

NEW PROGRAM APPLICATION

Proposal for Doctor of Nursing Practice (DNP)

Basic Program Information

1. Title of Program: Doctor of Nursing Practice
2. Type of Degree: DNP
3. Home Department: College of Graduate and Professional Studies, School of Health and Human Services
4. Program Developers: Dr. Susy Sportsman, consultant from Elsevier Academic Consulting Group and Dr. Tonya Sawyer-McGee, DNP Program Director
5. Description of Program: See Appendix A for catalog description.

I. OVERVIEW

A. Mission of the Program

The mission of the Doctor of Nursing Practice (DNP) program is to prepare advanced practice nurses for the generation of knowledge through practice changes that impact individual and population health outcomes. This is accomplished through preparing students to:

- Integrate nursing science with knowledge from ethics, biophysical, psychosocial, analytical and organizational sciences to enhance health and alleviate or ameliorate illness;
- Develop, implement, and evaluate care delivery approaches;
- Utilize resources to implement quality improvement;
- Develop consultative and leadership skills to create excellence in health care delivery;
- Demonstrate advanced clinical judgment, systems thinking, and accountability; and
- Integrate Christian identity in influencing the healthcare delivery system to promote social justice, equity, and ethical policy.

The DNP will consist of 39 credit hours and 504 clock hours consisting of ten core courses and three research courses, two of which are the DNP project.

B. Goal

According to the American Academy of Colleges of Nursing, there is a universal consensus on the need for doctorally prepared advanced practice nurses. The professional Doctorate of Nursing Practice prepares advanced practice nurses to generate knowledge through practice changes that impact individual and population health outcomes. Graduates of ACU's DNP program will be prepared to evoke change and improvement in health outcomes and quality care through implementation of quality improvement processes that positively impact health of individuals and communities. ACU's DNP graduates will be prepared and skilled to impact

change and contribute to quality healthcare delivery in many clinical settings, while also impacting the legal and ethical care of healthcare delivery models.

C. Outcomes

The Student Learning Outcomes of the DNP program have been informed by the Commission on Collegiate Nursing Education's (CCNE) accreditation standards and professional nursing guidelines. Appendix B contains a curriculum map linking the SLOs to specific courses. The SLOs for the DNP program are as follows:

1. Integrate nursing science with knowledge from ethics, biophysical, psychosocial, analytical and organizational sciences to enhance health and alleviate or ameliorate illness.
2. Develop, implement, and evaluate care delivery approaches based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences that meet current and future needs of patient populations.
3. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization or community in order to promote safe, timely, effective, efficient, equitable, and patient- centered care.
4. Use information systems/technology resources to implement quality improvement to support practice and administrative decision-making.
5. Demonstrates leadership to proactively develop, implement and evaluate at all levels, health policies that are just, ethical, and equitable.
6. Employ consultative and leadership skills in intra- and inter-professional teams in order to create excellence in all types of health care delivery systems.
7. Demonstrate leadership in developing, implementing, and evaluating delivery models and/or strategies, using concepts related to community, environment, and occupation health and cultural and socioeconomic dimensions of health.
8. Demonstrate advanced levels of clinical judgment, systems thinking and accountability as an advance practice nurse in designing, delivering, and evaluating evidence based care to achieve positive outcomes to individuals, families, groups, and communities.
9. Continue professional development throughout own career, while supporting colleagues in their professional journey.
10. Integrate insight about their own calling with their ability to influence the health care delivery system in order to promote social justice, equity, and ethical policies within all healthcare, by (a) articulating the rich tradition of literature and practice in Christian vocation; (b) reflecting upon the concept of vocation in their own leadership development; and (c) applying new understanding of vocation in their organizational contexts.

D. Description of Target Audience

The target audience for the DNP program will be advanced practice registered nurses who hold a master's degree in nursing.

E. Admission Requirements

- Application for admission with a nonrefundable \$75 processing fee.
- Master's in Nursing from an accredited school of nursing (NLNAC, CCNE).
- Official transcripts from the accredited colleges or universities that awarded the baccalaureate and master's degrees to the applicant sent in a registrar's sealed and stamped/signed envelope or official electronic transcripts.
- Proof of unencumbered registered nurse and current advanced practice nursing licensure and certification.
- Minimum graduate cumulative GPA of 3.0 on 4.0 scale.
- Two recommendation letters that attest to the applicant's academic abilities, character, and professional ability.
- Evidence of a basic statistics course.
- Current CPR certification (Healthcare Provider BLS).
- A 500 word purpose statement outlining your interest in the Doctor of Nursing Practice and your intended capstone topic.
- Current immunizations, including evidence of Hepatitis B immunity/vaccination and evidence of negative tuberculin skin testing (PPD) or chest xray within one year of admission.
- Current health insurance.
- Clear criminal background check.
- Proof of professional liability insurance.
- Portfolio with the following:
 1. **REQUIRED:** Writing sample of one of the following that demonstrates the applicant's professional writing skills: copy of journal publications, abstracts, editorials, technical report, master's thesis, or training manual utilizing proper style manual writing (i.e. APA).
 2. Copies of in-service presentations where you were the presenter or main contributor.
 3. Description of your role on PI/QI projects or committee work.
 4. Description of volunteer work, if any, related to your profession.
- Professional CV or resume.

International applicants to the DNP will be required to complete the standard graduate application requirements for all international students applying to the Graduate School, including TOEFL scores and transcript assessment for degrees completed outside of the United States.

(<http://www.acu.edu/graduate/prospective-students/international/index.html>).

Students must maintain a 3.0 GPA to remain in the program.

II. FEASIBILITY STUDY AND DOCUMENTATION

A. Relation to ACU Mission and Key Emphases

The mission of ACU is “to educate students for Christian service and leadership throughout the world.” In addition to its mission, ACU is currently guided by the 21st Century Vision, consisting of four primary goals:

1. ACU will produce leaders who think critically, globally, and missionally.
2. ACU will build distinctive and innovative programs.
3. ACU will deliver a unique, Christ-centered experience that draws students into community.
4. ACU's Christian influence and educational reach will be expanded nationally and internationally.

A Doctor of Nursing Practice program will assist ACU in accomplishing each of the four goals of the 21st Century Vision. The DNP program will produce practitioners who think critically, globally, and missionally. Key program outcomes focus on graduates' ability to engage in distinct and creative clinical practice initiatives for quality healthcare delivery and improvement of patient health outcomes. Graduates of the DNP program will also deliver and engage in quality healthcare initiatives that allow students to become health care agents for the community. Students will be required to reflect upon how they can best communicate a missionally-driven message to those whom they care for and serve. The DNP program is distinctive and innovative because of its biblical foundation in nursing and tradition of Christian vocation, as students will be required to reflect upon their own sense of calling and the ways in which it is enacted in their roles as practitioners. The program will draw students into Christ-centered communities as they share their personal visions and missions for their clinical practice roles. Finally, the program is designed to be offered online, expanding ACU's reach and influence to a global audience.

B. Societal Need for Program

The increased demand for access to health care and increased complexity of patient and community health issues supports the need for doctorally prepared nurse practitioners. Changes in health care legislation and various national organizations, such as the Institute of Medicine and American Association of Colleges of Nursing, have also supported the need for nurse practitioners to obtain higher education beyond the master's degree starting in 2015. The need for more focus on preventive healthcare is another factor that supports the need for doctorally prepared nurse practitioners. Communities and persons, especially those in underserved areas where more complex health issues exist, need access to nurse practitioners who are educated and adept to handle the needs of those who reside in areas that lack access to quality healthcare providers. More recently, a study by the Association of American Medical

Colleges identified shortages of up to 31,000 primary care physicians, which supports the need to further develop and educate APRNs to assist with healthcare delivery.

C. Employment Demand for Graduates from the Program

For centuries, nursing has been the largest primary healthcare resource for providing consistent, quality healthcare. As the population and those with medical conditions increase, so does the need for more nurses with advanced education to care for patients with complex medical conditions and psycho-social challenges. These needs and trends increase employment opportunities for doctorally prepared practitioners, who have both the knowledge and ability to deliver care to complex populations and communities. The Bureau of Labor Statistics has reported that employment opportunities for advanced practices nurses will increase by 31% through 2022. In addition, the Institute of Medicine (2011) recommended that the number of doctorally prepared nurses double by the year 2020. These trends are evidence that APRNs with advanced education have an employment outlook that remains both stable and steadily rising.

D. Prospective Student Interest/Student Pool

The DNP program at ACU is expected to support current demands for highly skilled nurses locally, regionally, and nationally. Prospective advanced practice nursing students who are eager to answer the call and recommendations by the AACN and Institute of Medicine (IOM) and who would benefit from an online educational format would serve as the primary student interest population. By developing a DNP program for these prospective students, ACU would be assisting in strengthening the pipeline and bridging the gap to meet the nation's demands for more educated and clinically competent advanced practice nurses.

III. CURRICULUM OUTLINE

A. Existing Courses, Rotation and Frequency, and Correlation to Program Outcomes

The DNP will consist of new courses to be developed for specific use in the program.

B. New Courses and Correlation to Program Outcomes (Title, Description, Competencies, Developer, & Teacher)

New courses for the DNP program will be developed by content area experts in advanced nursing practice. Appendix B contains a curriculum map linking each course in the program to specific student learning outcomes and identifies course-level objectives. Table 1 contains the tentative names and course descriptions for new courses. The process for course development for ACU Dallas online graduate programs is as follows:

1. The Program Director identifies a Subject Matter Expert (SME) with the necessary education and experience in the content area. SMEs for DNP curriculum development will be recruited through the Program Director's professional network; professional nursing organizations such as [Texas Nurse Practitioners](#), North Texas Nurse Practitioners, Sigma Theta Tau International Honor Society of Nursing, and position boards for higher education such as [HigherEdJobs](#), Indeed, GlassDoor, and SimplyHired.
2. Once an SME is identified, s/he is partnered with an instructional designer from [Matrix Learning Solutions](#).
3. The steps of course development are managed by the instructional designer. As each step is completed, the work is shared with the Program Director, who approves the work and/or suggests revisions. The course development steps include the following:
 - a. Identifying topics, objectives, readings, and other resources (i.e. video) for each of the seven modules in the course.
 - b. Developing assignments/discussion questions and accompanying rubrics to measure objectives and learning outcomes.
 - c. Developing the course syllabus.
 - d. Creating and gathering course materials.
 - e. Building the course in Canvas.
 - f. Editing the course in Canvas.
 - g. Completing ACU's New Course Application Process.

Table 1: New Course Names and Descriptions

Course Title	Description
The DNP Role	This course analyzes the roles and responsibilities of DNPs and the competencies required for practitioner, leader, advocate, collaborator, and clinical scholar. Students will apply theoretical/conceptual frameworks that support implementation of the DNP role in a variety of health care delivery settings and evaluate their effectiveness.
Epidemiology & Population Health	This course integrates concepts from Epidemiology and Population Health in order to improve aggregate and selected population health. The role of the DNP in improving population health through collaboration with groups, organizations, and networks and the use of epidemiological applications and technology are emphasized.
Applied Statistics & Research	This course explores research designs, improvement science, and statistical analysis to analyze evidence based practice literature and protocols to improve healthcare delivery. As part

	of the course of study, students develop the need for a DNP scholarship project through a comprehensive literature review of an identified health care problem.
Informatics to Improve Patient Outcomes	Students explore information technology and patient care technologies to improve patient outcomes in a variety of settings. Students focus on designing databases for clinical projects and collecting and analyzing appropriate and accurate data in order to predict and analyze outcomes of care. Further, students use this analysis to identify gaps in evidence for practice and thus, improve patient care delivery.
Genomic Implications in Advanced Practice	This course highlights the role that genetics play in numerous health conditions found in primary care and the implications of genomics in planning, implementing and evaluating care. The role of health histories and genetic testing in the diagnosis and treatment of disease are explored and students use the Evaluation of Genomic Applications in Practice and Prevention from the US CDC to expand their knowledge of genetics in primary care. (http://www.egapreviews.org/)
Health Care Finance for Advanced Practice Nursing	This course explores the impact of health care finance and related policies on the development, implementation, and evaluation of advanced practice. Students apply principles of business, finance and economics to insure quality, cost-effective care.
Role of the DNP in Policy Development	This course reviews healthcare policies that frame health care financing, practice regulation, access, safety, quality, and efficacy, in order to address issues of social justice and equity in health care. DNP students learn to be "influencers" of policy by integrating their knowledge of practice into the analysis of policy development process and engage in politically competent action.
Foundations of Integrative Care	This course provides the framework for DNPs to integrate traditional medical treatment, with alternative approaches to the treatment of conditions commonly treated in primary care.
Role of the DNP in Chronic Care	This course provides an in-depth analysis of selected chronic care conditions treated in primary care, including assessment, diagnosis, treatment, evaluation and patient education. Legal,

	ethical, psychosocial, and cultural implications and the role of a DNP will be considered.
Systems Leadership for Safety, Quality, & Efficiency	Based upon free courses from the <u>Institute of Health Improvement Open School</u>, this course presents principles of practice management, including fiscal and organizational implications, to balances productivity with quality care. Assessment of the impact of practice policies and procedures in meeting the needs of patients in primary care will be considered. Improvement science, quality improvement and risk appraisal strategies, based on ethical principles and professional standards that are used to create and sustain changes at the organizational and policies level will be explored. In addition, the role of interprofessional collaboration in maintaining safety, quality and efficiency will be considered.
Health Care Reform and Advanced Practice Development	The impact of the Patient Safety and Affordable Care Act and the evolution of the US health care delivery system toward Pay for Performance (P4P) in the US will be explored and the strategies to address the resulting ethical and legal dilemmas will be analyzed.
DNP Project I	Students in this course integrate principles of evidence-based research, improvement science, and information technology into the development of a DNP capstone project. Theoretical frameworks which provide direction for capstone projects are also considered. Students develop a plan to address the problem of interest identified in a literature review developed in Advanced Research and Statistics. Students craft a mission, goals and objectives, as well as an action plan for the project. The action plan includes selection of a relevant population and evidence-based interventions. Students will serve as peer reviewers for colleagues' projects.
DNP Project II	Throughout the course, students implement their capstone project and evaluate the results. Students submit a comprehensive, scholarly report of the implementation and evaluation of the project and describe their plan for disseminating the results.

C. Degree Plan and Proposed Graduate Student Schedule

The DNP program is designed for post-master's advanced practice nurses in practice. Students in the program will take one course at a time, and each course will be seven weeks. The degree can be completed in 26 months. Students will complete an initial three course sequence:

1. The DNP Role
2. Epidemiology and Population Health
3. Applied Statistics and Research

After the completion of these three courses, students will enter a course carousel for 24 credit hours. The DNP Project I and II courses will be the last two courses prior to the completion of the degree. See Table 2 for an outline of the course sequence.

Table 2: DNP Degree Plan and Course Sequence

Term	Course
Year One	
Session 1	The DNP Role: 3 credit hours
Session 2	Epidemiology and Population Health: 3 credit hours & 42 clock hours
Session 3	Applied Statistics and Research: 3 credit hours
The following courses are taken in a course carousel (see Appendix C) and may not follow this sequence.	
Session 4	Informatics to Improve Patient Care: 3 credit hours & 42 clock hours
Session 5	Role of the Advanced Practice Nurse in Chronic Care: 3 credit hours & 126 clock hours
Session 6	Genomic Implications in Advanced Practice: 3 credit hours
Year Two	
Session 1	Health Care Finance and Advanced Practice Development: 3 credit hours & 84 clock hours

Session 2	Foundations of Integrative Care: 3 credit hours & 84 clock hours
Session 3	Role of the DNP in Policy Development: 3 credit hours & 42 clock hours
Session 4	Systems Leadership for Safety, Quality, and Efficiency: 3 credit hours & 42 clock hours
Session 5	Ethical and Legal Implication of Transitional Care: 3 credit hours
Session 6	DNP Project I: 3 credit hours & 42 clock hours
Year Three	
Session 1	DNP Project II: 3 credit hours & 90 clock hours

IV. INSTITUTIONAL SUPPORTS REQUIRED FROM ACU

A. Faculty Requirements and Availability and Impact on Current Loads

The DNP program will recruit and maintain its own online faculty with a strong emphasis on mission fit and online teaching and learning. Current ACU nursing faculty with relevant expertise in specific content areas may be provided with the opportunity to contribute to the development of the curriculum but will not be expected to do so. DNP faculty will be responsible for teaching online graduate courses, leading/participating in the design of online graduate course content, and supervising the writing and defense of the DNP project. Adjunct instructors will be hired on a course-by-course basis. High-performing adjunct instructors may be offered full time online teaching appointments.

The DNP model is built upon a 15:1 student to faculty ratio. The online nature of the program will provide more geographical flexibility with regard to faculty hiring. All faculty, whether full-time or adjunct, will possess either a Ph.D. or a DNP in a related area. Each potential faculty member will be credentialed according to SACSCOC policy. Faculty will be hired according to ACU's faculty hiring practices at the time of hire. Approximately four adjunct faculty will be needed to teach courses in correlation with an anticipated initial enrollment of 50 students during the first year of the program. As students approach the point in the program where they will begin their DNP Project, three to five full-time DNP Project chairs will be hired to help facilitate and guide students during the written and oral requirements for the program and the scholarly product.

B. Staff Requirements and Impact on Current Loads

Staff needs will include a DNP clinical coordinator to assist with maintaining clinical and site affiliations and a DNP program/administrative assistant to assist with administrative needs of the program and maintenance of student and program staff files. Existing staff who will support the program include Enrollment Advisors and Student Services Specialists who are specifically assigned to the DNP program to help guide students through the program to ensure compliance with degree requirements and plans for successful completion. In addition, ACU Dallas has hired a Dissertation Coordinator who will provide support to programs and students with a dissertation/project requirement as well as an Academic Human Resources Manager who will assist programs in identifying, recruiting, and hiring qualified faculty.

C. Impact on Existing Programs in Home Department and Other Departments

The impact on ACU's current nursing program is anticipated to produce a positive outcome. As stated by Dr. Becky Hammack in her letter of support, "The publicity of a DNP degree could actually be a draw for undergraduate college choice of nursing students and ...might enhance the recruitment efforts for undergraduate faculty". The online DNP program can also be a catalyst for increasing student enrollment in current and future nursing programs at ACU and help broaden the diversity of enrollees in the program with its online delivery. Additionally, students, especially ACU alumni, currently pursuing other academic disciplines but considering nursing as an adjunct career, may be more apt to consider ACU for graduate education.

D. Administration and Leadership for the Program

The Doctor of Nursing Practice is housed in the School of Health and Human Services in the College of Graduate and Professional Studies at ACU Dallas. The program will be led by Dr. Tonya Sawyer-McGee, DNP, RN, MSN, ACNP, under the administration of the college dean, Dr. Jaime Goff.

E. Library Requirements

ACU Dallas and the Brown Library have established a funding model to support the procurement of library resources for new online programs. ACU Dallas will pay \$50 per student/per course enrolled to the Library to adequately support licensing or purchase of online information resources with the technology and service infrastructure and personnel to support them. A projected enrollment figure will be provided at the beginning of the fiscal year so that the library can plan its budget to support ACU Dallas programs. Funds will be transferred three times per year during the last week of each semester for the students who were enrolled during that semester. The dollar amount owed by ACU Dallas to the Library will be based on actual enrollment of the semester and not the projected enrollment figure provided at the beginning of the year. The Director of Operations at ACU Dallas will provide enrollment data to the Library during the last week of each semester. The Library will submit a formal invoice to the Director of

Operations at ACU Dallas and he/she will initiate the FOAP transfer. A thorough review of student usage and resource need (i.e., electronic resources such as ProQuest Dissertations and Theses, ILL, and library personnel) will be conducted annually with the first review occurring in April of 2016.

F. Equipment, Classroom Space, and Office Space Requirements

All courses will be delivered in the online format, so there will be no impact on classroom space. Students and faculty will need access to an effective learning management system, such as Canvas. Some staff and faculty will need office space and computers in Dallas. These spaces are planned in the new location in Addison.

G. Recruiting and Scholarship Plans

Recruiting will be the responsibility of the ACU Dallas office of enrollment professionals under the direction of Jessica Manning, Associate Vice President of Enrollment. No scholarships will be made available for the DNP program.

H. Impact on Revenue of the University

Revenue per student will be based on a program price of \$39,000. Pre-launch course development costs are estimated at \$50,000. Ongoing costs include: program administration; program faculty; marketing and operational expenses; as well as a portion of the student enrollment, advising, and support services personnel in Dallas to support all online graduate programs.

We anticipate that revenues will begin to exceed ongoing program expenses approximately ten (10) months after program launch, with a projected enrollment of 60 students at that point. We estimate that we need 30 students for revenue to equal expenses for the fully operational program. At an enrollment of 30 students, the program will generate proceeds to the University of approximately \$20,000 per month in excess of expenses; at an enrollment of 60 students, it will contribute more than \$42,000 per month.

V. ASSESSMENT PLANS

A. Outcomes Assessment Measures for Each Program Outcome

All academic programs at ACU are required to conduct an annual outcomes assessment review and report those findings to their dean. Following the requirements of SACSCOC 3.3.1.1, these reports include mission statements, student and program learning outcomes, operational outcomes, assessment measures with targeted goals, posting of analyzed data, and how the program will use these data for continuous quality improvement. These reports are housed in ACU's TaskStream software. The evaluation of the Doctor of Nursing Practice will be a

cooperative work between the faculty, overseen by the program director, and reporting to the dean of the College of Graduate and Professional Studies. See Appendix B for a curriculum map that details student learning outcomes. Data will be collected through courses in which current students are enrolled as well as annual surveys completed by alumni and employers to measure satisfaction.

B. Program Assessment Measures (Tracking Rates & Satisfaction on Graduation; Employment; Etc.)

See Appendix B for a curriculum map that details student learning outcomes. Specific means of measuring student learning outcomes in new courses will be identified in the curriculum development process. Measures and competency and ideal targets will be developed as new courses are developed. The DNP Program Director will oversee the process of measuring SLOs. Data will be collected through courses in which current students are enrolled as well as annual surveys completed by alumni and employers to measure satisfaction.

VI. TIMELINE FOR PROGRAM DEVELOPMENT AND IMPLEMENTATION

Summer 2015

ACU Dallas hired a consultant from Elsevier Academic Consulting Group, Dr. Susan Sportsman, Ph.D., RN, ANEF, FAAN (see Appendix A for Dr. Sportsman's CV). Dr. Sportsman held regular meetings throughout the summer with Drs. Johnson and Goff to discuss the goals and aims of the program. She coordinated a meeting with the Texas Board of Nursing to assist in decision-making regarding whether the program would be a post-master's program or a BSN to DNP program. Based on her consultation with the Council on Collegiate Nursing Education guidelines, Dr. Sportsman wrote the first draft of a program proposal outlining SLOs, courses titles and descriptions, and means of assessment.

Fall 2015

- Hire a DNP Program Director to prepare and advance the program proposal and direct the process of curriculum development.
- Develop a program proposal for presentation to the appropriate Academic Councils and the full faculty.
- Take the program to a full faculty vote.
- If approved by ACU faculty, submit a substantive change prospectus to SACSCOC.
- Identify and hire content area experts to develop the foundational courses in the curriculum.
- Curriculum development

Spring and Summer 2016

- Begin marketing the program and recruiting prospective students.
- Continue curriculum development.

Fall 2016

- Program launch

VII. SUPPORTING DOCUMENTATION

Letters of support from the following parties have been included:

- CGPS Dean – Dr. Jaime Goff
- School of Nursing Dean - Dr. Becky Hammack
- Library (two memos) – Dr. Mark McCallon
- Adams Center – Dr. Berlin Fang

VIII. APPROVALS

A. Department Chair: Attach review comments of 200-300 words.

Circle one: Strongly support Forward w/ no recommendation Do NOT support

JD McGee 10/28/15

Department Chair

Date _____

B. College Dean: Attach review comments of 200-300 words.

Circle one: Strongly support Forward w/ no recommendation Do NOT support

Jaime Goff 10/28/15

College Dean

Date _____

C. College Academic Council Action: (required for all programs)

Approved X Denied

Jaime Goff 11/3/15

College Dean or Director

Date _____

D. Graduate Council Action: (for graduate level programs)

Approved ____ Denied ____

Dean of Graduate School

Date

E. University Undergraduate Academic Council Action: (for undergraduate level programs)

Approved ____ Denied ____

Associate Provost

Date

F. University Budget Committee Action: (required for all degrees)

Approved ____ Denied ____

UBC Chair

Date

G. University Planning Committee Action: (required for all degrees)

Approved ____ Denied ____

UPC Chair

Date

H. Provost Action: (required for all programs)

Approved ____ Denied ____

Provost

Date

I. President of the University Action: (required for all programs)

Approved ____ Denied ____

President

Date

APPENDIX A: CATALOG DESCRIPTION

Doctor of Nursing Practice

Tonya Sawyer-McGee, Program Director

Email: tcs15b@acu.edu

Faculty

TBD

Introduction

The School of Health and Human Services in the College of Graduate and Professional Studies, offers a Doctor of Nursing Practice. This program is offered online with optional residency experiences. The mission of the Doctor of Nursing Practice program is to prepare advanced practice nurses for the generation of knowledge through practice changes that impact individual and population health outcomes. This is accomplished through:

- Integration of nursing science with knowledge from ethics, biophysical, psychosocial, analytical and organizational sciences to enhance health and alleviate or ameliorate illness;
- Development, implementation, and evaluation of care delivery approaches;
- Utilization of resources to implement quality improvement;
- Development of consultative and leadership skills to create excellence in health care delivery;
- Demonstration of advanced clinical judgment, systems thinking, and accountability; and
- Integration of Christian identity in influencing the health care delivery system to promote social justice, equity, and ethical policy.

The DNP will consist of 39 credit hours and 504 practicum clock hours consisting of ten core courses and three research courses, two of which are the DNP capstone project development.

Graduates of ACU's Doctor of Nursing Practice (DNP) program will be prepared to evoke change and improvement in health outcomes and quality care through implementation of quality improvement processes that positively impact health of individuals and communities. DNP graduates of ACU will be prepared and skilled in impacting change and contribute to quality health care delivery in many clinical settings, while also impacting the legal and ethical care of healthcare delivery models.

Admission Requirements

- Application for admission with a nonrefundable \$75 processing fee.
- Master's in Nursing from an accredited school of nursing (NLNAC, CCNE).

- Official transcripts from the accredited colleges or universities that awarded the baccalaureate and master's degrees to the applicant sent in a registrar's sealed and stamped/signed envelope or official electronic transcripts.
- Proof of unencumbered registered nurse and current advanced practice nursing licensure and certification.
- Minimum graduate cumulative GPA of 3.0 on 4.0 scale or higher.
- Two recommendation letters that attest to the applicant's academic abilities, character, and professional ability.
- Evidence of a basic statistics course.
- Current CPR certification (Healthcare Provider BLS).
- A 500 word essay statement of your interest in the Doctor of Nursing Practice and your intended capstone topic.
- Current immunizations, including evidence of Hepatitis B immunity/vaccination and evidence of negative tuberculin skin testing (PPD) or chest xray within one year of admission.
- Current health insurance.
- Clear criminal background check.
- Portfolio with the following:
 1. **REQUIRED:** Writing sample of one of the following that demonstrates the applicant's professional writing skills: copy of journal publications, abstracts, editorials, technical report, master's thesis, or training manual utilizing proper style manual writing (i.e. APA).
 2. Copies of in-service presentations where you were the presenter or main contributor.
 3. Description of your role on PI/QI projects or committee work.
 4. Description of volunteer work, if any, related to your profession.
- Professional CV or resume.

International applicants to the DNP will be required to complete the standard graduate application requirements for all international students applying to the Graduate School, including TOEFL scores and transcript assessment for degrees completed outside of the United States.

(<http://www.acu.edu/graduate/prospective-students/international/index.html>).

DOCTOR OF NURSING PRACTICE

Major Code: DNP

Requirements for the Doctor of Nursing Practice are:

1. Foundational Courses (30 hours)
 - a. The DNP Role (3 hours)
 - b. Epidemiology and Population Health (3 hours; 42 clock hours)
 - c. Informatics to Improve Patient Outcomes (3 hours; 42 clock hours)

- d. Genomic Implications in Advanced Practice (3 hours)
 - e. Healthcare Finance for Advanced Practice Nursing (3 hours)
 - f. Role of the DNP in Policy Development (3 hours; 42 clock hours)
 - g. Foundations of Integrative Care (3 hours)
 - h. Role of the DNP in Chronic Care (3 hours; 126 clock hours)
 - i. Systems Leadership for Safety, Quality, and Efficiency (3 hours; 42 clock hours)
 - j. Healthcare Reform and Pay for Performance (3 hours; 84 clock hours)
2. Research Courses (9 hours)
- a. Applied Statistics and Research (3 hours)
 - b. DNP Project I (3 hours; 42 clock hours)
 - c. DNP Project II (3 hours; 90 clock hours)

Students will need to complete coursework in six years and in accordance with ACU's policy on doctoral programs coursework completion.

APPENDIX B: CURRICULUM MAP

Student Learning Outcomes	Courses	Course Objectives
SLO #1: Integrate nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences to enhance health and alleviate or ameliorate illness.	Systems Leadership for Safety, Quality, & Efficiency	1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations in primary care, based on scientific findings in nursing and other clinical sciences, as well as organizational, improvement, political, and economic sciences. 2. Ensure accountability for quality of health care and patient safety for populations with whom they work. 3. Use advanced communication skills/processes and improvement science to lead quality improvement and patient safety initiatives. 4. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practices initiatives that will improve the quality of care delivery. 5. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care

		and complex healthcare delivery systems.
	Genomic Implications in Advanced Practice	1. Use an understanding of genomics to develop, implement, and evaluate actions to enhance, alleviate, and ameliorate specific disease states. 2. Integrate knowledge of genomics into the prescribing and administering of pharmacotherapeutics in the role as an advanced practice nurse. 3. Evaluate the ethical and legal implications of genomics in healthcare delivery. 4. Educate and guide individuals, families, and groups undergoing genetic testing or treatment. 5. Continue to develop competency in the impact of genomics in patient care delivery.
	Foundations of Integrative Care	1. Analyze the diagnosis and treatment of common diseases seen in primary care to determine areas in which complementary and alternative methods of care might improve the treatment of process and/or outcomes of care. 2. Integrate appropriate alternative treatment approaches based upon evidence-based practice

		into the patient's treatment plan. 3. Evaluate the effectiveness of integrated medicine. 4. Educate and guide individuals requiring integrative health care.
	The DNP Role	1. Analyze the effects of the historical context of the development of the DNP role upon current practice options. 2. Apply theoretical & conceptual models which support the implementation of evolving DNP roles in a variety of healthcare settings. 3. Analyze the DNP competencies as a practitioner, leader, advocate, collaborator, & clinical scholar in a variety of practice settings. 4. Evaluate the differences in the education, roles, & responsibilities of the DNP and the PhD prepared nurse in a variety of settings.
	Role of the DNP in Chronic Care	1. Conduct a comprehensive & systematic assessment of health & illness parameters in chronic disease situations, incorporating diverse & culturally sensitive approaches. 2. Design, implement, & evaluate therapeutic

		interventions for patients with chronic illness. 3. Develop & sustain therapeutic relationships & partnerships with patients & other professionals to facilitate optimal care. 4. Demonstrate advanced levels of clinical judgment, systems thinking, & accountability in designing, delivering, & evaluating evidence-based care. 5. Educate & guide patients through complex health & situational transitions resulting from chronic illness. 6. Use conceptual & analytical skills in evaluating the links among the care of those with chronic illness & organizational, population, fiscal, & policy issues.
SLO #2: Develop, implement, and evaluate care delivery approaches based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences that meet current and future needs of patient populations.	Applied Statistics & Research	1. Validate competence in the use of chi square, correlation, t-tests, ANOVA, repeated measurements, linear regression, & factor analysis. 2. Use analytic methods to critically appraise existing literature & other evidence to determine & implement the best evidence for practice. 3. Design quality improvement processes to evaluate outcomes of

		practice, practice patterns, & systems of care. 4. Apply principles of complexity & complex adaptive systems to a selected healthcare problem. 5. Synthesize results of selected improvement science studies in an area of concern. 6. Apply relevant findings to develop practice guidelines & improve practice. 7. Review appropriate literature to clearly define a problem appropriate for a DNP project. 8. Develop a proposed plan for developing a DNP project.
	Informatics to Improve Patient Outcomes	1. Analyze & communicate critical elements necessary to select, use, & evaluate healthcare information systems & patient care technology. 2. Demonstrate the conceptual ability & technical skills to develop & execute an evaluation plan involving data extraction from practice information systems & databases. 3. Use information technology & research methods effectively. 4. Design, select, use, & evaluate programs to monitor outcomes of care,

		care systems, & quality improvement. 5. Provide leadership in the evaluation & resolution of ethical & legal issues within healthcare systems relating to use of information. 6. Evaluate consumer health information sources for accuracy, timeliness, & appropriateness.
	DNP Project I	1. Design and implement a project to promote safe, timely, effective, efficient, equitable, and patient-centered care. 2. Use information technology, theoretical frameworks, and research methods to appropriately collect accurate data to generate evidence for a specific nursing action, analyze data from practice, and design evidence-based interventions. 3. Serve as peer reviewer for other student's project (s). 4. Function as a practice specialist/consultant in collaborative knowledge-generating research.
	DNP Project II	1. Implement own DNP capstone project. 2. Collect and analyze results of the capstone project and make recommendations

		for future study or implementation. 3. Write a comprehensive, scholarly report of the capstone project consistent with university requirements, including a plan for dissemination of findings to a broader professional audience. 4. Serve a peer reviewer for other students' work. 5. Function as a practice specialist/consultant in collaborative knowledge-generating research.
SLO #3: Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, healthcare organization or community in order to promote safe, timely, effective, efficient, equitable, and patient-centered care.	Epidemiology & Population Health	1. Analyze epidemiological data related to aggregate and population health. 2. Evaluate ethical & legal issues associated with epidemiology. 3. Analyze demographic trends that influence healthcare delivery and/or policy. 4. Analyze ways in which DNP-prepared nurses can impact population health through networking with groups & organizations. 5. Employ consultative & leadership skills with intraprofessional & interprofessional teams to create change in healthcare & complex healthcare delivery systems.

		- Evaluate care delivery models and/or strategies using concepts related to community, environmental, & occupational health & cultural & socioeconomic dimensions of health. - Evaluate current approaches to population health & opportunities for immediate & future improvement.
SLO #4: Use information systems/technology resources to implement quality improvement to support practice and administrative decision-making.	Informatics to Improve Patient Outcomes	- Analyze and communicate critical elements necessary to select, use, and evaluate an evaluation plan involving data extraction from practice information systems and databases. - Demonstrate conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases - Use information technology and research methods to: collect and analyze data, design evidence-based interventions, predict and analyze outcomes, identify gaps in evidence for practice, evaluate consumer health information, provide leadership in evaluation of resolution of ethical and legal issues, and design,

		select, use, and evaluate programs to monitor outcomes of care, care systems, and quality improvement.
	Healthcare Finance for Advanced Practice Nursing	1. Employ principles of business, finance, economics, & related health policy to develop & implement effective plans for practice-level and/or system-wide practice initiatives to improve the quality of care delivery. 2. Analyze various payment mechanisms for their impact on delivery of healthcare. 3. Develop and/or monitor budgets for practice initiatives. 4. Analyze the cost-effectiveness of practice initiatives/ 5. Monitor local, state, & national policies that influence the reimbursements & costs of healthcare & advocate for policies that support cost-effective care.
SLO #5: Demonstrate leadership to proactively develop, implement, and evaluate at all levels health policies that are just, ethical, and equitable.	Systems Leadership for Safety, Quality, & Efficiency	See above.
	Role of the DNP in Policy Development	1. Critically analyze health policy proposals, health policies, & related issues from the perspective of consumers, nurses, other

		health professionals, & other stakeholders. 2. Demonstrate leadership in the development & implementation of institutional, local, state, federal, & international health policy. 3. Influence policy makers through active participation in the profession to improve healthcare delivery & outcomes. 4. Educate others regarding nursing, health policy, & patient care outcomes. 5. Advocate for the nursing profession within the policy & healthcare communities. 6. Develop, evaluate, & provide leadership for healthcare policy that shapes healthcare financing, regulation, & delivery. 7. Advocate for social justice, equity, & ethical policies within all healthcare.
SLO #6: Employ consultative and leadership skills in intra- and inter-professional teams in order to create excellence in all types of healthcare delivery systems.	Systems Leadership for Safety, Quality, & Efficiency	See above.
SLO #7: Demonstrate leadership in developing, implementing, and evaluating delivery models and/or strategies, using concepts related to community, environment, and occupation health and cultural and socioeconomic dimensions of health.	Systems Leadership for Safety, Quality, & Efficiency	See above.

SLO #8: Demonstrate advanced levels of clinical judgment, systems thinking, and accountability as an advance practice nurse in designing, delivering, and evaluating evidence based care to achieve positive outcomes to individuals, families, groups, and communities.	Systems Leadership for Safety, Quality, & Efficiency	See above.
SLO #9: Continue professional development throughout own career, while supporting colleagues in their professional journey.	Healthcare Reform & Advanced Practice Development	See above.
SLO #10: Integrate insight about their own calling with their ability to influence the healthcare delivery system in order to promote social justice, equity, and ethical policies within all healthcare.	DNP Project I	See above.
	DNP Project II	See above.

ABILENE CHRISTIAN UNIVERSITY LIBRARY

MEMORANDUM

DATE: October 30, 2015
TO: Dr. Jaime Goff
CC: Dr. Tonya Sawyer-McGee
FROM: Dr. Mark McCallon, Associate Dean for Information Services
RE: Program Proposal for Online Doctorate of Nursing Practice (DNP)

The Library requirements section of the program proposal provides a funding model established by the Library and ACU Dallas to support the procurement of library resources for supporting programs based in ACU Dallas. Funds are transferred three times per year during the last week of each semester for the students who were enrolled during that semester. An additional resource that will be needed in support of students working on their project literature review is the *Cochrane Collection Plus*. *Cochrane* is an essential source of high quality health care data for providers, patients and those responsible for researching, teaching, funding and administrating at all levels of the medical profession. With the addition of the *Cochrane Collections Plus* database, the Library can adequately support the proposed program. Please let Dr. John Weaver, Dean of Library Services and Educational Technology know if you have any questions about the funding model or Mark McCallon (mccallonm@acu.edu) if you need any additional information regarding current library resources for the program.

October 30, 15

To: ACU Graduate Council

Re: Doctor of Nursing Proposal

The Adams Center had reviewed the proposal. From this proposal we understand the importance of the program and its potential positive impact for the university. We appreciate the rigor in your learning outcomes, assessments, curricular mapping as described in the proposal.

We understand that the Graduate School will contract for instructional design services and the proposal does not include explicit requirements for assistance from the Adams Center. Please inform us if there is going to be any change to the situation.

We should be able to support the program in terms of course review, faculty training and course administration in using our educational technology tools offered through Abilene, as long as our current resources and services will allow.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Martin Fong".

Director of Instructional Design
The Adams Center for Teaching and Learning
Abilene Christian University

ABILENE CHRISTIAN UNIVERSITY

1600 Campus Court
Abilene, Texas 79699



ABILENE
CHRISTIAN
UNIVERSITY

October 28, 2015

To Members of the CGPS Academic Council and the Graduate Council:

Please accept letter of support for the Doctor of Nursing Practice (DNP) new program application. The executive leadership of ACU Dallas and Dr. Becky Hammack, Dean of ACU's School of Nursing, have been in conversation about a DNP program since the fall of 2014.

As is presented in the program proposal, there is significant market demand for DNP program. The Bureau of Labor Statistics has reported that employment opportunities for advanced practices nurses will increase by 31% through 2022. In addition, the Institute of Medicine (2011) recommended that the number of doctorally prepared nurses double by the year 2020. A study by the Association of American Medical Colleges identified shortages of up to 31,000 primary care physicians, which supports the need to further develop and educate advanced practice nurses to assist with healthcare delivery.

The DNP program proposal envisions a 39 credit hour program accompanied by a minimum of 504 clock hours. Six credit hours will be dedicated to the DNP Project, an evidence-based practice research project conducted by the doctoral candidate. The degree will be fully online and courses will be structured on a seven week format. A model using content experts to design courses and both full-time adjunct faculty to deliver instruction will be used.

If approved, this program will provide considerable revenue above expenses to the university while at the same time advancing ACU's mission.

Sincerely,



Jaime D. Goff, Ph.D., LMFT, LPC
Dean, College of Graduate and Professional Studies

ABILENE CHRISTIAN UNIVERSITY

Educating Students for Christian Service and Leadership Throughout the World

School of Nursing

210 Zona Luce Building • ACU Box 28035, Abilene, Texas 79699-8035
325-674-2081 • Fax 325-674-6256



November 1, 2015

Dear Dr. Johnson:

It is my pleasure to provide support for the development of the ACU Doctor of Nursing Practice degree to be based at the ACU Dallas campus. I have been interested in and involved with the planning of this degree from the beginning. While we were still in the process of seeking approval for the BSN program, there was discussion and exploration of the possibility of creating a graduate program. Being cognizant of the great effort and time required to begin and to sustain a healthy BSN program, I voiced my concern that this was not possible any time in the near future for the Abilene campus.

Even though a DNP program could not be offered through the Abilene campus, the need for doctorate education in nursing is now. The demand for this level of education for the nursing profession increased significantly in 2011 when the Institute of Medicine, in a report provided to the federal government, made the recommendation for the number of nurses with a doctorate to double by the year 2020. Since instituting a DNP program in Abilene would take a number of years or perhaps would never be feasible, I am delighted that our university can be part of fulfilling the needs of professional nursing by the development of a DNP program in Dallas where there will be a greater market for faculty hiring and student practice.

I have had a very active part in the vision and development of this degree. Dr. Goff, Mr. Goin, and you have sought my input in the planning from suggestions of a consultant who would develop the courses, etc., to my opinion concerning potential candidates for director of the program. I am happy to provide support in any way that I can for the inception of this program. In addition I believe that the degree itself will be beneficial to our Abilene program in the future. The publicity of a DNP degree could actually be a draw for undergraduate college choice of nursing students. Plus the program might enhance recruitment efforts for undergraduate faculty.

Blessings,

Becky Hammack, EdD, RN
Dean, ACU School of Nursing

MEMO

DATE: March 3, 2015 (Revised 10/9/15 by Mark McCallon, Associate Dean, Library Svcs.)

TO: Dr. John Weaver, Dean of Library Services and Educational Technology

FROM: Dr. Stephen Johnson, Vice President of Academic Affairs for ACU Dallas

RE: Funding Model for Academic Resources for Online Graduate Programs

This memo is to articulate the funding model for academic resources for online graduate programs administered by ACU Dallas (referred to in previous documents as "Graduate School").

Context:

Fall 2014 the Graduate School and the Library agreed to the following:

(a) The intention of the Graduate School and the Library is to collaborate on the creation of a state-of-the-art Online Academic Resource Center that serves the particular needs of all non-located graduate students across programs. This center (or portal) will draw upon existing resources but also identify new resources particular to this student population. It is our intention to produce an online center that is excellent and exemplary as it meets the needs of online students. The Online Academic Resource Center can and will be featured for prospective students and faculty as a demonstration of the excellence of ACU's online graduate programs.

In order to begin the research and design toward these ends, the Graduate School will set aside a start-up fund in Year 0 (FY15) of the start-up of the Graduate School's strategic initiative to grow new online programs. The start up fund will be in the amount of \$20,000.

(b) The intention of the Graduate School and the Library is to develop together a sustainable model for supporting excellent academic resources for online graduate students.

(c) The intention of the Graduate School and the Library is to collect and review data annually on student usage of online academic resources so that together they might adjust these models to best serve online graduate students.

Funding Model Agreement:

In a meeting on February 26, 2015 and through subsequent electronic communication, representatives from ACU Dallas and the Library reached the following agreement regarding a funding model for graduate online programs:

- a. ACU Dallas will pay \$50 per student/per course enrolled to the Library to adequately support licensing or purchase of online information resources with the technology and service infrastructure and personnel to support them. **A projected enrollment figure will be provided at the beginning of the fiscal year so that the library can plan its budget to support ACU Dallas programs. Funds will be transferred three times per year during the last week of each semester for the students who were enrolled during that semester. The dollar amount owed by ACU Dallas to the Library will be based on actual enrollment of the semester and not the projected enrollment figure provided at the beginning of the year. The Director of Operations at ACU Dallas will provide enrollment data to the Library during the last week of each semester. The Library will submit a formal invoice to the Director of Operations at ACU Dallas and he/she will initiate the FOAP transfer.**
- b. Any significant adjustments to the budget based on enrollment will be communicated by ACU Dallas to the Library before the end of the semester.
- c. The funding model for graduate online programs will be reviewed annually in order to assess appropriateness. **This review will take place in early April to allow for planning for the following fiscal year.** The review will be initiated by the Library, **overseen by the Chief Academic Officers at the Abilene and ACU Dallas,** and be based, **in part,** on a regular report of how these funds are used in support of online graduate programs and their excellence, continually seeking the input of faculty and program directors.
- d. This agreement renews automatically each year subject to review.

As an addendum and for future reference, I am documenting the rationale for the FY16 agreement as you have articulated it:

I would propose that we compromise by accepting your per course fee, (though not losing the reference to our FTE basis in our conversation), and your apparent view that grad online should not pay in at the full \$488, but that we instead increase the "potential" amount to an amount almost halfway between \$188 (licensed/purchased resource cost) and \$488 (full system cost), which is \$338. If we made this \$300/student, it would be \$50 per course enrolled per student, recognizing it would not always reach the \$300/student level.

We would need to agree how to fund this budget based on prospective and retrospective analysis of student enrollment. I'm know we can do that well together.

I think I made my argument for the \$188 number, including the declining status of our current resources, in addition to the need to fund new online materials and services for new programs.

I would argue for the compromise \$300/student amount by pointing out the following: 1) that the actual amount per FTE will be less than \$300, perhaps significantly less, as a result of the per course basis. 2) that the total infrastructure costs (\$488) to deliver academic information for teaching, study, research also include digital discovery and delivery systems such as the catalog, circulation, and linking system, the metasearch tool, the interlibrary loan system, and the institutional repository for theses and dissertations, as well as the personnel to support these. The proposal would be that the grad programs funds the library at \$50 per student per course enrolled to adequately support licensing or purchase of online information resources with the technology and service infrastructure and personnel to support them.

We could of course agree to regularly review this arrangement to assess appropriateness. We would also regularly report to you and Robert how these funds are used in support of grad programs and their excellence, continually seeking the input of faculty and program heads, as always.