NEW DEGREE PROGRAM PROPOSAL
SIGNATURE PAGE

PHASE OF DEVELOPMENT   _____   Exploration

                                      _____   Planning

                              ____X____   Implementation

COLLEGE: Nursing

DEPARTMENT TO OFFER THE DEGREE: NA

(OR INTERDISCIPLINARY):

NAME OF DEGREE PROGRAM: Doctor of Nursing Practice

CONTACT PERSON: Dr. Dianne Speake

LEVEL: _____ Bachelor's (Specify B.A or B.S.)

              _____ Master's (Specify M.A. or M.S.)

              __X__ Doctoral

APPROVED:

Signature	Date
(signature) College Curriculum Committee	1-10-08
(signature) Academic Dean	1-14-08
(signature) Dean of Graduate Studies (graduate approval)	2/5/08
Dean of Undergraduate Studies (undergraduate approval)	
(signature) Dean of the Faculties	2/26/08
(signature) Director of Diversity and Compliance	02/20/08
(signature) SACS Liaison	2-28-08
(signature) Provost and Executive Vice President for Academic Affairs	3.4.08

Florida Board of Governors
Request to Offer a New Degree Program

Florida State University_
University Submitting Proposal

Fall 2009_____
Proposed Implementation Date

College of Nursing_____
Name of College or School

Nursing_____
Name of Department(s)

Nursing_____
Academic Specialty or Field

Doctor of Nursing Practice (DNP)_
Complete Name of Degree
(CIP Code 51.1601)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

_6/13/08_
Date Approved by the University Board of Trustees

President _____ 2/15/08_
Date

Signature of Chair, Board of Trustees _____ Date

Robert B Bradley _____ 7/9/8
Vice President for Academic Affairs _____ Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Student Enrollment (From Table 1)		Projected Program Costs (From Table 2)		
	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	16	11.6	$254,457	$15,000	$23,229
Year 2	32	23.2			
Year 3	48	35.8			
Year 4	59	37.2			
Year 5	70	44.9	$666,109	$29,000	$15,481

I. **Program Description and Relationship to System-Level Goals**

A. **Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The Florida State University College of Nursing (FSU CON) is proposing the establishment of a new degree, the Doctor of Nursing Practice (DNP). Doctoral education in nursing is structured around two primary degree specialties. Research-based degrees are those designed primarily for nurse researchers (i.e. PhD or DNS). These degrees prepare nurses with competencies that lend themselves to the development of programs of research in clinical agencies and universities, as well as providing for the full spectrum of practice in academic settings. The clinical doctorate (DNP) prepares highly qualified nurse experts with competencies in advanced practice nursing. The DNP prepares nurses for the highest level of professional practice in the profession of nursing. It is similar to the professional doctorates in medicine (MD), dentistry (DDS), pharmacy (PharmD), and physical therapy (DPT). The relatively recent conversion of pharmacy programs from the BS/MS level to the PharmD is somewhat analogous to the conversion now being manifested within the profession of nursing (Clinton & Sperhac, 2006). Graduates are competent in an advanced practice specialty area, are prepared as leaders in healthcare, able to design intricate theory-guided and evidence-based models of care delivery, conduct research on the evaluation of outcomes of care through the application of state of the art evidence, develop programs to promote population health, use technology and information to transform healthcare systems, and collaborate in inter-professional teams to improve patient and population health outcomes across continuums of care (AACN, 2005a; Hathaway, Jacob, Stegbauer, Thompson & Graff, 2006; Mundinger, 2005). These clinical doctorate program outcomes strongly reflect the FSU CON mission, which emphasizes the development of expert clinicians and researchers for practice in diverse settings.

The master's degree (MSN) has historically been the degree for specialized advanced practice nursing. With development of DNP programs, this new degree will become the standard preparation for specialty nursing practice. As educational institutions transition from the master's to DNP degree for advanced practice specialty preparation, a variety of program articulations and pathways are planned. The DNP is a graduate degree and is built upon the generalist foundation acquired through a baccalaureate in nursing or advanced generalist masters degree in nursing. In the context of this application to the Board of Governors, DNP programs will eventually replace master's level programs in advanced practice nursing according to the mandated alterations made to nursing education at a national level (AACN, 2004) and by the accrediting agency, the Commission on Collegiate Nursing Education (AACN, 2005b). Therefore, this level of education will be the only pathway through which to educate

advanced practice nurses in the future. The FSU CON will continue to maintain the MSN in Nursing Education in order to continue our mission of educating faculty for Florida's community and vocational institutions. Nurses prepared with the Doctor of Nursing Practice may also pursue nursing education careers, with an emphasis on clinical expertise. The proposed program will include a total of 90 credit hours of post baccalaureate study, with a curriculum design based upon the guidelines set forth by the American Association of Colleges of Nursing (AACN) in the *Essentials of Doctoral Education for Advanced Practice Nursing* (AACN, 2006; Appendix A). The FSU CON is proposing two specialties within the newly established program. The first is the Family Nurse Practitioner specialty which will eventually replace our master's nurse practitioner program so that by 2015, the FSU College of Nursing is in alignment with the national and nursing accreditation mandates to upgrade these programs to the clinical doctorate level for entry into advanced practice nursing. Additionally, we propose a Health Systems Leadership specialty, which will address a vital need for nurses with advanced competencies in the area of healthcare leadership, resource management, and healthcare systems management and administration. These programs will be more clearly detailed later in this document.

The objectives for the DNP program state that upon completion of the program the graduate will be able to:

1. Develop, implement and evaluate complex practice approaches based on theoretical, ethical and scientific knowledge.
2. Ensure accountability for quality care and patient safety for diverse populations.
3. Demonstrate analytical methodologies for the evaluation of clinical practice, health outcomes, and the application of scientific evidence.
4. Utilize technological information systems to evaluate outcomes of care, health care delivery, and quality improvement.
5. Develop, evaluate and provide leadership for health care policy which shapes health care financing, regulation and delivery.
6. Work collaboratively with trans-disciplinary teams to meet complex health care needs of diverse individuals and populations.
7. Analyze epidemiological, biostatistical, environmental, and organizational data for the development, implementation, and evaluation of programs of clinical prevention and population health.
8. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at http://www.flbog.org/StrategicResources/)

The State University System has designated several fields as critical to the service and infrastructure needs within the state of Florida. These include education, engineering and nursing. The current national changes within nursing education present the state's colleges of nursing with a vigorous challenge to the ways that education was once

provided. The main barrier to increase the number of nursing students is the lack of qualified nursing faculty. Since 2006, advanced practice nursing programs have been converting from the MSN to the DNP. Vitally needed clinical nursing faculty will eventually be recruited directly from the ranks of graduating DNP prepared nurses. Thus, a failure on the part of Florida to keep pace with these changes could conceivably place Florida at a profound disadvantage at a time when nurse educators are vitally needed. While the state possesses adequate research based degree programs (PhD and DNSc), these nurses are prepared to engage in research careers that would involve varied levels of academic teaching. DNP-prepared nurses, however, have as their primary goal 'advanced practice nursing' which provides the rich clinical basis for clinical teaching in nursing education. Additionally, this program will become the norm where the education of advanced practice nurses is concerned, and thus, provides for the education of advanced practice nurses that are used extensively in various primary and acute care settings across the state. This new degree strongly supports the State University System's strategic plan.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

Several events have led to the need to alter the manner and substance of educational preparation of advanced practice nurses. Data from several national reports reflect the increasing systemic complexity within healthcare coupled with the need to maintain and improve the quality of healthcare services. Initially the need for this change in education preparation for advanced practice nurses was supported by the November 1999 report on medical errors by the Institute of Medicine (IOM), *To Err is Human: Building a Safer Health System*. This report estimated that as many as 98,000 Americans died each year as a result of errors in health care. Two subsequent IOM reports support the need for the DNP. The report, *Crossing the Quality Chasm* (2001), stresses that our health care system as it is currently structured does not make the best use of resources. One of the recommendations in the report calls for all health care organizations and professional groups to "promote health care that is safe, effective, client-centered, timely, efficient and equitable" (p. 6). In a follow-up report entitled *Health Professionals Education: A Bridge to Quality* (2003), the IOM Committee on Health Professionals Education states that "All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics" (p.3). While these national imperatives have harkened the development of the DNP (Clinton & Sperhac, 2006), several other factors have brought about this needed change in the preparation of advanced practice nurses.

The progression of advanced practice nurses from masters to doctoral levels of

preparation is not unique amongst the health professions. Recently several health professions have moved to more advanced levels of educational preparation; pharmacy (Doctor of Pharmacy or PharmD), and physical therapy (Doctor of Physical Therapy or DPT). The American Association of Colleges of Nursing (AACN) has identified that the growing complexity of health care, growth in scientific knowledge, and increasing technological sophistication have necessitated that master's degree programs in nursing incrementally add credit and clock hours to meet these demands (Bartels, 2005; Melby, 2005). The result of this trend has been the development of master's degree programs for advanced practice nurses that surpass virtually every other field in the area of credit and clock hours. The development of the DNP program is a progression that has been under way for far longer than the movement that has actually resulted in the development of this new degree (Mundinger, 2005). Advanced practice nursing education will be phased out at the master's level by 2015, according to guidelines set forth by the American Association of Colleges of Nursing. Thus, any delay in the development of this program at the FSU CON will place the college at a critical disadvantage in the state, region and on the national level. The admissions and administrative staff at the FSU CON have received routine communications from nurses from many communities in the State of Florida and throughout the nation inquiring with regards to the availability of the DNP at FSU. All told, these inquiries represent an untapped pool of nurses who might otherwise fail to seek graduate education. The demand, therefore, for the DNP level of preparation and education is high.

The FSU CON has consistently produced high quality advanced practice nurses who have addressed the region's healthcare needs. North Florida and the panhandle of the state differ greatly from the demographic and infrastructure characteristics of south and central Florida. Currently, the Florida Department of Health reports that 15 Florida counties have county-wide shortages of primary care providers. Based upon these statistics, 10 of the 15 counties designated by the state are in the region surrounding FSU. Additionally, the state designated 28 counties where special populations such as minority or economically challenged populations are suffering shortages. Eleven of these counties are in the region of Florida directly served by the FSU CON. These statistics clearly delineate the vital role of the College in addressing the regional need for primary healthcare providers. The addition of this new program will ensure that the FSU CON maintains the ability to address this vital need while complying with the national norm for nursing education practices.

The Health Systems Leadership focus of the DNP program proposed will address other needs delineated by the AACN (2006). They relate the proposition that advanced practice nursing includes an organizational and systems leadership component that emphasizes practice, ongoing improvement of health outcomes, and ensuring patient safety. In each case, nurses should be prepared with sophisticated expertise in assessing organizations, identifying systems' issues, and facilitating organization-wide changes in practice delivery. In addition, advanced practice nursing requires political skills, systems thinking, and the business and financial acumen needed for the analysis of practice quality and costs. The Health Systems Leadership specialty proposes to leverage our position in the state capital and pre-existing educational resources and governmental relationships to produce specialists in this vital area. Thus, we seek to prepare experts for

entry to practice at the healthcare systems level for service within public and private agencies across the state.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

The FSU CON currently has 50 master's-level students in the Family Nurse Practitioner specialty. The graduate program within the college has seen a consistent level of growth over the past 4 years particularly in our nurse practitioner program. Because the DNP program will eventually replace the master's program as entry into advanced practice for nurses, we anticipate that we can sustain similar enrollment in the program, given that we are the primary source of graduate nursing education in our region. Additionally, we have seen steady growth in enrollment from students from other regions of the state.

The implementation of the DNP program will have several key aspects that serve to optimize enrollment. These include:
1. Implementation of a post-baccalaureate program that will serve nurses seeking preparation as advanced practice nurses, and those seeking advanced education to provide them preparation for roles as leaders in healthcare.
2. The curriculum has been developed in such a way as to facilitate the immediate enrollment of nurses with master's level preparation who desire the DNP.
3. The addition of the Health Systems Leadership specialty, the first of its kind in the State, will facilitate the marketing of the program to a unique population.

In order to explore the demand for the program and the possibility of instituting a post baccalaureate program, the CON performed a needs assessment in November, 2006. The needs assessment included 165 undergraduate nursing students who were actively enrolled in the upper division of the traditional baccalaureate program at FSU. When polled regarding their likelihood of attending a graduate school in nursing, 94% reported their intention to seek graduate education after graduation. When this item was modified to query their intention if the doctoral degree were a practice doctorate that included advanced practice certification, 61.82% indicated that they would consider the degree. When asked if they would consider attending FSU to seek the DNP, 64.24% responded affirmatively.

In November and December of 2007, leaders in nursing in health care at the state and regional level were consulted during a number of information sessions. During these sessions the program was introduced in its current form. These regional experts (n=6) reported the need for this level of educational preparation in nursing, especially at the health systems level. The feedback of these health care experts facilitated the development of the curriculum with present and future industry needs. Additionally, information sessions were held with the Council of Advanced Practice Nurses (CAPN) in this region. During this meeting, 31 advanced practice nurses attended an information session about the proposed DNP program. Questions about the DNP credential and a general discussion of interest ensued. Of those who attended, 14 voiced interest in

working towards the DNP.

C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.

The Florida State University maintains a unique position in a state capital that is distant from the state's major population centers. Thus, the University, from a regional point of view, enjoys a distinct market based upon this geography. Additionally, FSU possesses a nationally recognized brand name that sets it apart from many of the state's institutions of higher education. The Universities that currently offer the DNP in Florida include University of Florida in Gainesville, University of South Florida in Tampa, University of North Florida in Jacksonville, and University of Central Florida in Orlando. The national requirement for the conversion of master's level programs for advanced practice prior to 2015 coupled with healthcare provider and nurse educator shortages in Florida set the stage for a distinct need for this degree. Additionally, Florida State University, as a premier research-intensive state university in the United States, enjoys a nearly unparalleled research infrastructure. FSU offers extensive opportunities for interdisciplinary research with regional and state healthcare agencies. The proposed DNP program is well-justified when one considers the combined demands of the healthcare provider shortages, nurse educator shortages and the national imperative to institute such programs with strong clinical research components.

D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

Initially, we propose to admit 16 DNP students, anticipating 12 in the FNP specialty and 4 in the Health Systems Leadership specialty. The student FTE associated with 16 new students is 11.6. This FTE was calculated by estimating 30% of the students would attend full-time (32 credit hours per year) and 70% would attend part-time (18 credit hours per year). This projection reflects the trend in northern Florida for registered nurses who pursue part-time graduate study while maintaining employment in a clinical setting.

We anticipate an admission of 16 students per year, with 30% full-time and 70% part-time enrollment. By offering courses during summer semesters, the first graduates of this program would complete in three years. By year 5 of the proposed program, total student headcount is anticipated to be 70 students, with an expected 44.9 student FTE. These enrollment numbers represent a sustainable level of enrollment given our faculty resources, research infrastructure and clinical site resources. (See Table 1.)

TABLE 1. PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	6.0	3.8	12.0	7.6	18.0	12.4	23.0	13.3	28.0	16.0
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	6.0	4.6	12.0	9.2	18.0	13.8	22.0	12.7	26.0	17.3
Individuals who graduated from preceding degree programs at other Florida public universities	2.0	1.6	4.0	3.2	6.0	4.8	7.0	5.6	8.0	5.8
Individuals who graduated from preceding degree programs at non-public Florida institutions	2.0	1.6	4.0	3.2	6.0	4.8	7.0	5.6	8.0	5.8
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	0	0	0	0	0	0	0	0
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	**16.0**	**11.6**	**32.0**	**23.2**	**48.0**	**35.8**	**59.0**	**37.2**	**70.00**	**44.9**

*   List projected yearly cumulative ENROLLMENTS instead of admissions
**   If numbers appear in this category, they should go DOWN in later years.
*** Do not include individuals counted in any PRIOR category in a given COLUMN.

E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.

The Florida State University has a diverse student body in all of its current programs. Currently, 28% of the graduate students are ethnic minorities. Nearly 10% of the undergraduates and 16% of the graduate students are male, an important statistic in nursing which is traditionally a female profession. Nationally, only 5.4% of nurses are men, and 13% of the nursing population are minorities. FSU's student population

research article in the Spring 2006 issue of *Male Nurse Magazine* ranked the FSU CON in the *Top Ten Male Friendly Nursing Schools* in the U.S. Given current levels of diversity in the College of Nursing, we foresee that this program will continue to be characterized by the highly diverse nature of our graduate student population. Therefore, the DNP program should have a similar demographic composition.

Steps supporting diversity will include recruitment of men and nurses with diverse backgrounds. Once matriculated, students will receive advisement and educational support to promote student retention and program success. The faculty will be encouraged to apply for federal funding to support initiatives that promote a diverse nursing workforce. Once the DNP program is approved, the College of Nursing will be eligible to apply for annual federal funds from the Health Resources Services Administration Bureau of Health Professions Division of Nursing through its workforce diversity initiative.

_____   _____
Equal Opportunity Officer   Date

3.   **Budget**

    A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

The DNP program will be supported primarily by reallocating partial resources from the MSN Program to the DNP program. Once approved, the DNP for the family nurse practitioner specialty will replace the existing MSN for the family nurse practitioner program by 2015. Faculty resources will be dedicated by current graduate program faculty as well as planned hires into vacant faculty lines. The College of Nursing currently supports 3.5 faculty teaching FTEs for graduate education. This allocation is a combination of tenure track faculty, clinical faculty and adjunct faculty. The introduction of the Health Systems Leadership specialty will require an additional faculty member beginning in year 2 of the proposed program. This additional faculty resource will be supported by filling the currently funded vacant faculty lines within the College of Nursing. No new lines are required. The establishment of a strong core curriculum allows for the sharing of resources across the graduate specialty programs.

Contract and grant funds currently support master's level students; a portion of the funding currently received for the master's programs will be re-allocated to students in the proposed doctor of nursing practice program. As more incoming students enroll in the DNP program, funds will be shifted accordingly. No current funding from the master's program for nurse educators will be re-allocated in order to continue to meet the needs for nurse educators throughout the region. (See Tables 2 & 3.)

TABLE 2. PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1						Year 5				
	Funding Source						Funding Source				
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Subtotal E&G and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Subtotal E&G and C&G
Faculty Salaries and Benefits	159,232	0	0	0	0	$159,232	525,409	0	0	0	$525,409
A & P Salaries and Benefits	26,679	0	0	0	0	$26,679	29,120	0	0	0	$29,120
USPS Salaries and Benefits	15,964	0	0	0	0	$15,964	17,421	0	0	0	$17,421
Other Personnel Services	12,582	0	0	0	0	$12,582	14,159	0	0	0	$14,159
Assistantships & Fellowships	40,000	0	0	0	15,000	$55,000	80,000	0	0	29,000	$109,000
Library	0	0	0	0	0	$0	0	0	0	0	$0
Expenses	0	0	0	0	0	$0	0	0	0	0	$0
Operating Capital Outlay	0	0	0	0	0	$0	0	0	0	0	$0
Special Categories	0	0	0	0	0	$0	0	0	0	0	$0
Total Costs	**$254,457**	**$0**	**$0**	**$0**	**$15,000**	**$269,457**	**$666,109**	**$0**	**$0**	**$29,000**	**$695,109**

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.
***Identify if non-recurring.

Faculty and Staff Summary

Total Positions (person-years)	Year 1	Year 5
Faculty	1.29	4.09
A & P	0.20	0.20
USPS	0.50	0.50

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	$269,457	$695,109
Annual Student FTE	11.6	44.9
E&G Cost per FTE	$23,229	$15,481

TABLE 3. ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
140002 110S College of Nursing E&G Salaries	3,258,567	176,181	3,082,386
140002 110O College of Nursing E&G OPS	400,000	52,582	387,148
140000 110S College of Nursing E&G Dean's Budget	514,720	25,694	489,026
Totals	$4,173,287	$254,457	**$3,958,560**

B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

The re-allocation of resources associated with the program is primarily driven by the AACN's national imperative to convert masters-level advanced practice programs to the DNP level by 2015. Resources and faculty effort will be gradually shifted from the MSN Program to the DNP Program. We will replace faculty teaching FTEs in the MSN Family Nurse Practitioner program as we similarly increase FTEs in the DNP program. We will maintain faculty FTE in the MSN level nurse educator program, in order to continue to provide a steady stream of nursing faculty for the state's community colleges. Please note that the FSU nurse education MSN program is not an advanced practice program, and as such, will not be required to convert to the clinical doctorate level. We expect no negative impacts to the undergraduate nursing programs since the reallocation will occur primarily at the graduate level. To the contrary, the institution of this program at the post-baccalaureate level will offer BSN graduates an immediate opportunity to work towards both advanced practice and doctoral level education, thus supplying a new source of advanced practice nurses and potential educators to the state. The Health Systems Leadership specialty offers a new educational opportunity to baccalaureate graduates who wish to enter leadership positions within the state's healthcare system. The establishment of the DNP program will provide undergraduate students with enhanced opportunities to participate in faculty-led research initiatives that will include research team members from graduate and undergraduate programs. The early introduction into a nurse's professional education for research activity and collaboration with other levels of providers will increase the future numbers of students working in research teams.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

The proposed DNP program will initially have an entry requirement of the successful completion of a BSN from a nationally accredited nursing program. Potential students will matriculate from BSN programs. No additional prerequisite courses will be required. For those nurses who already have an MSN degree, the DNP program will be tailored to provide a post-MSN track for the completion of the required 90 hours of course work and 1000 clinical hours minimum, through course substitution for previous course work and completion of DNP residency hours in order to achieve degree completion requirements. Thus, no prerequisite courses will be required outside of the degree completion requirements associated with admission.

D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

The FSU CON has a long history of programmatic grant funding for the purpose of funding graduate education. These grants have been obtained annually for the past 5 years. Annually, the College applies for and receives Title VIII HRSA Graduate Nurse Traineeship funding. In addition to these funds for student tuition support, the CON plans to seek additional federal funding. The college experienced a change in leadership in 2007. The newly appointed Dean, Dr. Lisa Plowfield, formerly director of the University of Delaware College of Nursing, has a long history of success in federal programmatic grant funding. In one of her first acts as the new Dean, Dr. Plowfield took the proactive step of hiring Dr. Rebecca Ryan from the University of South Alabama. She is an experienced grant writer with greater than 25 years of success in achieving federally funded programmatic grants for nursing education, particularly in the area of new program initiatives and graduate nursing education. In short, we plan to continue our current levels of funding while expanding our overall effort to gain external funding for the proposed DNP program.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Table 1, Table 2, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The DNP program at the FSU CON will benefit the University by providing access to this highly sought-after degree program to nursing professionals, both FSU graduates and graduates from other baccalaureate programs; and by meeting future projected workforce needs within Florida. The program provides a key resource to address the need for clinical faculty with doctoral preparation to address the dire shortage of faculty for nursing programs throughout the region served by FSU. Additionally, the establishment of the DNP program builds upon the strengths of the faculty and the position of the university in the state capital. The program also provides for the education of primary care providers in a region of the state that manifests profound shortages of healthcare providers in a very high percentage of North and Panhandle region counties. The program will reallocate student FTEs from the current MSN enrollment to DNP enrollment. Thus, the gradual shift in budget allocations for faculty salaries/benefits and adjunct faculty salaries will move from supporting the MSN program to the DNP program. This shift will greatly decrease the budgetary impact of the program, since it is not a completely new program, but an enhancement of an existing graduate nursing program. Finally, the program reflects the state of the science in nursing education. Based upon AACN mandates and accreditation guidelines, the FSU CON seeks to establish the full integration of a clinical nursing doctorate by the 2015 mandate in order to maintain its position as a state and national leader in nursing education.

V. Access and Articulation – Bachelor's Degrees Only

    A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program's approval. (See criteria in BOG Regulation 6C-8.014)

Not applicable.

    B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual http://www.facts.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

If the proposed prerequisites ~~they~~ are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not applicable.

    C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Not applicable.

    D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee

for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual http://www.facts.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not applicable.

INSTITUTIONAL READINESS

VI.   Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

Exhibit A provides an illustration of the relationship between Florida State University's mission and the proposed program. The proposed program carefully balances the State University System and Florida State University goals while observing the demands of the healthcare industry and the essential preparation of students. The proposed programs goals are consistent with those of the State University System and The Florida State University institutional goals and strategic plan. The Board of Governors Strategic Plan lists the criteria for new doctoral/research programs as those that are: consistent with the institutional mission and statewide goals in targeted fields; non-duplicative or sufficiently unique compared to similar SUS programs; demanded by both students and employers, especially in the context of economic development; and capable of demonstrating that their costs, when weighed against their measurable benefits, make a compelling argument for return on investment (FL Board of Governors, Strategic Plan 2005-2013, p. 6).

In meeting the Board of Governors requirement that new doctoral programs are consistent with the institutional mission and statewide goals in targeted fields, the FSU CON cites previous sections where multiple state agencies including the Board of Governors have identified nursing as a critical workforce challenge for the state of Florida. Additionally, the program, while offered at several other universities in the state is non-duplicative in our region of the state. Additionally, the FSU CON views this program as a nationally mandated replacement for our pre-existing advanced practice programs. Thus we seek to establish this program at this time in order to ensure that we meet the national requirements set forth by the AACN. Thus far in this application we have clearly delineated, through the demand exhibited by our students and industry leaders in our region alike, not to mention the critical needs in nursing education, that the degree is clearly one which is in high demand, nationally, regionally and locally. Issues of cost in the program are minimal, since the FTE costs of the program are being re-assigned over several years from the established advanced practice master's program. There are no additional infrastructure costs associated with the program.

Exhibit A. Institutional Goals

State University System	Florida State University	FSU College of Nursing Doctor of Nursing Practice Goals
Access to and Production of Degrees	To offer undergraduate, graduate, advanced graduate and professional programs of study.	• To produce increased numbers of advanced practice nurses with doctoral preparation, who possess the full range of competencies required within today's healthcare system.
Meeting Statewide Professional and Workforce Needs	To serve as a center for advanced graduate and professional studies while emphasizing research and providing excellence in undergraduate programs.	• To increase the number of advanced practice nurses available for assignment to primary healthcare shortage areas across the state. • To increase the availability of prospective university faculty across the state who possess preparation at the doctoral level. • To create an educational setting in the state where nurses can gain preparation at the doctoral level in the area of Health Systems Leadership, for the express purpose of providing a pool of highly skilled nurses with the full range of competencies necessary for healthcare systems administration and leadership positions.
Building World-Class Academic Programs and Research Capacity	To conduct extensive research.	• To create practitioners educated at the doctoral level with highly developed competencies in the area of research performance and utilization, translation of research findings and the institution of programs of evidence based practice.
Meeting Community Needs and Fulfilling Unique Institutional Responsibilities	To provides service to the public in accord with its statewide mission.	• To increase the profile of the College of Nursing in direct and indirect care settings across the state with the expressed purpose of meeting the healthcare needs of the underserved. • To provide community service, consulting and research support to state and private agencies in our region with the express purpose of increasing the level of research inquiry and collaborations between CON and these agencies.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

Currently, the FSU College of Nursing is continuing on a path that has seen continual improvements in the area of teaching, scholarship and service. The University has a world-class faculty and continues to add additional faculty in order to further enhance our ability to increase our graduate teaching capability and research/scholarship efforts. While the university is a doctoral intensive institution, the College of Nursing has not implemented any doctoral program in the past. The development of the DNP at FSU is a significant first step towards bringing the College of Nursing in line with the university's research and graduate education mission. Additionally, the College's previous success in educating advanced practice nurses will be leveraged at the doctoral level. The strength of our advanced practice graduates, as evidenced partly by their high certification success rates, will be further enhanced with the implementation of the DNP program.

Additionally, the DNP program sets the stage for improvements in our highly respected BSN program, by offering opportunities for undergraduate students to participate in faculty research and integrate doctoral level research into the undergraduate program, thus increasing the level of collaboration within the school. Finally, the program will further enhance the College's collaborative efforts with university entities such as The FSU College of Medicine, The College of Social Work, The Center for Population and Demography, The Learning Systems Institute, and The Pepper Institute on Aging and Public Policy.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Exhibit B and Exhibit C provide a detailed narrative of steps taken to date to develop and implement the DNP program at FSU CON:

Exhibit B. Planning Process

Date	Participants	Planning Activity
March 2006	D. Speake, J. Buchanan	Discussion with FSU administration about process for program development.
Sept 24, 2006	D. Frank, R. Hauber, S Porterfield, D. Speake, L. Sullivan, J. Whyte	This meeting represented initial planning for data collection regarding the establishment of the program.
Oct 9, 2006	D. Frank, R. Hauber, K Mason, S Porterfield, D. Speake, L. Sullivan, J. Whyte	DNP curriculum matrix examined and considered. The proposal to explore new DNP programs was reviewed.
Oct, 23, 2006	D. Frank, R. Hauber, K Mason, S Porterfield, D. Speake, L.	Discussion regarding development of DNP programs in the state and input from

	Sullivan, J. Whyte	the other state nursing deans was considered.
Nov 20, 2006	R Hauber, S. Porterfield, D. Speake, J. Whyte	Review of another FSU doctoral application was made in order to frame discussion of our request to explore a new degree program.
Feb 5, 2007	K Mason, S Porterfield, D. Speake, L. Sullivan, J. Whyte	Programmatic review of national program and review of national standards.
March 8, 2007	L. Grubbs, S Porterfield, D. Speake, L. Sullivan, J. Whyte	Review of evidence based practice literature performed. Course sequencing review performed.
March 12, 2007	L. Grubbs, S Porterfield, D. Speake, L. Sullivan, J. Whyte	Review of course syllabi from other FSU units performed. Continued review of competing and leading programs performed.
April 23, 2007	L. Grubbs, R. Hauber, S Porterfield, D. Speake, J. Whyte	Draft of objectives and course of action for the further curricular development was established.
May 14, 2007	L. Grubbs, R. Hauber, S Porterfield, D. Speake, J. Whyte	Program objectives developed.
July 16, 2007	R. Hauber, S Porterfield, D Speake	The program proposal was initiated and further refined based upon input from committee members. S. Porterfield presents information from recent evidence based practice conference.
Sept 17, 2007	L. Grubbs; R Hauber, L Plowfield, D. Speake, J. Whyte, K Wilson	Academic year planning was accomplished including the sharing of information with the new Dean Dr. Lisa Plowfield.
Oct, 1, 2007	L Grubbs, L Plowfield, S. Porterfield, D. Speake, J. Whyte, K. Wilson	Initial curricular draft was reviewed and suggested changes integrated into the document. Admission criteria were discussed.
Oct, 22, 2007	L Grubbs, R Hauber, L Plowfield, S Porterfield, D Speake, J Whyte, K Wilson	The proposed curricular draft was again reviewed. Initial course descriptions were initiated.
Nov 19, 2007	L Grubbs, R Hauber, L Plowfield, S Porterfield, D Speake, J Whyte, K Wilson	Meetings with industry, education and state officials were planned. Additional consideration of the course descriptions and curriculum was made.
Dec 4 & 6, 2007	L Grubbs, R Hauber, L Plowfield, D. Speake, M. Cowart, C Lewis, B McArthur, W Schmeling, K Wilson, M. B., Zeni	Meeting with industry and state officials held to discuss competencies of health system leadership graduates and proposed curriculum
Dec 10, 2007	L Grubbs, R Hauber, L Plowfield, S Porterfield, D Speake, J Whyte, M. B. Zeni	The curriculum was finalized. Course descriptions were refined. Plans for the BOG proposal were finalized and work was initiated.

	L Grubbs, R Hauber, K. Mason,	A comprehensive review of the BOG
Jan 4, 2008	L Plowfield, S Porterfield, D Speake, J Whyte, K Wilson, M. B. Zeni	application was made in preparation for initial review of the application with the FSU CON faculty.

Exhibit C. Events Leading to Implementation

Date	Implementation Activity
April 25, 2006	Dr. Jennifer Buchanan met with graduate faculty representatives to discuss the process for new doctoral program development.
May 14, 2006	CON leadership made initial decision to introduce faculty to the necessity for a DNP program based upon the AACN White Paper Document. Based upon faculty response, a working group is planned for Fall 2006 in order to establish the committee.
August 2006	Permission obtained from the FSU Provost to begin initial informal exploration regarding the establishment of the DNP program at FSU.
August 20, 2006	During an annual faculty retreat, the faculty is again approached and polled for input, and the initial working group for establishment of the degree plan is established.
September 24, 2006	Initial meeting of the doctoral education working group is convened.
January 24-27, 2007	Dr. Dianne Speake gathered national level data from AACN Doctoral Education Conference, Captiva Island, Florida.
Spring 2007	AACN DNP Conference calls attended by CON leadership, working group members and faculty at the CON.
June 20-26, 2007	Dr. Susan Porterfield attends annual AANP convention in order to obtain perspectives essential to the integration of EBP to the curriculum.
Sept 17, 2007	Permission gained from the Graduate Policy Committee at FSU to formally explore the establishment of the DNP program.
Oct 8-9, 2007	Dr. Dianne Speake and Dr. Roxanne Hauber attend the SREB Nursing Conference in Atlanta, GA to learn about other universities to develop and implement the DNP degree.
November 2007	The initial curriculum was developed.
December 2007	Community meetings were held which focused upon governmental, organizational and industry requirements. The perspective of prominent leaders in these areas was gained, and the curriculum modified accordingly.
December 10, 2007	The curriculum for the proposed program, including course descriptions, was finalized.
January 2, 2008	The initial draft of the Board of Governors application was completed.
February 4, 2008	DNP proposal approved by FSU Graduate Policy Council.
March 2008	DNP proposal reviewed by Dr. Donna Hathaway, external consultant.

VII.   Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The baccalaureate and masters degree programs of FSU CON are fully accredited by the Commission on Collegiate Nursing Education (CCNE) through 2009. Currently, the college is performing a self study for re-accreditation which will culminate with a programmatic review and site visit in Fall of 2008. Until the DNP was developed by the American Association of Colleges of Nursing, there was no specific accreditation of doctoral programs in nursing. CCNE Is approved by the U.S. Department of Education to accredit professional doctorate education programs in nursing. The standards for quality for DNP programs have been established as *Essentials of Doctoral Education for Advanced Practice Nursing*. Exhibit D lists the indicators and course titles showing that the proposed DNP program is designed to meet quality indicators as set forth by the AACN.

Exhibit D. Standards of Quality for the DNP Program (See notes below chart.)

Course Titles	AACN Doctorate of Nursing Practice Essentials							
	I. Scientific Underpinnings	II. Leadership	III. Clinical Scholarship	IV. Information Systems/Technology	V. HC Policy	VI. Interprofessional Collaboration	VII. Clinical Prevention & Pop Health	VIII. Advanced Practice Nursing
Core: Nursing Science Courses:								
Advanced Pathophysiological Concepts in Nursing Science	+							+
Health Assessment for Advanced Practice	+							
Theoretical Constructs for Nursing Science	+		+					+
Legal and Ethical Complexities in Healthcare	+		+					
Genetics, Emerging Disease, and Health Trends	+		+				+	
Core: Research Courses								
Biostatistics	+		+			+	+	
Epidemiological Methods	+		+					
Methods in Nursing Research	+		+			+	+	
Translation and Synthesis of Evidence for Optimal Outcomes	+		+	+		+	+	
DNP Project I	+		+	+				
DNP Project II	+		+	+				
Core: Leadership & Policy Courses								
Health Care Politics, Power, and Policy	+	+			+			
Interprofessional Collaboration	+	+			+	+		
Healthcare Finances, Economics, and Entrepreneurship				+	+			
Managing Information and Technology in Health Systems	+	+		+	+			
Nursing Leadership within Complex Healthcare Environments		+		+	+			
Specialty: Family Nurse Practitioner Courses								
Advanced Skills for the APN	+		+				+	+
Pharmacology for Advanced Practice	+		+				+	+
Advanced Management of the Family I	+		+				+	+
NP Practicum I	+		+				+	+
Advanced Management of the Family II	+		+				+	+
NP Practicum II	+	+	+	+	+	+	+	+
NP Practicum III	+	+	+	+	+	+	+	+
DNP Residency	+	+	+	+	+	+	+	+

Course	E1	E2	E3	E4	E5	E6	E7	E8
Specialty: Health Systems Leadership Courses		+						
Historical Analysis of the US Healthcare System	+	+						
Theoretical Basis of Organizational Mgt and Change	+	+			+			
Environ Influences for Aggregate & Global Health Planning	+	+		+	+			
Assessment & Collaboration with Communities & Systems	+	+	+		+			
Health Systems Management Practicum I	+	+	+	+	+	+	+	+
Health Systems Management Practicum II	+	+	+	+	+	+	+	+
Health Systems Management Practicum III	+	+	+	+	+	+	+	+
DNP Residency	+	+	+	+	+	+	+	+

Exhibit D Notes

AACN Essential –1 represents the scientific underpinnings of practice. This corresponds to the FSU DNP Program Outcome #1 related to the development, implementation and evaluation of complex practice approaches based on theoretical, ethical and scientific knowledge.

AACN Essential-2 represents organizational and systems leadership for quality improvement and systems thinking. This corresponds to the FSU DNP Program Outcome #3 related to demonstration of analytical methodologies for the evaluation of clinical practice, health outcomes, and the application of scientific evidence..

AACN Essential –3 represents clinical scholarship and analytical methods for evidence based practice. This corresponds to the FSU DNP Program Outcome #3 and 4 related to the demonstration of analytical methodologies for the evaluation of clinical practice, health outcomes, and the application of scientific evidence and the utilization of technological information systems to evaluate outcomes of care, health care delivery , and quality improvement.

AACN Essential –4 represents information systems/technology and patient care technology for the improvement and transformation of health care. This corresponds to the FSU DNP Program Outcome# 4related to the utilization of technological information systems to evaluate outcomes of care, healthcare delivery and quality improvement.

AACN Essential –5 represents health care policy for advocacy in health care. This corresponds to the FSU DNP Program #5 Outcome related to the development, evaluation and provision of leadership for health care policy that shapes healthcare financing, regulation and delivery.

AACN Essential –6 represents intra-professional collaboration for improving patient and population health outcomes. This corresponds to the FSU DNP Program Outcome #6 related to working collaboratively with interdisciplinary teams to meet complex heath care needs of diverse individuals and populations.

AACN Essential –7 represents clinical prevention and population health for improving the nation's health. This corresponds to the FSU DNP Program Outcome #7 related to analyze epidemiological, biostatistical, environmental and organizational data for the development, implementation, and evaluation of programs of clinical prevention and population health.

AACN Essential –8 represents advanced practice nursing. This corresponds to the FSU DNP Program Outcome #2 and 8 related to ensuring accountability for quality care and patient safety and the demonstration of advanced levels of clinical judgment, systems thinking and accountability in designing, delivering and evaluating evidence based care to improve patient outcomes.

(Please see Appendix A for the full document, *Essentials of Doctoral Education for Advanced Practice Nursing*.)

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

The following are the specific learning outcomes for the proposed DNP program:
1. Develop, implement and evaluate complex practice approaches based on theoretical, ethical and scientific knowledge.
2. Ensure accountability for quality care and patient safety for diverse populations.
3. Demonstrate analytical methodologies for the evaluation of clinical practice, health outcomes, and the application of scientific evidence.
4. Utilize technological information systems to evaluate outcomes of care, health care delivery, and quality improvement.
5. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation and delivery.
6. Work collaboratively with trans-disciplinary teams to meet complex health care needs of diverse individuals and populations.
7. Analyze epidemiological, biostatistical, environmental, and organizational data for the development of clinical prevention and population health.
8. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

The assessment strategies for these outcomes are provided in Appendix C.

B. Describe the admission standards and graduation requirements for the program.

In addition to the FSU requirements for admission and graduation from graduate and doctoral level educational programs, the DNP admission requirements include the following:

1. Possess a BSN degree from a nationally accredited program with an upper division grade point average of 3.0 or higher.
2. Graduate Record Examination (GRE) score of 1,000 or greater on combined verbal and quantitative sections.
3. Unencumbered State of Florida RN License.
4. FDLE/FBI Level II background check.
5. Professional Liability Insurance.
6. CPR Certification.
7. Personal Health Insurance.

The graduation requirements for the program include:
1. Successful completion of 90 semester hours of post-baccalaureate, graduate course work. This coursework includes successful completion of all core courses, and all required and elective courses in one of the specialty tracks, and a DNP project.
2. Cumulative GPA in the program of 3.0 or higher
3. Completion of all specialty courses with a grade of B or higher.
4. On-campus residency (24 on-campus credits completed within a 12 consecutive month timeframe).

5. The DNP degree must be completed within seven (7) calendar years from the time of formal matriculation into the program.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The proposed program consists of 90 semester hours of course work at the graduate level. This includes 84 hours of required coursework in both the Family Nurse Practitioner and Health Systems Leadership majors. The program consists of 3 unrestricted electives, which will allow students to concentrate on a related area of study. The program includes a scholarly project called the DNP project, which is taken over two semesters for a total of 6 credit hours. These courses are the culmination of the course of study and integrate competencies from courses throughout the curriculum.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

See Exhibit E.

E. Provide a one- or two-sentence description of each required or elective course.

The following courses are divided into core nursing coursework and specialty coursework. The courses identified by full number already exist in the nursing curriculum; all nurse practitioner specialty courses are fully developed. The remaining courses are under development. Fuller course descriptions have been written so the content for each course is known. The full development of course objectives and syllabi will be developed after the College receives approval of the proposed program.

Core: Nursing Science Courses

NGR5XXX   Advanced Pathophysiological Concepts in Nursing Science (4). Course is designed to acquaint the Nursing graduate student with the principles of pathophysiology appropriate to entry-level graduate work.

NGRXXX X   Genetics, Emerging Disease, and Health Trends (3). This course is designed to address the fundamental concepts of genetics at both the molecular and population level and their application to merging diseases and the public health.

NGR 5002C Health Assessment for Advanced Practice (4)   This course is designed to provide the learner with a strong foundation in the health assessment skills requisite for advanced practice.

NGRXXXX   Theoretical Constructs for Nursing Science (3). This course is designed to assist the learner in analyzing and evaluating selected theories appropriate for advanced practice nursing.

NGRXXXX Legal and Ethical Complexities in Healthcare (3). Using legal and ethical frameworks, this course will examine individual, organizational and systems level issues.

Exhibit E. Curriculum Sequence

Doctor of Nursing Practice
Curriculum Sequence *05-08-08*

	Family Nurse Practitioner		**Nursing & Health Systems Leadership**	
Semester I	Adv Patho	4	Adv Patho	4
	Foundations - Interprof Collab	3	Foundations - Interprof Collab	3
	Theoretical Constructs	3	Theoretical Constructs	3
	HC Politics, Power, Policy	3	HC Politics, Power, Policy	3
	Total Semester Hours	*13*	*Total Semester Hours*	*13*
Semester II	Biostatistics	3	Biostatistics	3
	Managing Info & Technology	3	Managing Info & Technology	3
	Nsg Leadership - Complex Environmts	3	Nsg Leadership - Complex Environmts	3
	Genetics, Diseases & Health Trends	3	Genetics, Diseases & Health Trends	3
	Total Semester Hours	*12*	*Total Semester Hours*	*12*
Semester III	Methods - Nsg Res	3	Methods - Nsg Res	3
	Pharmacology for Advanced Pract	3	Historical Analysis of HC System	3
	Legal & Eth Complexities	3	Legal & Eth Complexities	3
	Total Semester Hours	*9*	*Total Semester Hours*	*9*
Semester IV	Translation & Syn of Evidence	3	Translation & Syn of Evidence	3
	Intro - Epidemiological Methods	3	Intro to Epidemiological Methods	3
	Hlth Assmt for Advanced Practice	4	Theoretical Basis - Org Mngmt & Change	3
	Advanced Skills for APN	2	Hlth Assmt for Advanced Practice	4
	Total Semester Hours	*12*	*Total Semester Hours*	*13*
Semester V	HC Finances, Economics & Entrepr.	3	HC Finances, Economics & Entrepre	3
	Adv Management of the Family I	3	Env Influences - Aggregate & Global	3
	NP Practicum I	3	Assmt & Collab - Communities & Systems	2
	Graduate Elective	3	Hlth Systems Mngmt Practicum I	3
	Total Semester Hours	*12*	Graduate Elective	3
			Total Semester Hours	*14*
Semester VI	Adv Management of the Family II	3	Hlth Systems Mngmt Practicum II	5
	NP Practicum II	5	Graduate Elective	3
	Graduate Elective	3	*Total Semester Hours*	*8*
	Total Semester Hours	*11*		
Semester VII	NP Practicum III	5	Hlth Systems Mngmt Practicum III	5
	DNP Project I	4	DNP Project I	4
	Graduate Elective	3	Graduate Elective	3
	Total Semester Hours	*12*	*Total Semester Hours*	*12*
Semester VIII	DNP Residency (variable credit 1-5)	5	DNP Residency (variable credit 1-5)	5
	DNP Project II	4	DNP Project II	4
	Total Semester Hours	*9*	*Total Semester Hours*	*9*
	Total Credit Hours	***90***	***Total Credit Hours***	***90***

Course Descriptions (cont'd)

Core: Research Courses

NGRXXXX   Biostatistics (3).   This course provides students with the basic principles and applications of statistics to problems in clinical and public health settings.

NGR XXXX Epidemiological Methods (3). This course introduces basic concepts and methods of epidemiology, the study of the causes, distribution, and control of disease in populations.

NGR 5800 Methods in Nursing Research (3). This course builds upon the knowledge of the research process leaned at the baccalaureate level.

NGR XXXX Translation and Synthesis of Evidence for Optimal Outcomes (3). This course is designed to provide the tools for the doctoral level advance practice nurse to evaluate, translate and integrate published research results into evidence based practice.

NGR 6XXX DNP Project I (4). Under guidance from faculty advisor, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project.

NGR 6XXXDNP Project II (4). Under guidance from faculty advisor, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project.

Core: Leadership & Policy Courses

NGR XXXX Health Care Politics, Power, and Policy (3). This course offers the student an opportunity to analyze the impact of health care policy, politics and delivery systems on the advanced practice nurse.

NGR XXXX Foundations for Interprofessional Collaboration (3). Students will examine system-wide roles and responsibilities that lead to effective collaboration.

NGR XXXX Healthcare Finances, Economics, and Entrepreneurship (3). This course provides students with economic concepts upon which healthcare outcomes can be analyzed.

NGR XXXX Managing Information and Technology in Health Systems (3). This course examines the utilization of information through electronic database analysis and applications of technological advances that impact healthcare delivery and organizational outcomes evaluation.

NGR XXXX Nursing Leadership within Complex Healthcare Environments (3). This course focuses on the analysis of organization and leadership theories that promote quality care.

Speciality: Family Nurse Practitioner Courses

NGR 5099C   Advanced Skills for the APN (2). The advanced skill course is designed to enable learners to develop skills for use in primary clinical practice.

NGR 5172 Pharmacology for Advanced Practice (3). This course provides a broad overview

of pharmacology using a lifespan approach. Special consideration is given to professional, practice related and statutory issues related to prescribing.

NGR 5601C Advanced Management of the Family I (3). This course is designed to provide learners with advanced knowledge and skills related to the clinical management of actual and potential health problems across the life span in a primary care setting.

NGRXXX NP Practicum I (3) This course provides learners with advanced knowledge and skills related to the clinical management of actual or potential health problems in a primary care setting.

NGR 5602 Advanced Management of the Family II (3). This course examines and refines methods of diagnosis and management of health problems that affect the family.

NGR XXXX NP Practicum II (5) This course provides learners with advanced knowledge and skills related to the clinical management of complicated health problems in a primary care setting and examines and refines methods of diagnosis and management of health problems that affect patients presenting to the selected healthcare setting.

NGR XXXX NP Practicum III (5).   This course provides learners with advanced knowledge and skills related to the clinical management of actual and potential health problems in a specialty care setting and examines and refines methods of diagnosis and management of health problems that affect patients presenting to the selected healthcare setting.

NGR XXXX DNP Residency (1-5).   This course provides clinical experiences that are intended to demonstrate the culmination of the students' advanced practice role.

<u>Speciality: Health Systems Leadership Courses</u>

NGR XXXX Historical Analysis of the US Healthcare System (3). This course provides an examination of the US healthcare system and its' development in the context of current issues in Health Systems Leadership.

NGR XXXX Theoretical Basis of Organizational Management and Change (3). This course provides an examination of organizational theories and challenges the student to apply these theories in developing approaches to various organizational change scenarios.

NGR XXXX Environmental Influences for Aggregate and Global Health Planning (3). This course integrates environmental health influences into health planning in order to facilitate planning for healthcare related interventions and programs on the part of the Advanced Practice Nurse.

NGR XXXX Assessment and Collaboration with Communities and Systems (2). This course integrates techniques of community assessment and principles of collaboration to challenge the student to develop collaborative plans based upon objective assessment data.

NGR XXXX Health Systems Management Practicum I (3). This practicum involves supervised practice in a workplace or section level.

NGR XXXX Health Systems Management Practicum II (5). This practicum involves supervised practice at a program level.

NGR XXXX Health Systems Management Practicum III (5) This practicum involves supervised practice at a policy development level.

NGR XXXX DNP Residency (1-5). This course provides clinical experiences that are intended to demonstrate the culmination of the students' advanced practice role.

Electives

Electives are selected based upon the degree to which they support the focus of the select student based upon his/her specialty and research interests. The course descriptions below identify several of the available electives within the College of Nursing, however, interdisciplinary electives of appropriate content and level may be selected across the gamut of all graduate programs offered as FSU. Students will be encouraged to take electives outside the College of Nursing to further support interdisciplinary collaboration.

5713C Curriculum Design and Theory for Nursing Education (3). This initial course in the Nursing Educator sequence is designed to introduce the graduate nursing student to the theoretical foundations of nursing education.

NGR 5714C Teaching Methods for the Nurse Educator (4). This course is designed to introduce the graduate nursing student to the teaching methods of post secondary nursing education.

NGR 5718C Evaluation Methods in Nursing Education (4). This course will focus on educational program evaluation and change. The emphasis will be on applications of testing and measurement relevant to the health professions.

NGR 5719 Issues in Nursing Education (1). This course is designed to introduce students to issues related to post secondary nursing education.

F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.

The program is based on the professional guidelines provided by the American Association of Colleges of Nursing in the *Essentials of Doctoral Education for Advanced Practice Nursing* (AACN, 2006; Appendix A). The clinical doctorate in nursing was heavily debated by educational and professional nurse leaders as well as accrediting and certification authorities. Recommendations from the Institute of Medicine and Pew Foundation were critical as part of these deliberations. In examining the development of clinical doctorates across numerous service related disciplines, nurse leaders analyzed the complexity of nursing education and required coursework for advanced practice nurses. With consensus among the leaders of nursing education and support from professional practice leaders, the clinical doctorate was approved nationally. Once approved, nursing leaders and organizations, worked to publish the curricular guidance for DNP programs. To further support DNP education as the required credential for advanced practice nursing, four universities in Florida have already been approved and have admitted students into DNP programs. Additionally, as previously described, focus groups comprised of state and regional leaders in healthcare and nursing were used during the needs assessment and development of the proposed curriculum.

G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

The FSU CON currently has baccalaureate and master's programs, accredited by the Commission on Collegiate Nursing Education (CCNE). Accreditation for the proposed program will be sought through the same national accrediting organization, the CCNE. According to CCNE policy, the College of Nursing will file a report within 60 days of the initiation of the initial course offering and will undergo an accreditation review within 18 months of implementation of the DNP program.

H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

As noted, the FSU CON currently has baccalaureate and master's programs accredited by the CCNE, the national accreditation agency for baccalaureate and higher degree nursing programs. The College will seek accreditation for the proposed DNP program from this same accrediting agency, which was approved by the Department of Education to accredit nursing doctoral programs in 2007. Accreditation by this agency will continue to be sought as it is a mark of excellence within the industry.

I. **Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The initial delivery modality for the program will be a traditional on campus delivery method utilizing previously existing resources located at our main campus. The College, however, maintains the technology to deliver courses synchronously to multiple sites in North Florida through teleconferencing. This system has been used effectively to deliver our master's programs for more than five years; these resources may be used to ease access to coursework or regional experts in healthcare if such a need exists. Based upon Florida State University's unique location, which is relatively isolated, and the already existing DNP programs located in Gainesville, Jacksonville, Orlando, and Tampa, a collaborative program is not being considered with the initial establishment of this degree program. Distance education modalities may be explored based on applicant feedback and the need for this type of delivery format. From the experience of teaching graduate courses in nursing and in discussing program delivery methods with nurses throughout Florida, on-line delivery as well as on campus with on-line support are preferred for nurses desiring part-time study. As noted earlier in this proposal, nurses returning to school for graduate education often balance career and family life during their education. For these reasons, alternate delivery models for selected courses may be examined if future needs assessments support such a decision.

The College of Nursing understands that if courses need to be delivered in an on-line or hybrid method, the FSU Graduate Policy Council will be notified and additional program evaluation and review may be required. In addition, if more than 50% of the course offerings for this program are delivered on-line, SACS will be notified.

IX. **Faculty Participation**

A. **Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

TABLE 4. ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Specialty	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Eileen M. Cormier, PhD Psychiatric Nursing	Asst. Prof.	Tenure Seeking	Fall 2009	9	0.75	0.13	0.09	9	0.75	0.21	0.16
A	Deborah I. Frank, PhD Marriage & Family	Professor	Tenured	Fall 2009	9	0.75	0.13	0.09	9	0.75	0.38	0.29
A	Laurie M. Grubbs, PhD Exercise Physiology	Professor	Tenured	Fall 2010	9	0.75	0.00	0.00	9	0.75	0.50	0.38
A	Roxanne P. Hauber, PhD Educational Psychology	Asoc. Prof.	Tenure Seeking	Fall 2009	9	0.75	0.13	0.09	9	0.75	0.22	0.17
A	Sally J. Karioth, PhD Educational Psychology	Professor	Tenured	Fall 2009	9	0.75	0.13	0.09	9	0.75	0.13	0.09
A	Katherine P. Mason, EdD Health Systems; Leadership	Professor	Tenured	Fall 2009	9	0.75	0.25	0.19	9	0.75	0.46	0.35
A	Lisa Ann Plowfield, PhD Health Systems; Leadership	Professor	Tenured	Fall 2009	12	1.00	0.05	0.05	12	1.00	0.26	0.26
A	Susan P. Porterfield, PhD Advanced Practice Nursing	Asst. Prof.	Tenure Seeking	Fall 2009	9	0.75	0.17	0.13	9	0.75	0.34	0.26
A	Rebecca Ryan, EdD Research Methodology	Professor	Tenure Seeking	Fall 2009	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Nancy K. Smith, DNSc Advanced Practice Nursing	Asst. In Nsg.	Non-Tenure	Fall 2010	9	0.75	0.00	0.00	9	0.75	0.13	0.09
A	Dianne L. Speake, PhD Health Systems; Leadership	Professor	Tenured	Fall 2009	12	1.00	0.10	0.10	12	1.00	0.23	0.23
A	Denise Tucker, DSN Advanced Practice Nursing	Asoc In Nsg	Non-Tenure	Fall 2009	9	0.75	0.13	0.09	9	0.75	0.33	0.25
A	Susan Wall, PhD Maternal Child Nursing	Asst. Prof.	Tenure Seeking	Fall 2011	9	0.75	0.00	0.00	9	0.75	0.13	0.09

A	James Whyte, ND Advanced Practice Nursing	Asst. Prof.	Tenure Seeking	Fall 2010	9	0.75	0.00	0.00	9	0.75	0.34	0.26
A	Mary Beth Zeni, ScD Public Health	Asst. Prof.	Tenure Seeking	Fall 2009	9	0.75	0.13	0.09	9	0.75	0.25	0.19
B	New Hire, doctorate Informatics, Advanced Practice	Asst. Prof.	Tenure Seeking	Fall 2009	9	0.75	0.13	0.09	9	0.75	0.51	0.38
B	New Hire, doctorate Organizational Systems	Asst. Prof.	Tenure Seeking	Fall 2010	9	0.75	0.00	0.00	9	0.75	0.60	0.45
	Total Person-Years (PY)							**1.29**				**4.09**

Faculty Code		Source of Funding	PY Workload by Budget Classification		
			Year 1		Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	1.20		3.26
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.09		0.83
C	New faculty to be hired on a new line	New Education & General Revenue	0.00		0.00
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00		0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00		0.00
		Overall Totals for	**Year 1**	**1.29**	**Year 5** **4.09**

Note: We anticipate that additional faculty coordination and support will be funded through OPS and/or Contracts and Grants as the program unfolds. In offering all of the courses 100% of the time on an annual basis, the required faculty FTE is 4.66.

B. **Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

Tables 2 and 3 (provided earlier in this proposal) indicate that the major funding resources for the FSU Doctor in Nursing Practice will be re-allocations from E&G. This program replaces an already existing graduate program, the family nurse practitioner. Faculty resources are sufficient to fund the teaching, advising and coordination of the proposed program. One additional faculty member is required to meet the program needs; the proposed addition will be funded by a vacant faculty line. The services of a retired faculty member who actively teaches in the nursing graduate programs will be solicited and funded using OPS designated funding. Again, this funding is a re-allocation from graduate program to another.

C. **Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty). (See Exhibit F.)**

Exhibit F. Faculty Preparation & Scholarship Activity

Faculty Name	Theses or Projects	Dissertations	Professional Publications			
			# papers	# data based papers	# books	# book chapters
Cormier, Eileen M.	1	0	2	--	--	--
Frank, Deborah I.	81	1	65	32	--	1
Grubbs, Laurie M.	97	0	18	14	1	3
Hauber, Roxanne P.	14	8	18	8	--	--
Karioth, Sally J.	8	3	5	2	4	4
Mason, Katherine P.	0	0	11	--	--	--
Plowfield, Lisa A.	8	2	31	6	--	5
Porterfield, Susan P.	2	0	1	--	--	1
Ryan, Rebecca	8	3	29	11	--	--
Smith, Nancy, K.	0	0	2	1	--	1
Speake, Dianne, L.	5	0	12	3	--	6
Tucker, Denise	58	0	6	1	2	5
Wall, Susan	0	0	1	1	--	--
Whyte, James	20	0	26	7	--	--
Zeni, Mary Beth	13	0	7	5	--	--

D. **Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

The College of Nursing has been highly productive in fulfilling its strategic goals related to teaching, research, scholarship and service. Graduate enrollment has increased annually over

the past 5 years due to the influx of new highly qualified faculty and curricular revisions that have resulted in more effective, competitive and marketable programs. Enrollment rates reflect 58 students enrolled in graduate education in the 2003-2004 academic year; 52 in 2004-05; 65 in 2005-2006; 81 in 2006-2007, and 79 in 2007-2008. Graduates from the college's graduate programs have increased incrementally as well with 13 in 2003-2004; 16 in 2004-05; 14 in 2005-2006; 23 in 2006-2007 and 22 in 2007-2008 (including projections for spring 2008). The DNP program will be the first doctoral program offered by the college.

Scholarship activity within the school is an emphasis area for continued development. The majority of external funding has been program related. Faculty research activity has occurred without significant external funding although all tenure track faculty continue to seek funding opportunities. Increasing levels of scholarship is noted in rising numbers of publications from 11 in 2002-2003 to 33 in 2006-2007. With the arrival of Dean Lisa Plowfield in 2007, the school immediately began an intensive effort to further increase the research productivity of the faculty. This effort was initiated by Dr. Plowfield's through a mentorship program directed towards initiating cultural change within the College with the desired end result of further extending the research productivity of the College. The College's advanced practice programs have contributed substantial service to the surrounding communities including professional contributions to the Florida Nurses Association, the Council for Advanced Practice Nurses and many other local and national professional organizations. Additionally, care provided to the medically underserved in the area by both faculty and advanced practice students is substantial, with care-related in-kind contributions at various organizations including The Bond Community Health Center, Neighborhood Healthcare Inc., county health department sites, Head Start, and many other community organizations.
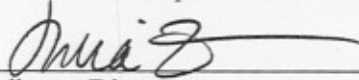
X. Non-Faculty Resources

A. **Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.**

Resources for the DNP program are currently in place and require no additional funding to teach core courses. Two unfilled faculty positions will be utilized for the DNP program - one for a faculty with informatics and advanced practice preparation and one for a faculty with acute care systems leadership and organizational experience. The Florida State University is a top level doctorate granting university with very high research productivity (Formerly Carnegie I). The university provides an extensive set of resources, which can be utilized for the DNP without additional spending. The establishment of the College of Medicine in 2000 resulted in a substantial increase in traditional library and on-line library resources at the University. Library resources are extensive. The DNP program will require students to have access to current research and policy literature available from current FSU library resources. (See Appendix C for full listing of volumes and serial holdings related to nursing and health systems.)

B. **Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.**

Florida State University is a major research institution of higher learning. The FSU Libraries actively contribute to, reinforce, and extend the university's reputation through its collections, services, and expert personnel. The FSU Libraries support FSU's teaching, learning, research, and service mission by providing access to information regardless of format or location. The Libraries contain over 10.1 million books, videos, microforms, databases, and thousands of full-text electronic books and journals. There are nine libraries in the system of libraries at Florida State University. Collectively and collaboratively, they provide information resources and library services to all faculty, students, and staff regardless of location or specific mission. No requirement for additional library resources is foreseen. (See Appendix D.)

_____   2-21-08
Library Director   Date

C. **Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

The FSU CON currently enjoys sufficient classroom resources to support the program through year 5. This includes both traditional and technology enhanced classrooms. When these 'brick and mortar' resources are combined with the on-line resources available for web assisted course offerings, the resources present a full range of teaching-learning options to the faculty.

D. **Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.**

The program will not require the institution to make additional capital expenditures.

E. **Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

Currently, the university has significant teaching support resources in place. This includes technology-enhanced classrooms, web-based instructional systems, electronic data retrieval resources and a full complement of research space and manpower inherent at a doctoral intensive university. Additionally, the college has currently established clinical practice labs, a simulation center equipped with clinical resources, computer center and learning resource center.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.

No additional equipment will be required.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.

No additional resources of this type will be required.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.

The College of Nursing currently supports graduate students through federal nurse traineeship funding, graduate tuition waivers, and scholarship funding. During the 2007-2008 academic year, 33 graduate students were provided with $123,580 of support. The nurse practitioner graduate students received $87,584 of support via 28 graduate tuition waivers and $29,047 of federal nurse traineeship funding. The funds used to support the nurse practitioner students will be allocated to students in the proposed DNP program.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

The nurse practitioner program currently uses clinical sites in primary and acute care in order to offer the requisite experiences to address the core competencies for Family Nurse Practitioners. Currently, the College of Nursing is actively utilizing 71 individual clinical preceptors across the existing Family Nurse Practitioner curriculum. Additionally, the College has established contracts with more than 50 other sites across the state. The College has a well-developed administrative team and process through which additional sites can be initiated on an as-needed basis. The College has also hired an additional certified nurse practitioner to liaison with and to coordinate visits to clinical sites, in anticipation of the further development of the program via the DNP. The current infrastructure and network of clinical sites is adequate to facilitate the advancement of the program to the DNP level.

The Health Systems Leadership specialty is new to the CON. The college does, however, have a well-established network of 140 clinical agencies throughout the region and the state, due to pre-existing contractual relationships. Additionally, the college has well-established relationships with state policy makers and with department of health leadership due to our location in the state capital and ability to collaborate with these agencies on a variety of projects. The clinical resources available through our previously existing contracts and through leveraging our position in the state capital is more than sufficient to facilitate the Health Systems Leadership specialty within the proposed DNP program.

J. **If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

New expenditures of this nature will not be required.