

**TYPE 1: Major Proposals
Requiring WASC Substantive Change Filing**

Section I. Institutional and Program Overview

Overview

1. Name of degree

Doctorate of Nursing Practice (DNP)

The purpose of this proposal is to establish a nursing clinical practice doctoral degree program at Point Loma Nazarene University (PLNU).

2. Rationale for change/ culture change

Introduction

The American Association of Colleges of Nursing (AACN), a national voice for higher education in nursing, established a target date of 2015 that identifies the Doctorate of Nursing Practice (DNP) as the entry level for the advanced practice nurse (APN) and is the terminal practice degree in nursing for clinical practice. The practice doctorate will serve to position nurse leaders to better address the changing demands of the nation's complex healthcare environment.

The hallmark of DNP graduates is to become expert clinical leaders who will transform and evaluate health care delivery models, through the fusion of evidence and informatics. The DNP degree is recognized as a method to address the national shortage of doctorally prepared nursing faculty. Additionally, in 2010 The Institute of Medicine (IOM) *Future of Nursing-Leading Change, Advancing Health*, and The Joint Commission called for reconceptualization of educational programs that prepare health professionals.

Dr. Patricia Benner, a Pasadena College graduate and internationally renowned nurse scholar, led the research to provide vision for transforming nursing education (2010) through a Carnegie Foundation grant. Currently in the United States less than 1% of registered nurses are doctorally prepared. This extremely low percentage speaks to the nation's lack of qualified nursing faculty resources. Additionally, the IOM report (2010) provides data and suggests that the number of nurses with doctorates should double in order to facilitate the needed increase in the percentage of baccalaureate prepared nurses from approximately 40% to 80% by 2020. Benner's work supports the need to increase the number of doctorally prepared nursing faculty.

DNP as the future

In 2004, after three years of research and consensus building, AACN determined that the entry into practice degree for advanced practice roles in Nursing (Clinical Nurse Specialist, Nurse Practitioner, Certified Nurse Midwife, and Certified Registered Nurse Anesthetist) will be the Doctorate of Nursing Practice (DNP). This mandate is consistent with terminal degrees in other health professions such as medicine (MD), dentistry (DDS), pharmacy (PharmD), psychology (PsyD), physical therapy (DPT) and audiology (AudD) which require practice doctorates.

AACN has established clear guidelines differentiating the DNP from the PhD.

Research-focused doctoral programs in nursing are designed to prepare graduates with the research skills necessary for discovering new knowledge in the discipline. In contrast, DNP graduates engage in advanced nursing practice and provide leadership for

evidence-based practice. This new degree will become the preferred preparation for specialty nursing practice (AACN, 2006, p. 11).

The DNP also differs from research-focused doctorate where extensive research and emphasis on theory, meta-theory, research methodology, and statistics is placed. In practice-focused doctorates greater emphasis is placed on practice and integrative practice application (AACN, 2006).

In nursing education history, it took approximately 50 years for 100 PhD programs to develop in the United States. It has taken only eight years for 100 universities to respond to the AACN mandate and establish DNP programs (DNP Conference at Western University of Health Sciences, 2010). The current status of DNP education in California is expanding with six DNP programs and several others in the planning stages. The six California DNP programs are: Loma Linda University, Brandman University, University of San Francisco, University of San Diego, Samuel Merritt University and Western University of Health Sciences. DNP programs being planned in Southern California include: Azusa Pacific University (APU), California State University Fullerton-Los Angeles-Long Beach (joint program), and California State University San Marcos (CSUSM) in collaboration with San Diego State University (SDSU).

In 2008, during the Commission on Collegiate Nursing Education re-accreditation self-study and visit, the PLNU School of Nursing (SON) faculty recognized the need to transition to the DNP to prepare the CNS for the upcoming 2015 national target. These graduates must be prepared to lead the transition that will occur over the next few years. With a history of innovation and leadership in nursing education, adding the DNP option is essential to sustain PLNU's contribution to the development of future nursing professionals in Southern California. In order to assure the values of PLNU are a part of nursing doctoral education and, in turn, reflected in the next generation of nurse educators, offering the DNP is key given the explosive growth of DNP programs nationwide. The SON faculty views this as an opportunity to move forward by influencing healthcare and higher education within the University, San Diego, California and beyond. Subsequently, the President, Cabinet, Provost, College Dean of Professional Studies and Social Sciences and Vice Provost for Program Development and Accreditation have been included in ongoing discussions related to the possible addition of a practice doctorate in nursing at PLNU.

The addition of a DNP to the PLNU university milieu will:

- enhance current scholarship and research in various departments/schools across campus
- provide academic resources for other healthcare-related majors (athletic training, pre-med, pre-dentistry, nutrition, child development)
- allow for the opportunity for PLNU faculty to precept doctoral students
- provide for interdisciplinary teaching and learning across campus (School of Business, Math, Information & Computer Sciences, School of Education, School of Theology & Christian Ministries, etc.)

Brief history of the School of Nursing

Through the provision of funds from professional golfer, Arnold Palmer, the commitment and establishment of a nursing program at Pasadena College (now PLNU) began in 1973. Since then, over 1,800 Bachelor of Science in Nursing (BSN) graduates have practiced nursing and influenced healthcare all over the world. Due to the outstanding reputation of the PLNU BSN graduates and request of the community, the Master of Science in Nursing program (MSN) began nearly thirty years later, in 2002. Approximately 70 MSN (i.e. RN to MSN, BSN to MSN) graduates are practicing as Clinical Nurse Specialists, Nurse Educators and/or Nursing Administrators in academic and healthcare settings.

From the inception of the BSN program in 1973 and the current MSN program, the Wesleyan Christian faith perspective has been the vital foundation of the nursing curriculum and nursing program outcomes for all graduates. This commitment to the integration of faith and learning establishes our unique identity and will distinguish PLNU's graduates from other DNP graduates in San Diego. Another PLNU distinctive will be the RN to MSN to DNP curriculum. The current RN to MSN program addresses the needs of the largest group, ADN and diploma prepared RNs, in California. These nurses, upon completion of the MSN program, will be able to continue their academic preparation to achieve a terminal degree in nursing. In addition, a memorandum of understanding (MOU) has been established with Scripps Healthcare, identifying the PLNU MSN program as their preferred provider for graduate education. Approximately 30% of MSN students are Scripps' employees. There is potential for expansion of this MOU to include the DNP program.

Current Graduate Nursing Program (MSN)

Established in 2002, the current interprofessional MSN program at Point Loma Nazarene University focuses on the Clinical Nurse Specialist (CNS) advance practice role with four clinical specialties: Medical/Surgical, Family Health, Gerontology and Mental Health. The Clinical Nurse Specialist role has five role components as defined by the California Board of Registered Nursing (BRN). The role components are: expertise, consultation, research, education, and leadership. The curriculum in the MSN program has focused on the education and research roles, thus supporting the CNS and Nurse Education tracks.

Based on the standards and feedback from the American Nursing Credentialing Center (ANCC), the national certification and credentialing body for Advanced Practice certification, our current Family Health focus does not fulfill requirements for Pediatric CNS national certification. We must have a discreet Pediatric focus. Additionally, at the national level, the Medical/Surgical and Gerontology foci are combining therefore this proposal reflects these changes. The four MSN clinical specialty tracks become: Adult/Gerontology, Family Health, Pediatric, and Mental Health.

MSN students are assigned a faculty advisor from the onset of acceptance into the program. The faculty advisor serves as thesis/project chair and is the point of contact for any questions or concerns outside of classroom faculty processes. This relationship is highly valued and protected and will be the model in the DNP program.

Qualifications for DNP at PLNU

Point Loma Nazarene University (PLNU) is well positioned to be a leader in DNP education in southern California. The intimate student-faculty relationship with the commitment to the individual learner is conducive to doctoral level education. There are 13 full-time faculty in the School of Nursing (SON) with seven doctorally prepared. Of these seven faculty, one is DNP prepared. Additionally there are two faculty in full-time doctoral programs.

AACN provided a Position paper defining scholarship in nursing. "Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods (AACN, 1999). Academic scholarship in the SON is recognized through: faculty driven collaborative research projects seeking to improve nursing education, measure SON outcomes or SON research interests, guild membership, publication in peer-reviewed journals, oral/poster presentation at local, regional and national conferences, book chapters, book writing, consulting

as a result of clinical, curriculum and/or scholarly expertise, editing of journals, accreditation site evaluation, and/or grant writing for single purpose or local /state initiatives.

Clinical practice scholarship in the SON is recognized through: Advanced nursing practice within healthcare institutions, clinical consultation, per diem clinical practice within healthcare institutions, service work within the context of parish nursing or congregation care. Beyond university academic expectations full time nursing faculty must also maintain expert clinical practice in their field.

PLNU highly values the mission of teaching and has not been considered a primary research institution by federal regulations. While research is highly valued and necessary to improve the quality of teaching/learning, emphasis at all levels is learning-centered. Scholarship in the School of Nursing is not the initiation of grant proposals to support individual research programs, or bench science. The SON emphasis is on collegial research related to the teaching/learning environment.

The SON is currently engaged in three active research projects with five publications in peer-reviewed journals and two articles in manuscript phase. All doctorally prepared faculty are actively engaged in scholarship through publications, presentations and/or professional guild membership. Three faculty without doctorates have published and/or presented at national or regional conferences. While these faculty will not teach in the DNP program, it does speak to the level of scholarship that is expected in the SON. Six full-time doctorally prepared faculty are individually involved in scholarly publication and national presentations. Adjunct faculty that will be utilized at the DNP level will have credentials, terminal degrees and/or professional expertise to provide quality and rigor to the curriculum and to student learning. Adjunct faculty will come from a variety of disciplines including: business, education, law, medicine and pharmacy.

Each full-time faculty, in the graduate program, has current or recent responsibility and supervision over an average of ten theses (qualitative or quantitative research) or projects (Evidence based, curriculum or program development). Many of these scholarly works have been presented in professional forums both locally and nationally. Ten PLNU MSN graduates are pursuing or have completed DNP or PhD programs in nursing. The proposed DNP curriculum will include seven units of advanced statistics and research methodology, six units of Evidence Based Change of Practice project, and 1,000 hours of clinical residency and is designed to prepare nurses for the highest level of leadership in practice and scientific inquiry.

The SON is actively involved in the San Diego nursing education scholarship community. The San Diego Evidence Based Practice Institute (EBPI) is comprised of faculty from PLNU, SDSU, and nurse leaders from Sharp Healthcare, Scripps Healthcare, VA Medical Center San Diego and Rady Children's Hospital. EBPI is a model for the collaboration between academia and service. Additionally, the Schools of Nursing at PLNU and USD have a joint chapter in Sigma Theta Tau International Honors Society for Nursing, Zeta Mu Chapter-at-large. This is another forum for scholarship and service for DNP students and faculty.

The SON meets annually with all community partners (clinical agencies, preceptors, nurse educators, nurse leaders) as a means of program quality and improvement. These community partnerships are highly valued by students, staff and faculty and are a means of obtaining direct and indirect feedback and input for the SON.

The proposed DNP program at PLNU will highlight healthcare leadership for advanced practice nurses. The program will be interprofessional through collaboration with the Fermanian School of Business and the School of Education in Mission Valley. Long-range, there are also possibilities of partnerships with PLNU regional centers, and consortium development among the Council for Christian Colleges and Universities (CCCU) schools, specifically with sister Nazarene universities. Other long-range opportunities may include collaboration with the international colleges in the Nazarene education system, to assist in meeting the educational needs of missionary nurses, and other nurses abroad. These long-range possibilities will be assessed and evaluated over the next five to eight years as we approach reaccreditation through the Commission on Collegiate Nursing Education (CCNE) in 2018.

3. Percent of program being offered via distance education and/or off-campus, if applicable
Not applicable.

4. Geographic scope of the program – where will you market the program?

The program will be marketed to Registered Nurses in Southern California (e.g. San Diego, Orange, Riverside and Imperial counties). The SON currently holds MOU's with hospital and education institutions in North County which would be conducive for nurses living in these counties. The current MOU with the new Loma Linda Medical Center in Temecula will also provide a pipeline for nurses to participate in the DNP program and for clinical residency as well.

5. Projected number of students

In close collaboration with the Provost, CFO, AVP of Budgeting & Accounting, and Dean of the College of Social Sciences and Professional Studies, and Graduate Academic Admissions, the SON has assessed historical, current and projected financial data. A detailed report regarding program enrollment and cost/benefit analysis is included in Section IV. Financial Resources. The analysis supports a first cohort of five students net attrition with a second cohort, beginning Year 2, of six students net attrition for a total of 11 students enrolled. In addition, sustainability for the program, within the university is projected to occur in Year 4 with a total enrollment of 14 net attrition. Each semester, the program will be assessed for attrition, marketing endeavors and total enrollment. A periodic status report will be provided to the administration and faculty of the university.

6. Type of student the program geared for

The DNP program is geared for working, registered nurses who will maintain full-time student status. To accommodate the scheduling needs of doctoral students, courses will be offered in Quad, Intensive and traditional semester formats.

7. Initial date of offering

Targeted for Fall 2013

8. Anticipated life of the program, i.e., one-time only or ongoing? Cohort model or rolling admissions? Independent study?

The DNP program supports a cohort model with rolling admission. Students will progress through the program similar to the current MSN. The program is designed for the working nurse and creative course scheduling incorporating traditional and Intensive formats reflect this consideration.

The option for independent study is not expected and would only be utilized in extreme, rare occasions. Independent study is currently rare in the SON in both the BSN and MSN program.

9. Description of the external and/or internal partners contributing and/or participating in this proposal, if applicable. Attach any MOU (final and signed) between the requisite parties.

External partners: The school dean and associate deans have been in dialogue with community partners regarding the potential and need of the DNP. Specifically, these partners are Sharp Healthcare, Scripps Healthcare, VA Medical Center San Diego, and Rady Children's Hospital. Additionally, we have surveyed alumni, current BSN and MSN students, and have received encouraging and constructive feedback.

To provide a more rigorous approach to proposal preparation, Dr. Cindy Day, a Point Loma College (now PLNU) BSN alumnus, served as a consultant. Dr. Day provides more than 30 years of knowledge and expertise including roles as Chief Nursing Officer at Stanford Hospital and Clinics, and Assistant Chief Operating Officer at the University of Chicago Medical Center. In 2008, Dr. Day earned her DNP at the University of San Francisco. She provided insight, reflection and an external perspective to the DNP curriculum and proposal. Her work with us has been invaluable. Her focus was on student learning, program quality, and rigor. She is excited about the opportunity for PLNU, for the SON and for nursing education in San Diego.

The SON currently maintains approximately 30 MOUs with clinical partnerships in the San Diego community. These are mainly with healthcare institutions and nursing education programs. Further collaborative efforts with community colleges (i.e. Grossmont, Southwestern, Palomar) will continue to be cultivated and are valued. Other clinical opportunities will be sought outside of nursing so that DNP students will gain experience and expertise in areas such as business, education, law, medicine and pharmacy. AACN sees the importance of interprofessional education and this will be a hallmark of our program. All preceptors will have terminal degrees in their field and/or will have credentials signifying scholarly achievement in the discipline.

Internal partners:

The SON faculty has been informally discussing this issue for the past five to seven years. This trend in nursing was first introduced around 2002 at national nursing conferences. We began conversations with the Provost and Dean of Social Sciences and Professional Studies in 2007-08 as we were preparing our CCNE Self-Study. AACN and CCNE encourage interprofessional learning. To that end, we will continue to offer courses from the Fermanian School of Business and the School of Education. Additionally, adjunct faculty for the DNP will come from a variety of disciplines including: pharmacy, law, and medicine.

Descriptive Background, History and Context

1. Brief description of the institution including the broader institutional context in which the new program or change will exist. Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution.

Point Loma Nazarene University (PLNU) is celebrating 110 years and it has a rich history of quality, tradition, service and faith. PLNU has had graduate programs since 1935 with a Master of Arts in Religion and the Master of Arts in Education beginning in 1961. More recently, the Master of Business Administration (MBA) began in 2001 and the Master of Science in Nursing (MSN) program began in 2002. The Master of Arts in Biology is the most recent addition to graduate programs and began in 2006. University structure and governance includes a Graduate Studies Committee (GSC) which deals with academic and curriculum processes across all graduate programs and is modeled after the undergraduate committee, Academic Policies Committee (APC). Faculty are elected from among all university faculty with representation across undergraduate and graduate departments/schools. Many of the policies, procedures, and

curriculum changes approved through GSC are then taken to the full university faculty for approval.

The mission of the university is:

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Mission Context

The university, established in 1902 by the Church of the Nazarene, offers quality liberal arts and professional programs on its main campus in San Diego and select graduate and professional programs throughout the denomination's southwest educational region.

The university will be recognized for:

- Spiritual vitality centered on the Lordship of Jesus Christ.
- A robust scholarly community that promotes excellence in teaching, research, and service.
- A collegial community characterized by civility and respect, where all members are valued and encouraged to fulfill their potential.
- A distinctive undergraduate curriculum and co-curricular experience that offer a model in higher education.
- Exceptional undergraduate programs preparing students for success in graduate school and their professions.
- Select graduate programs of quality and professional relevance.
- Participation and influence in professional and academic organizations at the national level.
- Superior student retention and graduation rates.
- A thoughtful articulation and consistent embodiment of a Wesleyan approach to faithful living.
- Effective efforts in the development of pastoral and lay leadership in collaboration with the church.
- An exemplary model of student engagement for service to community and church.
- A source of expertise, resource, and involvement for the university's surrounding communities.

University Strategic Goals:

- Strengthen Our Distinctive Learning Community
- Increase Educational Access
- Foster Innovation and Agility
- Demonstrate Accountability

Each of the Strategic Goals established by the university would be enhanced with the addition of the doctoral program. The addition of a doctoral program would be an intentional strength for the learning community of PLNU. A doctoral program with solid foundation from the liberal arts and informed by a current master's level graduate program would provide a breadth and depth to student understanding and incorporation of local and global communities and what this means to healthcare and healthcare outcomes. Second, the addition of a doctoral program would increase educational access. Prospective students from various nursing education backgrounds would have the access and availability of doctoral education that is faithful to the university's Wesleyan heritage. Some of these students would be first generation or culturally diverse doctoral students seeking a quality education that prepares them for leadership positions influencing healthcare. Third, the addition of a doctoral program would foster innovation and agility by adding a new layer of learning and scholarship for the university. Doctoral students would provide departments and schools across campus with a unique vision of cross-disciplinary knowledge dissemination. Lastly, the addition of a doctoral program would demonstrate quality and a commitment to continuous assessment and improvement.

The Core Values of the university are:

- **Excellence in teaching and learning** – Teaching and learning constitute the central and defining activities of Point Loma Nazarene University. Faculty believe that effective teaching includes maintaining a vital relationship with one's discipline, establishing a positive connection to students, and building bridges among the students as a community of learning with the academic material.
- **An intentionally Christian community** – We want students to be participants in a community of learning who intentionally think and behave as Christians in all of their endeavors. Through many curricular and co-curricular activities, PLNU builds a community where women and men are challenged to explore ways to align their hearts and minds to that of Christ.
- **Faithfulness to our Nazarene heritage and a Wesleyan theological perspective** – While working cooperatively with the whole church of Jesus Christ, we are committed to maintaining and celebrating our denominational ties with the Church of the Nazarene and embracing the distinctives of that tradition.
- **The development of students as whole persons** – A complete education prepares women and men to live full lives that integrate the pursuit of knowledge with beliefs, values, and actions. Holistic learning prepares students to make a positive difference in the world.
- **A global perspective and experience** – Our students should be equipped to become "world citizens." The University provides academic coursework, international study, field research, and ministry experiences that aid students in becoming conversant with the complexities of life in the global community.
- **Ethnic and cultural diversity** – We recruit women and men from a variety of cultural, ethnic, and socio-economic backgrounds as students, faculty, and staff. A willingness to hear and learn from many diverse voices is foundational to a Christian liberal arts education and prepares our students to become truly educated people, equipped to live in a diverse society and world. We therefore actively pursue ideas,

- practices, and relationships that honor diversity and encourage engagement with others different from one's self in order to grow in community with and be reconciled to one another.
- **The stewardship of resources** – We are caretakers of all that has been entrusted to the University (people, facilities, money, and knowledge). We are to use these resources in a way that reflects the purposes of God and protects the goodness of God's creation.
 - **Service as an expression of faith** – We are stewards, not owners, of our time, talent, and selves. Part of our call as Christians is to serve the world, working to better the condition of humankind both locally and globally.

The SON faculty has embedded the University mission, strategic goals and core values into the curriculum. The SON faculty and staff are accountable and intentional in maintaining this congruency. PLNU is a Christian institution rooted in the theology of John Wesley who believed that gifts and talents belong to God and that our work is an act of worship which ultimately leads to a life of service to others. (WASC EER report 2007). Furthermore, Wesleyan thought blends faith and good works, Scripture and tradition, revelation and reason, God's sovereignty and human freedom... (Greathouse, 1998). The faculty in the SON hold to the belief that teaching and modeling faith and good works (service to God) are essential to the development of the nursing student as they become whole persons in God's plan. Additionally, truth is revealed in the supremacy of scripture and influenced by reason and tradition illuminating God's sovereignty, yet allowing for human freedom and choice. The care and compassion given to others in the name of Jesus is only accomplished when the mystery and creative work of God is embraced and lived out.

For the DNP student, this engagement with the Wesleyan vision of Christian discipleship will be embodied by the faculty in their approach to teaching and learning, and in their expectations of students as they progress through the curriculum. DNP students are not required to be Christian or to accept the theological distinctive of Wesleyan tradition. However, they will be expected to describe how care and compassion in their work and service as an advance practice nurse is influenced by the love and mercy of God.

In the 2007 Educational Effectiveness Review prepared for the Western Association of Schools and Colleges (WASC) the institutional culture has a core philosophy of improvement. The former Assessment Committee at PLNU, now called the Institutional Effectiveness Committee, is tasked with assessment planning, data gathering and evaluation of progress toward learning/performance outcomes in order to enhance the University mission. Each department/school is accountable for oversight of program review on a cyclical, five-year basis.

In addition to University Program Review, the School of Nursing integrates professional and academic accreditation processes at the national level. The SON embraces a culture of continuous quality improvement and has done so since the inception of the program, 38 years ago.

The Commission on Collegiate Nursing Education (CCNE) is the national, professional accrediting body for baccalaureate programs and higher in nursing education. The School of Nursing currently holds ten-year reaccreditation, the maximum time period granted, for the BSN and MSN programs through 2018. In addition to this WASC accreditation for the University the current SON graduate programs will be evaluated within the context of CCNE Standards and DNP Essentials. The process will necessitate a self-study and site visit prior to the planned 2018 reaccreditation. The four standards for this process include:

CCNE standards:

- Program Quality: Mission and Governance
- Program Quality: Institutional Commitment and Resources
- Program Quality: Curriculum and Teaching-Learning Practices
- Program Effectiveness: Student Performance and Faculty Accomplishments

AACN has established the Essentials of Doctoral Education for Advanced Nursing Practice as curricular indicators to ensure quality. The DNP Essentials include eight foundational outcome competencies deemed essential for all graduates:

DNP Essentials:

- Scientific Underpinnings for Practice
- Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- Clinical Scholarship and Analytical Methods for Evidence Based Practice
- Information Systems/Technology and Patient care Technology for the Improvement and Transformation of Healthcare
- Healthcare Policy for Advocacy in Healthcare
- Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- Clinical Prevention and Population Health for Improving the Nation's Health
- Advanced Nursing Practice

2. Please use the “insert LiveText link” to the Annual Report document submitted to WASC (contact Accreditation Liaison Officer).

To be completed.

3. To demonstrate prior experience, list the number, variety and longevity of other programs at the proposed degree level, and include a summary or profile of one of these programs.

This is a new degree level and a new program. Approval from Western Association of School and Colleges (WASC) will be required.

The current MSN program has been in existence since 2002 and there have been over 70 MSN graduates practicing in a variety of areas across the country and with the military around the world. Over the past ten years there have been three Navy nurses apply for Duty Under Instruction (DUINS) whereby they receive full pay, time away from military duty, full tuition and two years to complete the graduate program. These elite nurses are selected from a qualified group of applicants. Selection is made in Washington, DC. The SON at PLNU is a primary placement site for BSN applicants and is becoming so for MSN applicants. For the Fall 2012, there are three Navy nurses who will be in the DUINS program. This military program is also available for commissioned officers to obtain a doctoral degree.

The current MSN program experienced low registration from 2006-2009. The SON worked closely with the Provost, Dean of the College of Social Sciences & Professional Studies and Graduate Administrative Services to identify key areas for modification. Identified areas included marketing, administrative support and program innovation. A dedicated SON enrollment counselor position was initiated. Additionally, input was sought from the community with subsequent development of the RN-MSN program. This inventive program began in the spring of 2009, with our first graduating class in summer 2011. These nurses are experts and leaders in their clinical areas and are achieving the same graduate outcomes as the traditional BSN-entry student. While the recent MSN graduation rate is >90%, the DNP will have a conservative

graduation expectancy of 80%. The body of evidence available regarding doctoral student graduation rates is limited and focuses mainly on the research doctorate. At recent nursing doctoral conferences, anecdotal evidence is that attrition is approximately 20-25% for DNP programs.

Start Year-Cohort	# of students who started MSN program	# of students completed	Graduation rate*
2005-Cohort 4	9	9	100%
2006-Cohort 5	9	9	100%
2007-Cohort 6	3	3	100%
2008-Cohort 7	13	12	92%
2009-Cohort 8	21	13 to date	TBD
2010-Cohort 9	38	TBD	TBD
2011-Cohort 10	35	TBD	TBD
2012-Cohort 11	14-still building cohort for Fall 2012	TBD	TBD

*graduation rate defined as those students who complete all program requirements within one year of graduation

See Appendix I: Thesis List for a compilation of all project/thesis work completed by MSN graduates. This is evidence of quality and rigor in the MSN program and demonstrates a key example of faculty and student readiness for a DNP program.

The demographic community of San Diego is transitory in nature, leading to a high degree of cultural diversity. Additionally, the vast majority of patient populations served in San Diego healthcare institutions have been identified as marginalized and underserved by Federal definition. Subsequently, the MSN program has demonstrated consistent diversity among ethnic groups and gender, including 29 students/graduates of Asian descent, 13 students/graduates with Hispanic backgrounds, and 11 African American students/graduates. Nine male students are currently enrolled or have graduated from the MSN program. The SON is intentional about providing opportunities for graduate education to all nurses in San Diego as evidenced by the RN-MSN program and recruitment efforts at local community colleges.

Ten PLNU MSN graduates are pursuing or have completed DNP or PhD programs in nursing. Employment rates have remained steady and graduates are securing CNS, Administration and/or teaching positions both locally and nationally.

Measures of success for the DNP will be multi-faceted. Scholarship for DNP graduates is recognized through: student driven research projects seeking to improve nursing practice, measure clinical outcomes, guild membership, publication in peer-reviewed journals, oral/poster presentation at local, regional and national conferences, book chapters, book writing, consulting as a result of clinical, curriculum and scholarly expertise, editing of journals, expert clinical practice, accreditation site evaluation, grant writing for single purpose or local /state initiatives.

From a programmatic perspective, graduation rates and employments rates are data that will be assessed indicating quality and preparation in doctoral education. Additionally, the SON faculty will establish benchmarks which will measure success by the quality and rigor of the Evidence Based Change of Practice project, regional and national presentation and publication, and clinical residency. A key measure will be student feedback through formal and informal assessment. Exit interviews will be conducted for each graduate to elicit information regarding quality of program,

teaching/learning and any areas for improvement. Consistent with accreditation processes for the BSN and MSN programs, the proposed DNP program incorporates national standards for accreditation. The SON will apply for CCNE accreditation for the DNP program

Section II. Program Need and Approval

Program Need

1. Program need/ rationale framed by the institution's mission and strategic goals.

National Initiative

On October 25, 2004, the members of the American Association of Colleges of Nursing (AACN) endorsed the [*Position Statement on the Practice Doctorate in Nursing*](#). AACN member institutions voted to move the current level of preparation necessary for advanced nursing practice from the master's degree to the doctorate level by the year 2015.

Requirements for the profession of nursing have evolved over time, consistent with needs of the healthcare environment. The DNP is preparing for the future-tomorrow's practice. Transforming healthcare delivery recognizes the critical need for clinicians to design, evaluate, and continuously improve the context within which care is delivered. Nurses prepared at the doctoral level with a blend of clinical, organizational, economic and leadership skills will significantly impact healthcare outcomes.

The DNP focuses on providing leadership for evidence-based practice and will incorporate key principles from the *ANA Scope and Standards of Practice for Nursing Administration*. This requires competence in translating research in practice, evaluating evidence, applying research in decision-making, and implementing viable clinical innovations to change practice. Considerable emphasis is placed on a population perspective, how to obtain assessment data on populations or cohorts, how to use data to make programmatic decisions, and program evaluation (AACN, 2009). The DNP degree is recognized as a key method to address the national shortage of doctoral prepared nursing faculty to educate the needed number of BSN prepared nurses. The DNP is needed to provide clinical practice expertise for academic teaching.

State response to the national initiative

At this time there are over 21,000 advanced practice nurses (CNS, CRNA, CNM, and NP's) licensed or certified by the state of California that may be in need of advancing their education/career paths with the doctoral degree (California Board of Registered Nursing, 2011). As described earlier, there are six DNP programs in California with at least six others in planning phases.

Local response to the national initiative

In San Diego, there is currently one Christian private university with a DNP program. One other has been approved at the post-MSN level and is solely structured as an on-line program in San Diego. One state university has been selected by the Chancellor's office to be a part of pilot study to launch a DNP in San Diego. This pilot study will go through 2017 and will have registration limitations.

As a direct response to this national initiative and to provide the advance practice nurse with the opportunity for the highest level of education, PLNU is recommending that a DNP program be established. This DNP program will be distinctly set apart from similar programs in southern California in that it will be focused on the Wesleyan tenets of faith and service, and that it will be largely traditional in androgogy. PLNU is a Carnegie Masters L University; the inclusion of a

DNP program would complement the liberal arts focus by including a doctoral level graduate program of quality with professional relevance utilizing an interprofessional focus. The DNP program will speak to PLNU's strategic initiatives through the pursuit of academic enrollment and meeting the needs of the adult learner. The School of Nursing's mission statement is also aligned with the university mission and the call to "provide an interdisciplinary learning program of excellence."

In order to address the strategic initiative, the DNP program will provide a vital Christian perspective utilizing course offerings- inclusive of full-semester, Quad and Intensive structured courses to fulfill the needs of working adults. The projected number for the first DNP cohort will be seven students. Additionally the MSN program at that time is expected to have approximately 30 students who will have the option of matriculating into the DNP program.

Additionally, key relationships and the voice of our community partners are supported through the development of this program. The DNP as a terminal degree will prepare advanced practice nurses, allowing achievement of the highest level of scientific knowledge and practice expertise to assure quality patient outcomes.

2. Process and results used to establish the need

In 2010, an internal survey was developed by the SON to establish the need for the addition of another doctoral program in nursing in San Diego. This electronic survey was sent to alumni and nursing leadership of key healthcare systems, for dissemination to registered nurses in their facilities. The survey results overwhelmingly supported the idea of a faith based doctorate of nursing practice program. Two hundred eighty two surveys were returned from individuals throughout Southern California. Over 73% of those returning surveys were current BSN's, 37.9% of which were interested in pursuing an advanced practice nursing degrees in the next 5-10 years. Approximately 62% were interested in the DNP degree indicating the majority of respondents would consider a degree program at PLNU. Fifty percent supported an in-person and online format for class delivery utilizing an intensive format. See Appendix II: Survey Data

In Fall 2011, the University Administrative Cabinet facilitated and funded an external marketing firm to conduct a formal mixed-method assessment to more fully evaluate and assess the program need and sustainability. Phase I consisted of nine qualitative interviews with nurse representatives from staff nursing to nursing administration. Interviews were 55-75 minutes in duration. Analysis of the qualitative data revealed that human connection and interactions with "real person" contact was a valued component. Additionally, a preference for a hybrid educational format including on-line and classroom learning opportunities to accommodate busy family and work responsibilities was clearly expressed among the respondents. Furthermore, the PLNU School of Nursing "owns a clearly defined reputation" in the community and is "an aspirational program that is sought out and that prospects are willing to sacrifice to be a part of." Respondents' expect small class sizes, engaged faculty and preferably working DNP faculty.

Phase II is a quantitative survey that will address the following identified topics: Qualification, classification, awareness/interest, ideal DNP program logistics, pricing, pros and cons of nursing doctoral degrees, and institutional assessment. This phase will be initiated the week of February 13th.

3. Evidence used to support enrollment

Evidence used to support enrollment projections: Based on survey respondents and the change in regulations for advance practice nursing the projection enrollment for the first cohort is seven

students with enrollment growing to 13 students the second year and total enrollment of 19 students the second year based on financial computations. Support for these projections is derived from the survey results, current student inquiry, impending change in practice focus for Advanced Practice Nurses and a need for doctoral preparation for nursing faculty. A formal needs assessment is being conducted by the university and will be completed prior to WASC application. Results of this survey will be utilized by the Cabinet in making final decisions.

3. Recruitment & Marketing Plan

Formal marketing plan to be based on marketing consult data (in progress) and will be completed prior to WASC application.

Planning/ Approval Process

1. Description of the planning and approval process within the institution, indicating how faculty and other groups (administrators, trustees, stakeholders, etc.) were involved in the review and approval of the new program.

Ongoing and/or formal and informal presentations and discussions have been made to the Administrative Cabinet, Provost, Dean of Social Sciences and Professional Studies, Vice-Provost for Program Development and Accreditation, faculty and staff within the SON. Appointments and meetings have been held with library personnel, ITS (i.e. Media Services, equipment and programs), Graduate Services (i.e. Admissions, Records, Student Financial Services) and Marketing. SON alumni have been informed of the need for and exploration of a DNP at PLNU. This has been communicated electronically as well as in person at the annual Alumni Homecoming Breakfast. Recent MSN graduates and current MSN students have been kept apprised as to status of the DNP exploration and application.

The School of Nursing faculty and staff have been a part of the planning process. The need for the DNP, curriculum plan and timeline has been on the agenda for multiple School of Nursing Faculty meetings and faculty have assisted in developing the course descriptions, key assessment items and outcomes for the DNP program in various SON Faculty workshops. SON faculty vote on October 19, 2011 demonstrated a unanimous vote in support of the DNP proposal. Key administrators and other disciplines outside of nursing at PLNU have been consulted regarding this proposal to obtain an outside perspective. A Marketing survey will be completed for strategic planning purposes and an external consultant has assisted in reviewing the documents for feasibility, soundness of purpose and curriculum rigor.

Additionally the SON has worked with the Graduate Studies Committee, and other faculty to help gain support for the proposal and support of the overall program of study before submission to WASC.

Section III. Program Description and Evaluation Curriculum

1. Overall description of the program including the alignment of the program philosophy, curricular design, and pedagogical methods with the target population and degree nomenclature selected.

Please refer back to the SON mission and vision. The DNP is the next essential step in providing quality nursing education for nurses in southern California. The national initiative ensures that the advance practice nurse is prepared at the highest level, which is the doctorate and has a focus on

clinical expertise and evidence based practice. This initiative speaks to the need for nurses to have the necessary education to lead quality and best practice projects that will influence positive patient outcomes.

The DNP is a terminal degree with three points of entry. These are:

RN-DNP

BSN-DNP

MSN-DNP

The RN with an Associate Degree in Nursing or Diploma in Nursing will take the three Transition courses, then matriculate through the MSN and DNP curriculum with completion in 14 semesters of full time coursework.

The RN with Bachelor of Science in Nursing will matriculate through the MSN and DNP curriculum with completion in 12 semesters of full time coursework.

The RN with the Master of Science in Nursing will matriculate through the DNP curriculum with completion in 6 semesters of full time coursework.

This DNP is designed for nurses with an RN (without a Bachelor's degree), Bachelor of Science in Nursing (BSN) or MSN degree. This practice doctorate will emphasize healthcare leadership development for advanced practice nurses allowing achievement of the highest level of scientific knowledge and practice expertise to assure quality patient outcomes. The hallmark of DNP graduates is to become expert clinical leaders who will transform and evaluate healthcare delivery models, through the fusion of evidence and informatics. The DNP degree is also recognized as the crucial component to address the national shortage of doctoral prepared nursing faculty. The curriculum has been modeled after the DNP Program at the University of San Francisco (USF). This program has been highlighted nationally as a model for curricular innovation and program quality. Some examples of DNP Evidence Based Change of Practice projects from USF include: Stanford University PhD program proposal, evaluation of innovativeness quotient (IQ) in a collaborative model, improving patient safety in pediatric medication administration through simulation, creating the California Simulation Alliance (CSA) - the role of the DNP in applying evidence to practice.

The interprofessional curriculum of this DNP program focuses on healthcare systems leadership. Upon completion of 1,000 hours of clinical residency and completion of a Evidence Based Change of Practice project, DNP graduates will create innovations that improve the outcomes of healthcare. Other program requirements include a professional presentation of the Evidence Based Change of Practice project, submission of a manuscript to a peer reviewed journal and formulation of a grant. The goal is to prepare the scholar clinician. The DNP degree is tailored to the individual needs of the working professional and will incorporate traditional and intensive formats. Additionally, there will be less than 20% online (per course) delivery as per current University policy. The MSN-DNP program can be completed in 6 semesters or two years for full-time students. Part-time curricular plans will also be accommodated.

The DNP Essentials, ANA Standards and Scope of Practice for Nursing Administration, and the Association of College and Research Libraries (ACRL) Standards for Information Literacy Competency will be incorporated into course competencies as appropriate. The course competencies then align with program competencies. Key assessments and assignments for purposes of LiveText® portfolio will be determined by the faculty in the Graduate Committee.

The needs of the doctoral student differ from those of the master's level student. The faculty in the SON have established guidelines for the end of program Evidence Base Change of Practice

Project. Mentoring is another key component of doctoral level education and faculty will be expected to provide this type of resource for DNP students. To prepare faculty for this role, a consultant will be brought in for faculty development in the mentoring role. Additionally, mentoring guidelines will be established for faculty and students in the DNP program.

2. Program learning outcomes that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree:

PLNU Institution Learning Outcomes (ILO's)

- 1. Learning, informed by our faith in Christ**
- 2. Growing, in a Christ-centered faith community**
- 3. Serving, in a context of Christian faith**

Program Values and Learning Outcomes

<p>Inquiring Faithfully: The student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.</p> <p>The doctoral student:</p> <ul style="list-style-type: none"> • Creates dialogue and strategies supporting practice changes within the healthcare system (ILO 1, 2, 3) • Appraises evidence for best practice implementation through the utilization of information technology (ILO 1) • Synthesizes evidence to implement change that affects client outcomes (ILO 1,2,3) • Recommends standards for holistic care that meet the clients' needs (ILO 3) • Analyzes own self-care practices that advance optimal care of clients, nurses and organization(s) (ILO 1,2,3)
<p>Leading Faithfully: The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for "Sabbath Rest" as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.</p> <p>The doctoral student:</p> <ul style="list-style-type: none"> • Models graceful service through compassionate responses to patient, family, staff and organizational needs (ILO 1, 2, 3) • Supports the principles of a servant leader as a reflection of Christ's love (ILO 2,3) • Designs an environment of advocacy for patients/family, staff/peers, and/or organization(s)/community that reflects sensitivity to diversity in a holistic manner (ILO 1,2,3)
<p>Communicating Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills. The doctoral student:</p> <ul style="list-style-type: none"> • Models active listening for peers, patients and families, professional colleagues and health systems (ILO 2,3) • Examines the effectiveness of verbal and non-verbal communication for ongoing improvement (ILO 1,2,3) • Leads the dialogue between members of the healthcare team to facilitate positive outcomes (ILO 1,2,3) • Defends advocacy for patients/families, nurses, organizations and self (ILO1, 2,3) • Designs direct and indirect patient care that honors the diversity of patients/families, healthcare staff and organizations (ILO1,2, 3)
<p>Following Faithfully: Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work." The nursing student will integrate the <i>ordinary work</i> by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.</p> <p>The doctoral student:</p> <ul style="list-style-type: none"> • Fosters a professional environment by demonstrating best practice (ILO1,2,3)

- Protects the boundaries designated by regulatory agencies, professional practice and ethical standards within the context of Christian nursing to improve organizational outcomes (ILO1,2,3)
- Creates learning opportunities that promote life-long learning (ILO1, 2, 3)

Caring Faithfully: The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.

The doctoral student:

- Supports compassionate care for all people while mirroring Christ's love for all (ILO1,2, 3)
- Creates opportunities to improve the quality of health within a community (ILO1, 2,3)
- Defends ethical care consistent with professional practice (ILO 1,2,3)

3. Curricular map articulating the alignments between program learning outcomes demonstrating the progression from introductory to advanced levels:

See Appendix III: Program Learning Outcomes for all Programs
See Appendix IV: Curriculum Comparison Table

4. Listing of courses, identifying which are required:

All courses are required with exception of electives.

RN-DNP Foundational Courses- 92 units total

Semester 1: 7 units

GNSG 501	Writing/Research Inquiry Process	3 units	Nurs
GNSG 545	RN-MSN Transition I	4 units	Nurs

Semester 2: 4 units

GNSG 546	RN-MSN Transition II	4 units	Nurs
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BSN – DNP Curriculum Sequence- 81 units total

Semester 1: 7 units

GNSG 600	CNS Role Acquisition	2 units	Nurs
GNSG 623-626L	CNS Role Practicum (Specialty focused)	2 units	Nurs
GNSG 620	Research Inquiry and Theory	3 units	Nurs

Semester 2: 5 units

GNSG 605	Advanced Health Assessment	2.5 units	Nurs
GNSG 605L	Advanced Health Assessment Practicum	0.5 unit	Nurs
GNSG 623-626	CNS Role Acquisition (Specialty focused)	2 units	Nurs

Semester 3: 8 units

GNSG 606	Advanced Pathophysiology	3 units	Nurs
GNSG 602	Following Faithfully: Servant Leadership	2 units	Nurs
GNSG 623-626L	CNS Role Practicum (Specialty focused)	3 units	Nurs

Semester 4: 7 units

GNSG 622	Evidence Based Practice Process	2 units	Nurs
GNSG 623-626L	CNS Role Practicum (Specialty focused)	2 units	Nurs

BUS 687	Healthcare Financial Management	3 units	BUS
Semester 5: 6 units			
GNSG 607	Advanced Pharmacology	3 units	Nurs
GNSG 623-626L	CNS Role Practicum (Specialty focused)	3 units	Nurs
Semester 6: 6 units			
GED 670	Advanced Educational Psychology	3 units	SOE
GNSG 623-626L	CNS Role Practicum (Specialty focused)	2 units	Nurs
GNSG 695	Comprehensive Exam	1 unit	Nurs
<u>MSN-DNP Curriculum Sequence - 42 units total</u>			
Semester 1: 7 units			
GNSG 701	Applied Statistics and Data Analysis	3 units	Nurs
GNSG 703	Leading Faithfully: Policy, Politics, Power and Ethics	3 units	Nurs
GNSG 758L	DNP Clinical Residency	1 unit	Nurs
Semester 2: 7 units			
GNSG 707	Project Management	2 units	Nurs
GNSG 759-761L	DNP Clinical Residency	3 units	Nurs
GNSG 720	Translating Research into Evidence Based Practice	2 units	Nurs
Semester 3: 7 units			
Elective of Choice		3 units	
GNSG 722	Evidence Based Practice Methods	2 units	Nurs
GNSG 790	Evidence Based Change of Practice Project	2 units	Nurs
Semester 4: 7 units			
GNSG 708	Healthcare Leadership Perspectives	2 units	BUS/
Nurs			
GNSG 705	Informatics	2 units	Nurs
GNSG 762-763L	DNP Clinical Residency	2 units	Nurs
GNSG 790	Evidence Based Change of Practice Project	1 unit	Nurs
Semester 5: 7 units			
GNSG 780	Context of Practice, Population and Outcomes Management	2 units	Nurs
GNSG 764-766L	DNP Clinical Residency	3 units	Nurs
GNSG 790	Evidence Based Change of Practice Project	2 units	Nurs
Semester 6: 7 units			
GNSG 767-770L	DNP Clinical Residency	3units	Nurs
GNSG 790	Evidence Based Change of Practice Project	1 unit	Nurs
BUS 688	Healthcare Operations Management	3 units	BUS

Total clinical hours must be equal to 1000 and will be determined during the interview process.

Required Course Descriptions

See Appendix V: Comparison of Old and New MSN Curriculum

BSN-DNP

GNSG 600 (2) CNS Role Acquisition*new course**

This course will focus on the role of the clinical nurse specialist and the spheres of influence in quality initiatives and ethical comportment. Leadership aspects of quality monitoring, program planning and evaluation will be analyzed. A leadership role in ethical discussions at the unit, organization and /or system level will be explored. Additionally the student will work collaboratively to enhance decision making. All specialties together.

GNSG 602 (2) Following Faithfully: Servant Leadership*new course**

This course focuses on the development of skills necessary for effective interprofessional communications, both written and oral. Scholarly writing and effective oral presentation principles are discussed. Wesleyan thought as it relates to service, nursing and nursing leadership is integrated through interprofessional teaching. A review of the history of nursing based on religious teachings is discussed with an emphasis on the role of servant leadership and nursing practice.

GNSG 605 (2.5) Advanced Health Assessment*revision of course description and restructuring of course units**

This course provides a focused examination of health assessment across the human lifespan, focusing on the concepts of health promotion, disease prevention, and nursing care.

Corequisite: GNSG 605L.

GNSG 605L (0.5) Advanced Health Assessment Practicum*revision of course description and restructuring of course units**

This laboratory course provides opportunity for application of nursing assessment and health promotion theory as it relates to advanced practice nursing role. Graded Credit/No Credit.

Corequisite: GNSG 605.

GNSG 606 (3) Advanced Pathophysiology

This course is designed to provide the advanced practice nursing student with a comprehensive theoretical foundation of the phenomena that produce alterations in human physiologic function across the life span.

GNSG 607 (3) Advanced Pharmacology*revised course description**

This course is designed to introduce the advanced pharmacology knowledge for registered nurses to practice at the advanced level. The course content includes principles of pharmacodynamics, pharmacokinetics, pharmacogenetics, pharmacotherapeutics, drug-drug, and drug-food interactions of broad categories of pharmacologic agents. The goal of the course is to prepare students with a well-grounded understanding of basic pharmacologic principles that are pertinent to the nursing specialty across the lifespan.

GNSG 623-626 (2) CNS Role Acquisition (Specialty focused)*revised course description**

Choose one of the following specialties:

GNSG 623 - Mental Health

This course provides opportunity for exploration of advanced mental health concepts with an emphasis on critical synthesis from nursing and the social sciences as it relates to individuals and groups with a focus on wellness and mental health promotion.

GNSG 624 - Adult-Gerontology

This course provides opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and the social sciences as it relates to individuals with a focus on healthcare conditions associated with the young adult to older adult, including end of life. This course includes advanced theories of human development as it relates to the practice of nursing and education of clients as individuals or in groups.

GNSG 625 - Pediatrics

This course provides the opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and social sciences as it relates to the neonate through adolescence within emphasis on family. This course focuses on growth and development and healthcare conditions associated with the pediatric patient.

GNSG 626 - Family/Individual across the Lifespan

This course provides opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and social sciences as it relates to individuals, including child bearing women, within the context of the family and the community.

GNSG 623L-626L (12) CNS Role Practicum (Specialty focused)*revised course**

description

The CNS Role practicum hours will allow the student to apply and master the role of the CNS within a variety of specialty specific clinical settings. A foundation of 500 clinical hours will be acquired. Choose one of the following specialties

GNSG 623L- Mental Health Role Practicum

This practicum provides opportunity for exploration of advanced mental health concepts with an emphasis on critical synthesis from nursing and the social sciences as it relates to individuals and groups with a focus on wellness and mental health promotion.

GNSG 624L- Adult - Gerontology Role Practicum

This practicum provides opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and the social sciences as it relates to individuals with a focus on healthcare conditions associated with the young adult to older adult, including end of life. This course includes advanced theories of human development as it relates to the practice of nursing and education of clients as individuals or in groups.

GNSG 625L Pediatrics Role Practicum

This practicum provides the opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and social sciences as it relates to the neonate through adolescence within emphasis on family. This course focuses on growth and development and healthcare conditions associated with the pediatric patient.

GNSG 626L- Family/Individual across the Lifespan Role Practicum

This practicum provides opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and social sciences as it relates to individuals, including child bearing women, within the context of the family and the community.

GNSG 620(3) Research Inquiry and Theory*new course**

This course builds the student's understanding of scholarly inquiry, knowledge generation, research design and methods, and research utilization as best practices in health care. Students will assume a leadership role in the development of the skills related to translational research, data collection and analysis, and evaluation culminating in dissemination of findings. A variety of theoretical frameworks will be presented and discussed, and the connection of theory guiding practice change will be highlighted.

GNSG 622(2) Evidence Based Practice Process*new course**

This course will assist in building the students' understanding of the process of Evidence Based Practice (EBP) and theoretical foundations. The EBP content will center on the development of clinical practice questions and review of the literature as it applies. Students will develop knowledge and skills in appraising the quality of research evidence, and apply them to improve clinical practice.

BUS 687 (3) Healthcare Financial Management

This course provides a basic framework for understanding and using financial information for making decisions in the healthcare industry. Topics covered include: operating and capital budgets, cost-volume-profit relationships, variance analysis, and time value of money, financial statements, government accounting, and ethics in financial management.

GED 670 (3) Advanced Educational Psychology

This course provides opportunity for application of research and theory with major attention devoted to the problems of learning, individual differences, and behavior.

GNSG (1) 695 Comprehensive Exam*new course**

To complete requirements for the MSN with a clinical nurse specialist focus, the student will complete a comprehensive exam demonstrating breadth and depth in scholarly thought, critical analysis and synthesis of complex healthcare topics for the advanced practice nurse.

Graded Credit/No Credit.

MSN-DNP Required Courses

BUS 688 (3) Healthcare Operations Management

This course provides a basic framework for understanding and using concepts, practices and tools of operations management in the healthcare industry. Topics include: Healthcare operating systems, clinical process management and design, strategy and execution, process improvement and statistical tools, patient flow, scheduling, forecasting and capacity management, supply chain, operational excellence, and principle-based system design.

GNSG 701 (3) Applied Statistics and Data Analysis-Semester*new course**

This course refines the knowledge and skills of the DNP students in processing and analyzing quantitative data and biostatistical methods. The use of descriptive and inferential statistics is emphasized. Students will build infrastructure for the collection and analysis of data utilizing the statistical software package SPSS.

GNSG 703 (3) Leading Faithfully: Policy, Politics, Power and Ethics *new course**

This course investigates the historical, present status and future direction of healthcare policy. DNP students will focus on leadership involvement at the institution, local, state or national levels to affect healthcare change for individuals and populations. Students take a leadership role in the legislative process through analysis and synthesis of healthcare policy. The role of politics, power and ethics as it relates to affecting change from a Christian perspective as understood and expressed from a Wesleyan

perspective will be investigated. The *ANA Scope and Standards of Practice for Nursing Administration* will be incorporated.

GNSG 705 (2) Informatics*new course**

This course will facilitate the students' innovative use of information systems/technology to improve patient care, healthcare systems and education outcomes. Students will be prepared to assume a leadership role in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks and/or patient care technology.

GNSG 707 (2) Project Management*new course**

Students will learn the basic principles of planning, scheduling and controlling activities within organizations. The conceptual underpinnings to apply knowledge, skills, tools, and techniques to a broad range of activities in order to develop and manage a project to successful completion will be emphasized.

GNSG 708 (2) Healthcare Leadership Perspectives*new course**

This course analyzes how Christian perspective as understood and expressed from a Wesleyan view and how this view informs the concepts of service, values, culture, diversity, and internal and external forces of change influence organizational behavior and effectiveness. Through reflective practice, students examine and design innovative strategies to improve and transform organizations. Interprofessional collaboration initiatives and advanced practice nursing roles will be explored. The *ANA Scope and Standards of Practice for Nursing Administration* will be incorporated.

GNSG 720 (2) Translating Research into Evidence Based Practice*new course**

This course builds on students' understanding of scholarly inquiry, knowledge generation, research design (qualitative and quantitative), methods in research and research utilization as best practices in health care. Students will evaluate healthcare practice and outcomes and participate in collaborative research dissemination. The scholarship of translational research, critical appraisal and evidence based practice will support students in constructing the first two chapters of a Evidence Based Change of Practice project.

GNSG 722 (2) Evidence Based Practice Methods-Semester*new course**

This course incorporates the process of extensive critical appraisal and literature synthesis within the context of scholarly inquiry. Overview of methodology including Institutional Review Board application process and data analysis is presented. The development of evidence based project methodology informs the Evidence Based Change of Practice project process. The scholarship of application will support students in constructing the third chapter of a Evidence Based Change of Practice project.

GNSG 758L-770L (12) DNP Clinical Residency-Semester

The clinical residency is designed as an ongoing learning experience for the DNP students to develop expertise and preparation for the highest level of nursing practice. Focus is on the leadership role and integrating EBP as relevant to a variety of clinical and administrative environments. Each unit of Clinical Residency must be linked to one or more of the four requirements for graduation (i.e. Grant Proposal, Evidence Based Change of Practice Project, manuscript preparation, professional presentation).

GNSG 780 (2) Context of Practice, Populations and Outcomes Management*new course**

This course will focus on leadership through a Wesleyan lens regarding clinical prevention (health promotion and risk reduction/illness prevention for individuals and families), chronic healthcare conditions and complex healthcare issues related to diverse patient populations. Through the analysis of

policy processes, students will engage in politically effective action to improve outcomes. The *ANA Scope and Standards of Practice for Nursing Administration* will be incorporated.

GNSG 790 (6) Evidence Based Change of Practice Project

The evidence based change of practice project is a scholarly work distinguished by the creation and implementation of an evidence based project to improve quality of patient care, nursing practice, and /or organization systems. The student demonstrates synthesis of knowledge at highest level of leadership in clinical practice. The Evidence Based Change of Practice project serves as the foundation for future scholarship and is a rigorous and significant academic work.

Electives

A total of 3 units of electives are required at the graduate DNP level. Students may select electives that complement their graduate work from the graduate catalog. The faculty advisor will oversee the course selection and progress. Options can be from the School of Nursing, School of Education or Fermanian School of Business. Some examples from the SON might include: Program Evaluation and Curriculum Development.

5. Process by which syllabi are reviewed and approved to ensure that:

1) Course learning outcomes are described and are linked to program learning outcomes, 2) materials are current, 3) pedagogy is appropriate for the modality of the course.

The SON has four established committees. These are: Associated Student Affairs (ASAC), Curriculum and Evaluation (CEC), Program Assessment and MSN (will become Graduate Committee with the addition of the DNP). Full-time faculty are expected to be a member of at least one of these committees. There are by-laws providing governance, and scope of responsibility. The chair of these committees is responsibility for the oversight and communication of all work. The chair of the committees reports to the full faculty at the monthly SON faculty meetings. The current MSN committee will become the Graduate committee, which will have oversight of the MSN and DNP programs. Curriculum proposals at the BSN, MSN, or DNP go through vetting by the appropriate level team, then the proposal is submitted to CEC. Once approved through CEC, the proposal then goes to SON faculty for vote. SON policy is that a proposal is introduced in a faculty meeting one month, with discussion/feedback, then voted on at the faculty meeting the following month. This proposal was submitted to SON faculty in September 2011, and voted on in October 2011 with unanimous approval. Discussion and planning has been ongoing for many months.

As part of new faculty orientation in the SON, the Dean and appropriate Associate Dean will review policy and procedure with the new faculty regarding curriculum, course expectations, etc. A copy of the SON faculty handbook is also provided. Faculty are on team levels (BSN, MSN, DNP) and work together in collaborating to create processes that facilitate learning. A new faculty member has this collegiality and never works in isolation.

Faculty in the SON keep current in practice through clinical experiences with students, reading and participation in professional organizations, dialogue with community clinical partners, and attendance and presentations at local, regional, and national conferences. With any change or trend in nursing or nursing education, faculty engage in discussion, deliberation, and vetting with peers, colleagues in other nursing programs, and nurses active in clinical practice.

Teaching methods for the DNP student involves adult learning (androgogy). Principles of adult learning have been utilized in the current MSN program and over the past 10 years there has been ongoing evaluation and assessment of teaching/learning practices. Policy and procedures have

been modified over time to provide students and faculty with best-practice in nursing education. Faculty in the SON are confident that the nursing curriculum at all levels remains relevant and provides the graduate with competencies required for the complex healthcare system today.

- 6. Attach three sample syllabi that are representative of the program and attach the capstone/ thesis or culminating experience syllabus (if applicable). Syllabi should include specific student learning outcomes for the course, be adapted to the modality of the course, and be appropriate to the level of the degree—Syllabi should also reflect information literacy requirements (WASC standards 2.2 and 3.6) and use of the library.**

See course syllabi attached.

- 7. Internship requirements and monitoring procedures, if an internship is required.**

The Clinical Residency experiences for the DNP will be varied and tailored to meet the learning needs of the DNP student and are linked to one or more of the five requirements for graduation. (See #8 below). Preceptors for this experience will have a terminal degree and/or recognized expertise in their field which will be validated by the SON. Clinical Residency will be monitored by faculty advisor and will be coordinated through the SON. All Clinical Residency experiences will have the vetting and approval of the Graduate committee and the Director of the DNP program. A Clinical Residency evaluation will be completed by the student with input from the preceptor for ongoing program assessment. The total number of Clinical Residency hours is 1000, with allowance made for documented clinical hours from the APN education, per DNP Essentials and will be approved by the DNP Director with input from the Dean of the School of Nursing.

- 8. Special requirements for graduation, i.e. comprehensive examination, service learning, etc.**

Graduations Requirements: In addition to successful completion of all didactic course work, the student will

- Complete a total of 1,000 hours of clinical residency
- Formulate a grant proposal
- Implement and defend an Evidence Based Change of Practice project-examples of this include: Quality Improvement project at the unit or organization level, two manuscripts prepared for a peer-reviewed journal
- Deliver a professional presentation of Evidence Based Change of Practice project in a community forum
- Submission of a manuscript for publication in a peer-reviewed journal

Schedule/ Format

- 1. Length of time that the typical student is expected to complete all requirements for the program.**

The trend in nursing education at the graduate level is that the student remains a full time employee while in the academic program. Most nurses are contributing to the financial situation for the home or are solely dependent on a full time salary and are not able to decrease to part-time status or to quit working. The program is designed to be completed by the full time student in six semesters (fall/spring/summer) or 2 years for MSN-DNP students. Twelve semesters or 4 years for the BSN-DNP student and 14 semesters or 4 ½ years for the RN-DNP student. Six units is full time at the graduate level and most semesters have a 6-8 units course/clinical load. Clinical residency and Evidence Based Change of Practice project hours are built into the program so that students are working on both throughout the program. The program is designed for the working nurse.

2. Description of the cohort or open registration model being used—Minimum attendance/participation requirements and the provisions made for students to make-up assignments or for students who have to drop out of the cohort for a short period of time.

Cohorts will begin in the fall of the year, with students having the option of taking the BUS 688 course and/or an elective prior to the fall semester start date. If a student needs to go part-time or step out of the program for a period of time, this will be accommodated and schedule determined upon return to the program. These decisions will be made in accordance with university (including financial aid regulations) and SON policies.

Accommodations for late assignments will be made for personal, health or other needs as communicated to the SON faculty.

3. How will the institution ensure that timely and appropriate levels of interactions between students and faculty, and among student are maintained?

Faculty-student dialogue and connection is highly valued in the SON and will be a focus in the DNP program. The mentoring guidelines will also facilitate quality faculty-student communication. All courses will be face-to-face classroom so that timely communication between students and faculty is assured. Additionally, the use of email, telephone, and appointments will be utilized. Students will meet each semester with their selected faculty advisor to discuss clinical research topic progress, residency hours, curriculum scheduling plans, etc. At the end of each course, students will complete university evaluations which will be monitored by the faculty member, Dean of the School of Nursing and College Dean.

4. Timeframe of courses, i.e. accelerated, weekend, traditional, etc.—if the course timeframe is abbreviated; an institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre-and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre and post-course assignments, and the accelerated nature of the curriculum.

Courses will be offered in semester, Quad and Intensive format. Quad format at PLNU is common and is an eight-week course of study. Intensive formats would include a consolidated class meeting time, 2-3 times over the semester. An example of a 2-unit Intensive format course would be class time on Friday evening from 4 pm-9 pm, then the next day, Saturday from 8 am-5 pm, three times over the course of the semester. Decisions for courses offered in Quad and Intensive format are based on rigor, quality, content and assignments. Courses are typically offered one evening per week and every other Saturday morning. Some courses will be offered on Saturdays only to accommodate the working nurse. Course syllabi, course calendars and Blackboard content will provide this information to students in advance so that planning can be facilitated. Typical assignments for doctoral coursework include a scholarly paper and a presentation.

Clinical residency hours will be coordinated with the work hours of the preceptor and the DNP student will be expected to make accommodations in personal schedule for this requirement. The issue of clinical residency is introduced at the DNP program interview, prior to acceptance. This has been standard practice in the MSN program as well.

5. Sample schedule of courses for a full cycle of the program with faculty assignments, if available.

Faculty assignment to be determined.

See Appendix VI: Course Progressions

Admissions

1. Admissions requirements.

Admission to the program is based on an overall appraisal of the applicant's ability to undertake doctoral study and their contributions to the discipline of nursing as evidenced by the following:

- Documentation of current California RN license
- Official transcripts
- Minimum grade point average of 3.2 (masters degree in nursing)
- Curriculum Vitae or Resume
- Current employment in nursing or at least 1 year of full time nursing practice in the last 5 years
- Three (3) professional letters of recommendation
- A typed statement identifying a change of practice issue related to professional goals
- Example of scholarly work (e.g. work related presentation or project, paper from prior educational endeavors, professional presentation: published document, power point or poster)
- A completed application form and fee

When evaluating comparator nursing programs minimum GPA range was 3.0-3.5 on a 4.0 point scale, with most being 3.0 or 3.2.

2. Identification of the type of student targeted and qualifications required for the program.

The DNP program will target adult learners who are currently practicing as registered nurses in the state of California. These learners will demonstrate a desire for lifelong learning and intrinsic motivation to complete the rigorous program of study. Students identified for program admission are Registered Nurses meeting all of the advanced practice nursing qualifications inclusive of a master's degree in nursing, nurse midwives, certified registered nurses anesthetists, clinical nurse specialists, and nurse practitioners. Further, other students identified for program admission include associate-degree prepared nurses seeking to obtain an MSN then progressing to the DNP program. Also, baccalaureate prepared nurses with an interest in the clinical nurse specialist certification, will complete the MSN and progress to the DNP program.

3. Credit policies including the number of credits that students may transfer in.

As per university policy. Consistent with the PLNU policy of transfer credit the students will be allowed to transfer in 6 units of applicable graduate level work without special petition. Circumstances beyond this would require individual review by the Program Director, School Dean and possible vote of the Graduate Studies Committee. Overall GPA accepted for the program is 3.2.

4. Process for awarding credit for prior learning (applicable only to undergraduate level).

Not applicable.

5. Residency requirements, if applicable.

Residency as per the university policy.

6. Sample brochure or admissions material. Note that these materials must clearly state "Pending WASC approval" prior to Commission ratification.

See Appendix VII: Brochure

Plan for evaluating educational effectiveness

- 1. Plan for assessing the program at various stages in the first year including achievement of student learning outcomes and how findings from the review will be used to improve the program—Attach the assessment plan.**

See Appendix VIII: Assessment Plan

Formative and summative assessment and evaluation will be ongoing. Student feedback will be elicited in class, through Director Forums, and at faculty advising sessions throughout each semester. Course learning outcomes will be assessed through discussions, assignments and/or written journals. Any modification to course topical outline and/or assignments will be made based on this assessment.

- 2. Plan for incorporating assessment of this program into the school and/or institution's existing program review process.**

The Assessment Plan for the DNP will be incorporated into the existing SON Assessment Plan and Evaluation Grid. Additionally, within the SON all DNP processes will be addressed in the Graduate Committee. The DNP Essentials, ANA Standards and Scope of Practice for Nursing Administration, and the Association of College and Research Libraries (ACRL) Standards for Information Literacy Competency will be incorporated into course competencies as appropriate. The course competencies then align with program competencies.

Outside of the SON, curriculum and program issues related to the DNP will be addressed in processes established by the Graduate Studies Committee (GSC).

Section IV. Resources

Faculty

- 1. Number and type (full-time, part-time, tenured, and non-tenured) of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness.**

There are 13 full time faculty in the School of Nursing, seven with doctorates. Of these seven, six doctorally prepared faculty are actively participating in the MSN curriculum and are currently prepared to lead the DNP program. The seventh doctorally prepared faculty member is in the second year at PLNU and will begin involvement in the MSN program in the 2012-13 academic year. Additionally there will be two faculty joining the MSN program in the next few years, upon completion of Doctorates. All full-time faculty are on a tenure track. Of the seven doctorally prepared full-time faculty, four are tenured, with another faculty planning application for tenure academic year 2012-13. The goal is that all doctorally prepared faculty will be actively engaged in the graduate programs.

All curriculum, androgogy and program evaluation for effectiveness will be facilitated by full-time faculty in accordance with SON policy. Full-time faculty will be utilized for the advising role, supervision of Evidence Based Change of Practice project and clinical residency. Part-time faculty will be utilized according to credentials, professional and topical expertise. For the first

two years of the DNP, courses will be developed and taught by full-time faculty to establish quality and rigor. The addition of a full time faculty member after year one, will provide for added expertise and oversight of the graduate program.

2. Information about the balance of full-and part-time faculty members involved, and how that balance will ensure quality and consistency in instruction and advising.

Full time faculty at PLNU have a 24 unit course load plus 8 units for university and professional service and scholarship per academic (fall/spring) year with a 9-month contract. In the SON, full time faculty are expected to have a total of three undergraduate clinical groups over the academic year. Adjunct faculty are mainly used in the clinical areas at the undergraduate level and are valued members of the SON as their clinical expertise is relevant to the application of nursing knowledge. Adjuncts in the MSN program are expert APN's working in their field and contribute to the Advance Health Assessment and Advance Pathophysiology courses. All SON faculty hold an active California nursing license and meet all San Diego Nursing Education Consortium and healthcare institution requirements for clinical.

With the addition of the DNP program, faculty contracts will need to be increased from 9-month to 12-month for those faculty involved in the DNP program. For the first two years of the DNP program, courses will be taught by full time faculty. This will be accomplished by changing the undergraduate clinical requirement for DNP faculty to 1 clinical per semester for a total of 2 clinical groups per academic year, from the current requirement of 3 clinical groups per academic year. Excellence in undergraduate clinicals will be assured through the use of working professionals as quality adjuncts, some of whom have been affiliated with the SON for greater than 10 years and all with documented positive teaching evaluations.

The advising role at the DNP level will include: course progression, clinical residency oversight, manuscript preparation, Evidence Based Change of Practice project supervision, and mentoring. Faculty will develop a Mentoring Guidebook (inclusive of networking, role modeling, communication), with clear expectations for faculty and DNP students outlining the responsibilities for each. It will differ from BSN and MSN advising in breadth and depth due to DNP student graduation requirements and collegial commitment.

Quality and consistency in instruction and advising will be monitored by the full-time faculty through a number of venues. These venues include: Program Assessment and Evaluation processes within the School of Nursing (i.e. Assessment Committee, Curriculum Evaluation Committee, and Graduate Committee), PLNU Institutional Assessment (i.e. Annual Assessment Report, Program Review), California Board of Registered Nursing (BRN), Commission on Collegiate Nursing Education (CCNE). Part-time faculty participate in and provide input regarding planning and decision making for School of Nursing Graduate Programs.

3. Analysis of the impact that the proposed program or change will have on faculty workload for all involved in the program, including teaching, research, and scholarship. Who will teach courses no longer being taught by the faculty reassigned to this program? What will be the maximum number of students that each faculty member can advise?

Faculty work load is assessed in an ongoing manner and includes teaching, research and scholarship. Expectations for faculty regarding quality teaching, research endeavors and scholarship will be supported by The Center for Teaching and Learning, professional development opportunities, Institutional Grant opportunities, and Sabbatical. University faculty evaluation processes also incorporate assessment of teaching, research and scholarship. At all

levels in the School of Nursing (i.e. BSN, MSN, DNP) program quality will be monitored by the College Dean, School Dean, Associate Deans, and level coordinators. To maintain BSN program quality, the Associate Dean will continue to monitor program effectiveness, assessment and evaluation.

At the BSN level, full-time DNP faculty will advise a maximum of 15 BSN students, 10 MSN students and 10 DNP students. The addition of a doctorally prepared, experienced, full-time faculty member after year one, will ameliorate the immediate gaps created by the addition of the DNP program. The consideration of additional adjunct faculty will be made in consultation with the Provost, College Dean, School Dean and DNP Director.

4. Overview of the key credentials and experience of primary faculty responsible for the program—Include abbreviated vitae (3-5 pages) that demonstrate the most current activities in relationship to the program (scholarship, teaching, etc.)

See attached 7 CVs for full-time faculty credentials and experience

Student Support Services

1. Assessment of student support needs including, but not limited to:

a.) Ongoing academic advising and academic support

Academic advising is done a minimum of once per semester. Faculty members are available to students via email, one-on-one, telephone and in the classroom. There is a graduate writing workshop offered each semester. Opportunities for dialogue with faculty are part of the Director Forum offered twice each semester. At the DNP level, the advising role takes on a mentoring component which includes clinical residency oversight, manuscript preparation, Evidence Based Change of Practice project supervision, and mentoring and occurs as needed.

b.) Financial aid advising

The School of Nursing has a dedicated Graduate Student Financial Services Advisor available to students on an ongoing basis via email and appointment. This person is a part of the Graduate Orientation at the beginning of each semester.

c.) Career placement services, and

Faculty advisors assist DNP students with mentoring, networking and career planning.

d.) Graduate Writing Support Center-Proposal Recommendation

To facilitate the creation of a doctoral culture, this proposal from the SON recommends that the university will support development of a Graduate Writing Support Center with the purpose of assisting all graduate students with scholarly writing endeavors based on identified needs. This Center will be staffed by experts in the writing process utilizing a variety of scholarly publication formats (APA, MLA). This Center could be an expansion of the current undergraduate writing center, with the addition of the scholarly writing experts available during the hours of graduate programs.

The planning of this center will be a collaborative effort among Administration, Graduate Studies Committee and the Center for Teaching and Learning. Costs associated with a Graduate Writing Support Center will be determined by the staffing and student need.

e.) SON graduate website

The SON will work with ITS, Admissions, and Financial Aid to assure that the website is accessible, current and relevant for doctoral students and will be modified based on student input.

2. Availability of support services for students and faculty including helpdesk hours.

The ITS Reference and Help Desk is open from 7:30am-11:30pm Monday through Friday. The library has a Reference Desk librarian available 77 hours per week and is available via telephone, email, live chat and walk-in service. There is a part-time Chaplain available via email, cell phone and walk-in service for students' emotional and spiritual needs.

Information Literacy and Library Resources

1. Description of the information literacy competencies expected of graduates and how they will be evaluated

The university is utilizing the Information Literacy Competency Standards for Higher Education established by the Association of College and Research Libraries (ACRL). The SON will incorporate each of the five standards throughout the DNP curriculum and will build upon information literacy threads from prior degrees and education. Assessment and evaluation will be evidenced in syllabi, assignments, andragogical strategies, course evaluations, and Evidence Based Change of Practice project.

See Appendix IX: ACRL Standards

2. Description of how library resources will be used in the curriculum

Library resources will be utilized in a variety of ways throughout the DNP curriculum. Beginning with DNP orientation, information literacy will be a vital component of each course and subsequent assignments. Ryan Library has more than 70 + subscription databases with Cinahl, Proquest, Cochrane Database, PsycARTICLES database and others specific to the needs of the DNP student. There are over 430 print subscriptions, 176,000 books, over 880 journal holdings, and electronic access to over 20,000 journal titles. Additionally, the interlibrary loan system is an essential resource in obtaining difficult to find journals, books and articles.

3. Description of what staffing and instructional services have been put in place and what library and informational resources are available to students and faculty in support of this program including a description of the library's information literacy program

There six full time librarians in Ryan Library, of these there are four with the designation of Instructional Services Librarians. There is one Instructional Services Librarian dedicated to the graduate student population who will assist faculty and staff in meeting the information literacy needs of the DNP student. Additionally, all librarians in the Ryan Library are available to provide assistance by phone, email, or instant messaging as needed. The library's circulation supervisor and document delivery assistant are also available to assist students and faculty affiliated with the doctoral program.

Introduction of the Instructional Services Librarian (ISL) is made at the DNP orientation and carries through to in-class teaching, online via the web, telephone, or instant messaging through the library website. The ISL provides in-person research instructions sessions in selected nursing research courses at the request of the faculty. These sessions include an introduction to the databases most useful to the students' course of study, instruction in the search strategies most appropriate for each database, an orientation to EndNote Web bibliographic management tool, and teaching students how to access the library's print and electronic resources effectively. The foundational competencies of information literacy are integrated into these sessions as students

learn to identify their needs, search effectively for information, and evaluate the quality and relevance of the resources they locate.

Ryan Library is open seven days each week for a total of 96 hours. The Reference Desk is staffed 77 hours per week.

4. If additional information literacy and library resources are deemed necessary, specify what these resources are and detail the institution's long-term financial commitment to implement this program

In many larger universities, Proquest Digital Dissertation Abstracts is an excellent resource for these DNP students as they produce scholarly work, particularly the Evidence Based Change of Practice project. The estimated cost of this is \$15,000 annually, with full text \$50,000 annually. The Proquest Digital Dissertation Abstracts might be something to investigate as the DNP program grows. Specific budgeting for this database might be purchased through a grant or other outside funding. Collaboration of this procurement would be made with the VP for Finance and Administrative Services, the Provost, the Dean of the College of Social Sciences and Professional Studies, and the SON. Students from the other graduate programs will also benefit from this resource. The current free interlibrary loan system would meet the immediate needs for obtaining dissertation abstracts and access to full text dissertations.

Another information resource that is being investigated by the Instructional Services Librarians in Ryan Library is the "library guide" where the DNP program would have a specific library website with links available to key resources such as the Centers for Disease Control, cancer.gov, the American Association of Colleges of Nursing, evidence based practice sites, relevant nursing and healthcare sites, etc. This library guide would serve the DNP students and faculty in a variety of ways.

5. Access to library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and document delivery services for both faculty and students

All electronic resources are available to graduate students and faculty. Subscription databases at PLNU include: Cinahl, Proquest, Conchrane Database in addition to many more. This includes: library catalog, subscription databases, bibliographic management applications, and subject research guides. Book and document delivery is provided to graduate students using the interlibrary loan service. The library's Link+ membership allows students to request materials from the 30 million-volume shared Link+ catalog with delivery at a nearby member location. Link+ delivery usually takes only 3-5 days; traditional interlibrary loan (Iliad) takes 7-10 days.

6. Staff and services available to students and faculty for instruction on how to use, access, and support information resources, onsite and remotely, as applicable

During the academic year, Reference Desk librarians are available 77 hours per week and are available via telephone, email, live chat, and walk-in service. Help with circulation, interlibrary loan and reserves, and research questions is accessible via these communication forms as well. Technical assistance is available to graduate students through Information Technology services.

Additionally, there is one Instructional Services Librarian (ISL) who holds a Master of Library Science (MLS), the terminal degree for this discipline and holds faculty rank at PLNU. This faculty person has expertise, knowledge and skills and is dedicated to the SON to assist meeting

the information literacy needs of students and faculty. See #3 above for specific experience, knowledge and skills utilized with graduate students and faculty.

Technology

1. Description of the institution's technological capacity to support teaching and learning in the proposed program.

Over the past five years the university has significantly expanded Information Technology Services (ITS). Ninety-eight percent of the university has indoor wireless coverage. This support includes a roving ITS Technician, upgraded technology in each classroom and for faculty, expanded ITS Help Desk hours, and the addition of IT staff who work with faculty in enhancing course instruction through integration of technology.

Supported functions-The ITS staff work alongside the faculty to ensure the appropriate and most advanced technology is available to faculty and they are provided many venues for updating their ITS training. The university provides the following online functions for the faculty and students:

- Learning Management System-Blackboard
- Lecture Capture Systems-Adobe Connect, LifeSize or Camtasia
- Remote Online Access into a lecture-Adobe Connect or LifeSize
- Online Library Search capabilities
- ePortfolio functions-LiveText
- Collaborative functions-Social Office
- Administrative functions such as bill paying, financial aid submission, etc
- Video Conference capabilities-LifeSize
- Student email-university branded Gmail
- Online Assessment-LiveText

Classroom Technologies:

- Media projection system
- PC and laptop connections
- iPad[®] technology
- Classroom response systems
- Internet connection at the podium
- Wireless internet access
- Document camera
- DVD/VCR
- Sound system
- Smart board or Smart screen
- Video-conferencing capabilities (selected classrooms)
 - ✓ Multiple cameras
 - ✓ Dual projectors
 - ✓ Confidence monitors
 - ✓ Microphones
 - ✓ Video conference encoder
 - ✓ Video conference bridge and recorder

Portable Notebook Lab/Computer Labs

In all locations, the students have access to onsite computer labs. These labs are currently being upgraded.

Faculty computer access-The University provides all full-time faculty with a laptop computer. Adjunct and part-time faculty receive either an onsite desktop or a laptop computer.

Help Desk-ITS provides live help desk support to all faculty and staff on weekdays from 7:30 am to 11:30 pm. Media Services is available during working hours to assist faculty with any classroom media needs. If help is required during off hours, the faculty or staff can call the Help Desk and an on-call technician will assist. There are three tiers of support through the Help Desk.

Instructional Technology Support- ITS provides instructional designers and technology trainers to assist faculty in the development of technology integrated courses.

Technology Integrated Learning Environments (TILE)

The TILE program focuses on using technology in a variety of ways to support learning outcomes. Faculty who participate in the program re-design one course of their choosing and explore ways to create a student-centered learning environment to increase quality in the classroom. Program topics include: pedagogies for learning, strategies for teaching, best practices for using technology, as well as learning how to use these technologies. Over 35 university faculty have applied for and were selected to be a part of this program. Five faculty in the SON who will teach in the DNP have participated in this program.

2. Description of the institution's provisions for students in the proposed program to gain full access to course materials.

The university makes available for all faculty and students training and access for Blackboard for each class. Blackboard is a link to all course materials, professor, other students, and key web sites and course resources. Students have access to library resources (described earlier). The current "vision" for ITS is called "Enable Anytime Anywhere Learning." This vision sets the ground work for a robust learning environment, but it doesn't address the fundamentals of learning.

This vision will soon be transitioned into our new vision of "Interactivity." We feel that allowing student so learn anytime and anywhere is great but to bring student centered learning to a reality, we need to provide tools for learning interactively. Interactive environment includes:

- collaborative learning spaces
- Classroom designs that allow learning interactively
- Online interactive tools such as digital spaces for teams to work together. These tools include – calendar, forum, version controlled file storage, blog, etc.
- Exploring technologies such as interactive games, ability to pull in experts from around the world into our classrooms, etc.
- Explore the use of multi-media as a learning/teaching tool.

3. Description of the level of technology proficiency expected of students and faculty.

Students are expected to enter the SON graduate programs with a certain level of technical competency and literacy. These competencies include:

- Word processing
- Basic electronic presentation such as Power Point
- Internet functions
- Use of email system
- Statistical Package for Social Sciences (SPSS)
- EndNote®

4. Description of how will students will receive training on how to utilize program required technology.

Graduate Student Orientation serves as the initial training for all students in the use of PLNU classroom technology such as Blackboard and LiveText. All students are provided an orientation to the university's technology and additional support through the Help Desk. For those students needing remediation for any instructional technology, they are encouraged to take courses provided through ITS. ITS regularly provides classes for MS Word, MS Excel, MS Outlook, Blackboard, etc.

5. Description of how the institution will ensure business continuity during system failures (major or minor) or scheduled service interruptions.

ITS conducts daily backups of all critical systems. The backup tapes are stored at a remote location. Currently, most systems mentioned above are on Virtual servers using VMware. If a system were to crash, ITS is able to move the system onto another server in less than half an hour.

ITS is in the process of establishing a secondary data center site to ensure continuous service.

Physical Resources

1. Description of the physical resources provided to support the proposed program(s) and the impact of the proposed change on the physical resources capacity of the institution. This includes, but is not limited to the physical learning environment – classrooms, study spaces, student support areas.

Physical resources on the main campus for the SON include: main office for SON Assistant and School Dean, an office for the BSN and MSN Assistant, and full time faculty office space for 12 full-time faculty (13 full-time faculty including the School Dean). Additionally, there is an adjunct office space with capacity for two faculty at any given time, clinical simulation lab, student computer lab, student lounge, and faculty lounge. There are no dedicated classrooms. The space needs of the DNP student will be similar to those of the MSN student. Library, ITS, and faculty resources will be key in the support and success of the DNP student. To meet the needs of the DNP student, many of the courses will be offered on Saturday to accommodate the work schedule of the nurse.

Current classrooms at Mission Valley are equipped with a computer, docking station, document camera, tables, and chairs. There is a computer lab and study area for students at Mission Valley. There is an office space for the MSN Program Director, MSN Assistant, and a conference room for student meetings and faculty use. There is a computer lab and student lounge area on the 3rd floor.

Financial Resources

1 Assessment of the financial viability and sustainability of the program including:

Narrative describing all start-up costs for the institution and how the costs will be covered (including direct program cost and institutional indirect cost) or is it intended to meet a specific need while being subsidized by the institution –Costs for licensing, hardware, software, technical support, training for faculty and students, and instruction design should be included.

Start-up costs incurred to date include the external market study and DNP consultants. These start up costs are absorbed by the University's reserved funds for specific cabinet approved projects and development of prospective programs.

The budget includes the following new direct costs:

1. Overload full-time faculty and adjunct faculty compensation in year 1,
2. Full-time clinical coordinator in year 1,
3. Doctorally prepared full-time faculty in year 2,
4. 3 additional adjunct faculty beginning in year 2, and
5. DNP discretionary budget for training and ongoing enrollment marketing

Total faculty cost as indicated in the annual budget is an average cost per load unit for SON faculty. The DNP will utilize faculty from a the SON pool of faculty members which include existing SON faculty and new faculty as indicated in #3 and #4 above.

The program is required to cover direct costs through tuition revenue. Direct costs are faculty, DNP clinical coordinator, and program discretionary budget, which includes faculty training. A minimum average of 9 registered students is required to break-even (revenue less direct costs).

Computer hardware and software, technical support, facility expenses, library, food services are examples of expenses included in indirect costs that are covered by the institution. As a result of adding a doctoral program we anticipate some increased indirect costs in particular a writing workshop and extended hours to accommodate typical doctorate student needs. Eventually the program is expected to cover institutional indirect costs and to generate a profit above and beyond direct and indirect costs. An average of 16 registered students per cohort at the projected tuition rate will enable the program to achieve this goal.

2. Total cost of the program to students, including tuition and any special fees.

The 42 unit program costs \$42,000 (\$ 1000 per unit) plus text books. Part of the SON requirements for the graduate programs includes professional liability insurance and is a student responsibility. The SON will pursue scholarship application opportunities through State and Federal funding resources, ie HRSA Nursing Faculty Loan Repayment, specialty organization scholarships, and grant opportunities.

There are no general fees charged to DNP students.

The budget includes a tuition discount of 25% to approximately 1/3 of registered students anticipating a partnership agreement with Scripps. In this partnership Scripps directs nurses interested in pursuing a DNP to the University. The University allows a discount to those enrolled students from Scripps.

3. Financial impact of the change on the institution including evidence that the institution has not? incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution to start and sustain the new program(s) is required.

The University has operated in a positive balanced budget environment in the past three years. A copy of the University's informational tax return, Form 990, is available as a supplement to this proposal.

As indicated in paragraph 1, the University reserves funds to absorb cabinet approved program research and development costs. Costs associated with the research and study of this program have been approved by the cabinet and will be absorbed by these reserved funds.

The program is expected to cover at least its direct costs. The SON is able to absorb deficits in the first three years of the DNP. Eventually the DNP is expected to increase registered students to a minimum of 16 per cohort in order contribute back to the SON and the University for the purpose of long-term sustainability.

4. Statement of the minimum number of students per year necessary to make the program financially viable—the budget should reflect anticipated attrition and should include plans to respond to low enrollment.

The financial viability of the program requires a minimum of 9 registered students per cohort to cover direct program costs. A minimum of 16 registered students per cohort is needed to cover direct and indirect costs, and to generate a profit.

The School of Nursing will continue to work closely with students, graduates, the Provost, College Dean for Social Sciences and Professional Studies, Associate VP of Finance, Graduate Administrative Services, Graduate Studies Committee and community leaders to keep abreast of needs, trends and DNP program assessment. Should enrollment be less than projected or attrition rates increase, the School of Nursing will re-assess androgogy, curriculum, marketing and community needs. The SON will disseminate assessment findings and facilitate dialogue to determine a plan of action.

5. Budget projections, for at least the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs—the budget should include all budgetary assumptions.

DNP Analysis								
Annual Summary		Enrollment	Attr %	Y1	Y2	Y3	Y4	Y5
Revenue/Credit Hr (less Discounts) (D)				\$ 920	\$ 920	\$ 920	\$ 920	\$ 920
Cohort 1	7.0	25%	5.0	5.0				
Cohort 2	8.0	25%		6.0	6.0			
Cohort 3	11.0	25%			8.0	8.0		
Cohort 4	12.0	25%				9.0	9.0	
Cohort 5	15.0	25%						11.0
Total Enrolled (Net of Attrition)				5.0	11.0	14.0	17.0	20.0
Credit Hours/Year				21.0	21.0	21.0	21.0	21.0
FT & PT Faculty Load Units					47.0	47.0	47.0	47.0
Total Faculty Load				-	47.0	47.0	47.0	47.0
Revenue				\$ 96,600	\$ 212,520	\$ 270,480	\$ 328,440	\$ 386,400
Expenses (Incremental)								
Overload (A)				\$ 29,498				
Adjunct (A)				\$ 4,617				
Faculty Costs (B)					\$ 190,831	\$ 190,831	\$ 190,831	\$ 190,831
Admin per year				\$ 67,000	\$ 67,000	\$ 67,000	\$ 67,000	\$ 67,000
Faculty and Staff Costs				\$ 101,115	\$ 257,831	\$ 257,831	\$ 257,831	\$ 257,831
Program Budget				\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
DNP Direct Costs				\$ 121,115	\$ 277,831	\$ 277,831	\$ 277,831	\$ 277,831
DNP Contribution				\$ (24,515)	\$ (65,311)	\$ (7,351)	\$ 50,609	\$ 108,569
Indirect Costs & Profit (C)				\$ 96,892	\$ 222,265	\$ 222,265	\$ 222,265	\$ 222,265
80%								
Net Program \$\$\$ Impact				\$ (121,406)	\$ (287,576)	\$ (229,616)	\$ (171,656)	\$ (113,696)
Notes:								
(A) Year 1 incremental costs include additional load compensation for existing faculty and compensation for adjunct faculty for the additional DNP courses.								
(B) Year 2 one additional FT faculty and 3 part-time adjuncts will be added to the existing SON faculty. DNP courses will be taught by the SON pool of faculty.								
(C) There are various indirect and administrative costs associated with running a program. These costs include, but are not limited to, academic support, facilities, utilities, and institutional general and administrative overhead. In addition, a revenue contribution above and beyond direct and indirect costs is necessary to support the long-term needs of the institution.								
(D) Tuition per credit hour is \$1,000. The budget assumes that 1 out of 3 students on average will receive a 25% discount.								

Section V. Teach-out

Teach-out plan detailing how students who begin this program will be able to finish if the institution determines that the program is to be closed.

In the event the University should decide it is no longer feasible to continue the Doctor of Nursing Practice degree program the following process would be implemented.

1. The university will cease admitting students to the program
2. All lending Institutions will be notified
3. The status of unearned tuition shall be determined, all current refunds due and account balances will be made available
4. All student files would be maintained by the university including educational records, billing, accounts and financial aid records
5. Program support services (admissions, financial aid etc.) will be informed
6. All marketing endeavors will cease and accrediting bodies will be informed (WASC, CCNE)
7. PLNU faculty in other disciplines will be informed of the decision to discontinue the program
8. Faculty and Administration will meet with each student to inform them of the individualized plan for their degree completion with Point Loma and a timeline will be established for completion of the program
9. Consideration of alternate forms of course content delivery will be determined by the Dean, Program Director and faculty of Point Loma Nazarene University
10. Consideration of a transfer agreement with a comparable institution will be considered
11. Faculty will evaluate and establish a date for degree completion with each advisee that will not require them to move or travel a substantial distance to complete the program
12. Delivery of education and services will not be disrupted and obligations to the students will be met.
13. Program Director and faculty will remain available to meet with students in an ongoing manner to allay any anxiety.

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