

Florida State University
Ph.D. in Nursing
CIP 51.3808
Proposal Documents

Revised Degree Proposal 2

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Board of Governors, State University System of Florida
REQUEST TO OFFER A NEW DEGREE PROGRAM

In Accordance with BOG Regulation 8.011

(Please do not revise this proposal format without prior approval from Board staff)

Florida State University
Institution Submitting Proposal

College of Nursing
Name of College(s) or School(s)

Nursing
Academic Specialty or Field

51.3808
Proposed CIP Code (2020 CIP)

Fall 2023
Proposed Implementation Term

N/A
Name of Department(s)/Division(s)

Ph.D. in Nursing
Complete Name of Degree

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.

6/22/2022
Date Approved by the University Board of Trustees

[Signature] 6/22/22
Board of Trustees Chair's Signature Date

[Signature] 6/20/22
President's Signature Date

[Signature] 6/17/22
Provost's Signature Date

PROJECTED ENROLLMENTS AND PROGRAM COSTS

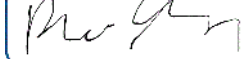
Provide headcount (HC) and full-time equivalent (FTE) student estimates for Years 1 through 5. HC and FTE estimates should be identical to those in Appendix A – Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Appendix A – Table 3A or 3B. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 by dividing total E&G by FTE.

Implementation Timeframe	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary/Philanthropy Funds	Total Cost
Year 1	6	4.2	\$76,535	\$321,449	0	0	\$381,449
Year 2	12						
Year 3	20						
Year 4	28						
Year 5	34	24.2	\$22,358	\$541,070	0	0	\$781,070

Additional Required Signatures

I confirm that I have reviewed and approved Need and Demand Section III.F. of this proposal.

DocuSigned by:



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Signature of Equal Opportunity Officer

6/20/2022 | 6:25 AM EDT

Date

I confirm that I have reviewed and approved Non-Faculty Resources Section VIII.A. and VIII.B. of this proposal.

DocuSigned by:



CD718E43EE89430...

Signature of Library Dean/Director

6/13/2022 | 7:26 AM EDT

Date



**Board of Governors, State University System of Florida
REQUEST TO OFFER A NEW DEGREE PROGRAM**

In Accordance with BOG Regulation 8.011

(Please do not revise this proposal format without prior approval from Board staff)

Florida State University
Institution Submitting Proposal

College of Nursing
Name of College(s) or School(s)

Nursing
Academic Specialty or Field

51.3808
Proposed CIP Code (2020 CIP)

Fall 2023
Proposed Implementation Term

N/A
Name of Department(s)/Division(s)

Ph.D. in Nursing
Complete Name of Degree

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.

Date Approved by the University Board of Trustees

President's Signature **Date**

Board of Trustees Chair's Signature **Date**

Provost's Signature **Date**

PROJECTED ENROLLMENTS AND PROGRAM COSTS

Provide headcount (HC) and full-time equivalent (FTE) student estimates for Years 1 through 5. HC and FTE estimates should be identical to those in Appendix A – Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Appendix A – Table 3A or 3B. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 by dividing total E&G by FTE.

Implementation Timeframe	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary/ Philanthropy Funds	Total Cost
Year 1	6	4.2	\$63,150	\$265,234	\$60,000	0	\$325,234
Year 2	6	8.4					
Year 3	8	14.2					
Year 4	8	20					
Year 5	10	24.2	\$18,544	\$448,757	\$240,000	0	\$688,757

Additional Required Signatures

I confirm that I have reviewed and approved Need and Demand Section III.F. of this proposal.

Signature of Equal Opportunity Officer

Date

I confirm that I have reviewed and approved Non-Faculty Resources Section VIII.A. and VIII.B. of this proposal.

Signature of Library Dean/Director

Date

Introduction

I. Program Description and Relationship to System-Level Goals

A. Describe within a few paragraphs the proposed program under consideration, and its overall purpose, including:

- degree level(s)
- majors, concentrations, tracks, specializations, or areas of emphasis
- total number of credit hours
- possible career outcomes for each major (provide additional details on meeting workforce need in Section III)

The proposed program is a Ph.D. in Nursing. The program will include a single major area of study-Nursing Science. The program includes a total of 78 credit hours of study for nurses entering with baccalaureate degrees, and 68 credit hours for nurses who hold a Master's Degree in Nursing (M.S.N.) or a Doctor of Nursing Practice (D.N.P.) degree.

The emphasis of the program is on health disparities and health equity for a range of populations. We have a particular focus on rural populations given our location in the State of Florida. Currently the FSU College of Nursing includes three major research centers focused on research related to populations experiencing health disparities. The majority of Major Professors within the program are affiliated with these Centers. Thus, they reflect the focus of health disparities inherent to the program. These include:

- 1) The Center for Population Health and Health Equity. This NIH-funded Center focuses on research meant to improve health equity for highly vulnerable populations. This center includes studies of African Americans, indigenous people (including internationally), people living with HIV/AIDS and sexual minorities. Current projects include a heavy focus on HIV prevention in adult and minority youth.
- 2) The Center for Brain Science and Symptom Management has a strong focus on the development of symptom management interventions for individuals from diverse populations suffering pain. This center includes NIH-funded studies of African Americans living with pain and the accompanying psychosocial distress.
- 3) The Center for Digital Health Is our newest center. The focus of the center is on the development of digital health approaches to HIV/AIDS prevention among minority populations including sexual minorities. This center is the most heavily NIH-funded center of its kind.

In addition to the aforementioned centers, the College has a large group of researchers focused on cardiovascular health in diverse populations. Much of this work includes rural populations including low-income individuals, many of whom are African American.

The goal of the Ph.D. in Nursing program is to prepare nurse scholars and academic faculty who will contribute significant new knowledge to nursing science. This knowledge will improve our understanding, generate theory, and lay the foundation for culturally sensitive interventions to address a broad range of phenomena that influence the health of diverse populations. The program will prepare nurses for faculty roles that include research-intensive work and teaching in post-secondary practice-based programs. While the program's primary focus is on the training of nurse scientists, students will receive advanced training in nursing which will facilitate their teaching

endeavors in addition to their scholarly work. All students may elect to take course work in various educational disciplines (see our collaboration with the College of Education). Students who receive funding will serve in teaching roles in the undergraduate nursing program, which will further prepare them for teaching roles in clinically focused programs. The program is vital to the workforce needs of Florida, as the COVID-19 pandemic has emphasized the potential adverse effects of the nursing shortage on the health of Floridians. Ensuring an adequate supply of Ph.D. prepared nurses is essential to maintaining the nursing workforce in our state.

B. If the proposed program qualifies as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan, please indicate the category.

- **Critical Workforce**

- ☐ Education
- ☒ Health
- ☐ Gap Analysis

- **Economic Development**

- ☐ Global Competitiveness
- ☐ Science, Technology, Engineering, and Math (STEM)

☐ **Does not qualify as a Program of Strategic Emphasis.**

II. Strategic Plan Alignment, Projected Benefits, and Institutional Mission and Strength

A. Describe how the proposed program directly or indirectly supports the following:

- **System strategic planning goals (see link to the 2025 System Strategic Plan on the New Program Proposals & Resources webpage)**
 - **the institution's mission**
 - **the institution's strategic plan**
- The proposed Ph.D. addresses the following system strategic planning goals in Nursing: Support institutions in their efforts to achieve state, national, and/or international preeminence in critical academic, research, and public service programs. The Ph.D. in Nursing is of strategic relevance given current workforce shortages in the health sector following the COVID-19 Pandemic. As a pre-eminent University and the sole College of Nursing at a major University without a Ph.D. program, it is essential that FSU, a preeminent University, initiate this program.
 - Strengthen quality and reputation of scholarship, research, and innovation. The FSU College of Nursing has undergone an unprecedented increase in active faculty researchers, research infrastructure, and funded research. To maintain this infrastructure, researchers within the College of Nursing seek a Ph.D. program to increase the research productivity of our labs and our eligibility for various funding sources.
 - Increase the number of degrees awarded within programs of strategic emphasis. Healthcare is an important strategic area for the State of Florida. The Ph.D. in Nursing creates additional nurse faculty, which will, in turn, facilitate growth in the nursing workforce.
 - Increase community and business workforce. The nursing faculty shortage accounts for a considerable proportion of the nursing shortage. The proposed Ph.D. will contribute directly to expansion in the nursing workforce.

The mission of the Florida State University is to preserve, expand and disseminate knowledge in the sciences, technology, arts, humanities, and professions while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The University is dedicated to excellence in teaching, research, creative endeavors, and service. The University strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

The proposed program directly addresses research by bolstering current research programs in the College of Nursing and training new nurse scientists for entry to practice in academia.

The FSU Strategic Plan, Goal II, sets goals for academic and research excellence. The establishment of the proposed Ph.D. directly contributes to these forms of excellence. Goal VI reflects on the need for excellence and reputation. The proposed program contributes significantly to academic and research excellence by allowing the FSU College of Nursing to join their peer institutions as Ph.D. level institutions. This is essential, as FSU is the only remaining major College of Nursing in the State that lacks a Ph.D. in Nursing.

B. Describe how the proposed program specifically relates to existing institutional strengths. This can include:

- **existing related academic programs**
- **existing programs of strategic emphasis**
- **institutes and centers**
- **other strengths of the institution**

The Florida State University is classified as a Doctoral University-Highest Research Activity (R1) by the Carnegie Classification of Institutions of Higher Education. Additionally, the University is classified as a Preeminent Institution by the State of Florida. As the only institution of this size and stature in the state without a Ph.D. in Nursing, the current program allows us to bring our College of Nursing into parity with our colleague institutions.

The Ph.D. in nursing will fill an important gap in our current programs. The FSU College of Nursing currently has a D.N.P program, which prepares nurses for advanced practice in clinical settings. According to the American Association of Colleges of Nursing (AACN), "The D.N.P. is a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs for nurses; D.N.P.-prepared nurses are well-equipped to fully implement the science developed by nurse researchers prepared in Ph.D. research-focused nursing doctorates." It does not prepare to generate original research-based evidence. The Ph.D. program focuses on original theoretically based research that forms the basis for the clinically relevant projects instituted by D.N.P. prepared nurses. Currently, we lack the sort of collaboration that the profession seeks between Ph.D. and D.N.P. students and faculty.

The current Interim Vice President for Research and our new President have emphasized the strategic necessity of increasing our healthcare-related research portfolio. The College of Nursing is contributing to this in increasingly significant ways. While our new Dean has attracted high-profile NIH-funded researchers, we require a Ph.D. program to allow these scholars to fully develop their labs and continue to improve the College's contributions to this important strategic goal.

The College of Nursing has two current research centers, both of which are heavily funded by N.I.H. *The Center for Population Sciences for Health Equity* is led by Dr. Frankie Wong, a researcher with a portfolio including more than 14 million dollars in N.I.H. funding. While the center currently incorporates Ph.D. students from other disciplines, it is essential for its future that we can continue to grow the center portfolio. The center's mission is to lead and implement community-engaged, scientific, operational research and practice using principles and tools of population sciences that promote health equity among marginalized, underserved, and vulnerable populations both nationally and internationally. The Ph.D. in Nursing will support this mission. The College's newly approved center is the Brain Science and Symptom Management Center. This center is led by Dr. Hyochol "Brian" Ahn, a researcher with a current N.I.H. portfolio which includes more than 2 million dollars in funding. The Center's primary focus is on symptom management using non-invasive central nervous system modalities. Many of the studies within this Center integrate rural populations as a primary study group.

- C. Provide the date the pre-proposal was presented to the Council of Academic Vice Presidents Academic Program Coordination (CAVP ACG). Specify whether any concerns were raised, and, if so, provide a narrative explaining how each concern has been or will be addressed.**

The Council of Academic Vice Presidents Academic Program Coordination (CAVP ACG) discussed the proposal in February of 2017. There were no concerns expressed in our initial approval. We initially went on to gain internal approval to explore; however, we could not move forward with the final proposal due to a lack of adequate resources (mostly funded researchers, which our new Dean, Jing Wang, has addressed. We gained the second internal approval to explore in January 2022 due to the long hiatus in our program development.

- D. In the table below, provide a detailed overview and narrative of the institutional planning and approval process leading up to the submission of this proposal to the Board office. Include a chronology of all activities, providing the names and positions of both university personnel and external individuals who participated in these activities.**
- If the proposed program is a bachelor's level, provide the date the program was entered into the APPRiSe system, and, if applicable, provide narrative responding to any comments received from APPRiSe.**
 - If the proposed program is a doctoral-level program, provide the date(s) of the external consultant's review in the planning table. Include the external consultant's report and the institution's responses to the report as Appendix B.**

Planning Process

The process at the FSU CON began with the establishment of an ad hoc committee designed to explore and develop a PhD at the FSU College of Nursing. The process began in 2015. During this time there were several leadership changes and changes in committee composition. J. Whyte, however, continued to lead the process throughout.

The initial internal permission to explore and associated CAVP approval began in 2015. Over the years that followed, the College gradually accumulated the necessary resources to facilitate the program. This primarily included increasing the research infrastructure within the College. This accounts for the long pause during the initial explore application and the second explore application approved in early 2022. By 2022, the new Dean (Jing Wang) had marshalled significant resources including researchers with more than 100 million dollars in current research funding. Thus, we were finally in the position to move the application forward.

The table below delineates the meetings held throughout the explore and final development of the program. During the final phases of the process, we enlisted the services of Dr. Sandi Dunbar, Ph.D., FAAN, a long-serving Professor at the Nell Hodgkin's Woodruff School of Nursing at Emory University. Dr. Dunbar was briefed and provided materials on 7 March 2022, and returned her recommendations on 17 March 2022. Dr. Dunbar reviewed the program favorably and presented a total of nine recommendations. These recommendations focused on administrative elements of the

program and the structure of the academic offerings. The Ph.D. Committee integrated all nine of her recommendations into the program structure.

Date	Participants	Planning Activity Description
15 June 2015	J. Whyte (Ph.D. Program Coordinator), J. McFetridge-Durdle (Dean of CON), J. Buchanan (Associate VP for Faculty Development)	Initial meeting to discuss the process.
1 August 2016	J. Whyte (Ph.D. Program Coordinator), J. Lowe, E. Cormier, L. Graven, L. Abbott (Ph.D. Committee members)	Initial Ph.D. committee meeting to establish a workplan for the CAVP document compilation.
9 September 2016	J. Whyte (Ph.D. Program Coordinator), J. Lowe, E. Cormier, L. Graven, L. Abbott (Ph.D. Committee members)	Finalization of the CAVP document.
10 February 2017	N/A	CAVP document approved.
4 January 2017	J. Whyte (Ph.D. Program Coordinator), J. Lowe, E. Cormier, L. Graven, L. Abbott (Ph.D. Committee members)	Meeting to review and approve initial sections of the Explore Document.
20 January 2017 2017	J. Whyte (Ph.D. Program Coordinator), J. Lowe, E. Cormier, L. Graven, L. Abbott (Ph.D. Committee members)	Explore document reviewed and finalized.
22 February 2017	N/A	Explore document approved (this was our first explore process-we repeated this in 2022).
22 March 2017	N/A	First B.O.T. approval to explore
20 April 2018	J. Whyte (Ph.D. Program Coordinator), F. Wong, Lowe, E. Cormier, L. Graven, L. Abbott (Ph.D. Committee members)	Meeting to plan development of the full application.
24 August 2018	G. MacDougall (Assoc Dean for Research), J. Whyte (Ph.D. Program Coordinator), JF. Wong, Lowe, E. Cormier, L. Graven, L. Abbott (Ph.D. Committee members)	G. McDougall takes over the committee.
28 March 2019	G. MacDougall (Assoc Dean for Research), J. Whyte (Ph.D. Program Coordinator), F. Wong, Lowe, E. Cormier, L. Graven, L. Abbott (Ph.D. Committee members)	Update on preparation of the full application.

25 October 2019	G. MacDougall (Assoc Dean for Research), J. Whyte (Ph.D. Program Coordinator), F. Wong, Lowe, E. Cormier, L. Graven, L. Abbott, E. Millender (PhD Committee members)	Update on preparation of the full application.
6 December 2019	J. Whyte (Ph.D. Program Coordinator), F. Wong, Lowe, E. Cormier, L. Graven, L. Abbot (PhD Committee members)	J. Whyte resumes leadership of committee.
13 January 2020	J. Whyte (Ph.D. Program Coordinator), J. Buchanan (Associate VP for Faculty Development)	Review of extant resources in the College of Nursing with the purpose of our application moving forward. The consensus was that our current faculty resources were insufficient.
January 2020-August 2021	J. Whyte (Ph.D. Program Coordinator)	The proposal is delayed during hiring the new Dean of the College, Jing Wang.
13 August 2021	J. Whyte (Ph.D. Program Coordinator), J. Wang (Dean CON)	Dean Wang orders the resumption of activities directed towards gaining the Ph.D. program. She does this simultaneously while gaining resources as a component of her taking the Deanship.
22 September 2021	J. Whyte (Ph.D. Program Coordinator), H., Ahn (Assoc Dean for Research) and, J. Buchanan (Associate VP for Faculty Development)	Update regarding restarting the effort to gain a Ph.D. in Nursing
18 November 2021	J. Whyte (Ph.D. Program Coordinator), F. Wong, L. Graven, G., Schluck, E. Millender (PhD Committee members)	Development of the new Proposal to Explore application. It was determined that this would be required due to the many delays in establishing the program.
20 January 2022	n/a	The second Explore Application is approved.
28 January 2022	J. Whyte (Ph.D. Program Coordinator), F. Wong, L. Graven, G., Schluck, H. Miao, E. Millender (PhD Committee members)	Meeting to establish the parameters of the full application. Meeting included that the chair would write the full draft and gain input digitally along the way.

7 March 2022	J. Whyte (Ph.D. Program Coordinator), J. Wang (Dean of CON), Sandi Dunbar (PhD Program Consultant from Emory University)	This was a virtual meeting during which program materials were provided to Dr. Dunbar, the consultant. This included a discussion of our goals and the current state of CON with regards to resources necessary for the program.
17 March 2022	J. Whyte (Ph.D. Program Coordinator), J. Wang (Dean of CON), Sandi Dunbar (PhD Program Consultant from Emory University)	Meeting with consultant Sandi Dunbar of Emory University Nursing. During this meeting we received Dr. Dunbar's reflections on our proposal.
23 March 2022	J. Whyte (Ph.D. Program Coordinator), CON Curriculum Committee members.	College of Nursing Graduate Curriculum committee review. Passed 7-0 in favor of approval.
28 March 2022	J. Wang (Dean of CON), J. Whyte (Ph.D. Program Coordinator), GPC members and staff.	Graduate Policy Committee consideration. Passed unanimously

- E. Provide a timetable of key events necessary for the implementation of the proposed program following approval of the program by the Board office or the Board of Governors, as appropriate, and the program has been added to the State University System Academic Degree Program Inventory.**

Events Leading to Implementation

Date	Implementation Activity
22 June 2022	Board of Trustees Meeting for consideration of approval of the application.
1 July 2022	Complete drafts of the syllabi for all required and elective courses are provided to the full Ph.D. committee for consideration by the group. (Note that all the statistics courses in the required coursework and electives are already offered by the College of Education).
1 July 2022	Application is due to the Board of Governors Office.
1 August 2022	Final review and edit of the syllabi by the committee chair prior to approval by the College of Nursing Curriculum committee.
1 August 2022	Deadline for draft copy of Ph.D. program student handbook due from committee members.
10 August 2022	Edits and adjustments are completed per feedback from the College Curriculum Committee.
15 August 2022	Syllabi are forwarded to the University Curriculum Committee for approval, followed by the assignment of course numbers.
30 August 2022	Deadline for edits to the draft copy of Ph.D. program student handbook due from committee members.
15 September 2022	Committee approval of the Ph.D. program student handbook due from committee members.
9-10 November 2022	Board of Governors Consider the application for approval.
15 November 2022	Initiation of program marketing.
2 January 2023	The application window opens for initial cohort.
1 March 2023	The application window for initial class cohort.
10 March 2023	Interviews with Ph.D. faculty and potential Major Professors begin.
3 April 2023	Final meeting for Ph.D. selection including offers for admission and alternates. Offers will be forwarded by the College of Nursing Student Services Office.
August 2023	Classes for initial cohort begin

Institutional and State Level Accountability

III. Need and Demand

- A. Describe the workforce need for the proposed program. The response should, at a minimum, include the following:**
- **current state workforce data as provided by Florida's Department of Economic Opportunity**
 - **current national workforce data as provided by the U.S. Department of Labor's Bureau of Labor Statistics**

- **requests for the proposed program from agencies or industries in your service area**
- **any specific needs for research and service that the program would fulfill**

According to the U.S. Bureau of Labor Statistics, Registered Nurses (RNs) are one of the fastest growing groups of health professionals, with projected growth of 7 percent from 2019 to 2029. The Florida Department of Economic Opportunity reports a similar increase in jobs for Nurse Educators of 7.32% by 2023, with a 22.6% increase in positions by 2029. The Florida Department of Economic Opportunity also forecasts a 3.37% increase in RN positions during the same time-period, with a 12.3% increase in RN positions by 2029. More nursing faculty will be needed to educate new nurses to keep up with this growth. However, according to survey data from the American Association of Colleges of Nursing (AACN), the U.S. is facing a persistent nursing faculty shortage. Data collected from the 2020 AACN Faculty Vacancy Survey revealed approximately 1,492 vacant positions in 2020. While the national vacancy rate has decreased slightly from 2016 to 2020, the vacancy rate in the southern region of the U.S has remained relatively stagnant ([\).](https://www.aacnnursing.org/News-Information/Research-Data-Center/Ph.D.)

Although the national faculty vacancy rate has declined slightly, a looming faculty shortage persists. The 2020 AACN Annual Survey revealed that nursing schools rejected 66,274 nursing applications for entry into a generic baccalaureate program. Nursing programs in western and southern states have the highest rejection rates for these qualified applications. The top reason for not offering admission to all applicants was insufficient clinical sites (n=254). However, in 2020, almost half of generic baccalaureate nursing programs reported rejecting qualified applications due to an insufficient number of faculty. Of these programs, about 56% report being unable to hire additional faculty due to a lack of qualified faculty availability. This nursing faculty shortage continues to be a top concern, as it contributes to the loss of qualified nursing talent ([\).](https://www.aacnnursing.org/News-Information/Research-Data-Center/Ph.D.)

According to AACN's report on *2019-2020 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*, U.S. nursing schools turned away 80,407 qualified applications from baccalaureate and graduate nursing programs in 2019 due to an insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. Most nursing schools responding to the survey pointed to faculty shortages as a top reason for not accepting all qualified applicants into their programs ([\).](https://www.aacnnursing.org/Store/Product-Search)

According to a *Special Survey on Vacant Faculty Positions* released by AACN in October 2019, 1,637 faculty vacancies were identified in a survey of 892 nursing schools with baccalaureate and/or graduate programs across the country (87.5% response rate). Besides the vacancies, schools cited the need to create 134 faculty positions to accommodate student demand. The data show a national nurse faculty vacancy rate of 7.2%. Most of the vacancies (89.7%) were faculty positions requiring or preferring a doctoral degree. All told, 25% of institutions reported that qualified applicants for faculty positions are unavailable in their geographic area. While 56% of nursing schools reported a lack of qualified applicants with doctoral degrees, another 20% reported a shortage of faculty with doctoral degrees capable of entering a research career. This statistic reveals the professional differentiation between Doctor of Nursing

Practice (D.N.P.) prepared nurses (practice-based doctorate for nurses) and Ph.D. prepared nurses (nurse scientists who will enter tenure track positions at research universities) (<https://www.aacnnursing.org/portals/42/news/surveys-data/vacancy18.pdf>).

The Ph.D. in Nursing qualifies individuals for service in practice-based programs. According to the American Association of Colleges of Nursing (AACN), nurse educators: “combine clinical expertise with a passion for teaching. Responsible for preparing new nurses and advancing the development of practicing clinicians, nurse educators possess a solid clinical background, strong communication skills, and a high level of cultural competence. Educators must be flexible enough to adapt curriculum and teaching methods in response to innovations in nursing science and ongoing changes in the practice environment. Currently in nursing there are three primary routes of educational preparation for nurse educators. At the community college and Associate Degree level, preparation at the master’s level is adequate (AACN, 2022). At four-year B.S.N. level, preparation at the Doctoral level is desirable. Often, nurses prepared at the D.N.P. level teach in these programs, with a focus on clinical teaching (AACN, 2022). D.N.P. prepared nurses possess advanced knowledge regarding clinical matters, but generally lack preparation in the advanced theoretical aspects of nursing. Ph.D. prepared nurses are vital to practice-based programs due to their advanced knowledge of nursing science” (AACN, 2022).

The Ph.D. in Nursing qualifies Nurses for service in non-academic practice settings due to the expanding nature of clinical research in nursing and other health-related disciplines. McNett (2006) observed that PhD-prepared nurses employed at hospitals tend to describe their roles as bridging the gap between research and practice and being a voice for the nursing practice within the organization. She concluded that hospital-based PhD-prepared nurses are in a key position to advance both the clinical nursing research field and the delivery of patient care within healthcare systems (Jamerson and Vermeersch, 2012). Given the current turbulent and rapidly changing health care environment and the increased emphasis on evidence-based nursing practice, there is a clear need for PhD nurses who can lead cutting-edge research, quality improvement and teaching in hospital and industry settings (Broome, 2015; Broome & Fairman, 2018). Institutions such as the Joint Commission for the Accreditation of Healthcare Organizations (JCAHO) currently require that facilities engage in evidence-based practice and nursing research as a component of the quality imperatives emerging in healthcare. Most conceptualizations of leadership include a person who is effective in influencing and engaging others in achieving a common goal that reflects a common vision (Cummings et al., 2018; Northouse, 2016). Ph.D.-prepared nurses have the potential to become leaders in health organizations as they have advocacy skills and the courage to continue to seek new innovative approaches (Broome, 2015). Various systematic reviews have shown this form of leadership to be positively associated with improved patient, professional and organizational outcomes (Cummings et al., 2018; Wong et al., 2013). Van Dongen and Hafsteindottir (2021) studied the impact of PhD prepared nurses in hospital and health organization settings. They found that the hospital setting was perceived as a complex work setting since many hospitals lacked a nursing research culture and infrastructure resulting in limited suitable positions, limited managerial support and limited opportunities for collaboration. In order to move the nursing discipline forward, an ongoing effort should take place by building strong nursing research cultures and infrastructures with career pathways and positions for PhD-prepared nurses. The FSU CON partners with a variety of health organizations by providing support for quality improvement and research endeavors.

These collaborations are engaged in primarily by Ph.D.-prepared nurses at the College, in collaboration with clinicians (e.g. The Tallahassee Memorial Healthcare Center for Research and Evidence Based Practice). This demonstrates the utility of these nurses in the hospital setting. Appendix L contains a current position announcement seeking a Ph.D.-prepared nurse for work in the Baptist Health System of Florida. This is a good example of the sort of position that a Ph.D. nurse would seek in a practice setting.

The Ph.D. in Nursing qualifies individuals for leadership positions in practice, education and research positions. The Doctor of Philosophy in Nursing degree prepares scholars with a leadership focus to contribute to the science, practice, and profession of nursing through systematic research, inquiry, and theory development. Ph.D.-prepared nurses become the key leaders in academic settings, government agencies and key aspects of health organizations (particularly in the area of quality improvement and nursing research. The number of doctoral-educated nurses has been gradually increasing (e.g. Anderson et al., [2019](#); McNelis et al., [2019](#); Nersesian et al., [2019](#)). To educate nurses working in clinical settings, there is also the need to educate doctoral-prepared nurses (Bice et al., [2019](#)). Indeed, Ph.D. nurse shortages have been documented around the world, affecting the educational and research projects, and the evolution of the nursing discipline and practice itself (e.g. DeMarco et al., [2009](#)). However, nurses with doctorates working in clinical settings have been deemed necessary (e.g. Sorensen et al., [2019](#)) to improve healthcare outcomes (Aiken et al., [2017](#); Currey et al., [2011](#)), strengthen leadership in nursing practice and develop more effective study designs, capable of decreasing mortality and increasing quality of care (Jonker & Fisher, [2018](#)). Therefore, doctoral-educated nurses might act as leaders guiding clinical practice at the highest possible quality levels, as well as leaders in identifying relevant research questions according to clinical priorities (Orton et al., [2019](#)).

B. Provide and describe data that support student demand for the proposed program. Include questions asked, results, and other communications with prospective students.

A needs assessment was performed using contact information from the Florida Board of Nursing database. This assessment was focused on Advanced Practice Nurses due to the currency of this database. All told, we received 1039 responses from e-mails forwarded to 24,600 nurses across the state.

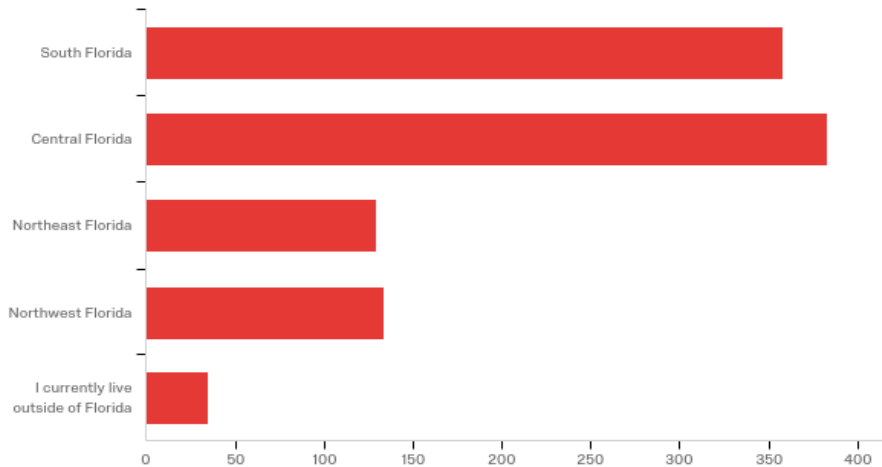
The needs assessment included the following questions, which were included in the survey were as follows:

1. What is your age?
2. What is your gender? (male, female, other)
3. What year were you initially licensed as a Registered Nurse? (state year)
4. What year did you achieve practice authorization as an Advanced Practice Nurse? (state year)
5. What is your highest level of degree obtained? (M.S.N., D.N.P.)
6. What region of the State do you currently live in? (South Florida, Central Florida, Northeast Florida, Northwest Florida)
7. Do you plan to seek a Ph.D. in Nursing in the future? (yes, no)
8. If you indicated yes, please indicate the time frame? (near future, distant future)

9. Would you consider enrolling at the Florida State University to seek a Ph.D. in Nursing? (yes, no)

The geographic distribution of responses is reflected in Table-1.

Table-1 Geographic distribution of responses.



The educational level of respondents is listed in Table-2. Many responses reflect the Master of Science in Nursing as the highest level of education achieved.

Table-2 Educational distribution of respondents

Level of Education	Percentage	Count
M.S.N.	76.91%	799
D.N.P.	18.86%	196
Ph.D.	4.23%	44
Total	100%	1039

Respondents were asked regarding their intention to seek a Ph.D. in Nursing. A total of 16.02% stated that they would seek a Ph.D. in the near future, while 13.5 % reported a desire to seek a Ph.D. in the distant future. When considering nurses who cited an intention to seek a Ph.D. in Nursing (41.44%), 30.27% stated that they would consider the Florida State University Ph.D. in Nursing program. In total, 28.29% stated that they would not consider FSU.

Table-3 reflects the regional distribution of the sample, coupled with the number of people who would consider the Ph.D. in Nursing at the Florida State University.

Table-3 Nurses who would consider FSU by region

Region	Regional Count
South Florida	99

Central Florida	68
Northeast Florida	55
Northwest Florida	82
I currently live outside of Florida	0
Total Count	304

There is ample support for the program across the state, with a higher number of individuals expressing their support from Central to North Florida.

C. Complete Appendix A – Table 1 (1-A for undergraduate and 1-B for graduate) with projected student headcount (HC) and full-time equivalents (FTE).

- Undergraduate FTE must be calculated based on 30 credit hours per year
- Graduate FTE must be calculated based on 24 credit hours per year

In the space below, provide an explanation for the enrollment projections. If students within the institution are expected to change academic programs to enroll in the proposed program, describe the anticipated enrollment shifts and impact on enrollment in other programs.

The enrollment projections for the program (See Table-1B) reflect a conservative approach to enrollment based on our anticipated need and infrastructure. These include:

-Individuals drawn from agencies/industries in your service area (e.g., older returning students). We utilize this column to detail the enrollment of nurses currently working in industry. Hospitals uniformly provide educational support to these nurses attending school part time. This generally includes 2 courses per semester contingent upon course success. This proportion of our headcount reflects nurses returning to school from the healthcare system with both B.S.N. and M.S.N/D.N.P. degrees. We project 2 students annually from this group in years 1 through 5.

-Individuals who have recently graduated from preceding degree programs at this university. We will recruit heavily from our current B.S.N. and M.S.N/D.N.P. programs. Current projections yield a pool of 200 B.S.N. graduates and 40 D.N.P. graduates annually. We project 2 enrollments from this group during years 1 and 2 and 4 in years 3, 4 and 5.

-Individuals who graduated from preceding degree programs at other Florida public universities. We will recruit potential students from other Florida schools with B.S.N. and M.S.N/D.N.P. programs. This creates an important pool of students from institutions across the state with B.S.N. and M.S.N/D.N.P. programs. We project 2 students in years 1, 2 and 3, with expanding enrollment in years 4 and 5 (6).

D. Describe the anticipated benefit of the proposed program to the university, local community, and the state. Benefits of the program should be described both quantitatively and qualitatively.

Florida State University is one of the leading Universities in the country. Currently, FSU is ranked 19 among public Universities and 55 among all Universities. Additionally, FSU is considered a Preeminent University by the State of Florida. As one of the leading Universities in the State, it is essential that the College of Nursing establish a Ph.D. program to support the University's growth in health disciplines. More specifically, FSU is increasingly becoming a leader in National Institutes of Health funding. The Nursing Ph.D. program will add to both the stature of the University, the College of Nursing, and our efforts to expand research funding at the National Institutes of Health level.

The benefit to the local community and state associated with this program is straightforward. The Florida Department of Economic Opportunity reports a similar increase in jobs for Nurse Educators of 7.32% by 2023, with a 22.6% increase in positions by 2029. The Florida Department of Economic Opportunity also forecasts a 3.37% increase in Registered Nurse positions during the same time-period, with a 12.3% increase in Registered Nurse positions by 2029. To maintain the level of healthcare currently offered in our local community, it is essential that these needs are addressed. The State of Florida has a significant population of older adults. Addressing the nursing shortage, which is forecast to increase significantly, is vital to ensure the health and safety of Floridians (<https://floridajobs.org/>).

E. If other public or private institutions in Florida have similar programs that exist at the four- or six-digit CIP Code or in other CIP Codes where 60 percent of the coursework is comparable, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with appropriate personnel (e.g., department chairs, program coordinators, deans) at those institutions regarding the potential impact on their enrollment and opportunities for possible collaboration in the areas of instruction and research.

The Ph.D. in Nursing CIP code is 51.3808. Currently, the following Universities in the State have programs falling under 51.3808. These are:

- The University of Florida
- The University of South Florida
- The University of Central Florida
- Florida Atlantic University
- Florida International University

Given the forecast shortages in both Registered Nurses and Nurse Educators previously described in this application, there are evident shortages that the proposed program will address. We forecast no changes in enrollment amongst other Universities offering 51.3808 across the state.

We have communicated with the above listed Colleges of Nursing, all of whom offer 51.3808. Leadership at each of the institutions was positive regarding our path forward. None of the institutions voiced concern that the FSU Ph.D. in Nursing would affect their enrollment. This is largely based on the ongoing shortages of Nursing Faculty who are Ph.D. prepared.

Our current ongoing research collaborations with other institutions in Florida are primarily with the University of Florida, as they are the geographically closest institution that offers the Ph.D. in Nursing. They are as follows:

1-We have academic monthly academic presentations for our current researchers. As previously stated, our Ph.D. students will be integrated into these presentations once the program begins. We frequently invite University of Florida faculty to present at these. For instance, we have had presenters for 4 of the last 12 sessions presented by University of Florida faculty. We have also had presenters from Florida International University and the University of South Florida in the past year. We widely publicize these sessions and invite scholars from our partner institutions.

2- We maintain a research center (the Tallahassee Memorial Center for Nursing Research and Evidence Based Practice) in collaboration with TMH, our major clinical partner in the region.

3-We are active participants in the UF-FSU Clinical and Translational Science Award. This is a joint NIH award that integrates faculty scholarships from both institutions for the completion of funded research projects.

4-The newly established Office for Clinical Research Advancement (OCRA) is now fully staffed and facilitates clinical research efforts with clinical and academic partners across the state.

None of our colleagues across the SUS have expressed the need to offer Nursing Ph.D. courses collaboratively.

F. Describe the process for the recruitment and retention of a diverse student body in the proposed program. If the proposed program substantially duplicates a program at FAMU or FIU, provide a letter of support from the impacted institution(s) addressing how the program will impact the institution's ability to attract students of races different from that which is predominant on the FAMU or FIU campus. The institution's Equal Opportunity Officer shall review this Section of the proposal, sign, and date the additional signatures page to indicate that all requirements of this section have been completed.

The Florida Agricultural and Mechanical University is in Tallahassee. They offer no doctoral programs in nursing. Florida International University, located in South Florida, is an 8-hour drive from Tallahassee. We have included a letter from the Dean of the FIU College of Nursing documenting the possibility of enrollment effects associated with establishing the FSU Ph.D. in Nursing.

The FSU College of Nursing faculty has become increasingly diverse during recent times, as has our student body. We seek to include significant numbers of underrepresented persons in our Ph.D. program. Notably, realizing the benefits of diversity in the profession of nursing depends in part on the expansion of the traditional pool of applicants and the employment of faculty and staff by appropriately defining variables reflecting the value and diversity of the human experience. This reflects the need to consider a range of non-academic variables in selecting students for the program. The measures of an applicant's readiness for nursing education and preparedness for practice should extend beyond reliance on specific quantitative data such as standardized test scores and grade point averages to include other valid and reliable measures of future success. Factors such as leadership skills, ability to

overcome obstacles, strengths, communication and language skills, ability to gain entry into underserved communities, other transferable skills and abilities, and prior life experiences of individuals may be relevant when determining how the applicant might contribute to the profession and/or to the academic environment of a particular institution.

We will heavily focus on the applicant's potential for a productive career as a nurse scientist in a holistic manner. The current admission criteria for the program are restated below:

- 1) A Bachelor of Science degree in nursing with a minimum undergraduate GPA of 3.5.
- 2) M.S.N./ D.N.P. with a minimum graduate GPA of 3.0. All transfer courses require a grade of B or greater. Students will complete, in collaboration with their Major Professor, a plan of study. As the Ph.D. in Nursing exceeds the 32-credit threshold, courses may be applied to the study plan as appropriate (e.g. courses are either duplicated in the required courses delineated in the curricular plan, or directly support the area of study selected for the Ph.D.). These courses may not have been used to meet the requirements for another FSU degree. Students must complete the majority of course work at FSU (51%). The Ph.D. committee will approve each student's plan of study including transfer credit. Further, all changes to the study plan will be approved in a similar manner.
- 3) There will be no GRE/GMAT requirement. A GRE waiver application is pending with the Graduate School/GPC.
- 4) Eligibility for licensure in Florida. Unencumbered RN licensure prior to candidacy.
- 5) Evidence of writing skill based on the applicant's admission essay reflecting on the student's reasons for seeking a Ph.D. in Nursing and their associated aspirations related to contributions to nursing science.
- 6) Evidence of skill in oral communication based on interview by the potential Major Professor and Ph.D. committee.
- 7) Three professional letters of reference which reflect on the applicant's potential for a career as a Nurse Scientist.

The College of Nursing has used holistic admissions at all levels for the past 6 years due to our past shortcomings in gaining students from underrepresented groups. Our experiences in improving the diversity of our other programs will be used to gain diversity in this program. For our D.N.P. program, we have consistently exceeded Florida population norms for African American and Hispanic students for the past 5 years. Additionally, the College has doubled our number of African American and Hispanic students over the past 5-years for the B.S.N. program, although we continue to fall short of Florida population norms for the B.S.N. Specifically, criteria 5 and 6 above are heavily weighted in our process. Our experience is that when faculty interact directly with students from diversity groups independent of student's academic records, students from diversity groups gain significantly in their rankings relative to other students. This is also true of the evaluation of the written essay. We have a solid record of success with this approach.

IV. Curriculum

A. Describe all admission standards and all graduation requirements for the program. Hyperlinks to institutional websites may be used to supplement the

information provided in this subsection; however, these links may not serve as a standalone response. For graduation requirements, please describe any additional requirements that do not appear in the program of study (e.g., milestones, academic engagement, publication requirements).

The admission standards for the program are as follows.

- 1) A Bachelor of Science degree in nursing with a minimum undergraduate GPA of 3.5.
- 2) M.S.N./ D.N.P. with a minimum graduate GPA of 3.0. All transfer courses require a grade of B or greater. Students will complete, in collaboration with their Major Professor, a plan of study. As the Ph.D. in Nursing exceeds the 32-credit threshold, courses may be applied to the study plan as appropriate (e.g. courses are either duplicated in the required courses delineated in the curricular plan, or directly support the area of study selected for the Ph.D.). These courses may not have been used to meet the requirements for another FSU degree. Students must complete the majority of course work at FSU (51%). The Ph.D. committee will approve each student's plan of study including transfer credit. Further, all changes to the study plan will be approved in a similar manner.
- 3) There will be no GRE/GMAT requirement. A GRE waiver application is pending with the Graduate School/GPC.
- 4) Eligibility for licensure in Florida. Unencumbered RN licensure prior to candidacy.
- 5) Evidence of writing skill based on the applicant's admission essay reflecting on the student's reasons for seeking a Ph.D. in Nursing and their associated aspirations related to contributions to nursing science.
- 6) Evidence of skill in oral communication based on interview by the potential Major Professor and Ph.D. committee.
- 7) Three professional letters of reference which reflect on the applicant's potential for a career as a Nurse Scientist.

Admission and Progression Standards for International Students (F-1 Visa Holders)

While this is an on-line program, international students may enroll with the following additional requirements to meet the statutory requirements of their visa:

- 1) International students from non-English speaking countries require an Internet based Test of English as a Foreign Language (IBTOEFL): 100. Paper based TOEFL: 550. International English Language Testing (IELTS) with a score of 7 is acceptable as well.
- 2) While this is an on-line program, international students must meet the following face-to-face requirements for immigration purposes (F-1 Visa). For fall and spring semesters students must enroll in a minimum of 6 hours of face-to-face course work. There is no summer requirement, However, all students must enroll in a minimum of 2 credits during the final semester.
- 3) J-1 Visa holders are not eligible for on-line classes.

Initial Faculty contact and Selection of the Major Professor and Committee:

- 1) During the application process students will state their desired area of scientific inquiry. Accordingly, the Ph.D. Director, with assistance from the Ph.D. committee,

will suggest potential Major Professors for the students based on the students' interests.

- 2) Potential students will be interviewed by a minimum of two Ph.D. faculty members who have been identified as potential Major Professors.
- 3) During the first year in the program students should consult with faculty members with Graduate Faculty Status whose area of expertise correspond with the student's interests. In the interest of developing the new Ph.D. program, the members of the Ph.D. Program Committee will approve the first assignment of a student to a Major Professor. The primary consideration for this assignment is the faculty members history of service on at least one Ph.D. supervisory committee. Faculty with Graduate Faculty Status without this experience, will be required to participate in a committee through the preliminary exams prior to serving as a chair. These informal conversations are a chance for students to determine the fit of potential Major Professors. The Major Professor should be an expert in the area of inquiry, and should be skilled in mentoring PhD students. The Major Professor may be assigned without regard for profession. Conversely, this is also a chance for faculty members to judge the suitability of the students for their lab group. The roles of the Major Professor are as follows:
 - Approves and regularly reviews the program of study.
 - Prepares the student's annual review.
 - Serves as the chairperson of the advisory committee.
 - Directs preparation for preliminary examinations.
 - Guides the student in the development and design of the dissertation study.
 - Advises the student in the development of the prospectus.
- 4) Following acceptance into the program, students may immediately designate the Major Professor (with the Professor's consent). Students must designate a Major Professor during the first year of study to progress.
- 5) The Ph.D. supervisory committee for each student must include a minimum of four members. Each member of the committee must have graduate faculty status. One committee member is the University Representative (outside member). The University Representative must hold graduate faculty status and be tenured. The University representative may come from any academic discipline, and when possible, should have a skill set that contributes to the area of scholarly inquiry. The committee should include, at minimum, 2 members who are nurses, to ensure adequate representation on the committee. The student will assemble the committee under the guidance of the Major Professor.

The graduation requirements for the program are as follows:

- 1) Completion of course of study in 7 years from initial registration. (78 credits for B.S.N.-Ph.D., or 68 credits for M.S.N./D.N.P.-Ph.D.)
- 2) All degree requirements must be completed within 5 years of the student passing the preliminary examination.
- 3) Achieve satisfactory progress on the annual evaluation performed by the Major Professor. In cases where students fail to make progress, they will be evaluated by the Ph.D. Program Director and the Ph.D. Committee.
- 4) Attendance at three summer institutes (During the first, second and third summers in the program). This is a central component of academic engagement.

- 5) Attendance at a minimum of 80% of academic engagement related activities. This includes monthly seminars and Major Professor required activities (e.g. lab meetings).
- 6) Achieve a successful preliminary defense (Both oral and written).
- 7) Achieve a successful defense of the Dissertation Prospectus at the third summer intensive session.
- 8) All students must complete 24 hours minimum of registration in Ph.D. Dissertation preparation.
- 9) A dissertation must be completed on some topic connected with the major field of study. To be acceptable it must be an achievement in original research constituting a significant contribution to knowledge and represent a substantial scholarly effort on the part of the student. The manuscript must be prepared according to the style and form prescribed by the unit and must conform to the University requirements regarding format.
- 10) Achieve a successful defense of the Ph.D. Dissertation. The student must register for a minimum of 2 credit hours during the final semester in the program. A student who has completed the required coursework, passed the Preliminary Examination and submitted an Admission to Candidacy form to the Office of the Registrar, and continues to use campus facilities and/or receives faculty supervision, but has not been cleared by the Manuscript Clearance office shall include in the required full-time load a minimum of 2 credit hours of dissertation per semester, including summer term, until completion of the degree.
- 11) Students must meet all manuscript and online forms deadlines set by the Graduate School in the semester of graduation.
- 12) A student is not eligible for conferral of a degree unless the cumulative grade point average is at least 3.0 in formal graduate courses (5000-level or above).

B. Describe the specific expected student learning outcomes associated with the proposed program. If the proposed program is a baccalaureate degree, include a hyperlink to the published Academic Learning Compact and the document itself as Appendix C.

The learning outcomes will be measured by a variety of academic exercises including writing assignments, examinations, projects and the development of the prospectus and dissertation. The program learning outcomes are as follows:

Research and Knowledge Development:

- Integrate nursing and other healthcare theories into the student's program of research.
- Conduct original research
- Critique and integrate different scientific perspectives in the conduct of original research
- Lead research teams and participate in team science in collaboration with other disciplines.

Leadership

- State the evolving roles and responsibilities of a nurse scholar
- Assume leadership in the conduct of culturally appropriate scholarship that integrates Social Determinants of Health.

- Lead in advancing the discipline through scholarly contributions and science
- Provide career and research mentorship to others

Research Dissemination and Grantsmanship

- Communicate research through publications and presentations for professional, interdisciplinary, and lay audiences

Health Policy

- Generate and disseminate knowledge and theory relevant to health policy
- State the influence of politics and policy on knowledge generation

Values

- Apply the history and philosophy of science during the development of research deliverables.
- Structure research deliverables that include the evolving nature of the nursing discipline
- Utilize professional and research ethics and judgment in the conduct of research

Scholarly Engagement

We are conscious of the need for intense scholarly engagement as required by the University. More importantly, we realize that interaction with faculty and students is a key component of the socialization of Nurse Scientists. Thus, our approach is heavily focused on fully engaging learners in this regard. Our plan for ensuring scholarly engagement includes:

- 1) Students will be required to attend a two-day, on-campus orientation at the beginning of the program. During this orientation students will be heavily oriented to the academic and research resources that they will access through throughout the program.
- 2) The Associate Dean for Research currently holds monthly research presentations designed to broaden faculty and graduate student knowledge of interdisciplinary research topics. The Ph.D. students will be required to attend these sessions.
- 3) The College of Nursing will facilitate student attendance at research conferences across the State and nationally. This will include conference attendance with the major professor.
- 4) Each student will work to select a Major Professor (with mutual approval). Following selection of a Major Professor, the students will be members of the Major Professor's laboratory and/or research team. Major Professors will hold a minimum of one lab meeting per month to ensure scholarly engagement. This will facilitate the student's engagement with their Major Professor's work and will facilitate interactions and collaboration with their student colleagues. This experience, whether local or completed at a distance, will be negotiated with the Major Professor.

Summer Intensives:

Summer intensive sessions will be structured as follows. Each will span 5 days and will include extensive class work, presentations and opportunities for direct faculty and student contact.

- 1) Year-1: This session will center around the course entitled "Literature Synthesis for Nursing Science". The goal will be that students will receive classroom sessions and direct interactions with faculty to facilitate their compilation of the beginning stages of the literature review that will eventually support the dissertation.
- 2) Year-2: This session will focus on the course entitled "Preliminary Exam Preparation". During this intensive session students will receive classroom sessions and guided faculty support as they prepare for their preliminary examination.
- 3) Year-3: This session will be centered around a minimum of two dissertation hours. During this session, students will present their prospectus for the dissertation to their committee and student colleagues. This is meant to be a formal presentation but will be attended by all of the students to build a sense of academic community and facilitate academic engagement.

Program Milestones for Academic Engagement:

- 1) Each student will develop a CV prior to their preliminary examinations. This document will be updated and provided to faculty prior to each step in the dissertation process.
- 2) Each student will complete Collaborative Institute Training Initiative (CITI) training prior to preliminary examinations. CITI training may have to be engaged earlier if students are working actively on projects as members of the academic community in the College.
- 3) Students will attend each of three summer intensive sessions.
- 4) Students will attend a minimum of one academic conference annually during coursework. The conference should focus on their area of scientific inquiry or general methodologic approaches to research. The Major Professor will approve these conferences.
- 5) Students will present the dissertation prospectus during the third summer. Students are encouraged to make at least one more academic or practice based research presentation prior to graduation.
- 6) Students are required to submit one paper for publication prior to graduation. The Major Professor will approve the journal and topic for the publication. The student may co-publish with the Major Professor to meet this requirement. Students are encouraged to seek publication in high-quality journals in nursing or related fields.

C. If the proposed program is an AS-to-BS capstone, provide evidence that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as outlined in State Board of Education Rule 6A-10.024. Additionally, please list the prerequisites, if any, and identify the specific AS degrees that may transfer into the proposed program.

☒ **Not applicable to this program because it is not an AS-to-BS Capstone.**

D. Describe the curricular framework for the proposed program, including the following information where applicable:

- **total numbers of semester credit hours for the degree**
- **number of credit hours for each course**
- **required courses, restricted electives, and unrestricted electives**
- **a sequenced course of study for all majors, concentrations, tracks, or areas of emphasis**

The goal of the Ph.D. in Nursing program is to prepare nurse scholars and academic faculty who will contribute significant new knowledge to nursing science. This knowledge will improve our understanding, generate theory, and lay the foundation for culturally sensitive interventions aimed at addressing a broad range of phenomena that influence the health of diverse populations. Graduates will be prepared to contribute to nursing science, address health disparities, and assume leadership positions in practice, education, and research. Graduates will be prepared to prepare and mentor the next generation of nurses and nurse scholars.

The Ph.D. in Nursing will require a minimum of 78 semester hours for B.S.N. prepared nurses and 68 semester hours for M.S.N./D.N.P. prepared nurses. There will be two entry points for the program: (a) Nurses who hold the Bachelor of Science in Nursing (B.S.N.); and (b) Nurses who hold the Master of Science in Nursing (M.S.N.) or the Doctor of Nursing Practice (D.N.P.). Students may transfer up to 49% of the required credits if they align with the Ph.D. course of study and have not been counted towards an FSU degree in the past. Transfer credits will be included in the course of study agreed upon by the major professor and committee. In the case that the student requires specialty training to support the dissertation, this may not be possible (for instance a statistics elective or DIS).

The majority of current FSU CON researchers focus on health disparities research. The integration of the work of our researchers, including our research centers, into the curriculum is critical to ensuring the program's success. As a heavily NIH-funded College of Nursing, health disparities and research driven towards gaining health equity are the driving force behind this program. The coursework described in the sections that follow is heavily informed by our faculty's research endeavors and expertise. Thus, each course is developed integrating health disparities and health equity-based principles. While some courses (e.g. Special Populations Research /Social Determinants of Health) have a sole focus on health disparities, all of the courses in the curriculum will integrate research exemplars that address health disparities and health equity.

The general structure of the curriculum is as follows:

- a. The program is structured with a core of nursing science courses. These are nursing-specific courses that include content related to nursing science, health disparities, and the theoretical underpinnings of science.
- b. Research methods and statistics courses. This will include courses with research-focused content, a broad introduction to research methods, and statistics courses.
- c. The statistics core including elective statistics courses.
- d. Electives to support the dissertation: The enclosed curricular guide includes those electives currently offered on-line. Electives will be offered within the College of Nursing and College of Education, in a synchronous on-line format, although students may elect to take courses that support their dissertation in other colleges at FSU. This may include in-person

courses for students local to FSU or those who are willing to travel to meet course requirements. Elective courses should support the dissertation and will be contracted with the Ph.D. supervision committee. These include courses that support the topical area of study, additional statistical approaches unique to the dissertation, or courses on additional methodologies.

- e. The program will require 24 dissertation hours.

Curricular Outline for B.S.N.-Ph.D. Students:

The curricular outline for students with an earned B.S.N. includes a total of 78 credit hours. The outline of the program is as follows.

Nursing Science

Course Number	Course Title	Credit Hours
TBD	Philosophical Foundations, Theories, Models and Frameworks of Nursing Science	3
TBD	Special Populations Research /Social Determinants of Health	3
TBD	Literature Synthesis for Nursing Science	3
TBD	The Nurse Leader in Research and Health Policy	3
TBD	Grant Writing	3
		15

Research Methods

Course Number	Course Title	Credit Hours
TBD	Responsible Conduct of Research	2
TBD	Quantitative Research Methods	3
TBD	Qualitative Research Methods	3
TBD	Mixed Research Methods	3
TBD	Nursing Research Practicum (Beginning in year 2. A total of 6 practicum hours are required prior to candidacy)	1-3 (6 total)
		17

Statistics

Course Number	Course Title	Credit Hours
EDF 5400	Descriptive/Inferential Statistics Applications	4
EDF 5401	General Linear Models Applications	4
TBD	Statistics Elective	3
TBD	Statistics Elective	3
		12

Electives-Contracted with Advisor to Support Dissertation (9 credits required)

Course Number	Title	Credit Hours
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TBD	TBD	3
TBD	TBD	3
TBD	TBD	3
		9

Candidacy and Dissertation

Course Number	Title	Credit Hours
TBD	Dissertation Prospectus Intensive	1
TBD	Preliminary Exam Preparation (Written component)	1-3 (3 total)
TBD	Preliminary Exam (Oral component)	0
TBD	Dissertation Preparation	24
TBD	Dissertation Defense	0
		28

Total Program Credits: 78

Proposed Electives

Course Number	Course Title	Credit Hours	Proposed Faculty Expert
EDF 5432	Measurement Theory I	3	College of Education
EDF 5448	Scale and Instrument Development	3	College of Education
EDF 5484	Educational Data Analysis	3	College of Education
EDF 7418	Multilevel Modeling	3	College of Education
EDF 5409	Causal Modeling (SEM)	3	College of Education
EDF 5402	Advanced Topics in ANOVA	3	College of Education
EDF 5406	Multivariate Analysis	3	College of Education
TBD	Measurement in Health Research (to include hospital and community-based interventions)	3	TBD
TBD	Introduction to Data Science	3	Dr. Miao
TBD	Intervention development and analysis	3	Drs Graven, Hall, Abbott
TBD	Directed Independent Study (With approval of chair to support dissertation).	3	TBD according to topic

The program will focus on the recruitment of full-time B.S.N.-Ph.D. students due to the urgency of the nurse faculty and staff nursing shortage. The full-time course of study is presented below.

Full Time-Sample Course of Study B.S.N.-Ph.D.

Year-1 fall (10 Credits)

- Philosophical Foundations, Theories, Models and Frameworks of Nursing Science (3 Cr)
- EDF 5400 Descriptive/Inferential Statistics Applications (4Cr)
- The Nurse Leader in Research and Health Policy (3 Cr)

Year-1 spring (9 Credits)

- Quantitative Research Methods (3 Cr)
- Ethics and the Responsible Conduct of Research (3 Cr)
- Special Populations Research /Social Determinants of Health (3 Cr)

Year-1 summer (10 Cr)

- Qualitative Research Methods (3 Cr)
- EDF 5401 General Linear Models Applications (4 Cr)
- Literature Synthesis for Nursing Science (3Cr) (Summer Seminar Course)

Year-2 fall (10-12 Credits)

- Mixed Research Methods (3 Cr)
- Stats Elective (3 Cr)
- Grant Writing (3Cr)
- Nursing Research Practicum (1-3 Cr)

Year-2 spring (7-10 Cr)

- Stats Elective (3 Cr)
- Elective (3)
- Nursing Research Practicum (1-3 Cr)

Year-2 summer (8-11 Cr)

- Preliminary Exam Preparation (2 Cr) (Summer Seminar Course)
- Elective (3)
- Elective (3)
- Nursing Research Practicum (1-3 Cr)

Year-3 fall (2-6 Cr)

- Preliminary Exam Preparation (written) (1-3Cr)
- Preliminary Exam (oral) (0 Cr)
- Dissertation Preparation (1-3 Credits)

Year-3 Summer (2-6 credits)

- Dissertation Prospectus Intensive (1 credit)
- Dissertation Preparation (x credits)

Dissertation Preparation (x Credits) (Note-student must enroll in 2 credits during the final semester of enrollment.

Part Time-Sample Course of Study B.S.N.-Ph.D.

Year-1 fall (7 Credits)

- Philosophical Foundations, Theories, Models and Frameworks of Nursing Science (3 Cr)
- EDF 5400 Descriptive/Inferential Statistics Applications (4Cr)

Year-1 spring (6 Credits)

- Quantitative Research Methods (3 Cr)
- Special Populations Research /Social Determinants of Health (3 Cr)

Year-1 summer (7 Credits)

- Qualitative Research Methods (3 Cr)
- EDF 5401 General Linear Models Applications (4 Cr)

Year-2 fall (6 Credits)

- Mixed Research Methods (3 Cr)
- The Nurse Leader in Research and Health Policy (3 Cr)

Year-2 spring (5 Cr)

- Stats Elective (3 Cr)
- Ethics and the Responsible Conduct of Research (2 Cr)

Year-2 summer (6 Cr)

- Literature Synthesis for Nursing Science (3Cr) (Summer Seminar Course)
- Stats Elective (3 Cr)

Year-3 fall (3-6 Cr)

- Grant Writing (3Cr)
- Nursing Research Practicum (1-3 Cr)

Year-3 summer (6-9 Credits)

- Preliminary Exam Preparation (2 Cr) (Summer Seminar Course)
- Elective (3)
- Nursing Research Practicum (1-3 Cr)

Year-4 fall (1-3 Credits)

- Preliminary Exam Preparation (written) (1-3Cr)
- Preliminary Exam (oral) (0 Cr)

Year-4 Spring (3 Credits)

- Elective (3)

Year-4 Summer (1 Credit)

- Dissertation Prospectus Intensive (1 credit)
- Dissertation Preparation (x credits)

Year-4 Summer through Graduation (Credits TBD)

- **Dissertation Preparation (x Credits) (Note-student must enroll in 2 credits during the final semester of enrollment.**

Curricular Outline for M.S.N./D.N.P.-Ph.D. Students:

The curricular outline for students with an earned M.S.N./D.N.P. includes a total of 68 credit hours. The outline of the program is as follows.

Nursing Science

Course Number	Course Title	Credit Hours
TBD	Philosophical Foundations, Theories, Models and Frameworks of Nursing Science	3
TBD	Special Populations Research /Social Determinants of Health	3
TBD	Literature Synthesis for Nursing Science	3
TBD	Grant Writing	3
		12

Research Methods

Course Number	Course Title	Credit Hours
TBD	Responsible Conduct of Research	2
TBD	Quantitative Research Methods	3
TBD	Qualitative Research Methods	3
TBD	Mixed Research Methods	3
TBD	Nursing Research Practicum (Beginning in year 2. A total of 3 practicum hours are required prior to candidacy)	1-3 (3 total)
		14

Statistics

Course Number	Course Title	Credit Hours
EDF 5400	Descriptive/Inferential Statistics Applications	4
EDF 5401	General Linear Models Applications	4
		8

Electives-Contracted with Advisor to Support Dissertation

Course Number	Title	Credit Hours
TBD	TBD	3
TBD	TBD	3
		6

Candidacy and Dissertation

Course Number	Title	Credit Hours
TBD	Dissertation Prospectus Intensive (1 credit)	1
TBD	Preliminary Exam Preparation (Written component)	1-3 (3 total)
TBD	Preliminary Exam (Oral component)	0
TBD	Dissertation Preparation	24
TBD	Dissertation Defense	0
		28

Total Program Credits: 68**Proposed Electives**

Course Number	Course Title	Credit Hours	Proposed Faculty Expert
EDF 5432	Measurement Theory I	3	College of Education
EDF 5448	Scale and Instrument Development	3	College of Education
EDF 5484	Educational Data Analysis	3	College of Education
EDF 7418	Multilevel Modeling	3	College of Education
EDF 5409	Causal Modeling (SEM)	3	College of Education
EDF 5402	Advanced Topics in ANOVA	3	College of Education
EDF 5406	Multivariate Analysis	3	College of Education
TBD	Measurement in Health Research (to include hospital and community-based interventions)	3	TBD
TBD	Introduction to Data Science	3	Dr. Miao
TBD	Intervention development and analysis	3	Drs Graven, Hall, Abbott
TBD	Directed Independent Study (With approval of chair to support dissertation).	3	TBD according to topic

The program will focus on the recruitment of full-time Ph.D. students due to the urgency of the nurse faculty and staff nursing shortage. The full-time course of study is presented below.

Full Time-Sample Course of Study M.S.N./D.N.P.-Ph.D.

Year-1 fall (10 Credits)

- Philosophical Foundations, Theories, Models and Frameworks of Nursing Science (3 Cr)
- EDF 5400 Descriptive/Inferential Statistics Applications (4Cr)
- Elective (3)

Year-1 spring (9 Credits)

- Quantitative Research Methods (3 Cr)
- Ethics and the Responsible Conduct of Research (3 Cr)
- Special Populations Research /Social Determinants of Health (3 Cr)

Year-1 summer (10 Cr)

- Qualitative Research Methods (3 Cr)
- EDF 5401 General Linear Models Applications (4 Cr)
- Literature Synthesis for Nursing Science (3Cr) (Summer Seminar Course)

Year-2 fall (6-9 Credits)

- Mixed Research Methods (3 Cr)
- Grant Writing (3Cr)
- Nursing Research Practicum (1-3 Cr)

Year-2 spring (7-10 Cr)

- Elective (3)
- Nursing Research Practicum (1-3 Cr)

Year-2 summer (8-11 Cr)

- Preliminary Exam Preparation (2 Cr) (Summer Seminar Course)
- Elective (3)
- Nursing Research Practicum (1-3 Cr)

Year-3 fall (2-6 Cr)

- Preliminary Exam Preparation (written) (1-3Cr)
- Preliminary Exam (oral) (0 Cr)
- Dissertation Preparation (1-3 Credits)

Year-3 spring and summer through Graduation

Dissertation Preparation (x Credits) (Note-student must enroll in 2 credits during the final semester of enrollment.

Year-3 Summer (2-6 credits)

- Dissertation Prospectus Intensive (1 credit)
- Dissertation Preparation (x credits)

Dissertation Preparation (x Credits)

Part Time-Sample Course of Study M.S.N./D.N.P.-Ph.D.

Year-1 fall (7 Credits)

- Philosophical Foundations, Theories, Models and Frameworks of Nursing Science (3 Cr)
- EDF 5400 Descriptive/Inferential Statistics Applications (4Cr)

Year-1 spring (6 Credits)

- Quantitative Research Methods (3 Cr)
- Special Populations Research /Social Determinants of Health (3 Cr)

Year-1 summer (7 Credits)

- Qualitative Research Methods (3 Cr)
- EDF 5401 General Linear Models Applications (4 Cr)

Year-2 fall (6 Credits)

- Mixed Research Methods (3 Cr)
- Elective (3)

Year-2 spring (5 Cr)

- Ethics and the Responsible Conduct of Research (2 Cr)
- Elective (3)

Year-2 summer (6 Cr)

- Literature Synthesis for Nursing Science (3Cr) (Summer Seminar Course)

Year-3 fall (3-6 Cr)

- Grant Writing (3 Cr)
- Nursing Research Practicum (1-3 Cr)

Year-3 summer (6-9 Credits)

- Preliminary Exam Preparation (2 Cr) (Summer Seminar Course)

Year-4 fall (1-3 Credits)

- Preliminary Exam Preparation (written) (1-3Cr)
- Preliminary Exam (oral) (0 Cr)

Year-4 Spring (3 Credits)

- Nursing Research Practicum (1-3 Cr)

Year-4 Summer (1 Credit)

- Dissertation Prospectus Intensive (1 credit)
- Dissertation Preparation (x credits)

Year-4 Summer through Graduation (Credits TBD)

- Dissertation Preparation (x Credits) (Note-student must enroll in 2 credits during the final semester of enrollment.

Contents of the preliminary examination

- 1) Satisfactory completion of the Preliminary Examination shall be required for admission to candidacy for the doctoral degree.
- 2) The Preliminary Examination is designed to test scholarly competence and knowledge and to afford the examiners the basis for constructive recommendations concerning the student's subsequent formal or informal study. There are two components to the preliminary exam, including a standardized written examination. A written and oral examination component that are prepared and graded by the student's supervisory committee. This will include problem conceptualization, statistical analysis, and research methodology competencies
- 3) Typically, the examining committee will be identical with the supervisory committee.
- 4) Before students begin the written or oral section of their preliminary exam, they must have all of the committee members sign the Committee Form, and it must be approved by the Ph.D. Program Director.

E. Provide a brief description for each course in the proposed curriculum.

Nursing Science

Course Number	Course Title	Course Description
TBD	Philosophical Foundations, Theories, Models and Frameworks of Nursing Science	This course focuses on the philosophical and theoretical bases underlying concepts and operations inherent to nursing. Synthesis of theories from behavioral, natural, social, and applied sciences is emphasized as it relates to nursing and practice. There is an investigation of the intersections between system science and organizational science. Nursing, ethical, and

		scientific theories are used to analyze clinical problems, illness prevention, and health promotion.
TBD	Special Populations Research /Social Determinants of Health	Students will explore social, psychological, and cultural determinants of health behavior and consider their meaning for health professionals in rural and urban community settings during this course. The course addresses conditions and phenomena that affect people's understanding, acceptance, and use of health information and, therefore, the design, implementation, and evaluation of health interventions.
TBD	Literature Synthesis for Nursing Science	This course integrates the dynamic elements of clinical practice, theory, and research to prepare doctoral students to function effectively synthesizing and applying knowledge. This course provides guided direction to develop a synthesis of the literature used for dissertation development and grant application proposals.
TBD	The Nurse Leader in Research and Health Policy	Focus on principles of leadership, change management, health care policy, and systems theory to improve health care outcomes within complex systems. The role of the nurse scientist in a variety of settings will be included.
TBD	Grant Writing	This course explores the current innovation in nursing research, as well as other significant research and funding trends in nursing and health care. Emphasis is placed on preparing a fundable grant application for dissertation study. A variety of pre-doctoral funding sources are explored. NIH-NINR mechanisms are addressed. Importance is also placed on developing a fundable program of research and understanding ethical issues related to research.

Course Number	Course Title	Course Description
TBD	Responsible Conduct of Research	Topics covered through the course include good practices and dilemmas/issues of data fabrication, data falsification, and plagiarism, confidentiality and data protection, responsible authorship, publication and mentorship practices, conflicts of interest, data management, and the use of human and animal subjects in research.
TBD	Quantitative Research Methods	Provides an overview of quantitative methods that researchers widely use. Students will have an opportunity to understand and apply sophisticated statistical techniques to formulate

		and test relevant research hypotheses; conduct rigorous data analysis; interpret results; report and present research findings; and evaluate existing quantitative research.
TBD	Qualitative Research Methods	The purpose of this course is to introduce doctoral students to the field of qualitative research and prepare them in the skills, techniques, and knowledge necessary to undertake independent research using this methodology.
TBD	Mixed Research Methods	This course is designed to introduce the benefits, and limitations, of mixed methods research and includes appropriate research problems for the application of a mixed methods approaches to research, designs for data collection, and integration within the broader field of basic and applied social science research.
TBD	Nursing Research Practicum (Beginning in year 2. A total of 6 practicum hours are required prior to candidacy)	The research practicum integrates the student into the research team in the faculty mentor's lab. The primary purpose is to build skills in engaging in the research team to broaden the individual student's skill set.

Corse Number	Course Title	Course Description
EDF 5400	Descriptive/Inferential Statistics Applications	This course prepares students to read and write papers covering fundamental statistical analyses. Topics covered include descriptive statistics, basic plots and graphing, hypothesis testing, confidence intervals, correlational techniques, and introduction to the general linear model.
EDF 5401	General Linear Models Applications	In this course, general linear model applications including multiple regression, ANOVA, ANCOVA, aptitude-treatment-interaction analysis, and other techniques are introduced.
EDF 5402	Advanced Topics in ANOVA	This course explores multiway ANOVA, covariance, repeated measures designs, nested designs, and generalizability theory.
EDF 5406	Multivariate Analysis	This course examines the design and analysis of research studies with multiple independent and dependent variables, including path

		analysis, confirmatory factor analysis, and exploratory factor analysis.
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Candidacy and Dissertation

Course Number	Title	Course Description
TBD	Preliminary Exam Preparation (Written component)	Preparation includes literature review, reading and writing exercises in preparation for the preliminary examination, supervised by the Major Professor.
TBD	Preliminary Exam (Oral component)	The oral examination component of the preliminary exam; will follow the required written component.
TBD	Dissertation Preparation	Dissertation preparation is focused on the development, execution, evaluation, and write up of student's dissertation project.
TBD	Dissertation Defense	The oral presentation and defense of student's written manuscript.

Proposed Electives

Course Number	Course Title	Course Description
EDF 5432	Measurement Theory I	This course introduces test theory, mathematical bases for operational procedures, and practical applications of theory.
EDF 5448	Scale and Instrument Development	This course provides the skills essential to conceptualizing, designing, producing, administering, and interpreting educational and psychological scales and instruments. Focuses upon measures of achievement, aptitude, attitude, and interest.
EDF 7418	Multilevel Modeling	This course introduces multilevel models. Through this course, students learn about various multilevel or hierarchical models appropriate for a broad range of applications. Topics discussed within the context of each multilevel model include hypothesis testing, evaluation of model fit, and computer packages that can be used to estimate the various multilevel models.
EDF 5409	Causal Modeling (SEM)	This course considers causal modeling techniques, including structural equation modeling, longitudinal growth modeling, multiple-sample structural equation modeling, and assumptions underlying causal modeling.
EDF 5484	Educational Data Analysis	This course provides students with practice in applying linear and generalized linear models to educational data sets. The focus is not on specific methods, but rather on identifying which methods are appropriate for a given

		data sets, interpreting the results and writing up reports summarizing the results.
TBD	Measurement in Health Research (to include hospital and community-based interventions)	This course will assist the student to design, implement, and analyze health outcomes studies, using outcomes research data for clinical decision making, health care planning, and technology development, and understand the statistical methods used in this research.
TBD	Introduction to Data Science	The course addresses the key knowledge domains in data science, including data development and management, machine learning and natural language processing, statistical analysis, data visualization, and inference. The course includes case studies that require students to work on real-life data science problems.
TBD	Intervention development and analysis	This course focuses on analyzing the relationship between intervention theory and the development of intervention protocols. In-depth exploration of selected programs of research will be used to generate and evaluate theories and intervention protocols. Methodological and practical issues in the design and implementation of theory-based intervention studies will be examined.
TBD	Directed Independent Study (with approval of chair to support dissertation).	This course is designed to allow for independent study under the direction of a content area expert to support the dissertation of the individual student. This course is appropriate when new skills not delineated in other courses are required.

F. For degree programs in medicine, nursing, and/or allied health sciences, please identify the courses that contain the competencies necessary to meet the requirements identified in Section 1004.08, Florida Statutes. For teacher preparation programs, identify the courses that contain the competencies necessary to meet the requirements outlined in Section 1004.04, Florida Statutes.

☐ **Not applicable to this program because the program is not a medicine, nursing, allied health sciences, or teacher preparation program.**

The proposed degree is a Ph.D. in Nursing. Thus, it is a degree for persons who have already completed the basic requirements for nursing licensure in the State of Florida (Section 1004.08, Florida Statutes). However, the course of study includes instruction

that reflects on patient safety and patient safety improvement. Materials shall include, but need not be limited to, effective communication and teamwork; epidemiology of patient injuries and medical errors; medical injuries; vigilance, attention, and fatigue; checklists and inspections; automation, technological, and computer support; psychological factors in human error; and reporting systems. The following courses include this content at the Ph.D. level:

- 1-The Nurse Leader in Research and Health Policy
- 2-Quantitative Research Methods
- 3-Qualitative Research Methods
- 4-Mixed Research Methods
- 5-Nursing Research Practicum

A key aspect of the proposed program is the fact that it will be offered on-line with a total of three 5-day on-site visits in Tallahassee at our main campus. As previously stated, this is due to the fact that most nurses will continue their employment while attending the program. In general, the nature of the nursing shortage can prove a significant challenge in retaining students given their busy professional lives and the nature of the nursing shortage. The following approaches will be used to retain students in the program, especially in cases of professional encumbrment or financial shortcomings:

- 1-Working nurses will have the ability to drop to part-time enrollment if their work-life-financial balance is such that they cannot continue full-time.
- 2-As described in this application, we have available student assistantships for full-time students. These offer financial support primarily in the form of tuition deferral and stipends.
- 3-Once the program is established, we will be eligible for the Health Resources and Service Administration Nurse Faculty Loan Program. This program offers forgivable loans for students who commit to working in nursing education.
- 4-On-line course work can be completed asynchronously in most cases. Synchronous sessions will be recorded and offered by faculty to students who are unable to participate due to conflicts. Faculty will remain available outside of these sessions for student support and consultation.
- 5-There are three 5 day in-person sessions throughout the program (see section IV, D). These sessions are required; however, they can be offered via video conferencing on a cas- by-case basis with the approval of the Ph.D. committee in cases where professional obligation, family crisis or financial hardship limit a student's ability to attend in person.
- 6-The FSU CON maintains a significant pool of endowed scholarships. These have a variety of eligibility criteria including needs-based and meritorious criteria. For instance, the Sally Karioth Emergency Fund is an endowed fund that provides support for students experiencing hardship with the purpose of retaining them in our programs.

G. Describe any potential impact on related academic programs or departments, such as an increased need for general education or common prerequisite courses or increased need for required or elective courses outside of the proposed academic program. If the proposed program is a collaborative effort between multiple academic departments, colleges, or schools within the institution, provide letters of support or MOUs from each department, college, or school in Appendix D.

The Ph.D. in Nursing program will have one major area of collaboration with other departments. The College of Education offers an Ed.D. program in an on-line format and includes a variety of statistics courses outlined in the preceding sections. Because of the proposed enrollment in the Ph.D. in Nursing, our students will gain their statistics core courses and electives from the College of Education. As education and nursing are applied disciplines, this is academically appropriate and offers an element of economy to the creation of this new program. A letter confirming the participation of the College of Education is contained in this document.

H. Identify any established or planned educational sites where the program will be offered or administered. If the proposed program will only be offered or administered at a site(s) other than the main campus, provide a rationale.

The program will be offered on-line with required campus-based sessions that incorporate scholarly engagement. Thus, program coordination and all in-person activities will occur at the Tallahassee campus of the Florida State University.

I. Describe the anticipated mode of delivery for the proposed program (e.g., face-to-face, distance learning, hybrid). If the mode(s) of delivery will require specialized services or additional financial support, please describe the projected costs below and discuss how they are reflected in Appendix A – Table 3A or 3B.

We propose to offer the program using distance education modalities using on-line synchronous learning. Nursing is a practice-based profession. The nursing shortage has heavily taxed the profession. Distance education will be used to maximize our recruitment of nurses who have committed to clinical agencies to the degree that they cannot relocate to Tallahassee. By focusing on on-line synchronous learning, and using a very focused approach to scholarly engagement, we aim to produce well-trained nurse scientists with experiences and training that closely mirror that received by traditional Ph.D. students. We have developed summer intensives to increase opportunities for engagement with a broader group of faculty scholars on the FSU campus and among the student cohorts.

J. Provide a narrative addressing the feasibility of delivering the proposed program through collaboration with other institutions, both public and private. Cite any specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

Currently, FSU College of Nursing is the only major College of Nursing in the State of Florida without a Ph.D. program in Nursing (University of Florida, University of South Florida, University of Central Florida, Florida International University and Florida Atlantic University all have programs). The addition of a Ph.D. in Nursing at FSU is especially important given that we are a major university in North Central Florida. Additionally, we serve the entire State as a pre-eminent University.

While we seek to establish an independent Ph.D. in Nursing program, we have current collaborations across the state with other Ph.D. programs. This collaboration is an important component of our approach to academic engagement. The FSU College of

Nursing currently hosts monthly presentations held via video-conferencing technology from scientists across the state and country. FSU College of Nursing cooperates with partner institutions across the state to offer access to these sessions. These presentations currently focus on our tenure-track faculty. The Ph.D. program will include these scientific sessions as a component of our academic engagement and as a requirement for students to attend 80% of these across the program.

K. Describe any currently available sites for internship and/or practicum experiences. Describe any plans to seek additional sites in Years 1 through 5.

☒ **Not applicable to this program because the program does not require internships or practicums.**

V. Program Quality Indicators - Reviews and Accreditation

A. List all accreditation agencies and learned societies that would be concerned with the proposed program. If the institution intends to seek specialized accreditation for the proposed program, as described in Board of Governors Regulation 3.006, provide a timeline for seeking specialized accreditation. If specialized accreditation will not be sought, please provide an explanation.

The FSU College of Nursing is fully accredited by the American Association of Colleges of Nursing (AACN). AACN offers accreditation for both undergraduate and graduate courses of study. Currently, the College's Bachelor of Science in Nursing program and the Doctor of Nursing Practice are accredited.

However, the proposed Ph.D. in Nursing has no bearing on these accreditations and the AACN does not accredit Ph.D. programs. Thus, there will be no accreditation requirement for the proposed program. As per BOG regulation 3.006, the College of Nursing will not seek specialized accreditation for the Ph.D. program.

B. Identify all internal or external academic program reviews and/or accreditation visits for any degree programs related to the proposed program at the institution, including but not limited to programs within academic unit(s) associated with the proposed degree program. List all recommendations emanating from the reviews and summarize the institution's progress in implementing those recommendations.

There are no current or pending accreditation reviews related to the B.S.N. and D.N.P. programs within the College of Nursing. During our most recent accreditation cycle, C.C.N.E. had no findings or instruction related to these programs. Currently, C.C.N.E. does not accredit Ph.D. in Nursing programs.

During our most recent Quality Enhancement Review (Q.E.R.) there were no significant findings related to the B.S.N. and D.N.P. programs. The visitors stressed the practice-based nature of the D.N.P. and noted the absence of a research doctorate in the College.

C. For all degree programs, discuss how employer-driven or industry-driven competencies were identified and incorporated into the curriculum. Additionally, indicate whether an industry or employer advisory council exists to provide input for curriculum development, student assessment, and

academic-force alignment. If an advisory council is not already in place, describe any plans to develop one or other plans to ensure academic-workforce alignment.

The proposed Ph.D. program is designed primarily to train nurse scientists for practice in academia and industry. The majority of Nursing Ph.D. graduates go on to practice in academia. Our current program was developed using a committee of stakeholders to guide the development of the program in a way that addresses workforce needs. This committee, following the institution of the program, will continue to guide the delivery of the program and the integration of industry and employer standards to ensure that our graduates are well received by academia and industry.

The stakeholders include clinical partners across the State of Florida, which are comprised of health systems, hospitals and public health entities. Following the institution of the program, we will integrate a member of industry onto our advisory council to assist us in gaining their real-time reflections regarding the program as it evolves.

The learning outcomes for the program were developed consistent with the American Association of Colleges of Nursing (AACN). AACN is the key organization in establishing standards of practice for academia. Additionally, stakeholders have voiced a need for nurses trained in research for practice in hospitals and health systems due to their advanced knowledge of research. Examples provided by our stakeholders were nurses who supervise clinical trials, nurses with expertise in human subject research for services on hospital Institutional Review Boards, and nurses with an advanced knowledge of research methodologies to facilitate nursing and healthcare research and quality improvement endeavors. Our program outcomes include a significant focus on the leadership role of Ph.D.-prepared nurses in academia, health systems and hospitals.

The learning outcomes for the program are as follows are designed to ensure that we address industry standards in training our graduates.

Research and Knowledge Development:

- Integrate nursing and other healthcare theories into the student's program of research.
- Conduct original research
- Critique and integrate different scientific perspectives in the conduct of original research
- Lead research teams and participate in team science in collaboration with other disciplines.

Leadership

- State the evolving roles and responsibilities of a nurse scholar
- Assume leadership in the conduct of culturally appropriate scholarship that integrates Social Determinants of Health.
- Lead in advancing the discipline through scholarly contributions and science
- Provide career and research mentorship to others

Research Dissemination and Grantsmanship

- Communicate research through publications and presentations for professional, interdisciplinary, and lay audiences

Health Policy

- Generate and disseminate knowledge and theory relevant to health policy
- State the influence of politics and policy on knowledge generation

Values

- Apply the history and philosophy of science during the development of research deliverables.
- Structure research deliverables that include the evolving nature of the nursing discipline
- Utilize professional and research ethics and judgment in the conduct of research

VI. Faculty Participation

A. Use Appendix A – Table 2 to identify existing and anticipated full-time faculty who will participate in the proposed program through Year 5, excluding visiting or adjunct faculty. Include the following information for each faculty member or position in Appendix A – Table 2:

- the faculty code associated with the source of funding for the position
- faculty member's name
- highest degree held
- academic discipline or specialization
- anticipated participation start date in the proposed program
- contract status (e.g., tenure, tenure-earning, or multi-year annual [MYA])
- contract length in months
- percent of annual effort that will support the proposed program (e.g., instruction, advising, supervising)

This information should be summarized below in narrative form. Additionally, please provide the curriculum vitae (CV) for each identified faculty member in Appendix E.

Appendix A-Table 2 details the faculty involved in the proposed program. Please note that all of the faculty necessary for the program are currently serving and E&G funded lines at the College of Nursing and College of Education (College of Education will offer the statistics core). Thus, program funding comes primarily from redistribution of E&G funding, rather than a requirement for new funds or lines. To be clear, no new lines are requested in association with the program. All told the data presented in the table reflects adequate faculty resources to deliver the program.

B. Provide specific evidence demonstrating that the academic unit(s) associated with the proposed program 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, and other qualitative indicators of excellence (e.g., thesis, dissertation, or research supervision).

The following statistics reflect current programmatic and faculty productivity in the College. Additionally, we have recently expanded enrollment to the B.S.N. and D.N.P. programs. These expansions will be reflected in future productivity since they have only recently occurred.

B.S.N. Program

Student Head Count 2019-186; 2020-177; 2021; 216

B.S.N. Degrees Granted 2019-77; 2020-76; 2021;81

B.S.N. Program NCLEX Pass Rate. 2019-94.74 %; 2020-90.48 %; 2021; 92.23 %

D.N.P. Program

D.N.P. Degrees Granted 2019-24; 2020-22; 2021; 19

FNP Program Board Pass Rate. 2019-88.5%; 2020-96.2%; 2021-100%

Faculty Productivity

Average Course Load (Tenure Track) (%). 2019-39%; 2020-31%; 2021; 37%

Average Research Assignment (Tenure Track) (%). 2019-58%; 2020-47%; 2021-52%

Total External Funding for College. 2019-\$1,401,064; 2020-\$2,691,816; 2021-\$2,986,828

Number of Fellows of the American Academy of Nursing. 2019-3; 2020-2; 2021; 5

Number of Fellows of the American Heart Association. 2019-0; 2020-1; 2021-1

Number of Fellows of the National Academies of Practice. 2019-1; 2020-1; 2021-1

The faculty who will participate in teaching and advising the new Ph.D. students are pursuing the following research agendas:

- Jing Wang-Dr. Wang is the current Dean and Full Professor within the College. Her research expertise is as follows: Digital health, aging, clinical trials, lifestyle intervention, precision health, health equity, multiple chronic conditions.
- Hyochol 'Brian' Ahn, Dr. Ahn is the current Associate Dean for Research and Full Professor. His research expertise includes: Pain, Dementia, Psychosocial Symptoms, Nonpharmacological Intervention, Brain Stimulation, Brain Imaging, Health disparities. Dr. Ahn leads the newly approved Brain Science and Symptom Management Center.
- Frankie Wong. Ph.D. (Social Psychology). Dr. Wong is the Director of the Center for Population Sciences and Health Equity and a Full Professor. His research expertise includes: HIV Disease Progression and Management, Migration and Health, Mental and Sexual Health among Sexual minorities, Substance Misuse, Integration of innovative behavioral/social science and clinical methodologies for studying the above topics.
- James Whyte IV Dr. Whyte is the chair of the Ph.D. committee and a Full Professor. His research expertise includes the following: HIV/AIDS in African and African American populations, HIV related stigma in healthcare settings, and the cognitive performance of nurses.

- Hongyu Miao Dr. Miao is currently a Full Professor. His research expertise includes: Ph.D. Engineering Statistical learning, network analysis, time series, and big complex data with applications in digital health, clinical trials, systems biology, infectious diseases, and neural development and disorders.
- Eugenia Millender Dr. Millender is the Associate Director for the Center for Population Sciences and Health Equity and is an Associate Professor. Her research expertise includes the following: Stress, Trauma, Mood disorder, epigenetics, health disparities, socio-cultural determinants of health and the Intersectionality of ethnicity, race, gender, and mental disparities.
- Lucinda Graven Dr Graven is an Associate Professor. Her research expertise includes the following: Cardiovascular and Chronic Disease, Heart Failure, Self-Management, Coping, Problem-Solving, Psychosocial Outcomes, Health Disparities (rural).
- Sabrina Dickey Dr. Dickey is an Associate Professor. Her research expertise includes the following: Cancer screening and quality of life among minorities, Cancer and health communication, Intersectionality of SDOH and cancer screening, Vaccine hesitancy intervention, College student health, Health disparities.
- Eileen Cormier Dr Cormier is an Associate Professor. Her research expertise includes the following: Psychiatric care with a focus on attention related disorders.
- Hye Jin Park Dr Park is an Associate Professor. Her research expertise includes the following: mHealth, VR application, eHealth literacy, data mining, text mining, vulnerable and underserved population, dementia, online information seeking behaviors.
- Geraldine Martorella Dr Martorella is an Associate Professor. Her research expertise includes the following: Pain, psychosocial risk factors, non-pharmacological intervention, mindfulness, CBT, CAM, self-management.
- Tingting Liu Dr Liu is an Associate Professor. Her research expertise includes the following: Nursing Ph.D. Genomics/epigenetics into studying how exercise may improve cognition among people with type 2 diabetes.
- Laurie Abbott Dr. Abbott's research expertise includes the following: Rural Health, Cardiovascular, Health Promotion, Chronic Disease Risk Reduction, Public Health, Nonpharmacological Intervention, and Health Disparities.
- Susan Porterfield. Dr Porterfield's research expertise includes the following: HPV transmission in vulnerable populations and collateral violence in nursing.
- Jessica Bahorski Dr. Bahorski's research expertise includes the following: Children, infant feeding practices, infant growth, breastfeeding, eating behaviors (in infants and young children), health disparities in maternal-child health, and childhood obesity prevention.

- Mandy Bamber Dr. Bamber's research expertise includes the following: Mindfulness meditation, self-care measures, caregivers, children with special healthcare needs, caregiving effects on immunity and inflammation, and the use of technology to implement self-care measures.
- Mia Newlin-Bradner Dr Newlin-Bradner's research expertise includes the following: The role of activity in the prevention and management of chronic disease, with a specific emphasis on women with heart failure with preserved ejection fraction.

VII. Budget

A. Use Appendix A – Table 3A or 3B to provide projected costs and associated funding sources for Year 1 and Year 5 of program operation. In narrative form, describe all projected costs and funding sources for the proposed program(s). Data for Year 1 and Year 5 should reflect snapshots in time rather than cumulative costs.

Table-3A details expenditures associated with the program.

The majority of expenditures for the program are tied to E&G funds (Acct. # 140002 110) due to the pre-existing expansion in existing lines. No new lines are being requested for the program.

The reallocated base for year-1 includes \$253,967 in faculty salaries and benefits. Additionally, it includes \$6,267 in A&P and USPS funds, along with \$5,000 in programmatic expenses. The total allocation for this column is \$265,234 for year 1.

Additional funds for year one are delineated under Contracts and Grants (\$60,000). This includes solely graduate student support that come from S.R.A.D. funds (acct. # 140000 550 000818) based on the enclosed agreement with the Office of the Provost at FSU (See Appendix J).

Year -1 funding totals including E&G and contract and grants funds include \$325,234.

The continuing base (E&G) funding includes \$431,223 in E&G funds. Additionally 5th year funding includes \$12,534 in A&P and USPS funds, along with \$5,000 in programmatic expenses. The total allocation for this column is \$448,757 for year 5.

Additional funds for year one are delineated under Contracts and Grants (\$240,000). This includes solely graduate student support that comes from S.R.A.D. funds (acct. # 140000 550 000818).

Year -5 funding totals including E&G and contract and grants funds include \$688,757.

The funding levels when balanced against Student FTE are as follows. For year-1 4.2 FTE for a total cost per FTE of \$63,151, For year-5 24.2 FTE for a total cost per FTE of \$18,544.

B. Use Appendix A – Table 4 to show how existing Education & General (E&G) funds will be reallocated to support the proposed program in Year 1. Describe each funding source identified in Appendix A – Table 4, and provide a justification below for the reallocation of resources. Describe the impact the reallocation of financial resources will have on existing programs, including any possible financial impact of a shift in faculty effort, reallocation of instructional resources, greater use of adjunct faculty and teaching assistants, and explain what steps will be taken to mitigate such impacts.

In the previous item we described the expansion in faculty lines (and thus E&G funding) that has occurred recently. The reallocation of E&G funds to the current program came at a time when we hired faculty specifically to expand our research infrastructure and to contribute to the Ph.D. program. This included the addition of several N.I.H. funded researchers who will teach solely in the Ph.D. program. Functionally, this reallocation of resources will have no impact on the other programs (B.S.N. and D.N.P.).

Currently, our Doctor of Nursing (D.N.P.) Practice program functions using a separate pool of faculty who are not researchers (Specialized/Teaching faculty). These faculty are primarily Nurse Practitioners teaching within their areas of specialty.

Within the B.S.N. program there is some crossover with faculty who teach across programs. Towards this end, we are currently recruiting multiple Specialized/Teaching track faculty members who will teach exclusively in the B.S.N. program. There is sufficient space in the current assignment of responsibilities of the listed faculty to facilitate Ph.D. level courses and the associated committee work.

The system's 2019-2020 average cost for CIP 51 (the generic CIP code) is \$9,114.24 per FTE. CIP 51 includes generic and undergraduate nursing programs, which include significantly larger class sizes. This has a dilutional effect on cost compared to a Ph.D. program characterized by small class sizes and cohorts as well as inherently higher costs. During Year One of the program, cost per FTE will be \$63,151. By year 5 this will decrease to \$18,594. This progression shows a significant decrease in cost-per-FTE over the first five years of the program. With additional growth, we aim to continue to institute efficiencies of scale to create and sustain a high-quality, cost-effective program.

The annual budget includes \$5,000.00 annually for miscellaneous expenses. These funds will be used for advertising and marketing the Ph.D. program.

C. If the institution intends to operate the program through continuing education, seek approval for market tuition rate, or establish a differentiated graduate-level tuition, as described in Board of Governors Regulation 8.002, provide a rationale and a timeline for seeking Board of Governors' approval.

☒ **Not applicable to this program because the program will not operate through continuing education, seek approval for market tuition rate, or establish a differentiated graduate-level tuition**

D. Provide the expected resident and non-resident tuition rate for the proposed program for both resident and non-resident students. The tuition rates should be reported on a per credit hour basis, unless the institution has received approval for a different tuition structure. If the proposed program will operate

as a continuing education program per Board of Governors Regulation 8.002, please describe how the tuition amount was calculated and how it is reflected in Appendix A – Table 3B.

Current tuition rates for the program reflect standard graduate FSU tuition rates. As this is a distance education program, current rates are \$444.26 for in-state students, and \$1,075.66 for out-of-state students. There will be no continuing education component.

E. Describe external resources, both financial and in-kind support, that are available to support the proposed program, and explain how this amount is reflected in Appendix A – Table 3A or 3B.

Currently there are no external funding sources associated with the program. The program is funded solely through E&G re-allocation.

VIII. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5 below, including but not limited to the following:

- the total number of volumes and serials available in the discipline and related disciplines
- all major journals that are available to the university's students

The Library Director must sign the additional signatures page to indicate that they have reviewed Sections VIII.A. and VIII.B.

The Florida State University Libraries maintain an extensive holding of materials pertinent to nursing and healthcare. Kelly Grove, the College of Nursing Librarian, assembles these resources to demonstrate the existing library infrastructure.

- 251 journals that have been deemed nursing and medically focused journals. An additional appendix includes a listing of the Nursing journals held by FSU libraries.
- 10,602 journals that are Health & Biological Sciences focused (this includes the 251 nursing journals). Journals are primarily on-line with some older print journals.
- 64 medical and nursing discipline-heavy databases
- The library has 712 databases over all (including the 64 nursing)
 - The excel sheet General Databases is a list of 50 general science related databases that may or may not have articles and information relevant to nursing.

B. Discuss any additional library resources that are needed to implement and/or sustain the program through Year 5. Describe how those costs are reflected in Appendix A – Table 3A or 3B.

☒ **Not applicable to this program because no additional library resources are needed to implement or sustain the proposed program.**

C. Describe any specialized equipment and space currently available to implement and/or sustain the proposed program through Year 5.

The program, as previously stated, is being established with existing faculty members. Thus, it will not generate additional needs for office space.

Classrooms: The program is primarily being offered on line. Thus, the majority of teaching-learning will be facilitated by the Canvas Learning Management System. During the summer intensive sessions, classroom facilities in Vivian Duxbury Hall and our new classrooms in the FSU Health and Wellness Center will be used for the sessions. The program will not require an expansion in classroom space.

Laboratory spaces: Ph.D. students will work with faculty from their supervisory committees in their laboratory spaces (primarily our three research centers). The program will not require additional laboratory spaces.

Specialized equipment: The program will not require the purchase of additional specialized equipment. The majority of specialized equipment in the College is located in our three NIH-funded research centers. While these will incorporate student work, the presence of Ph.D. students will not require additional equipment.

D. Describe any additional specialized equipment or space that will be needed to implement and/or sustain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Appendix A – Table 3A or 3B. Costs for new construction should be provided in response to Section X.E. below.

☒ **Not applicable to this program because no new I&R costs are needed to implement or sustain the program through Year 5**

E. 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. Appendix A – Table 3A or 3B includes only 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.

☒ **Not applicable to this program because no new capital expenditures are needed to implement or sustain the program through Year 5.**

F. Describe any additional special categories of resources needed to operate the proposed program through Year 5, such as access to proprietary research facilities, specialized services, or extended travel, and explain how those projected costs of special resources are reflected in Appendix A – Table 3A or 3B.

☒ **Not applicable to this program because no additional special categories of resources are needed to implement or sustain the program through Year 5.**

G. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5, and explain how those are reflected in Appendix A – Table 3A or 3B.

☐ **Not applicable to this program because no fellowships, scholarships and/or graduate assistantships will be allocated to the proposed program through Year 5.**

Funds in the amount of \$1,200,000 (\$30,000 per GA x 10 GA's). The Provost will be funding those 10 Ph.D. stipends, 2 per year, beginning with year 1 and continuing to year 5 that will total 10 Ph.D. students.

	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	Total
PhD #1	\$30,000	\$30,000	\$30,000	\$30,000					\$120,000
PhD #2	\$30,000	\$30,000	\$30,000	\$30,000					\$120,000
PhD #3		\$30,000	\$30,000	\$30,000	\$30,000				\$120,000
PhD #4		\$30,000	\$30,000	\$30,000	\$30,000				\$120,000
PhD #5			\$30,000	\$30,000	\$30,000	\$30,000			\$120,000
PhD #6			\$30,000	\$30,000	\$30,000	\$30,000			\$120,000
PhD #7				\$30,000	\$30,000	\$30,000	\$30,000		\$120,000
PhD #8				\$30,000	\$30,000	\$30,000	\$30,000		\$120,000
PhD #9					\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
PhD #10					\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
Total	\$60,000	\$120,000	\$180,000	\$240,000	\$240,000	\$180,000	\$120,000	\$60,000	\$1,200,000

Graduate Assistants at FSU operate under a collective bargaining agreement. They will be classified along a progression over the course of their program that reflects their skills acquisition over the course of the program. The following job descriptions will be used consistent with the Collective Bargaining Agreement:

(1) Graduate Teaching Assistant (M9184). A Graduate Teaching Assistant performs primary teaching duties as the Instructor of Record that are related to that student's academic program. Typically, the GA will have the full instructional responsibilities for a credit class.

(2) Graduate Assistant in Teaching (W9185). A Graduate Assistant in Teaching assists in the instructional process but is not the instructor of record and does not have primary responsibility for teaching. Examples include but is not limited to, tutors, recitation leaders, laboratory supervisors, assistants to faculty instructors. When assigned to a standalone undergraduate course, duties may include grading of undergraduate-level work.

(3) Graduate Teaching Associate (W9183). A Graduate Teaching Associate assists in teaching function of a graduate course or co-listed course but is not the Instructor of record and does not have primary responsibility for teaching. Examples include but are not limited to, tutors, recitation leaders, laboratory supervisors, assistants to faculty instructions, or comparable roles for graduate-level or co-listed courses. Limited grading and instruction of graduate students are permitted as long as the supervising faculty member retains final authority over grades and provides supervision on instructional content.

(4) Graduate Research Assistant (M9182). A Graduate Research Assistant performs research activities or assignments that are related to the student's academic program. RA research duties vary across departments and projects and may include duties such as research in a lab or library as directed by a supervising faculty member.

(5) Graduate Assistant in Professional (Z9185). A Graduate Assistant in Professional assists in a degree-related professional or academic function under the supervision of a graduate faculty member, or performs degree related professional or administrative services that supports research or instructional activities. GAPs perform work (research, program

development, projects, &c.) that is relevant to the graduate student's academic objectives.

IX. Required Appendices

The appendices listed in tables 1 & 2 below are required for all proposed degree programs except where specifically noted. Institutions should check the appropriate box to indicate if a particular appendix is included to ensure all program-specific requirements are met. Institutions may provide additional appendices to supplement the information provided in the proposal and list them in Table 4 below.

Table 1. Required Appendices by Degree Level

Appendix	Appendix Title	Supplemental Instructions	Included? Yes/No	Required for Degree Program Level		
				Bachelors	Masters/ Specialist	Doctoral/ Professional
A	Tables 1-4			X	X	X
B	Consultant's Report and Institutional Response					X
C	Academic Learning Compacts	Include a copy of the approved or proposed Academic Learning Compacts for the program		X		
D	Letters of Support or MOU from Other Academic Units	Required only for programs offered in collaboration with multiple academic units within the institution		X	X	X
E	Faculty Curriculum Vitae			X	X	X
F	Common Prerequisite Request Form	This form should also be emailed directly to the BOG Director of Articulation prior to submitting the program proposal to the Board		X		

		office for review.				
G	Request for Exemption to the 120 Credit Hour Requirement	Required only for baccalaureate degree programs seeking approval to exceed the 120 credit hour requirement		X		
H	Request for Limited Access Status	Required only for baccalaureate degree programs seeking approval for limited access status		X		

APPENDIX A
TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1 HC	Year 1 FTE	Year 2 HC	Year 2 FTE	Year 3 HC	Year 3 FTE	Year 4 HC	Year 4 FTE	Year 5 HC	Year 5 FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	2	1	4	2	6	3	8	4	10	5
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	2	1.6	4	3.2	8	6.4	8	6.4	8	6.4
Individuals who graduated from preceding degree programs at other Florida public universities	2	1.6	4	3.2	6	4.8	12	9.6	16	12.8
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
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	6	4.2	12	8.4	20	14.2	28	20	34	24.2

* List projected annual headcount of students enrolled in the degree program. 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.

APPENDIX A

**Table 2
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	James Whyte IV, Ph.D. Nursing/Public Health	Prof.	Tenure	Fall 2023	9	0.75	0.25	0.19	9	0.75	0.50	0.38
A	Frankie, Wong, Ph.D. Social Psychology	Prof.	Tenure	Fall 2023	9	0.75	0.10	0.08	9	0.75	0.20	0.15
A	Lucinda, Graven, PhD Nursing	Assoc. Prof.	Tenure	Fall 2023	9	0.75	0.20	0.15	9	0.75	0.25	0.19
A	Hongyu Miao, PhD Engineering/Data Science/Stats	Prof.	Tenure	Fall 2023	9	0.75	0.10	0.08	9	0.75	0.20	0.15
A	Brian Ahn, PhD Nursing	Prof.	Tenure	Fall 2023	12	1.00	0.10	0.10	12	1.00	0.20	0.20
A	Laurie Abbott, PhD Nursing	Assist. Prof.	Tenure	Fall 2023	9	0.75	0.20	0.15	9	0.75	0.20	0.15
A	Eugenia Millender, PhD Nursing	Assoc. Prof.	Tenure	Fall 2023	9	0.75	0.10	0.08	9	0.75	0.20	0.15
A	Sabrina Dickey, PhD Nursing/Family Sciences	Assoc. Prof.	Tenure	Fall 3023	9	0.75	0.05	0.04	9	0.75	0.15	0.11
A	Eileen Cormer, PhD Nursing	Assoc. Prof.	Tenure	Fall 2023	9	0.75	0.05	0.04	9	0.75	0.10	0.08
A	Hye Jin Park, PhD Nursing	Assoc. Prof.	Tenure	Fall 2023	9	0.75	0.05	0.04	9	0.75	0.10	0.08
A	Tingting Liu, PhD Nursing	Assoc. Prof.	Tenure	Fall 2023	9	0.75	0.20	0.15	9	0.75	0.30	0.23
A	Geraldine Martorella, PhD Nursing	Assoc. Prof.	Tenure	Fall 2023	9	0.75	0.20	0.15	9	0.75	0.30	0.23
A	Jessica Bahorski , PhD Nursing	Assist. Prof.	Tenure	Fall 2023	9	0.75	0.05	0.04	9	0.75	0.15	0.11
A	Mandy Bamber, PhD Nursing	Assist. Prof.	Tenure	Fall 2023	9	0.75	0.05	0.04	9	0.75	0.10	0.08
A	Mia Newlin-Bradford Nursing	Assist Prof.	Tenure	Fall 2023	9	0.75	0.05	0.04	9	0.75	0.10	0.08

APPENDIX A

Table 2
Anticipated Faculty Participation

A	Yanyun Yang, PhD College of Education-Statistics	Prof.	Tenure	Fall 2023	9	0.75	0.10	0.08	9	0.75	0.10	0.08
A	Russell Almond, PhD College of Education-Statistics	Assoc. Prof	Tenure	Fall 2023	9	0.75	0.10	0.08	9	0.75	0.10	0.08
A	Qian Zhang, PhD College of Education-Statistics	Assoc. Prof	Tenure	Fall 2023	9	0.75	0.10	0.08	9	0.75	0.10	0.08
Total Person-Years (PY)								1.56				2.56

Faculty Code	Code Description	Source of Funding	PY Workload by Budget Classification		
			Year 1		Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	1.56		2.56
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00		0.00
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
F	Existing faculty on endowed lines	Philanthropy & Endowments	0.00		0.00
G	New faculty on endowed lines	Philanthropy & Endowments	0.00		0.00
H	Existing or new faculty teaching outside of regular/tenure-track line course load	Enterprise Auxiliary Funds	0.00		0.00
Overall Totals for			1.56		2.56

APPENDIX A
TABLE 3A
EROLLMENT AND GROWTH
PROJECTED COSTS AND FUNDING SOURCES

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1																
2	Budget Line Item	Reallocated Base* (E&G) Year 1	Enrollment Growth (E&G) Year 1	New Recurring (E&G) Year 1	New Non-Recurring (E&G) Year 1	Contracts & Grants (C&G) Year 1	Philanthropy/ Endowments Year 1	Other Funding Year 1 - Please Explain in Section VII.A. of the Proposal	Subtotal Year 1	Continuing Base** (E&G) Year 5	New Enrollment Growth (E&G) Year 5	Other*** (E&G) Year 5	Contracts & Grants (C&G) Year 5	Philanthropy/ Endowments Year 5	Other Funding Year 5 - Please Explain in Section VII.A. of the Proposal	Subtotal Year 5
3	Salaries and Benefits (Faculty)	253,967	0	0	0	0	0	0	\$253,967	431,223	0	0	0	0	0	\$431,223
4	Salaries and Benefits (A&P and USPS)	6,267	0	0	0	0	0	0	\$6,267	12,534	0	0	0	0	0	\$12,534
5	OPS (including assistantships & fellowships)	0	0	0	0	60,000	0	0	\$60,000	0	0	0	240,000	0	0	\$240,000
6	Programmatic Expenses****	5,000	0	0	0	0	0	0	\$5,000	5,000	0	0	0	0	0	\$5,000
7	Total Costs	\$265,234	\$0	\$0	\$0	\$60,000	\$0	\$0	\$325,234	\$448,757	\$0	\$0	\$240,000	\$0	\$0	\$688,757
8	*Identify reallocation sources in Table 4.															
9	**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "new recurring") from Years 1-4 that continue into Year 5.															
10	***Identify if non-recurring.															
11	****include library costs, expenses, OCO, special categories, etc.															
12	Faculty and Staff Summary												Calculated Cost per Student FTE			
13	Total Positions	Year 1	Year 5											Year 1	Year 5	
14	Faculty (person-years)	1.56	2.56											Total E&G Funding	\$265,234	\$448,757
15	FTE (A&P and USPS)	0.1	0.15											Annual Student FTE	4.2	24.2
16													E&G Cost per FTE	63150.95238	18543.67769	
17																
18	Table 3 Column Explanations															
19	Reallocated Base (E&G)	1	E&G funds that are already available in the university's budget and will be reallocated to support the new program. Please include these funds in the Table 4 – Anticipated reallocation of E&G funds and indicate their source.													
20	Enrollment Growth (E&G)	2	Additional E&G funds allocated from the tuition and fees trust fund contingent on enrollment increases.													
21	New Recurring (E&G)	3	Recurring funds appropriated by the Legislature to support implementation of the program.													
22	New Non-Recurring (E&G)	4	Non-recurring funds appropriated by the Legislature to support implementation of the program. Please provide an explanation of the source of these funds in the budget section (section VII.A.) of the proposal. These funds can include initial investments, s													
23	Contracts & Grants (C&G)	5	Contracts and grants funding available for the program.													
24	Philanthropy	6	Funds provided through the foundation or other Direct Support Organizations (DSO) to support the program.													
25	Continuing Base (E&G)	7	Includes the sum of columns 1, 2, and 3 over time.													
26	New Enrollment Growth (E&G)	8	See explanation provided for column 2.													
27	Other*** (E&G)	9	These are specific funds provided by the Legislature to support implementation of the program.													
28	Contracts & Grants (C&G)	10	See explanation provided for column 5.													
29	Philanthropy Endowments	11	See explanation provided for column 6.													
30	Other Funding	12	Any funding sources not already covered in any other column of the table. Please provide an explanation for any funds listed in these columns in the narrative for Section VII.A. of the proposal.													

APPENDIX A
TABLE 4
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 110 E & G General Fund	4,783,256	265,234	\$4,518,022
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
Totals	\$4,783,256	\$265,234	\$4,518,022

* If not reallocating E&G funds, please submit a zeroed Table 4

Appendix B

Consultant's Report from Sandi Dunbar, Ph.D., FAAN, The Nell Hodgson Woodruff School of Nursing at Emory University.



March 22, 2022

Jing Wang, PhD, MPH, RN, FAAN
Dean and Professor
College of Nursing
Florida State University
Vivian Duxbury Hall
98 Varsity Way
Tallahassee, FL 32306-4310

Re: External Review of Florida State University PhD in Nursing Proposal

Dear Dean Wang:

Thank you for the opportunity to serve as an external reviewer and provide input for the Florida State University College of Nursing's PhD in Nursing application. I have been a tenured Full Professor at Emory University Nell Hodgson Woodruff School of Nursing since 1988 and served as the Senior Associate Dean for 12 years until December 2021. I have also served as the Director of the Graduate Program with responsibility for the PhD in Nursing program and Director of a T32 Training grant to prepare pre and post-doctoral trainees. Thus, I have significant experience leading doctoral education and mentoring PhD students within an NIH-funded research program.

After an extensive review of the document, I commend you for a comprehensive PhD in Nursing program proposal. You have stellar faculty who are leading researchers in the field of health equity, digital health, brain science and symptom management. They are experienced researchers in nursing and healthcare, who had experience mentoring PhD students toward a successful transition into nurse scholar and faculty roles. The curriculum design reflects best practices in nursing PhD programs in the U.S. Due to the nationwide shortage of nurses and nurse faculty, your program will play a significant role in joining other schools of nursing at R1 universities like Florida State University in advancing nursing science and preparing the next generation of nurse scholars.

I also offer the following recommendations, and I am happy to see you have addressed them in your revised proposal:

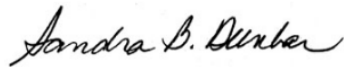
1. Additional admissions criteria should be included to reflect requirements of an RN licensure or eligibility for such and TOEFL requirement for international students.
2. Include a better delineation of the admissions essay.

3. Include a requirement for 3 letters of reference for admission.
4. The original course of study included 4 required stats courses. This should be changed to include 2 required courses (8 credits) and 1-2 additional stats electives (6 credits).
5. The “Ethical Conduct of Research” course should be moved to earlier in the course of study.
6. The program learning outcomes involving dissemination should be changed to include Research Dissemination and Grantsmanship.
7. Clarify the program requirements for academic engagement.
8. The curricular framework should be changed to include “Graduates will be prepared to prepare and mentor the next generation of nurses and nurse scholars.”
9. Clarify section J which reflects on collaborations with other institutions.

I recognize the urgent need for a PhD in Nursing program, and fully support your proposed PhD program at the FSU College of Nursing. I am confident your program will prepare graduates to mentor the next generation of nurses and nurse scholars.

If I can be of further assistance or provide you with any additional information, please do not hesitate to contact me. I wish you the greatest of success in moving this forward.

Sincerely,



Sandra B. Dunbar, PhD, RN, FAAN, FAHA, FPCNA
Charles Howard Candler Professor
Emory University Nell Hodgson Woodruff School of Nursing
sbdunba@emory.edu

Appendix D

Letter of Support from the FSU College of Education.



THE FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Educational Psychology & Learning Systems

Letter of Support

This letter is to support the PhD program in Nursing in the College of Nursing with regard to offering online courses in quantitative research methods.

The Measurement & Statistics (M&S) program is housed in the Department of Educational Psychology & Learning Systems (EPLS) in the College of Education. The M&S program prepares leaders in educational research to serve in various professional positions related to collecting, analyzing, and interpreting data. The M&S program also serves Florida State University by teaching a series of graduate statistics and measurement courses for students from various disciplines including Nursing.

The proposed PhD program in Nursing includes the following four required statistics courses and five electives offered by M&S program in EPLS.

Required:

- EDF 5400 Descriptive/Inferential Statistics Applications
- EDF 5401 General Linear Models Applications
- EDF 5402 Advanced Topics in ANOVA
- EDF 5406 Multivariate Analysis

Electives:

- EDF 5432 Measurement Theory I
- EDF 5448 Scale and Instrument Development
- EDF 5484 Educational Data Analysis
- EDF 7418 Multilevel Modeling
- EDF 5409 Causal Modeling (SEM)

These required courses are regularly offered and have been delivered in both online and in-person modes. The online version of the five electives is currently under development and is forthcoming (Spring 2023-Spring 2024). The proposed timeline for these courses (e.g., EDF5400 in Year-1 Fall, EDF5402 in Year-1 Spring, EDF5401 in Year-1 Summer, and EDF5406 in Year-2 Fall) matches the current 3-year EPLS course plan. EPLS and M&S will coordinate with College of Nursing regarding course scheduling and provide spaces for students to take these courses in the semester when they are offered.

Yanyun Yang Digitally signed by Yanyun Yang
Date: 2022.03.11 17:06:52 -0500

Yanyun Yang, Ph.D.
Program Coordinator, Measurement & Statistics

Alysia Roehrig, Ph.D.
Associate Chair, Department of Educational Psychology & Learning Systems

Table 2. Additional Appendices

Appendix	Appendix Title	Description
I	Letter from FIU Dean	This letter confirms a lack of recruitment overlap between the Colleges.
J	Letter documenting funding commitment from the Office of the Provost for Graduate Stipends.	This letter details financial support for stipends for 10 Ph.D. students.
K	FSU Libraries Nursing Journal Holdings	A full list of journals held by the FSU libraries.

Appendix I

Letter from the Dean of the FIU College of Nursing



March 24, 2021

Dear Board of Governors,

As the Dean of the Nicole Wertheim College of Nursing & Health Sciences at Florida International University, I am writing to provide my support of Florida State University (FSU) College of Nursing's application of the PhD program in Nursing. FSU's College of Nursing topical areas of study are different from that of our Ph.D. Program. There is no duplication. I do not see their program will in anyway hamper our ability to attract students to our PhD in Nursing program.

Florida State University, located in North Central Florida, has its unique strength in nursing research in the area of health equity, brain science and symptom management, digital health, precision health, and caregiver health. I am in support of this application.

Sincere regards,

A handwritten signature in cursive script that reads "Ora L. Strickland".

Ora Strickland, PhD, DSc (Hon), RN, FAAN
Dean and Professor
Nicole Wertheim College of Nursing and Health Sciences
Florida International University

cc

Dr. Susan Himburg, Associate VP for Academic Affairs
Dr. Tami Thomas, Associate Dean of Research and Director of Ph.D. Program
Dr. Yhovana Gordon, Associate Dean of Academic Affairs

Appendix J

Letter documenting funding commitment from the Office of the Provost for Graduate Stipends.



FLORIDA STATE UNIVERSITY
OFFICE OF THE PROVOST

Academic Affairs Amendment 2021-22

Units: Nursing
Provost
Number: 165

March 23, 2022

MEMORANDUM

TO: Jing Wang
FROM: James Clark *Paul Harlacher*
SUBJECT: PhD program support

Funds in the amount of \$1,200,000 (\$30,000 per GA x 10 GA's x 4 years) are committed to the College of Nursing in support of the proposed PhD program. Following this initial investment, it is expected that the salary saving from recurring E&G faculty paid on external research grants will be converted to E&G OPS for GA stipends.

This agreement is to be reviewed after the second and fourth year of implementation to assess the future support for the PhD program.

	<u>Nursing</u>	<u>Provost</u>
SRAD	\$1,200,000	(\$1,200,000)

The SRAD funds for each graduate assistantships will be released on a pro rata basis when Susan Alexander receives each signed offer letter. If you have questions, please contact Paul Harlacher at 644-0170.

212 Westcott Building, Florida State University, Tallahassee, Florida 32306-1310
Telephone: 850.644.1816 Fax: 850.644.0172 <http://provost.fsu.edu>

Appendix L

Current position announcement for Ph.D. nurse in clinical settings

Baptist Health of Florida

Nurse Scientist, Nursing-Health Sciences Research, FT, 8A-4:30P

Category Nursing Corporate Posted Date: 10/29/2021 Job Id 119739

Save

Baptist Health South Florida is the largest healthcare organization in the region, with 12 hospitals, more than 24,000 employees, 4,000 physicians and 100 outpatient centers, urgent care facilities and physician practices spanning across Miami-Dade, Monroe, Broward and Palm Beach counties. Baptist Health has internationally renowned centers of excellence in cancer, cardiovascular care, orthopedics and sports medicine, and neurosciences. A not-for-profit organization supported by philanthropy and committed to its faith-based charitable mission of medical excellence, Baptist Health has been recognized by Fortune as one of the 100 Best Companies to Work For in America and by Ethisphere as one of the World's Most Ethical Companies.

Everything we do at Baptist Health, we do to the best of our ability. That includes supporting our team with extensive training programs, millions of dollars in tuition assistance, comprehensive benefits and more. Working within our award-winning culture means getting the respect and support you need to do your best work ever. Find out why we're all in for helping you be your best.

Description:

The Nurse Scientist is a doctorally prepared nurse that directs the development and coordination of the clinical research program at assigned entity. The Nurse Scientist enhances translation of evidence to practice for quality patient care and contributes to the professional development of staff. This individual provides guidance for the development of nursing and inter-professional research studies. This individual will be accountable for overseeing execution of research deliverables and will lead the research team to achieve research goals and objectives.

This position will be remote and support all Baptist Health entities.

Estimated salary range for this position is \$91728 - \$121998.24 / year depending on experience.

Qualifications:

Licenses & Certifications: Collab Inst Training Init Registered Nurse Additional Qualifications: Masters degree in Nursing - MSN. Willing to enter into an accredited Nursing PhD program within 2 years of hire, PhD preferred. Minimum of three years experience in academic or clinical research. Strong, broad clinical background. Effective relationship management skills and ability to build successful collaborations across programs and multidisciplinary teams. Strong communication skills (including scientific and technical) - verbal, written and presentation, Strong knowledge of research regulations and Institutional Review Boards, Proficient in computer programs (Microsoft Office, statistical packages, qualitative data management). Excellent analytical skills. Must be extremely flexible with ability to multitask effectively. Must be willing/able to travel domestically and internationally.