<table>
<thead>
<tr>
<th>Institution:</th>
<th>University of Southern Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:</td>
<td>College of Nursing and Health Professions</td>
</tr>
<tr>
<td>Department:</td>
<td>Nursing</td>
</tr>
<tr>
<td>Degree Program Title:</td>
<td>Doctor of Nursing Practice (DNP)</td>
</tr>
<tr>
<td>Form of Recognition to be Awarded/ Degree Code:</td>
<td>Doctorate</td>
</tr>
<tr>
<td>Suggested CIP Code:</td>
<td>51.1699</td>
</tr>
<tr>
<td>Location of Program/Campus Code:</td>
<td>Evansville</td>
</tr>
<tr>
<td>Projected Date of Implementation:</td>
<td>Fall Semester, 2008</td>
</tr>
<tr>
<td>Date Proposal was Approved by Institutional Board of Trustees:</td>
<td>September 6, 2007</td>
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</tbody>
</table>

Signature of Authorizing Institutional Officer

\[9-25-07\]

Date

Date Received by Commission for Higher Education

Commission Action Date
ABSTRACT
Doctor of Nursing Practice (DNP)
To be offered by the University of Southern Indiana, Evansville, Indiana
A hybrid program offered through distance technology and on-campus.

Objectives:
Upon completion of this program, the DNP graduate will be able to:
1) Integrate nursing science with knowledge from ethics and the biophysical, psychosocial, analytical, educational, and organizational sciences as the basis for the highest level for nursing practice.
2) Develop and evaluate care delivery approaches that meet current and future needs of patient populations based upon scientific findings in nursing science, clinical sciences, and organizational, political, and economic sciences.
3) Use analytic methods to appraise existing literature and other evidence to determine and implement the best evidence for practice.
4) Demonstrate leadership in the development and implementation of institutional, local, state, federal, and international health policy.
5) Advocate for the patients and the nursing profession within government, business, education, and healthcare communities.
6) Lead inter-professional teams in the analysis of complex practice and organizational issues.
7) Analyze epidemiological, bio-statistical, environmental, and other scientific data related to individual aggregate, and population health.
8) Demonstrate advanced level of judgment, systems thinking, and accountability in designing, teaching, delivering, and evaluating evidence-based care to improve patient and health care outcomes.

Clientele to be Served:
The DNP program will serve Master of Science in Nursing (MSN) prepared nurses who are currently practicing as nurse educators, nurse practitioners, or nurse administrators. Future nurse practitioners (2015 implementation date) will be required to be prepared at the doctorate level.

Curriculum:
The DNP program will require 78 graduate credit hours and provide study concentrations in the areas of nurse educator, nurse practitioner, and nurse administrator. The student must have completed an MSN degree to be eligible to enroll in the DNP program and may apply a maximum of 42 graduate credits toward the required 78 credit hours required for the degree. The subject areas in the DNP courses include: advanced scientific principles for nursing practice, organizational and systems leadership, education, informatics, health care policy, inter-professional collaboration, cultural competence, and illness prevention and health promotion. The DNP program includes critical appraisal of nursing practice and will require documentation of practice hours in the study concentration within the DNP program. A unique feature of this program will be the hybrid use of advanced technology and the Internet with on-campus intensives for course delivery and student-faculty interaction.

Employment Opportunities:
There are current and increasing employment opportunities for doctoral prepared nurses in the area of education, clinical practice, and administration. The shortage of nursing faculty is critical and growing. State Board of Nursing faculty-to-student ratio mandates, expanding nursing enrollments, and retiring faculty all contribute to the critical faculty shortage. The changing health care environment will require additional nurse practitioners to respond to the demand for increased access to care. With Indiana’s current effort to provide health care access to the underserved, the use of nurse practitioners will be a major strategy in providing these services. The shortage of nurse administrators has become critical with the increased complexity of health care and the retirement of many of the nurses currently holding administrative positions. Nurses with expertise in nursing management and leadership will be in great demand to fill administrative positions in health care organizations and in nursing education.
Program Description

1. Proposed Program and Its Objectives
The Doctor of Nursing Practice (DNP) is an emerging field of study approved by the American Association of Colleges of Nursing (AACN) in 2004. The AACN has issued a position statement advocating that the educational preparation and eligibility for nurse practitioner certification be at the DNP level.

The Doctor of Nursing Practice prepares experts in advanced nursing with emphasis placed on innovative, evidence-based practice that reflects the application of credible research findings. The expanded knowledge base in nursing will broaden the DNP graduates' ability to translate that knowledge quickly and effectively to benefit patients, to improve outcomes, and to contribute to the profession.

The program objectives are listed below and are consistent with the essentials for DNP education as delineated by the Essentials of Doctoral Education for Advanced Nursing Practice. Upon completion of this program, the DNP graduate will be able to:

1) Integrate nursing science with knowledge from ethics and the biophysical, psychosocial, analytical, educational, and organizational sciences as the basis for the highest level for nursing practice.
2) Develop and evaluate care delivery approaches that meet current and future needs of patient populations based upon scientific findings in nursing science, clinical sciences, and organizational, political, and economic sciences.
3) Use analytic methods to appraise existing literature and other evidence to determine and implement the best evidence for practice.
4) Demonstrate leadership in the development and implementation of institutional, local, state, federal, and international health policy.
5) Advocate for the patients and the nursing profession within government, business, education, and healthcare communities.
6) Lead inter-professional teams in the analysis of complex practice and organizational issues.
7) Analyze epidemiological, bio-statistical, environmental, and other scientific data related to individual, aggregate, and population health.
8) Demonstrate advanced level of judgment, systems thinking, and accountability in designing, teaching, delivering, and evaluating evidence-based care to improve patient and health care outcomes.

2. Admission Requirements, Anticipated Student Clientele, and Student Financial Support

a. Admission Requirements. The admission process and requirements for the USI DNP program are listed below. The requirements for admission are consistent with graduate education requirements of the University.

Admission Process:
Applicants who seek admission to the DNP program must first achieve admission to the Office of Graduate Studies at the University level. Once admission to Graduate Studies
is attained and all materials have been received by the graduate nursing program, the applicant may be considered for admission to the DNP program. Admission to the DNP program will be competitive.

Admission Criteria:
The following criteria must be met to be considered for admission:
1. A master degree in nursing from a nationally accredited school of nursing.
2. A minimum graduate grade point average of 3.25 on a 4.0 scale or the equivalent.
3. Successful completion of a course in graduate research (grade B or better).
4. An unencumbered RN license.
5. A 2-3 page paper presenting a preliminary plan for the capstone project.
6. A curriculum vitae.
7. Three professional references.

Additionally, international students must attain a TOEFL score of 550 (written), 213 (computerized) or a score of 6 on the IELTS.

Faculty may request an interview with an applicant after all of the admission criteria listed above have been met.

b. Prerequisite Coursework or Degrees. The prerequisite work for the DNP program admission will include completion of a master degree in nursing and the successful completion of a graduate research course. According to the Graduate Nursing Handbook, successful completion of a course requires the achievement of a grade of B or above.

c. Student Clientele. The DNP program will be offered for full- and part-time students. A full-time student will complete the program in two years while the part-time student will complete the course requirements in three years. Currently employed nurses in advanced roles may complete this program through the hybrid approach combining the use of online course presentation with on-campus intensives. By using intensives where students are expected to be on-campus for a limited period of time during each semester, the currently employed nurse can make arrangements to participate in this program while maintaining employment.

d. Enrollment Restrictions. The initial enrollment for the DNP program will be limited to 20 students each year. This enrollment number will create an environment to support the faculty/student collaboration required for quality doctoral education. Applicants will be selected based upon academic and professional achievements.

e. Student Financial Support. The Division of Nursing traineeship funds will provide financial support for DNP students. Traineeship monies may be applied to tuition and textbook expenses. The USI graduate nursing program has been most successful in attaining annual funding for MSN students through the federal traineeship program. During the 2006-2007 academic year, the USI program received $70,600, the second
highest amount of funding support for graduate nursing students in the state of Indiana. Employer-provided tuition programs will also provide financial assistance for students.

3. Proposed Curriculum
a. Requirements. The DNP program will require a total of 78 graduate nursing credit hours. MSN graduates from the University of Southern Indiana have typically earned 39-42 of the required graduate credit hours. For full-time students, the DNP required credit hours will be distributed over five semesters including one summer session. For part-time students, the distribution of hours will be over eight semesters including two summer sessions. Integrated practice hours within the curriculum will provide DNP students with learning opportunities to gain expertise in their area of specialization.

The USI DNP curriculum is built upon three distinct areas of graduate nursing content as determined by the AACN Essentials document. The three content areas with the DNP courses are presented below.

<table>
<thead>
<tr>
<th>Leadership and Organizational Systems Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 721 Organizational and Systems Leadership</td>
</tr>
<tr>
<td>NURS 724 Health Care Policy and Economics</td>
</tr>
<tr>
<td>NURS 725 Health Care Finance and Marketing</td>
</tr>
<tr>
<td>NURS 727 Nursing and Healthcare Informatics</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Evidence-Based Practice Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 713 Theory and Practice</td>
</tr>
<tr>
<td>NURS 715 Analytical Methods for Population-Based Care</td>
</tr>
<tr>
<td>NURS 717 Cultural Diversity</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialty Practice Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 854 Critical Appraisal of Practice I</td>
</tr>
<tr>
<td>NURS 855 Critical Appraisal of Practice II</td>
</tr>
<tr>
<td>NURS 866 Capstone Project</td>
</tr>
<tr>
<td>NURS 867 Capstone Project</td>
</tr>
<tr>
<td>NURS 870 Capstone Project</td>
</tr>
<tr>
<td>NURS 880 Capstone Project</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Program Credit Hours Total---36
b. **Sample Curriculum.** The DNP curriculum sequencing of course by semester is listed below for both the full-time and part-time plans of study.

### Full-Time Plan of Study

**First Year – Fall Semester**
- NURS 721 Organizational and Systems Leadership 4 credit hours
- NURS 713 Theory and Practice 4 credit hours
- NURS 866 Capstone Project 1 credit hour
  
  **Total** 9 credit hours

**First Year – Spring Semester**
- NURS 724 Health Care Policy and Economics 4 credit hours
- NURS 715 Analytical Methods for Population-Based Care 4 credit hours
- NURS 867 Capstone Project 1 credit hour
  
  **Total** 9 credit hours

**First Year – Summer Session**
- NURS 725 Health Care Finance and Marketing 3 credit hours
- NURS 727 Nursing and Healthcare Informatics 3 credit hours
  
  **Total** 6 credit hours

### Second Year – Fall Semester
- NURS 717 Cultural Diversity 2 credit hours
- NURS 854 Critical Appraisal of Practice I 3 credit hours
- NURS 870 Capstone Project 1 credit hour
  
  **Total** 6 credit hours

### Second Year – Spring Semester
- NURS 855 Critical Appraisal of Practice II 3 credit hours
- NURS 880 Capstone Project 3 credit hours
  
  **Total** 6 credit hours

### Part-Time Plan of Study

**First Year – Fall Semester**
- NURS 713 Theory and Practice 4 credit hours
  
  **Total** 4 credit hours

**First Year – Spring Semester**
- NURS 715 Analytical Methods for Population-Based Care 4 credit hours
  
  **Total** 4 credit hours

**First Year – Summer Session**
- NURS 727 Nursing and Healthcare Informatics 3 credit hours
  
  **Total** 3 credit hours
Second Year – Fall Semester
NURS 721  Organizational and Systems Leadership  4 credit hours
NURS 866  Capstone Project  1 credit hour
Total  5 credit hours

Second Year – Spring Semester
NURS 724  Health Care Policy and Economics  4 credit hours
NURS 867  Capstone Project  1 credit hours
Total  4 credit hours

Second Year – Summer
NURS 725  Health Care Finance and Marketing  3 credit hours
Total  3 credit hours

Third Year – Fall Semester
NURS 717  Cultural Diversity  2 credit hours
NURS 854  Critical Appraisal of Practice I  3 credit hours
NURS 870  Capstone Project  1 credit hour
Total  6 credit hours

Third Year – Spring Semester
NURS 855  Critical Appraisal of Practice II  3 credit hours
NURS 880  Capstone Project  3 credit hours
Total  6 credit hours

c. Existing Courses. An informatics course has been taught in the graduate nursing program each summer for the last three years. This course will become the foundation for the development of the new DNP informatics course. Content in health care finance, economics, and marketing have also been presented at the graduate level to graduate nursing and health administration students for the last three years. The DNP courses will build and expand upon this content.

d. New Courses. The DNP program and all of the courses will be approved through the policies as established by the College of Nursing and Health Professions and the University. The program has been approved by nursing faculty, college faculty, and the Dean of the College. The program was approved by Graduate Council in August 2007. The Graduate Council has representatives from university administration and faculty teaching in graduate programs from the five colleges throughout the University. In August 2007, the program petition received final approval from the Academic Planning Council, the Provost and Vice President for Academic Affairs, and the President of the University. The program was approved by the University Board of Trustees in September 2007.

Each course will be reviewed and approved by the nursing faculty, the Instructional Affairs Committee at the College level and the Dean. Once these approvals have been achieved, each course petition is submitted to Graduate Council for approval. After
receiving Graduate Council approval, the course petition is sent to the Provost and Vice President for Academic Affairs for final approval prior to actual implementation.

e. **Courses Delivered by Other Institutions.** All DNP courses will be delivered by the University of Southern Indiana.

4. **Form of Recognition**
   a. **Type of Degree.** Students who complete the program will be awarded the Doctor of Nursing Practice (DNP). The degree awarded is consistent with the *Essentials of Doctoral Education for Advanced Nursing Practice* document published by the American Association of Colleges of Nurses (AACN). The Essentials document is a national document that gives guidance to nursing programs planning to implement the DNP degree. The Essentials document was used as the foundation for the naming of the degree and the curriculum development of the USI DNP program.

b. **Suggested CIP Code.** CIP code for the DNP program is 51.1699.

c. **Student Diploma.** The information that will appear on the student’s diploma will be the Doctor of Nursing Practice, University of Southern Indiana, Evansville, Indiana.

5. **Program Faculty and Administrators**
   a. **Existing Faculty and Administration.** The table lists the name, highest academic degree, rank, specialization, and nature of appointment for the administrators and faculty directly involved in the program.

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Rank</th>
<th>Specialization</th>
<th>Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Nadine Coudret</td>
<td>EdD</td>
<td>Dean, College of Nursing &amp; Health Professions Professor</td>
<td>Leadership, Health Policy Education</td>
<td>Full-time</td>
</tr>
<tr>
<td>Dr. Ann White</td>
<td>PhD</td>
<td>Assistant Dean for Nursing Professor</td>
<td>Finance, Marketing, Economics Leadership</td>
<td>Full-time</td>
</tr>
<tr>
<td>Dr. Barbara Davis</td>
<td>PhD</td>
<td>Professor</td>
<td>Research Statistics</td>
<td>Full-time</td>
</tr>
<tr>
<td>Dr. Roberta Hoebeke</td>
<td>PhD</td>
<td>Assistant Professor</td>
<td>Nurse Practitioner Education</td>
<td>Full-time</td>
</tr>
<tr>
<td>Dr. Elizabeth Johnson</td>
<td>DNS</td>
<td>Associate Professor</td>
<td>Education, Health Policy Leadership</td>
<td>Full-time</td>
</tr>
<tr>
<td>Dr. Judi Kuric</td>
<td>PhD</td>
<td>Instructor</td>
<td>Nurse Practitioner</td>
<td>Part-time</td>
</tr>
<tr>
<td>Ms. Marie Palladino</td>
<td>MSN</td>
<td>Adjunct Faculty</td>
<td>Informatics</td>
<td>Part-time</td>
</tr>
<tr>
<td>Dr. Kathy Riedford</td>
<td>DNS</td>
<td>Assistant Professor</td>
<td>Theory, Nurse Practitioner</td>
<td>Full-time</td>
</tr>
<tr>
<td>Dr. Mayola Rowser</td>
<td>DNP</td>
<td>Assistant Professor</td>
<td>Cultural Diversity Theory, Nurse Practitioner</td>
<td>Full-time</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Rank</td>
<td>Specialization</td>
<td>Appointment</td>
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</tr>
<tr>
<td>Dr. Martha Sparks</td>
<td>PhD</td>
<td>Professor</td>
<td>Research Statistics</td>
<td>Full-time</td>
</tr>
<tr>
<td>Dr. Otis Stanley</td>
<td>PhD</td>
<td>Assistant Professor</td>
<td>Biostatistics Epidemiology</td>
<td>Full-time</td>
</tr>
<tr>
<td>Dr. Kevin Valadares</td>
<td>PhD</td>
<td>Associate Professor</td>
<td>Health Care Ethics Economics</td>
<td>Full-time</td>
</tr>
</tbody>
</table>

Faculty on the tenure track must demonstrate accomplishment in teaching, scholarship, and service. During the 2006-2007 academic year, members of the nursing faculty submitted 21 peer-reviewed/invited publications, gave 12 presentations at the regional, national, and international levels, and had 5 grants funded. Fourteen faculty members maintain national certification in their areas of expertise. USI nursing faculty hold positions on 6 editorial boards for peer-reviewed nursing journals and one faculty member was elected to the national American Nurses Credentialing Center (ANCC) Board of Directors. The nursing faculty has a record of scholarship and professional accomplishments.

Dr. Donna Hathaway, FAAN, Professor and Dean of the College of Nursing at the University of Tennessee Health Science Center, will serve as a consultant in the implementation of the DNP program at the University of Southern Indiana. Dr. Hathaway was chair of the national DNP Essentials Task Force and established one of the first DNP programs in the country.

b. New Faculty Requirements. Two new faculty positions (2.0 FTE) will be required to implement the DNP program. Candidates for the faculty positions will hold a doctoral degree and will complement the expertise already identified within the nursing faculty. Emphasis will be placed on selecting faculty with academic preparation and experience in analytical methods, cultural diversity, and evidence-based practice. The new faculty will also have teaching assignments in the undergraduate nursing program. Their participation in the baccalaureate nursing program will support the re-assignment of DNP courses to the faculty listed above. The addition of two new faculty combined with the expertise of current faculty will provide the instructional expertise required for the DNP program to become a premier doctoral program consistent with current USI nursing programs.

6. Needed Learning Resources

a. Available and Needed Learning Resources. The David L. Rice Library holdings are sufficient to begin the DNP program. The Rice Library houses approximately 340,000 volumes; 10,000 listening and viewing materials; more than 600,000 items in microformat; and holds subscriptions to 56 electronic online databases with access to more than 14,000 full-text online journals. The library is fully automated for literature searches and online full-text journal searches. There are more than 2,000 online nursing and health-care journals available for enrolled students with 219 online and/or hardcopy journals dedicated to nursing.
The University’s Office of Instructional Technology Services and Computer Center have campus labs and dedicated equipment for online learning. Technical assistance and a variety of color graphics, database management systems, simulations, and software are available for faculty and students. The College of Nursing and Health Professions’ five member instructional technology team is available to assist nursing students’ on-campus and distance education learning.

The Charles E. Day Learning Resource Center, located in the College of Nursing and Health Professions, includes a learning laboratory with the latest technology. The College Clinical Simulation Learning Center replicates hospital and home settings with appropriate supplies and computerized patient models.

Multiple clinical facilities are available in the southern portion of Indiana including acute care facilities, long-term care facilities, physician offices, clinics, community agencies, and school systems. USI already has affiliation agreements on file with the agencies that would be used to support the DNP program.

b. **Consequences of Failure to Enhance Learning Resources.** Additional library holdings will be necessary to provide the depth of reference material required to support doctoral students. While the library holdings will support the initial start up of the program, additional references in health policy, epidemiology, population-based care, and appraisal of health care outcomes will be required for full program implementation. Nursing faculty are working with the library staff to identify possible changes in current holdings and to identify resources for additional library holdings.

7. **Other Program Strengths**
   a. **Special Features.** The graduate nursing program has had great success in the delivery of course content through the use of advanced instructional technology including the Internet, Blackboard Course Management System, Breeze presentations, Student Response System, and other audio and video techniques. The excellent quality of USI MSN graduates is documented in the employer evaluations obtained on an annual basis and on the graduates’ success in passing the national certification exam on the first attempt. Because of this success, similar advanced technology approaches will be implemented in the DNP program.

   A hybrid approach to course delivery will be implemented in the DNP program. Content will be delivered online through the technology already in place for the MSN program. This approach will be complemented with on-campus intensives (2-3 days) which will enhance the socialization of DNP students and provide an environment for faculty and students to collaborate on projects throughout the program. The on-campus intensives will be scheduled during the semester and will be combined with socialization opportunities for the students and faculty. During an intensive, students will attend class and participate in clinical activities. Students will also use this on-campus time to meet with faculty to develop and/or refine the capstone project.

b. **Collaborative Arrangements.** The USI Nursing Program currently has a number of collaborative education and clinical agreements including Ivy Tech Community College
System and Vincennes University. A collaborative arrangement with the Ivy Tech Community College System and Vincennes University to provide access to the DNP program for their faculty will be explored. Twenty-one nurse educators from the Ivy Tech Community College System have graduated from the USI Master of Science in Nursing Program.

The existing collaborative agreements with hospitals, community, and other health care providers will be extended to include the DNP program. These agreements are in place for organizations throughout Indiana. Additional collaborative agreements will be established to support students learning objectives in locations convenient to their work and residence.

Program Rationale

1. Institutional Factors
   a. **Compatibility with Institutional Mission.** As evidenced in the University mission statement, the University of Southern Indiana (USI) seeks to support educational, social and economic growth, and to promote civic and cultural awareness in southern Indiana. The University is committed to teaching excellence, research, and service. Graduate programs are offered primarily in professional fields. The University mission statement provides the basis for planning and goal setting within the University’s colleges and departments. The mission statements for the College of Nursing and Health Professions and the nursing programs are consistent with the University mission.

   The DNP program is compatible with the University mission statement by providing doctoral prepared nurses to advance nursing education, expand the leadership roles for nurses, and to develop expert clinicians in southwestern Indiana. The recently completed 2007 President’s Task Force on Workforce and Economic Development supported the need for access to expanded clinical nursing and other health-related programs. The addition of the DNP program will support the educational, social, and economic growth of southern Indiana by providing expert nurse clinicians, educators, and administrators.

   b. **Planning Process.** The planning process for the DNP program was started approximately 18 months ago with the placement of the DNP program on the Academic Planning Council’s Long Range Planning document and discussion at the college budget presentation. Since that time, a task force comprised of nursing faculty has been meeting to proceed with the planning of the DNP program. The remaining timeline for the DNP program is listed below.

      August 2007       Approval by Graduate Council
      August 2007       Final Approval by Academic Planning Council
      September 2007    Approval by USI Board of Trustees
      September 2007    Proposal submitted to Commission for Higher Education
December 2007 Submit HRSA grant (Three grants have previously been funded in support of nurse practitioner education.)

July 2008 HRSA Grant funding anticipated

August 2008 First courses offered fall 2008 semester

c. Impact of the Proposed Program. The DNP program will have a positive impact on the undergraduate and graduate nursing programs and other programs in the College of Nursing and Health Professions. By providing the DNP program, the other nursing and service programs will be strengthened by expanded access to learning resources and clinical learning opportunities.

d. Impact on Utilization of Existing Resources. The DNP program will more fully utilize existing resources by providing additional avenues for students to enroll in programs at the University of Southern Indiana. Students enrolled in the DNP program will need enhanced skills in the use of library resources. By using the Distance Education Librarian and the online library resources, the exceptional library resources for the University will be used to a fuller extent and thereby further justify the need for these resources. With the use of advanced technology including the Internet for streaming of presentations and the Blackboard course management system, the Computer Center and College of Nursing and Health Professions' technology team will more efficiently and effectively be used to support the DNP student population.

2. Student Demand
   a. Derivation of Enrollment Projections. A major impetus for the development of the DNP program has come from USI MSN graduates. An initial enrollment of 20 students is planned, but it is anticipated that the demand for the program will exceed the initial enrollment limit. The initial enrollment limit is based on resources and the commitment to quality education which has been the hallmark of USI nursing programs. The DNP students will add to the total enrollment of the University.

   A needs assessment survey of USI MSN graduates was conducted to measure student interest in the DNP program. A total of 330 surveys were e-mailed or mailed; 106 surveys were returned for a 32 percent return rate. Of the returned surveys, 81 (76.4 percent) of respondents stated they were interested in pursuing a DNP at the University of Southern Indiana. Of the 81 responses, 11 percent indicated they were interested in full-time study while 79 percent indicated they were interested in part-time study. Eight respondents stated that the structure of the courses would determine if they could go full- or part-time.

   Twenty four percent of the respondents indicated they were employed in nursing education as a faculty member or in staff development. Of the remaining responses, 67 percent were employed as nurse practitioners and 9 percent were employed as nurse managers or administrators.
A needs assessment survey was also sent to 60 Region Seven and Eight members of the Coalition of Advanced Practice Nurses of Indiana (CAPNI). Sixteen responses were received for a 27 percent return rate. Nine (56 percent) of those individuals responding indicated they were interested in pursuing a DNP degree at USI. Of the nine responses, eight are employed in clinical practice and one was employed in nursing administration.

b. Enrollment and Completion Data. Projected enrollment and completion data may be found in Table 1. Table 1 also depicts the estimated credit hour generation and the number of new majors expected on campus.

3. Transferability
Graduate credit hours applicable to the DNP degree that have been earned by non-USI MSN graduates will be transferred. Nursing faculty have determined that an additional six credit hours from another DNP program may be transferred to the USI DNP program. The previously earned MSN and DNP credit hours will be transferred after the syllabi and other course information have been reviewed to ensure that the content presented in these courses is comparable to the content presented in the USI courses.

4. Access to Graduate and Professional Programs
Not applicable.

5. Demand and Employment Factors
a. Geographic Region to Be Served. The primary geographic region to be served by the USI DNP program is the southwestern portion of Indiana; however, because of the instruction delivery design of the program and the specialty study areas that will be offered in the USI program, students from other parts of Indiana are expected to apply for admission. In addition to these primary service regions, tri-state and other distance students are anticipated to be interested in enrolling in this program.

b. Review of Literature. Student and employer interest in a DNP program is expected to increase rapidly. A study conducted by Norman and colleagues indicated that 25 percent of students enrolled in undergraduate nursing programs planned to continue their nursing education (Norman, Buerhaus, Donelan, McCloskey & Dittus, 2005). Moreover, master prepared nurses are continuing their education though not in the traditional PhD programs (Hathaway, Jacob, Stegbauer, Thompson & Graff, 2006). Master prepared nurses are pursuing post master certificates and second master degrees in an effort to increase their knowledge and in response to the ever changing health care system (O’Sullivan, Carter, Marion, Pohl & Werner, 2005). Nursing programs are attempting to respond to the growing need for advanced education through expansion of their master degree curriculum. O’Sullivan et al., (2005), however, contend that expansion of master degree curriculum does not address the fact that an unmet need exists in post master education. This unmet need is a driver for DNP programs according to Hathaway et al., (2006). Nurses are seeking educational programs that will provide them with the advanced knowledge and skill acquisition that will adequately prepare them to practice in the complex health care environments and to teach nursing students. Nurses who are striving
to attain the highest level of advanced education post master preparation provide further validation for the practice doctorate (Hathaway et al., 2006).

A recent report from the Indiana Workforce Development Coalition (INWDC) indicated that there was a 21 percent increase in the number of MSN graduates in Indiana from 2006 to 2007. A growing number of MSN graduates are interested in enrolling in a DNP program. The number of MSN graduates interested in the DNP program will grow with the DNP degree requirement for nurse practitioner certification.

The shortage of faculty was evident in the INWDC report that indicated a large number of potential undergraduate nursing students were being turned away from Indiana nursing programs due to the inability to fill nursing faculty positions (46 percent of the nursing schools responding to the survey reported open faculty positions). Offering the DNP program will provide an option for the expert clinician interested in teaching to meet the education requirements for nursing faculty.

c. **Potential Employers.** Employment opportunities will continue to expand as the demand for nurses with doctoral preparation increases. The shortage of nursing faculty limits the number of nurses who can be admitted to basic nursing programs. DNP nurse graduates will be recruited by regional and state nursing education programs to meet state board of nursing mandates for faculty-to-student clinical ratios and to expand student enrollment.

The changing health care environment will require additional nurse practitioners to respond to increasing care demands. With Indiana’s current effort to provide health care access to the underserved, the use of nurse practitioners will be a major strategy in providing these services. With the anticipated revisions to the national certification requirements, the DNP degree will be required for nurses to be reimbursed by Medicare, Medicaid, and other types of health care coverage. DNP prepared nurse practitioners will be employed in rural and inner-city clinics, physician offices, health departments, hospitals, and other primary and acute care facilities.

Nurses with expertise in nursing management and leadership will be in great demand to fill administrative positions in health care organizations and in nursing education. Employment opportunities include acute care facilities, community agencies, and government. Employers in the southwestern portion of the state have indicated their support for the development of the DNP program and their interest in employing its graduates. Letters of support from employers are provided in Appendix A.

d. **Independent Needs Analysis.** Not applicable.

e. **Program Experience.** The University of Southern Indiana graduate nursing program has been very successful in the development and implementation of the MSN degree. The USI graduate nursing program was listed in the 2006 edition of U. S. News and World Report devoted to distance education. There are currently 196 students enrolled in the USI MSN program. The USI MSN graduates have consistently scored higher on the national certification exam than the national average. The 2006 nurse practitioner
graduates report 100 percent pass rate on national certification exams on the first attempt. Employers consistently rate the MSN graduates as exceeding expectations in the work environment. This commitment to excellence and quality nursing education will serve as a foundation for the DNP program.

6. Regional, State, and National Factors
   a. **Comparable Programs in the Region and State.** A PhD nursing program is offered by Indiana University. The PhD is a research degree whereas the DNP is a practice degree. The only existing DNP program in the state of Indiana is at Purdue University. Purdue University has attracted a large number of applicants for their DNP program. Purdue University is located 243 miles from the University of Southern Indiana.

   The proposed USI DNP program is similar to the Purdue DNP program in number of credit hours. The Purdue University DNP program provides a study track for nurse practitioners, but does not provide a study track for nurses who are interested in a nursing faculty or administrative role. The USI DNP program will provide a study track venue for nurse practitioners, nurse educators and nurse administrators.

   The closest DNP programs offered in Indiana neighboring states are:
   Chicago, IL -- 323 miles   Cleveland, Ohio -- 474 miles
   Lexington, KY -- 202 miles  Rochester, MI -- 510 miles

   All of out-of-state DNP programs require travel and out-of-state tuition. The time and cost constraints related to enrollment in these programs limit the opportunity for Indiana resident nurses to enroll in a DNP program. The addition of a USI DNP program will provide a cost effective high quality educational program to prepare nurses to meet the health care needs of populations in the region.

   b. **External Agencies.** The American Association of Colleges of Nurses (AACN) has been instrumental in the national initiation and development of DNP programs. AACN published the *Essentials of Doctoral Education for Advanced Nursing Practice* in November 2006 and provides direction for the curriculum, the expected outcomes for the program, the evaluation of the program, and budgetary requirements. The Commission for Collegiate Education (CCNE) is the nursing accrediting body for baccalaureate and master nursing programs and will be the accrediting body for DNP programs. (The USI undergraduate and MSN graduate nursing programs are currently accredited by the CCNE through 2014.) The USI DNP program will seek accreditation from CCNE following program implementation.

**Program Implementation and Evaluation**

The DNP program will be implemented with the first nursing courses offered during the fall 2008 semester. The program will offer full- and part-time options for students. Courses will be sequenced to build upon previous knowledge and will be taught by faculty with expertise in the content area. The courses will use a hybrid format which will include an online component through the Blackboard course management system and on-campus intensives. Preceptors will
be used to support field work and clinical learning. The required time on campus will include student and faculty presentations, socialization and role development opportunities for students, and faculty and student interaction when working on the capstone project.

The evaluation plan for the DNP program will be similar to the undergraduate and graduate nursing programs' evaluation plans. In both plans, formative and summative evaluation tools and processes are utilized. The DNP plan will detail the evaluation methods used, the types of data compiled and how the results measure program effectiveness. Surveys, focus groups and other sources of information will be integral components of the evaluation plan. Evaluation data are gathered from students, nursing faculty, the University community, alumni, employers, the nursing community advisory committee, and other members of the community of interest. Data will be collected and results reported on quality and efficiency of the DNP program, program design and effectiveness/appropriateness of the curriculum, and effectiveness of faculty instruction and guidance in capstone projects.

Tabular Information

1. Table 1: Enrollment and Completion Data
   Table 1 depicting enrollment and completion data is attached to this document.

2. Table 2A and 2B: Cost and Revenue Data
   Table 2A depicting total direct program cost and sources of program revenue is attached. Existing resources include nursing and health professions faculty, administrative assistant, advising coordinator, and members of the College of Nursing and Health Professions' technology team. Incremental resources have been calculated using Table 2B.

   Table 2B depicting the incremental or out-of-pocket program cost is also attached. Table 2B includes the request for an additional 2.0 FTE nursing faculty positions to support the development and implementation of the DNP program. Additional supplies and expenses will include needed equipment for the new nursing faculty as well as monies to provide needed supplies and library acquisitions for the program. Travel projections include attendance at national conferences to ensure that the DNP program at the University of Southern Indiana is consistent with the national standards for this program. Accreditation fees were also recognized as direct costs.

3. Table 3: New Program Proposal Summary
   Table 3 depicting the new program proposal summary is attached to this document.

The University of Southern Indiana College of Nursing and Health Professions has been a leader in providing nursing and health care education in southwestern Indiana. As the national trend supports the development and implementation of a practice doctorate in nursing, USI is in a position to respond to that demand. Results of the needs assessment of previous USI MSN graduates indicates that 75 percent of respondents would be interested in pursuing the DNP degree. Employers are equally interested in nurses with advanced degrees. With University support, the College of Nursing and Health Professions respectfully requests that the
Commission for Higher Education approve the development and implementation of the Doctor of Nursing Practice at the University of Southern Indiana.

DNP Proposal Reference List


