COVER PAGE

INSTITUTION: Indiana University

COLLEGE: School of Nursing

DEPARTMENT: Graduate Programs

DEGREE PROGRAM TITLE Doctor of Nursing Practice

FORM OF RECOGNITION TO BE AWARDED/DEGREE CODE: DNP

SUGGESTED CIP CODE: 511601

LOCATION OF PROGRAM/CAMPUS CODE: IUPUI

PROJECTED DATE OF IMPLEMENTATION: Fall 2010

DATE PROPOSAL WAS APPROVED BY
INSTITUTIONAL BOARD OF TRUSTEES: _____

_____
SIGNATURE OF AUTHORIZING
INSTITUTIONAL OFFICER

_____
DATE

_____
DATE RECEIVED BY COMMISSION FOR
HIGHER EDUCATION

_____
COMMISSION ACTION   (DATE)

A. Abstract

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Doctor of Nursing Practice
To Be Offered by
Indiana University School of Nursing in Indianapolis

February 23, 2009

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Objectives: The Doctor of Nursing Practice (DNP) is a Post-Masters 37 c**redit hour practice-focused professional doctorate**. Graduates of the program are prepared to assume leadership positions in nursing and health care, both at system and direct patient care levels. Graduate will contribute to quality improvement and patient safety through systems thinking, reflective practice, informatics, translation science, and evidence-based clinical practice.

Clientele to be Served: Registered nurses who hold master's degrees in nursing are the clientele to be served by this program. In 2005, 3,162 masters degree prepared nurses renewed their license to practice in Indiana. Given the AACN position statement about a Doctor of Nursing Practice degree as the preferred credential for advanced practice nursing by 2015 all nurses who aspire to an advanced practice health care provider role in the state of Indiana are potential clientele for this degree.

Curriculum: Thirty-Seven credit hours (post- masters MSN) are required to complete the program, distributed as follows:

Professional Coursework (37 credit hours)
- **I631 Clinical Information Systems** (3 credits)

- **D615 Health Care Outcomes and Decision Making** (3 credits)
- **D735 Clinical Epidemiology and Statistics in Nursing** (3 credits)
- **D736 Inquiry I: Evidence-based Research and Translation Science** (3 credits)
- **D737 Inquiry II: Evidence-based Research and Translation Science** (3 credits)
- **D743 Influencing Public Health Policy** (3 credits)
- **D744 Strategic Resource Management in Nursing and Health Systems** (3 credits)
- **D749 DNP Practicum** (1 -3 credits) *A total of 7credit hours of practicum course work will be require of students to meet the 1000 post baccalaureate practice hour requirement for the DNP degree.* Clock hour to credit hour ratio: 5 clock hours to one credit hour per week (total 75 clock hours per credit per semester)
- **D751 Knowledge Complexity** (3 credits)
- **D751 Relationship-Centered Leadership in Complex Systems** (3 credits)
- **Elective** (3 credits)

Employment Possibilities: Graduates of the program are prepared to assume leadership positions in nursing and health care, both at system and direct patient care levels. Holders of the DNP degree may seek careers in primary health care, complex health care systems, nursing informatics, patient safety, and in clinical nursing education. The public, including prospective graduate students, considers IUSON to be a leader in nursing education and preparation of advanced practice nurses nationally and within Indiana.

B. Program Description

1. <u>Describe the proposed program and state its objectives.</u>

The Doctor of Nursing Practice (DNP) is envisioned by the American Association of the Colleges of Nursing (AACN) as the terminal *practice* degree for the profession by the year 2015 (AACN, 2006). The goal of the DNP is to produce nurses who "possess a wide array of knowledge gleaned from the sciences and have the ability to translate that knowledge quickly and effectively to benefit patients in the daily demands of practice environments" (AACN, 2006, p. 6). The AACN proposes a distinction between the DNP as a *practice doctorate* that would prepare nurses for scholarly practice as clinical and health system experts from the *PhD* that would prepare *researchers and scientists* to build the body of knowledge. The Indiana University School of Nursing Doctor of Nursing Practice (DNP) is designed to be a post-MSN 37 credit hour practice-focused professional doctorate**.** Graduates of the program are prepared to assume leadership positions in nursing and health care, both at system and direct patient care levels. The public, including prospective graduate students, considers IUSON to be a leader in nursing education and preparation of advanced practice nurses nationally and within Indiana. Unique features of this program include its distance accessibility coupled with a framework

that builds on faculty strengths and talents in the areas of reflective practice, relationship centered care, informatics, translation science, evidenced based care and diffusion of innovations.

Based on a review, analysis and evaluation of professional standards, (http://www.aacn.nche.edu/DNP/index.htm) the graduate faculty of IUSON have developed the following objectives (outcomes) for the proposed DNP degree. Graduates of the program are expected to:

a. Use relationship-centered nursing leadership to improve health care and the health status and outcomes of people.

b. Engage with communities of practice to frame problems, design and implement evidence-based interventions, and evaluate outcomes.

c. Integrate the needs of diverse societies in the design, delivery, and evaluation of health services in complex systems.

d. Transform clinical practice through reflection, action inquiry, strategic resource management, information technology and/or knowledge-based resources.

e. Translate knowledge for application to the delivery of advanced nursing practice.

f. Implement changes based on evaluation of health systems, health policy, and nursing science in response to social, political, economic, and ethical issues.

g. Evaluate the impact of change on complex health systems including individuals and populations.

2. **Describe admission requirements, anticipated student clientele, and student financial support.**

a. The program will comply with all current school of nursing and university policies and procedures related to student admission, progression and graduation. The IUSON Graduate Curriculum Committee approved the program and course of study in November of 2008. Pending additional approvals by the IUPUI Graduate Affairs Committee, the IU Academic Leadership Council, the President of the University and Board of Trustees as well as the Indiana Commission on Higher Education students will be notified that the program is accepting applications. The goal is to begin recruiting students by fall 2009 and admitting students by spring 2010. Students will use the spring 2010 semester to complete necessary pre-requisite coursework and apply to the program, beginning the curriculum sequence of course work in the fall of 2010.

Admission to the Indiana University School of Nursing (IUSON) DNP program requires approval by the faculty and is based on the applicant's qualifications as evidenced by grade point average, certification, statement of professional aspirations, official transcripts, references. A personal interview is required. Acceptance into the program is competitive. The following criteria must be met for unconditional admission to the DNP program:

1) Master's Degree in Nursing from an NLNAC or CCNE accredited program.

2) Masters Nursing degree program cumulative GPA of 3.3 or higher.

3) 1 year of post - Master's work experience.

4) Self Assessment and/ or demonstrated competency through a portfolio process of the knowledge, skills, and abilities related to content in the course *I630 Introduction to Informatics* or equivalent graduate level informatics course work

5) Nursing *R505 Measurement and Data Analysi*s *or* Nurs L650 Data Analysis for Clinical and Administrative Decision Making *or* equivalent graduate level statistics completed within last 3 years with a grade of B or better.

6) Certification in specialty area of practice. In the absence of certification documentation from the academic master's degree program about supervised practice hours in an advanced practice specialty area, Students who are not certified have the option of obtaining certification in their specialty by the end of the first semester of study or completing an additional number of practice hours required to meet the 1000 post Baccalaureate practice requirement for the DNP degree.

7) An unencumbered RN licensure in state of practice.

8) Completed online IUSON DNP application.

9) Official transcripts from all college or university coursework

10) Written career goal statement (limit of 500 words)

11) Three professional references (at least one from a current or former supervisor)

12) Resume or curriculum vitae

13) Statement of possible community agency or health system mentor, and/or general idea of DNP scholarly inquiry project

14) Admission interview

b. The DNP program is a post-master's program. Pre-requisite course work is described in detail under #3 and includes graduate work in nursing informatics and statistics.

c. The program is designed to meet the needs of advanced practice nurses who hold master's degrees in nursing. The program will be designed to be able to be completed on a full time or part time basis.

d. Admission will be limited to 20 students annually. Admission criteria as outlined above will guide the selection of the students.

e. Students may secure graduate scholarships, and many may take advantages of employer sponsored tuition reimbursement benefits. During 2007 -2008 the school of nursing awarded a total of $897,194 in graduate student financial Support ($170,706 in graduate student scholarships; $438,741 in graduate student fellowships; $287,747 in graduate student fee remissions). The School of Nursing has also applied for federal funds for the Nurse Faculty Loan Program (NFLP) and requested $263, 833.36 for the 2009-2010 calendar years. Students enrolled in the DNP program will also be eligible for federal funds through the Advanced Education Nurse Traineeships.

3. **Describe the proposed curriculum.**

The proposed curriculum and course descriptions of the program of study are described below. Several of the courses are new courses faculty have developed. This program will be distance accessible. Current course offerings have been integrated into the new curriculum. Since non-IUSON master's degree programs vary in length and specificity of content, the faculty have identified the following sets of knowledge, skills, and abilities in the areas of informatics and statistics as pre-requisite to admission to the Doctor of Nursing Practice Program. Students will be advised to do a self-assessment of competencies in these areas. If students can demonstrate knowledge, skills, and abilities in these areas through a portfolio process, they will be advised into the DNP curriculum. If students do not believe they have the requisite skills, then two of the following courses will be required as pre-requisite course work prior to application to the DNP program.

I630 Introduction to Nursing Informatics Credits (3 credits) Introduction to the field of nursing informatics, current state of the science, major issues for research and development. Includes: theoretical models of nursing informatics; nursing roles; information processing and data management; data acquisition and data representation; information system standards, system architecture, and networking; evaluation; and ethical/social issues in healthcare informatics. *Prerequisite to I631 Clinical Information Systems*

Additional pre-requisites may include one or the other of the following two courses if students through self-assessment or advisement do not believe they have the knowledge, skills, and abilities derived from mastery of the following course content:

R505 Measurement and Data Analysis Credits (3 credits) Principles and applications of scientific measurement, data summarization, and univariate and bivariate inferential statistics are addressed. The research purpose and the phenomena under study are considered as determinants of measurement techniques and data analysis. *Required Pre-requisite as part of admission criteria. A graduate level statistics course not older than 3 years with a grade of B or better.*

OR

L650 Data Analysis for Clinical and Administrative Decision Making Credits (3 credits) Focuses on understanding, manipulating, and analyzing quantitative data in nursing and health care. Includes use of computer-based systems for data management and statistical analysis. Students learn application and interpretation of multivariate statistical models for decision making. *Required Pre-requisite as part of admission criteria*

Detailed and listed below are the courses that comprise the 37 credit hour post-master's IUSON Doctorate of Nursing Practice Curriculum. Syllabi for all courses are contained in Appendix A.

Required Courses in the DNP Curriculum:

I631 Clinical Information Systems (3 credits) Clinical Information systems includes: human computer interface and system design, healthcare decision support and clinical guidelines, system selection, organizational issues in system integration, project management for information technology change, system evaluation, regulatory policies, impact of the Internet, economic impacts of e-health, distributed healthcare information technologies, and future trends. *Current approved course offering*

D735 Clinical Epidemiology and Statistics in Nursing (3 credits) providing students with intermediate epidemiologic concepts of populations and biostatistical techniques for understanding and using health research is the focus. Principles and methods of data analysis central to understanding health-related indicators for population health management will be used. Students will be prepared to function as members of a research team. *New course proposed*

D751 Knowledge Complexity (3 credits) Evaluation of models, theories, methods and research that supports strategic learning, knowledge work, and knowledge translation in complex systems. *Current approved course offering*

D751 Relationship-Centered Leadership in Complex Systems (3 credits) Analysis and evaluation of theories and research that influence leadership in complex systems. Leadership is explored in the complex system domains of education, health service, research, informatics, and public policy. Internal and external sources of knowledge are evaluated and used to enhance leader behavior/s. Core competencies and strategies for leadership effectiveness are examined and evaluated. *Course revision proposed*

D615 Health Care Outcomes and Decision Making (3 credits) Health care leaders of the future will be judged increasingly on their ability to achieve positive quality outcomes and safe patient care through working together in interdisciplinary leadership teams. This course is designed for graduate level learners in medicine, nursing, public health, informatics, health administration and other health related disciplines. The course content is an introduction to evidence-based quality and patient safety programs. Included will be content and practical application about the current science and best practices, essential leadership skills, and techniques and tools for measurement and analysis. *Current approved course offering in SPEA: Proposed Course with a Nursing number so that the course is cross-listed in Nursing.*

D743 Influencing Health Public Policy (3 credits) Designed for nurses and other professionals interested in influencing public policy related to the health system and resources; this course focuses on policy-making at the state/national level. Participants engage in interactive discussions with policy makers, learn about the forces that influence health policy decisions and apply health services research. *New course proposed*

D736 Inquiry I: Evidence-based Research and Translation Science (3 credits) This course focuses on advanced applications of evidence-based practice. The course emphasizes foundational and advanced concepts of evidence-based practice and requires application of principals of EBP, thorough literature searches, appraisals of literature and formulation of plans. Clinical problems will be the basis of EBP literature searches and analyses. *New course proposed*

D737 Inquiry II: Evidence-based Research and Translation Science (3 credits) Synthesis of knowledge regarding implementation models and strategies used for translating evidence into practice is the focus of this course. Students explore organizational aspects of change influencing innovation, quality improvement, and program evaluation. Developing and preparing to implement and evaluate a translational science project is a component of the course. *New course proposed*

D744 Strategic Resource Management in Nursing and Health Systems (3 credits) The design and execution of strategies to manage human and financial resources within complex health systems. The course has two central themes: (1) How to think systematically and strategically about managing an organization's human and financial assets, and (2) How to implement these strategies to achieve the organization's objectives. *New course proposed*

D749 DNP Practicum (1 -3 credits)* Provides opportunities to develop knowledge and skills in specific area of advanced nursing practice or professional role, building on didactic courses. Includes in-depth work with experts from multiple disciplines, and engagement within communities of practice. Enables students to synthesize and integrate leadership, policy, inquiry, evidence-based practice, and clinical expertise in selected settings. *New course with variable credit proposed. A total of 7credit hours of practicum course work will be require of students to meet the 1000 post baccalaureate practice hour requirement for the DNP degree.* (DNP students will take a total of 7 credits over the course of their program). Clock hour to credit hour ratio: 5 clock hours to one credit hour per week (total 75 clock hours per credit per semester). Concurrent enrollment in DNP didactic course required.

*Based upon professional standards established by the American Association of Colleges of Nursing (AACN), 1000 post Baccalaureate practice hours are required for the DNP. Master's prepared nurses have accrued variable numbers of hours in their curriculum. Practicum hours will be tailored for each student in order to achieve the 1000 minimum required by the AACN.

Elective (3 credits)

Total Credit Hours: 37

Examples Programs of Study for Full and Part Time Student Progression through the program

Program Plans of Study for Doctor of Nursing Practice – Total Credit Hours: 37

Fall	Spring	Summer
FULL TIME		
-I631 Clinical Information Systems (3 credits) -D751 Relationship-Centered Leadership in Complex Systems (3 credits) -D749 DNP Practicum* (1 credit)	-D615 Health Care Outcomes and Decision Making (3 credits) -D735 Clinical Epidemiology and Statistics in Nursing (3 credits) -D749 DNP Practicum* (1 credit)	-D743 Influencing Health Public Policy (3 credits) -D736 Inquiry I: Evidence-based Research and Translation Science (3 credits) -D749 DNP Practicum* (1-3 credits)
-D751 Knowledge and Complex Systems (3 credits) -D737 Inquiry II: Evidence-based Research and Translation Science (3 credits) -D749 DNP Practicum* (1-3 credits)	-Elective (3 credits) -D744 Strategic Resource Management in Nursing and Health Systems (3 credits) -D749 DNP Practicum* (1 credit)	
PART TIME		
-I631 Clinical Information Systems (3 credits)	-D735 Clinical Epidemiology and Statistics in Nursing (3 credits) -D749 DNP Practicum* (1 credit)	-Elective (3 credits) or Off

-D751 Relationship-Centered Leadership in Complex Systems (3 credits) -D749 DNP Practicum* (1 credit)	-D615 Health Care Outcomes and Decision Making (3 credits)	-D743 Influencing Health Public Policy (3 credits)
-D751 Knowledge Complexity (3 credits) -D749 DNP Practicum (1 credit)	-D744 Strategic Resource Management in Nursing and Health Systems (3 credits) -D749 DNP Practicum* (1 credit)	-D736 Inquiry I: Evidence-based Research and Translation Science (3 credits) -D749 DNP Practicum* (1-2 credits)
-D737 Inquiry II: Evidence-based Research and Translation Science (3 credits) -D749 DNP Practicum* (1-2 credits)	-Elective (if not taken Previously)	

Total Credit Hours: 37: Degree to be Awarded: Doctor of Nursing Practice CIP Code: 511601

4. Describe form of recognition

   a. The degree to be awarded with the Doctor of Nursing Practice (DNP).
   b. List the institution's suggested CIP code for the program: 511601
   c. Please indicate what program, organizational, and site information will appear on the student's diploma - Doctor of Nursing Practice Indiana University School of Nursing, Indianapolis.

5. List program faculty and administrators

   a. The Table below lists names, rank, specialization, and highest academic degree earned by those who will be directly involved with the program, including campus administrators. All faculty listed in the Table below are full time appointments. Appendix C provides data about the professional scholarly accomplishments of the faculty, including training, courses and workshops taught, publications and projects, and other relevant documentation, of the faculty. A selected list of potential Faculty who may have responsibilities for the DNP curriculum.

IUSON faculty in all programs are academically and experientially qualified for their roles. Many are nationally and internationally recognized for their contributions to the scholarship of teaching, research, service, and practice. The SON maintains the required 60% tenure track, 40% clinical track ratio of faculty appointments required by the university. Nursing faculty are very productive scholars as reflected in their documented contributions to the scholarship of teaching and the application, integration, and discovery of knowledge. For examples of faculty publications, and presentation from 2005-2008 see Appendix C.

*=Faculty with IU Graduate School status

Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees if pursuing graduate degree, list credits earned to date	Institution Granting Degree	Areas of Clinical Expertise
Arthur, Amy	1998	Clinical Assistant Professor	BSN	Indiana University	MSN PhD	Indiana University Indiana University	Family Health
Belcher, Anne*	1972	Associate Professor	BSN	Indiana University	MSN DNS	Indiana University Indiana University	Community Health Public Policy
Boland, Donna*	1990	Associate Professor	BS	State University of New York	MS PhD	Russell Sage College University of Utah	Educational Administration Evaluation
Broome, Marion*	2004	Professor	BSN	Medical College of Georgia	MSN PhD	University of South Carolina University of Georgia	Pediatrics
Buelow, Janice*	2002	Assistant Professor	BSN	Northwestern University, Chicago	MSN PhD	University of Illinois at Chicago University of Illinois at Chicago	Neurological Diseases Evidenced Based Practice
Burrage, Joe*	2007	Associate Professor	BSN	Northwestern State University	MSN PhD	Georgia State University Georgia State University	Research Evidenced Based Practice
Cullen, Deborah*	1990	Professor	BS	University of Central Florida	MA EdD	San Diego State University University of Southern California	Respiratory Therapy; Oxygen Therapy; COPD Evidence Based Practice

Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees if pursuing graduate degree, list credits earned to date	Institution Granting Degree	Areas of Clinical Expertise
Joanne Duffy	2008	Professor	BSN	Salve Regina College, Rhode Island	MSN PhD	Catholic University of America Catholic University of America	Nursing Administration
Ebright, Patricia*	2000	Assistant Professor	BSN	University of Cincinnati	MSN DNS	University of Cincinnati Indiana University	Nursing Work Complexity and Patient Safety; CNS Education
Friesth, Barbara	2006	Associate Professor	BSN	University of Wisconsin-Milwaukee	DNS	Indiana University	Oncology; Pain Management; Nursing Education
Halstead, Judith*	2004	Professor	BSN	University of Evansville	MSN DNS	University of Evansville Indiana University	Nursing Administration/ Nursing Leadership
Horton-Deutsch, Sara*	1999	Associate Professor	BSN	University of Evansville	MSN DNS	Rush University, Chicago Rush University, Chicago	Psych-AD Reflective Practice
Martin, Joanne*	1985	Assistant Professor	BSN	University of San Francisco	MSN MPH DrPH	University of California University of California University of California	CHN Maternal & Child Health/ Public Policy
McDaniel, Anna*	1992	Professor	BSN	Ball State University	MA DNS	Ball State University Indiana University	Informatics and Clinical Research Translation Research
Meek, Julie	2008	Visiting Clinical Associate Professor	BSN	Ball State University	DNS	Indiana University	Nursing Administration Entrepreneurship, Translation Research and Informatics
Moore, Susan	1982	Lecturer	BSN	University of	DNS	Indiana University	Family Nurse Practitioner

Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees if pursuing graduate degree, list credits earned to date	Institution Granting Degree	Areas of Clinical Expertise
				Pittsburgh			
Pesut, Daniel*	1997	Professor	BSN	Northern Illinois University	MSN PhD	University of Texas Health Science Center, San Antonio, TX University of Michigan	Nursing Education, Leadership, Complexity Science and Clinical Reasoning
Riner, Marybeth*	1998	Associate Professor	BSN	Ft. Hays State University	MSN DNS	University of Kansas Indiana University	Diffusion of Innovations, Complexity, Health Policy
Shieh, Carol*	2004	Assistant Professor	BSN	Kaohsing Medical College, Taiwan	MS MPH DNSc	Kaohsing Medical College, Taiwan University of Minnesota Yale University	Public Health Nursing
Sims, Sharon*	1990	Professor	BS	Metropolitan State College	MSN PhD	University of Colorado Health University of Utah	Primary Care Pediatrics; Interpretive Phenomenology; Narrative Pedagogy; Interactive Teaching and Learning; Qualitative Research Methodology/ Methods
Stiffler, Deborah*	2003	Assistant Professor	BSN	Purdue University	MSN PhD	University of Kentucky Indiana University	Women's Health Evidence Based Practice
Swenson, Melinda*	1980	Professor	BSN	University of Michigan – Ann Arbor	PhD	Indiana University	Family Nurse Practitioner

Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees if pursuing graduate degree, list credits earned to date	Institution Granting Degree	Areas of Clinical Expertise
Weaver, Michael	2008	Professor	BSN	Bowing Green State University	MSN	Medical College of Ohio	Community Health Nursing; Applied Statistics
Wheeler, Corrine	2006	Assistant Professor	BSN	MB Johnson, School of Nursing	MSN PhD	Indiana University Indiana University	CHN/Nursing Administration Public Health Policy

b. Resources estimated to fully implement 60 students into a DNP program over a period of 3 years include: Two and one-half (2.5) FTE faculty and 1 FTE graduate advisor, and a .50 FTE administrative support person. One of the faculty involved in the program would be allocated .30 FTE (initially) to coordinate the major. The two and 1/2 (2.5) additional FTE faculty would be new hires with qualifications dictated by program needs to implement the curriculum specifically in the area of informatics and relationship centered care. The .50 FTE will be a Health Systems Mentor/Advisor who will work with students to navigate and coordinate access to clinical and agency system resources. One (1) FTE graduate advisor would be hired to work collaboratively with the faculty coordinator and to advise the DNP students. A .50 administrative support person would be hired to assist in the administration and implementation of the program especially in the area of evaluation.

6. **Describe needed learning resources.**

a. Within the SON, the Information Systems staff provides support for the technology infrastructure including server and network support, support for workstations, laptops and Personal Digital Assistants (PDAs), audio visual support, software development and information systems support, application support, and general technology consultation. The department is led by the assistant dean for information systems and includes staff with skills in database management and software development, server and network administration, general computing support and audio visual support   In addition, the school's instructional design and online support team collaborates with university and campus support services such as the Copyright Management Center, Tech Transfer Office, and central server and user HELP desk, to assure full support for instructional product development, evaluation, and dissemination. Links exist between this unit and university and campus resources such as IUPUI's Center for Teaching and Learning, Medical Illustrations, and the University Information Technology Services (UITS). Together these offices provide services assisting in the production of Web audiovisual materials, computer programs, Web courses, and consultation on evaluation outcomes.

The university maintains a system-wide videoconferencing system. Video receive/transmit classrooms are available on all campuses, with technical support provided both centrally (Bloomington) and locally (each campus). The classrooms are designed to be interoperable; all contain broadcast capabilities, video cameras, document cameras, fax machine, and phone lines. The system in maintained on the university's Internet 2 connection with broadband access to each campus. The university is currently using desktop videoconferencing, Macromedia "Breeze". In addition to the university support, the SON provides its own support team at the IUPUI campus, which includes videoconferencing support, network systems coordinator, and assistant dean for information systems. This team provides pedagogical and technical support to faculty who are using videoconferencing in pursuit of their research, teaching, or service activities. The school also has its own servers, including a video streaming server.

There are six libraries comprising the IUPUI library system: University Library, Herron School of Art Library, School of Dentistry Library, School of Law Library, Ruth Lilly Medical Library, and the IUPU-Columbus Library. The libraries most often used by undergraduate and graduate nursing students include the University Library and the Ruth Lilly Medical Library. The University Library provides academic and community patrons with multiple study and learning spaces. The five-story facility houses hundreds of study carrels, group study rooms, multimedia classrooms and a 100-seat auditorium. The library is one of the most technologically sophisticated library/high technology centers on the North American continent. Hosting over 300 scholar's computer workstations, the library patron may access academic reference and research tools, application software, course reserves, live news/educational television and videotapes, and the Internet.

Current holdings within the libraries at IUPUI include over 1,338,889 volumes, more than 36,000 current periodicals and journals, over 1,197,000 microforms, and more than 152,400 government documents and audiovisual materials. The libraries' holdings are accessed through a computer network linking Indiana University libraries state wide, and an interlibrary loan system makes available additional local, state and national academic library resources. Hundreds of computer workstations are available and electronic resources may also be accessed remotely.

The library's electronic catalog system and a wide range of online databases can be accessed by students and faculty from their personal computers. Relevant databases include MEDLINE, Health Planning and Administration, Health Source Plus, AARP Ageline, EBM Reviews, PsycINFO, PsyARTICLES, Academic OneFile, the Cumulative Index to Nursing and Allied Health Literature, and Ovid's two electronic nursing journal collections. Full text articles are available through LEXIS-NEXIS Academic Universe, Academic Search Premier, and MasterFILE Full TEXT Premier. There are over 350 electronic journals available through the University Library homepage along with three citation databases---Science Citation Index Expanded, Social Sciences Citation Index, and Arts & Humanities Citation Index.

The University Library is a partial federal government document depository and home to a number of local and national philanthropy collections. The philanthropy collection includes works from all disciplines as they relate to these areas of voluntary action. Works across numerous disciplines, including philosophy, religion, history, literature, and medicine as they relate to voluntary action and giving behavior make the collection a comprehensive resource for study of the field.
http://www.ulib.iupui.edu/.

The IU School of Medicine Library (the Ruth Lilly Medical Library) is the only academic health sciences library in the state. It is the primary information resource for faculty, students and staff of the Indiana University School of Medicine, School of Nursing Graduate Programs and Wishard Hospital, and a major information resource for the School of Health and Rehabilitation Sciences. It also serves licensed Indiana health care professionals.

The Library's 50,000 square feet of space includes tables and study carrels that can seat 426 users. There are two study rooms, and two other rooms that can also be reserved for study, meetings or classes. An electronic classroom is also available with an instructor station, 20 student workstations and two SmartBoards. Computer workstations with Internet access and Microsoft Office programs are located on all three floors. Of the 62 workstations in the library, 50 are available only for IU/IUPUI user access, and 12 computers on the first floor are also accessible to the public. Wireless and Ethernet connections are available for laptops that are registered with the IU network. IU/IUPUI faculty, students and staff may access electronic resources from off-campus with their IU/IUPUI username and ID. As of 2006, the library currently subscribes to or has access to: 3,675 Electronic Full-Text Journals, 913 Online Books, 92 Online Databases. The medical print book and journal collection is the largest in Indiana and includes 200,328 journal volumes, 75,424 book volumes, and 1,272 current subscriptions to print journals, History of Medicine special collection of books, journals and artifacts. Each of the libraries have day, evening, and week-end hours of operation. Faculty and students are able to use in-person or on-line reference services and interlibrary loan services. International reference services are also available at
http://www.medicine.iu.edu/body.cfm?id=2624.

Clinical facilities are adequate for advanced clinical practice learning opportunities. Practice learning occurs in a variety of structured and non-structured settings for all IUSON graduate students. Over 200 clinical preceptors and 300 clinical sites provide a diverse and significant learning experience for doctorate of nursing practice (DNP) students. The SON negotiates and maintains letters of agreement and contracts with all health care agencies or independent contractors for the nursing. All contractual agreements are prepared in consultation with university legal counsel. Within the Center

for Community and International Affairs (CCIA), the coordinator for community and international affairs handles service grants and contracts and serves as a liaison between the school and clinical agencies in the negotiation of clinical facility requests for practice learning experiences. This individual also consults with university counsel on any matters related to contracts and agreements prior to finalization.

A major strength of all the nursing education programs at IUSON is the diversity of practice settings that are available for a range of student learning experiences. Faculty teaching in the graduate programs maximizes the clinical practice experiences that can found in the nationally and internationally recognized patient care settings available for advanced practice clinical learning experiences. Distance students identify appropriate clinical agencies and preceptors and then provide information to IUSON faculty who work to develop contracts between the IUSON and individual preceptor and clinical sites. Clinical agencies are evaluated informally at the completion of each semester by debriefing with faculty and students. The purpose of this evaluative process is to ensure that practice settings are meeting the learning needs of students and are supportive of student learning.

The core health care institutions on the IUPUI campus are the University Hospital, Riley Hospital for Children, and the Methodist Hospital; these institutions form Clarian Health Partners, one of the largest hospital organizations in the nation. Also within walking distance are a regional Veterans Administration hospital and a comprehensive public hospital and outpatient clinic (Wishard Memorial Hospital and Regenstrief Health Center, respectively). Within the greater Indianapolis metropolitan area are four additional major hospital networks, the State Department of Health, the Visiting Nurses Association, Marion County Department of Public Health, numerous ambulatory health care and free standing urgent care facilities. Students also have access to a number of acute and ambulatory practice settings in the eight contiguous counties that constitute central Indiana.

b. As indicated above in a., most of the needed learning resources are already in place. Any additional resources (i.e., library resources for the new course content areas, etc.) will be covered with new-to-campus student fees (see Table 2A).

7. **Describe other program strengths.**

The IUSON faculty is uniquely qualified to develop a DNP program because of the clinical and scholarly expertise of IUSON nationally recognized, award winning faculty, quality of existing educational programs that would serve as a foundation for the DNP, access to extensive clinical resources, and considerable experience with graduate program development, implementation, and evaluation. IUSON has extensive experience with delivering distance accessible doctoral education and is the only school in Indiana with this experience base. The public, including prospective graduate students, considers IUSON to be a leader in nursing education and preparation of advanced practice nurses nationally and within Indiana. Unique features of this program include its distance accessibility coupled with a framework that builds on faculty strengths and talents in the areas of reflective practice, relationship centered care, informatics, translation science, evidenced based care and diffusion of innovations. Additionally, IUPUI is a national leader in the scholarship of teaching and learning, and the Center for Teaching and Learning will provide expert consultation in the design and development of the curriculum and the e-portfolio process that will be used to track achievement of student learning goals and program outcomes.

C. Program Rationale

1. **Institutional Factors**

   a. Compatibility with Mission - The Doctor of Nursing Practice (DNP) is envisioned by the American Association of the Colleges of Nursing (AACN) as the terminal *practice* degree for the profession by the year 2015 (AACN, 2006). The goal of the DNP is to produce nurses who "possess a wide array of knowledge gleaned from the sciences and have the ability to translate that knowledge quickly and effectively to benefit patients in the daily demands of practice environments" (AACN, 2006, p. 6). The AACN proposes a distinction between the DNP as a *practice doctorate* that would prepare nurses for scholarly practice as clinical and health system experts from the *PhD* that would prepare *researchers and scientists* to build the body of knowledge. AACN's call for the distinction between a practice doctorate and a research doctorate was echoed by The National Academy of Sciences (2005).

   Nationally, more than 92 Schools of Nursing have developed DNP programs, and over 104 have indicated they are planning DNP programs (AACN, 2009).This means that shortly nationwide there will be 196 DNP programs developed and in various stages of implementation. Among the DNP programs being implemented, eight are located in the Big Ten Schools of Nursing, institutions considered to be peer institutions to Indiana University School of Nursing. Some of these schools have already graduated DNP students. In 2007, an IUSON Graduate Faculty Task Force was created to study and recommend whether or not to pursue development of a DNP program at IUSON. The Task force systematically solicited input from a variety of identified stakeholders through surveys, focus groups, consultations, open forums, and dialogue. The faculty voted in April of 2008 to move forward with creating a distance accessible DNP program. The program and curriculum outlined in this proposal represents the best thinking and planning of the faculty. The Faculty of Indiana University School of Nursing are positioned to assume a national leadership role in the design and development of the practice doctorate.

   To remain competitive and responsible to emerging professional trends and issues IUSON has a responsibility to develop the professional practice doctorate in nursing. Such a program is modeled upon professional standards and guidelines, primarily the AACN *Essentials of Doctoral Education for Advanced Nursing Practice (*AACN, 2006) which outlines the curricular elements and competencies that must be present in programs conferring the Doctor of Nursing Practice degree. The eight essentials include attention to the following topical areas:
   - Scientific Underpinnings for Practice
   - Organizational and Systems Leadership for Quality Improvement and Systems Thinking
   - Clinical Scholarship and Analytical Methods for Evidence-Based Practice
   - Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
   - Health Care Policy for Advocacy in Health Care
   - Interprofessional Collaboration for Improving Patient and Population Health Outcomes
   - Clinical Prevention and Population Health for Improving the Nation's Health
   - Advanced Nursing Practice (AACN, 2006)

   The Indiana University School of Nursing Doctor of Nursing Practice (DNP) is designed to be a post-masters 37 credit hour practice-focused professional doctorate**.** Graduates of the program are prepared to assume leadership positions in nursing and health care, both at system and direct patient care levels. Graduates will contribute to quality improvement and patient safety through systems thinking, reflective practice, informatics, translation science, and evidence-based clinical practice. Holders of the DNP degree may seek careers in primary health care, complex health care systems, nursing informatics, patient safety, and in clinical nursing education.

The Indiana University mission is as follows. "Indiana University is a major multi-campus public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical and technological education. Indiana University's mission is to provide broad access to undergraduate, graduate, and continuing education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services. Indiana University seeks to create dynamic partnerships with the state and local communities in economic, social, and cultural development and to offer leadership in creative solutions for 21st century problems. Indiana University strives to achieve full diversity and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom" (Indiana University Board of Trustees, 2005).

The mission of IUPUI, as the academic health sciences campus of IU, is as follows: "Indiana University Purdue University Indianapolis (IUPUI), a partnership between Indiana and Purdue Universities, is Indiana's urban research and academic health sciences campus. IUPUI's mission is to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement. By offering a distinctive range of bachelor's, master's, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity" (Board of Trustees, 2005).

The vision statement of IUSON states that "Indiana University School of Nursing is leading with excellence in research and education powered by innovation and partnerships" (IUSON, 2007). The mission of the IUSON is to "lead the 'knowledge work' of nurses of today and tomorrow to positively influence the health of communities served by: inspiring learning through excellence in teaching; creating and advancing knowledge through science and research; and shaping care through practice innovations and partnerships".

Implementation of the Doctor in Nursing Practice degree is in keeping with the missions of Indiana University, IUPUI, and the School of Nursing.

Planning Process - During 2006-2007 faculty and academic administrators engaged in an academic program re-prioritization project. Multiple discussions took place among faculty and administrators about the need to reframe and reposition master's degree offerings in light of changing missions, market demand, nursing knowledge contributions to social/health needs, economic costs, available resources, pending retirements and recruitment and retention of faculty and students to IUSON program offerings. Enrollment patterns were examined. Cost and revenue projections were considered. The need to both expand and contract program offerings was discussed in several contexts. Succession planning related to faculty resources was considered. External support for the program in terms of additional resources (federal, healthcare agency, etc) was also evaluated. All of these issues were discussed with program coordinators, department chairs, and the financial officer of the school, associate deans and the Dean. Faculty responded with suggestions for changes and innovations in curricular offerings. These decisions resulted in a consolidation of specialty track offerings in the MSN program from 14 to 8. This planning process also allowed us to respond to the profession's call for the clinical doctorate by the year 2015 as is evidenced by this proposal. Implementing the new DNP program will require the addition of new resources described in section 5b above.

2. **Student Demand** (See Table 1: Enrollment and Completion Data.)

   a. In 2005, 3,162 masters degree prepared nurses renewed their license to practice. Thus there are at least 3,162 masters' degree nurses in Indiana who form the potential applicant pool to the IUSON post-masters DNP program. Given the AACN position statement about a *Doctor of Nursing Practice degree as the preferred credential for advanced practice nursing by 2015 all nurses who aspire to an advanced practice health care provider role in the state of Indiana are*

potential clientele for this degree. It is estimated that 20 students would be admitted to the program annually for a maximum enrollment of 60 students. Graduates and employers of advanced practice nurses in Indiana responded positively to the possibility of a DNP program at the IUSON.

b. The DNP major will be wholly new to the campus.

3. **Transferability**

It is not anticipated that there would be any constraints on the transferability of credits with other National League for Nursing (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited programs.

4. **Access to graduate and professional programs**

This is a post-masters clinical doctorate program. This program will have an impact on the future workforce needs related to the nursing shortage and health care life sciences initiative that has been identified as a strategic need by employers, economic developers, and educators in the state of Indiana. Nurses in the state of Indiana who desire advanced practice career opportunities are the clientele served by this program. A 2007 report on the 2005 Indiana Registered Nurse Survey produced by the Bowen Research Center in collaboration with the Indiana Area Health Education Centers program (http://www.ahec.iupui.edu/workforce.asp) documents 70,982 RNs renewed their Indiana licenses in 2005. Among those actively practicing, 43,616 were practicing in Indiana. Most of the respondents indicated that they were actively practicing in a nursing position. Data indicate 16, 887 or 44.7% of the nurses' surveyed desired future education. Twenty Three percent or 8,740 nurses indicated they wanted to pursue a masters degree, while 1,168 (3.1%) indicated they wanted to pursue a doctorate. The AACN has set a goal of the DNP being the terminal degree for advanced practice nursing by 2015, so this proposal is also in keeping with evolving professional practice standards within the nursing discipline. As a post-MSN professional practice program, the proposed DNP program will build upon competencies acquired in master's degree nursing programs.

5. **Demand and employment factors**

The practice doctorate in nursing has the potential to make significant contributions in nursing and health care. A DNP graduate is a leader of change that improves health and healthcare. By enhancing the skill and science base of the graduate and strengthening the focus on research utilization and translation of science, the graduate with this level of advanced preparation integrates the diverse needs of a global society in the design, delivery, and evaluation of health services in complex systems. Graduates will increase the capacity of health care providers who care for individuals and populations. Graduates of the IUSON DNP program are likely to initiate changes based on evaluation of health systems, health policy, and the discipline of nursing in response to social, political, economic, and ethical issues. With an emphasis on evidence-based practice, the DNP graduate will translate the integration of knowledge for application to the delivery of advanced nursing practice. The comprehensive nature of the IUSON program compared with other DNP programs in the state will make graduates attractive as leaders who can translate science, and assist in the diffusion of innovations, through use of informatics, systems thinking and reflective practice.

6. **Regional, state, and national factors**

a. Comparable programs - There are no programmatic or degree offering comparisons with other campuses of Indiana University. However, as noted earlier in this document, nationally, more than 92 Schools of Nursing have developed DNP programs, and over 104 have indicated they are planning DNP programs. This means 196 schools nation wide are planning to implement DNP programs. This does include eight of the Big Ten Schools of Nursing. Some of these schools have already graduated DNP students. In Indiana, Purdue has a DNP program that has admitted

56 students; they expect to graduate 6-8 DNPs yearly. University of Southern Indiana (USI) received approval from the ICHE in December 2007 and admitted their first class of 40 students in fall 2008; Ball State University has proposed a BSN to DNP option that has received ICHE approval and is scheduled to begin admitting students spring 2010. The BSU and USI DNP programs are distance-accessible. Valparaiso University has implemented a DNP program and the University of Indianapolis/St. Francis and Indiana State University also are proposing DNP programs. By 2010, there will likely be 4 DNP programs in the State of Indiana. These programs have the potential to draw graduate students away from IUSON. To remain competitive and responsible to emerging professional trends and issues IUSON has a responsibility to develop the professional practice doctorate in nursing. Such a program is modeled upon professional standards and guidelines, primarily the *AACN Essential of Doctoral Education for Advanced Nursing Practice* which outlines the curricular elements and competencies that must be present in programs conferring the Doctor of Nursing Practice degree.

b.   External agencies – The American Association of Colleges of Nursing has established professional standards for DNP programs. These standards have been used to guide the development of the DNP curriculum. The program will be eligible to be accredited by the two professional nursing accrediting bodies, Commission on Collegiate Nursing Education (CCNE) and the National League for Nursing Accrediting Commission (NLNAC).

D. Program Implementation and Evaluation

This evaluation plan was developed to align with professional accreditation standards, the rules and regulations governing nursing programs in the state of Indiana, and the explicit needs identified by the faculty and administration of the school to ensure the integrity and quality of programming offered through the School of Nursing. Key program aspects that will drive the assessment process include but are not limited to:

1.   The compatibility of the DNP program outcomes to reflect the American Association Colleges of Nursing's Essentials of the Doctorate of Nursing Practice (http://www.aacn.nche.edu/DNP/index.htm) the Commission on Collegiate Nursing Education standards for accreditation http://www.aacn.nche.edu/Accreditation/call.htm)and the appropriate national professional certification requirements.
2.   The demonstration that graduates of this program meet or exceed the DNP program outcomes
3.   The curriculum is designed to provide students with learning experience to develop the knowledge and skills required of employers, certification boards, students, and external reviewers
4.   The ability of graduates to meaningfully contribute to the practice of nursing
5.   The ability of the faculty to employ learning strategies that will facilitate the students' ability to meet course and program outcomes
6.   Expose students to faculty who ground their teaching in the knowledge of translational research and evidence-based practice.
7.   The degree to which and the ability of graduates to meet the DNP degree program outcomes and the national standards associated with the Doctorate of Nursing Practice essential. In addition, assessment and evaluation of the curriculum and teaching and learning strategies employed by faculty in the delivery of the courses in order to ascertain consistency with program outcomes and competencies is assessed. Faculty research and teaching expertise is evaluated through the annual review process.

Evaluation strategies will include: the systematic review of admission policies and processes to ensure the integrity and effectiveness of the process and admission outcomes related to retention and graduation; faculty and course evaluations; annual faculty reviews, continuing student evaluations, exit evaluations, alumni evaluations, employer evaluations, annual faculty and student reviews of the curriculum during implementation and three year curriculum reviews once program has been established, and annual economic modeling to determine efficiency of program offering. As noted in the IUSON Evaluation Plan, program data is systematically collected, distributed to faculty, administration, and other stakeholders as appropriate, and used to guide decisions related to the mission and goals of this school. Furthermore we are bound by the evaluation criteria of the American Association of Colleges of Nursing which is in the process of developing an accreditation process for DNP degree programs. This process will require data collection on several indicators associated with identified and defined essentials for doctoral education in nursing: http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf   graduates' employment, completion rates, satisfaction with program, student professional contributions and achievements. IUSON currently uses evaluation survey instruments developed by Educational Benchmarking Incorporated (EBI) http://www.webebi.com/_AsmtServices/Nursing/quotes.aspx EBI has partnered with the American Association of Colleges of Nursing to in the evaluation of baccalaureate and masters degree program offerings. They have recently developed an instrument to evaluate DNP program offerings. The School will use this instrument in its evaluation plans for the DNP offering. These data shall be systematically reviewed, analyzed and diffused to faculty, administrators, students and stakeholders in the continuous quality improvement process as outlined in the evaluation plan. Detailed below is an evaluation matrix developed that details goals, benchmarks and data used to evaluate program implementation and progression of students.

Indiana University School of Nursing
Doctor of Nursing Practice Program Evaluation Plan

GOAL	FREQUENCY OF ASSESSMENT	RESPONSIBLE PERSON/ OFFICE	HOW ASSESSED	DOCUMENTS TO BE USED	BENCHMARKS	RESULTS	NECESSARY ACTION
MISSION/POLICIES & PROCEDURES							
Program outcomes congruent with university mission	Annually	DNP Coordinator	Compare missions	Mission statements	Consistent with the mission and vision of the University		
Program outcomes are congruent with SON mission	Annually	DNP Coordinator	Compare missions	Mission statements Program outcomes	Congruent in that the mission is actualized in the delivery of the DNP program outcomes		
Admission requirements correlate with student success	Annually	DNP Coordinator GCC	Correlate admission requirements to student retention and graduation rates	Admission and evaluation graduation data Feedback from clinical partners	95% of students remain in good academic standing progress to graduation		
Program is consistent with IU graduate program requirements and the IUSON—policies and practices	Every three years	DNP Coordinator	Program review guided by graduate program review criteria	University graduate program documents	Program practices meet the expected outcomes established by the IUSON graduate office		
Student progression timely	Annually	DNP Coordinator GCC	Correlate progression with program plan and outcome data	Student advising plans and graduation rates	Students make timely progress		
Program policies are reviewed to determine to facilitate academic quality.	Annually	DNP Coordinator	Compared with University and SON for	Policy documents	Policies are in place and effective		

GOAL	FREQUENCY OF ASSESSMENT	RESPONSIBLE PERSON/ OFFICE	HOW ASSESSED	DOCUMENTS TO BE USED	BENCHMARKS	RESULTS	NECESSARY ACTION
effectiveness			congruence				
Program information disseminated to those who might be well served by this program	On-going	DNP Coordinator	Review all dissemination material and activities	SON website, all published program materials	All materials are accurate and targeted		
Admissions requirements are correlated with program success	Every two years once first cohort has graduated.	DNP Coordinator GCC	Correlate admissions requirements with student success. Track course grades with admission criteria.	Course grades, student academic plans, graduation data, and admissions requirements.	All students who meet admissions requirements and are accepted into the program remain in good academic standing and graduate from the program in a timely manner.		

RESOURCES

GOAL	FREQUENCY OF ASSESSMENT	RESPONSIBLE PERSON/ OFFICE	HOW ASSESSED	DOCUMENTS TO BE USED	BENCHMARKS	RESULTS	NECESSARY ACTION
Sufficient, qualified faculty available to deliver the program plan	Every two years	Dept Chairpersons IUSON Graduate Dean	Review faculty qualifications and assignments	Course assignments, course evaluations, annual reports	Sufficient qualified faculty available for carrying out program plan		
Sufficient, qualified clinical partners available that can provide learning experiences consistent with program outcomes and learning expectations	Every two years	DNP Coordinator	Interviews with students, faculty and clinical partners	Course evaluations, interview data	Sufficient qualified clinical partners available for student experiences		
Classrooms with distance technology	Every two years	DNP Coordinator	Classroom assignments and	Course schedule	Technology and facilities meet		

GOAL	FREQUENCY OF ASSESSMENT	RESPONSIBLE PERSON/ OFFICE	HOW ASSESSED	DOCUMENTS TO BE USED	BENCHMARKS	RESULTS	NECESSARY ACTION
available-		SON Graduate Dean	technology available		expectations of program need		
Student stipends are available as enticements for potential students to serve under-represented minorities and, support full time education	Every two years	SON Deans	Number and amount of stipends available	Stipend list	All full time students admitted to the program have access to application		
Required courses are available in a time frame to facilitate completion of the program within two years	Every 2 years	SON Graduate Dean	Review course offerings	Course listings	Course are offered when they are advertised based on the program plan 100% of students complete the program within two years		

PROGRAM OUTCOMES/ GRADUATES WILL BE ABLE TO:

GOAL	FREQUENCY OF ASSESSMENT	RESPONSIBLE PERSON/ OFFICE	HOW ASSESSED	DOCUMENTS TO BE USED	BENCHMARKS	RESULTS	NECESSARY ACTION
1. Use relationship-centered nursing leadership to improve health care and the health status and outcomes of people.	1 year after program implementation 5 year review	DNP Coordinator, SON Deans of the Graduate Program and Evaluation, course instructors	Review e-portfolio, course grades, inquiry project, practicum, program outcomes, and course evaluations	Student, faculty, and clinical agency partner evaluations reports, and on-going evaluative documents	Program outcome met		
2. Engage with communities of practice to frame problems, design and implement	1 year after program implementation	DNP Coordinator, SON Deans of the Graduate	Review e-portfolio, course grades, inquiry	Student, faculty, and clinical agency partner	Program outcome met		

GOAL	FREQUENCY OF ASSESSMENT	RESPONSIBLE PERSON/ OFFICE	HOW ASSESSED	DOCUMENTS TO BE USED	BENCHMARKS	RESULTS	NECESSARY ACTION
evidence-based interventions, and evaluate outcomes.	5 year review	Program and Evaluation, course instructors	project, practicum, and program outcomes	feedback, reports, and on-going evaluative documents			
3. Integrate the needs of diverse societies in the design, delivery, and evaluation of health services in complex systems.	1 year after program implementation 5 year review	DNP Coordinator, SON Deans of the Graduate Program and Evaluation, course instructors	Review e-portfolio, course grades, inquiry project, practicum, and program outcomes	Student, faculty, and clinical agency partner feedback, reports, and on-going evaluative documents	Program outcome met		
4. Transform clinical practice through reflection, action inquiry, strategic resource management, information technology and/or knowledge-based resources.	1 year after program implementation 5 year review	DNP Coordinator, SON Deans of the Graduate Program and Evaluation, course instructor	Review e-portfolio, course grades, inquiry project, practicum, and program outcomes	Student, faculty, and clinical agency partner feedback, reports, and on-going evaluative documents	Program outcome met		
5. Translate knowledge for application to the delivery of advanced nursing practice.	1 year after program implementation 5 year review	DNP Coordinator, SON Deans of the Graduate Program and Evaluation, course instructors	Review e-portfolio, course grades, inquiry project, practicum, and program outcomes	Student, faculty, and clinical agency partner feedback, reports, and on-going evaluative documents	Program outcome met		
6. Implement changes based on evaluation of health systems, health policy, and nursing science in response to social, political, economic, and ethical issues.	1 year after program implementation 5 year review	DNP Coordinator, SON Deans of the Graduate Program and Evaluation, course instructors	Review e-portfolio, course grades, inquiry project, practicum, and program outcomes	Student, faculty, and clinical agency partner feedback, reports, and on-going evaluative documents	Program outcome met		
7. Evaluate the impact of change	1 year after	DNP Coordinator,	Review e-portfolio,	Student, faculty, and	Program outcome met		

GOAL	FREQUENCY OF ASSESSMENT	RESPONSIBLE PERSON/ OFFICE	HOW ASSESSED	DOCUMENTS TO BE USED	BENCHMARKS	RESULTS	NECESSARY ACTION
on complex health systems including individuals and populations.	program implementation 5 year review	SON Deans of the Graduate Program and Evaluation, course instructors	course grades, inquiry project, practicum, and program outcomes	clinical agency partner feedback, reports, and on-going evaluative documents			

E. Tabular Information

1. ## Table 1: Enrollment and Completion Data

   Enrollment data requested in Table 1 is in the Appendix D.

2. ## Tables 2A and 2B: Cost and Revenue Data

   Tables 2A and 2B contained in Appendix D provide cost and sources of funding for the DNP program.

   Resources estimated to fully implement 60 students into a DNP program over a period of 3 years include: Two and one-half (2.5) FTE faculty and 1 FTE graduate advisor, and a .50 FTE administrative support person. One of the faculty involved in the program would be allocated .30 FTE (initially) to coordinate the major. The two and 1/2 (2.5) additional FTE faculty would be new hires with qualifications dictated by program needs to implement the curriculum specifically in the area of informatics and relationship centered care. The .50 FTE will be a Health Systems Mentor/Advisor who will work with students to navigate and coordinate access to clinical and agency system resources. One (1) FTE graduate advisor would be hired to work collaboratively with the faculty coordinator and to advise the DNP students. A .50 administrative support person would be hired to assist in the administration and implementation of the program especially in the area of evaluation. Table 2B details the incremental or out-of-pocket direct costs needed to implement the program.

3. ## New Program Proposal Summary
   As part of their evaluation of each new program request, Commission staff will conduct an analysis of probable costs and sources of revenue. That analysis will be reported in the new degree program proposal summary, accompanied by the staff's recommendation concerning the authorization of the program sought. Staff may recommend approval of a new program either with or without new state funding.

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List of Universities/Colleges currently admitting students to DNP Programs
www.aacn.nche.edu/DNP/DNPProgramList.htm

DNP Roadmap
www.aacn.nche.edu/DNP/index.htm

AACN statement on DNP
http://www.aacn.nche.edu/DNP/pdf/DNP.pdf

AACN Frequently asked questions about the DNP
http://www.aacn.nche.edu/DNP/DNPFAQ.htm

NONPF Practice Doctorate Resource Center
http://www.nonpf.com/NONPF2005/PracticeDoctorateResourceCenter/PDResourceCenter.htm

NONPF Frequently asked questions
http://www.nonpf.com/NONPF2005/PracticeDoctorateResourceCenter/PDfaqs.htm

Are Nurses With a Doctor of Nursing Practice Degree Called "Doctor"?
http://www.medscape.com/viewarticle/563176

Introducing the Doctor of Nursing Practice (questions and controversies – video)
http://www.medscape.com/viewarticle/528346

Dealing with reality: Confronting the global nursing shortage
http://www2.nursingsociety.org/RNL/Current/features/feature8.html

The National Association of Clinical Nurse Specialists statement can be viewed at: www.nacns.org
A national group of advanced practice nurses representing various nursing organizations published the following: www.nonpf.com/nonpf2005/practicedoctorateresourcecenter/competencydraftfinalapril2006.pdf