolton@ferris.edu>; David M Marion <DavidMarion@ferris.edu>; Don L Brecken <DonBrecken@ferris.edu>; Elise M Gramza <EliseGramza@ferris.edu>; Joe J Pole <JoePole@ferris.edu>; Kirk E Weller <KirkWeller@ferris.edu>; Kristy L Motz <KristyMotz@ferris.edu>; Mark A Hutchinson <MarkHutchinson@ferris.edu>; Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>; Paula L Hadley-Kennedy <PaulaHadley-Kennedy@ferris.edu>; Paul Blake <PaulBlake@ferris.edu>; Timothy M Eklin <TimothyEklin@ferris.edu>; Tracey D Boncher <TraceyBoncher@ferris.edu>; Victor I Piercey <VictorPiercey@ferris.edu>
Subject: Proposal 16-027

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Kemi
Olukemi Fadayomi, Ph. D

1

From: Kristy L Motz
Sent: Friday, December 11, 2015 7:47 PM
To: Olukemi O Fadayomi; Brian Holton; David M Marion; Don L Brecken; Elise M Gramza; Joe J Pole; Kirk E Weller; Mark A Hutchinson; Paula L Hadley-Kennedy; Paul Blake; Timothy M Eklin; Tracey D Boncher; Victor I Piercey
Subject: Re: Proposal 16-027

I vote to support.

Kristy

From: Olukemi O Fadayomi
Sent: Friday, December 11, 2015 1:29 PM
To: Brian Holton; David M Marion; Don L Brecken; Elise M Gramza; Joe J Pole; Kirk E Weller; Kristy L Motz; Mark A Hutchinson; Olukemi O Fadayomi; Paula L Hadley-Kennedy; Paul Blake; Timothy M Eklin; Tracey D Boncher; Victor I Piercey
Subject: Proposal 16-027

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Kemi
Olukemi Fadayomi, Ph. D
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Chair, University Curriculum Committee
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Big Rapids, MI 49307-2225

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Phone: (231) 591-5628
Fax: (231) 591-2540

From:	Timothy M Eklin
Sent:	Saturday, December 12, 2015 2:15 PM
To:	Olukemi O Fadayomi; Brian Holton; David M Marion; Don L Brecken; Elise M Gramza; Joe J Pole; Kirk E Weller; Kristy L Motz; Mark A Hutchinson; Paula L Hadley-Kennedy; Paul Blake; Tracey D Boncher; Victor I Piercey
Subject:	Re: Proposal 16-027

I support.

https://s3.amazonaws.com/files.qrz.com/r/nk6r/FB_IMG_1434673984372.jpg

Sent using OWA for iPad

From: Olukemi O Fadayomi
Sent: Friday, December 11, 2015 1:29:31 PM
To: Brian Holton; David M Marion; Don L Brecken; Elise M Gramza; Joe J Pole; Kirk E Weller; Kristy L Motz; Mark A Hutchinson; Olukemi O Fadayomi; Paula L Hadley-Kennedy; Paul Blake; Timothy M Eklin; Tracey D Boncher; Victor I Piercey
Subject: Proposal 16-027

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From:	Brian Holton
Sent:	Saturday, December 12, 2015 10:17 AM
To:	Olukemi O Fadayomi; David M Marion; Don L Brecken; Elise M Gramza; Joe J Pole; Kirk E Weller; Kristy L Motz; Mark A Hutchinson; Paula L Hadley-Kennedy; Paul Blake; Timothy M Eklin; Tracey D Boncher; Victor I Piercey
Subject:	RE: Proposal 16-027

I vote to support.

Brian Holton
College of Engineering Technology representative.

From: Olukemi O Fadayomi
Sent: Friday, December 11, 2015 1:30 PM
To: Brian Holton <BrianHolton@ferris.edu>; David M Marion <DavidMarion@ferris.edu>; Don L Brecken <DonBrecken@ferris.edu>; Elise M Gramza <EliseGramza@ferris.edu>; Joe J Pole <JoePole@ferris.edu>; Kirk E Weller <KirkWeller@ferris.edu>; Kristy L Motz <KristyMotz@ferris.edu>; Mark A Hutchinson <MarkHutchinson@ferris.edu>; Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>; Paula L Hadley-Kennedy <PaulaHadley-Kennedy@ferris.edu>; Paul Blake <PaulBlake@ferris.edu>; Timothy M Eklin <TimothyEklin@ferris.edu>; Tracey D Boncher <TraceyBoncher@ferris.edu>; Victor I Piercey <VictorPiercey@ferris.edu>
Subject: Proposal 16-027

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