IUPUI GAC Reviewer Form #2

Documents Reviewed:
1. IU School of Nursing DNP Proposal (29 pgs), Feb 23, 2009
2. Appendix A- Letter of Support by Dean Broome
3. Appendix B- Demand and Employment Analysis
4. Appendix C- Scholarly Accomplishments of IUSON Faculty
5. Distance Education Program Proposal—form submitted to ICHE by IUSON, March 2, 2009
6. Appendix D—Tables
   - Table 1: Program Enrollments and Completions
   - Table 2A: Total Direct Program Costs & Sources of Program Revenue
   - Table 2B: Detail on Incremental or Out-of-Pocket Direct Costs
   - Table 3: New Academic Degree Program Proposal Summary, 2/24/09
7. Course Syllabi: D735, D736, D737, D751, D743, D615

Summary of Proposal:

This proposal is for a new graduate degree in the School of Nursing—the Doctor of Nursing Practice (DNP). This will be a 37-credit hour advanced practice degree and will be offered in a distance accessible format. The DNP is envisioned by the American Association of the Colleges of Nursing as the terminal practice degree for the profession by 2015.

This proposal came out of a two year planning process at the School of Nursing. The program is slated for implementation beginning in Fall 2010. Both full and part-time options will be available. The enrollment target is 20 students per year.

1. Are the goals clear and achievable?

Yes, the goals of the program are clear and achievable. The overall goal for the DNP program is to prepare graduates to assume leadership positions in nursing and health care. The proposal identifies 7 objectives or learning outcomes for graduates of the DNP program (p. 4). The program is designed to build upon competencies developed in masters of nursing programs. The IU School of Nursing aims to become a leader in the delivery of an advanced practice doctorate in nursing. The IUSON already offers online doctoral coursework in its PhD program and so has the equipment and experience to deliver distance education.

2. Is the program academically sound?

Yes. In developing the curriculum, the IUSON has followed the professional standards of the American Association of Colleges of Nursing. The number of credit hours—37—is quite different from other doctorates at IU but

perhaps is similar to other DNP programs. There are 92 other DNP programs nationally with over 100 more under development. I am not clear how the proposed curriculum compares to existing DNP programs. It would be interesting to see how the proposed curriculum compares to the curricula of existing DNP programs.

The proposed application process for students seems quite rigorous with 14 components to the application (pp. 4-5).   A detailed plan to evaluate the DNP program is presented in tabular form on pps. 23-27.

3. Are faculty resources available to offer this certificate without undercutting other key missions of the unit?

Yes, there is extensive documentation of faculty resources (pps. 12-14 + Appendix C). Additional resources needed to fully implement the program over a period of 3 years included 2.5 FTE faculty, 1 FTE graduate advisor, and .50 FTE administrative support person.   The faculty of the IUSON voted in April 2008 to pursue development of a DNP program.

4. Is there overlap, either real or potential, with any other unit that could harm the program or be exploited to help the program?

No, this is clearly a program that belongs in the School of Nursing. There are courses in health care management offered by SPEA that could serve as relevant electives.

5. My recommendation, comments/concerns regarding this proposal…

My recommendation is to approve the proposal.

Two minor suggestions:
   a. Clarify the process for determining whether new students must take prerequisite coursework in informatics and statistics.   On p. 5 of the proposal it is stated that students must take R505 or L650 or an equivalent graduate level course within the past 3 years. However, on p. 6 of the proposal it is stated that new students would do a self-assessment to determine if they needed to take statistics or informatics.
   b. Create a list of possible elective courses