

**University of Colorado at Colorado  
Springs**

**Institutional Change Request**

**to**

**Approve the Doctorate of Nursing  
Practice**

## **1. Change in an education offering.**

In 2006, the University of Colorado Board of Regents approved the offering of the Doctorate in Nursing Practice Degree offered by the University of Colorado at Colorado Springs (UCCS). This degree offering is in congruence with the UCCS campus role and mission statement for UCCS which reads as follows:

“The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate university with selective admissions standards. The Colorado Springs campus shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs, and a selected number of masters and doctoral programs.”

## **2. What factors led the organization to undertake the proposed changes?**

Describe the relationship between the proposed change and ongoing planning:

The Beth-El College of Nursing and Health Sciences has developed a strategic plan, which is revised every year with the leadership of the Dean. The Doctorate of Nursing Practice has been included in the strategic plan to meet the educational and practice needs of the community and beyond for advanced practice nurses in the near future. In 2005, UCCS developed a Seven Year Plan, which also includes the Doctorate of Nursing Practice. The UCCS Academic Master Plan also includes the Doctorate of Nursing practice.

Describe the needs analysis related to this proposed change

Student Demand:

Based on the current MSN program at Beth El College of Nursing and Health Sciences and demand from regional areas, it is our expectation to enroll approximately 15 students per year in the DNP program. The first two classes enrolled would be post-master's DNP students, primarily local students, progressing to more regional/national enrollment as program moves towards the online offering. The Beth El MSN program presently has 187 enrolled graduate students, graduating approximately 40 students per year, with the professional expectation that over half will return to complete the DNP degree requirements as national expectations change.

Evaluation of Community Need for the DNP Program:

Current masters students were polled ( n=130), for their interest in a DNP and rationale for returning to graduate school for this potential degree. Approximately 28% (n=36) returned the questionnaire with 95% (34) reporting that they intended to return to a DNP program and 5% (n=2) reporting that they were undecided. Rationale for returning included advancement of NP skills and enhanced job opportunities. Those Beth-El graduates who did not intend to return to complete the DNP program cited longevity in

employment and non-interest in degree at this time. Of those intending to return 95% (n=34) reported that they would choose Beth-El College of Nursing and Health Sciences for this degree and would return as in-state students.

Five potential employers of students from this program in the area were interviewed and voiced support in this new direction for education of advanced practice nurses. When asked about curriculum, they cited skills in budget, management, informatics, and advanced skills as important additions to this educational program. These areas have been included in the curriculum of the DNP.

#### Evaluation of State and National Need:

In summer 2006, the Regional DNP Collaboration Group surveyed nurse practitioners (NPs) attending the Annual Keystone Nurse Practitioner Symposium. A total of 406 NPs responded, representing 46 states and 3 countries, with 25% (N=101 from the state of Colorado). Of these NPs, 87% had a MSN degree and 4% had a PhD. The mean age was 48 years old, with the range from 22-65. Of this group, 95% were in active advanced practice nursing. Sixty percent (n=245) were interested in an accessible DNP program, with 18% (n=73) ready to start in the next year, 27% (n=108) interested in 1-2 years, 12% (n=48) in 3-5 years, and the remaining 7% (n=30) in the next 10 years. When asked about perceived barriers to completing a DNP programs (definite or significant barrier) , 55% (n=225) listed tuition; 55% (n=225) listed personal/family; 8% (n=32) listed computer skills; and 45% (n=184) as travel; and 43% (n=176) listed length of time to complete the degree. An online course delivery method was selected by 52% (n=210) as the method of choice; a hybrid method by 53% (n=216); and on campus method by 10% (n=40). Most (47%, n=189) perceived it would take two years to complete a post-MSN DNP program, 14% (n=55) in one year; and 34% (n=140) 3-4 years.

#### Describe the involvement of various constituencies in developing this proposed change:

Presently there are two approved DNP programs offered in the State of Colorado, one at the University of Colorado Denver Health Sciences Center (UCDHSC) and the University of Colorado at Colorado Springs (UCCS). UCDHSC and UCCS have a long history of collaboration efforts between the two graduate nursing programs, and have met four times to coordinate potential collaborative efforts in the doctorate of nursing practice program needs of students across the state and region. Specifically, the program directors and deans are working to develop core courses that could be taught online by one campus and available to the other, thus sharing faculty resources and specialty expertise across the state. System administrative and policy issues have already been addressed at the Master's Level of Nursing education making this exchange possible.

In addition, Deans and Directors of graduate programs from UCCS, UCDHSC, University of Wyoming, University of Northern Colorado, and Regis have met to plan a potential statewide and regional model of collaboration. Presently, this collaboration

involves sharing of core and specialty courses between UCDHSC and UCCS to enhance the use of faculty resources and specialty expertise.

The faculty, director and administration have met with clinical leaders and legislatures to explain the change in the profession, as well as with present and future clinical site professionals.

State and National Leadership:

“In October 2004, the membership of the American Association of Colleges of Nursing (AACN) adopted the Doctorate of Nursing Practice (DNP) Position Statement calling for a transformational change in the education required for professional nurses who will practice at the most advanced level of nursing practice” (AACN DNP Essentials Draft Document, 2005, page 1). The AACN projects that by the year 2014 all advanced practice degrees will be offered at the DNP level. The National Organization of Nurse Practitioner Faculty (NONPF), the American Academy of Nurse Practitioners (AANP) and the National Association of Clinical Nurse Specialists (NACNS) have also developed guidelines and position statements related to the DNP. Faculty members and administration from Beth-El College of Nursing have been actively involved on these state and national organization levels to assure input and guidance in the development of our individual program. The curriculum has been developed utilizing the 2005 and 2006 AACN Essentials Document for DNP Education, and recommendations from the other organizations. In addition, as part of the CU Board of Regents approval process, the program proposal was sent to an external reviewer for critique. Dr. Donna Hathaway, Dean of the University of Tennessee and home of one of the first DNP programs reviewed the proposal, and recommendations were incorporated into the final document.

### **3. What Necessary approvals have been obtained to implement the proposed change:**

Identify the internal approvals required, and provide documentation confirming these actions:

- a. Graduate Department Approval \* (November 2005)
- b. Faculty Organizational Committee Approval \* (December 2005)
- c. Academic Planning Committee Approval \* (January 2006)
- d. Graduate School Committee Approval \* (April 2006)
- e. Vice Chancellor of Academic Affairs Approval \* (April 2006)
- f. Chancellor Approval \* (April 2006)

\* supporting documentation attached

Identify the external approvals required, and provide documentation confirming these actions:

- a. Colorado Commission on Higher Education Endorsement \* (August 2006)
- b. University of Colorado Board of Regents Approval \* (September 2006)

\* supporting documentation attached

#### **4. What impact might the proposed change have on challenges identified by the Commission as part of or subsequent to the last comprehensive visit?**

Identify challenges directly related to the proposed change and Describe how the organization has addressed the challenge(s)

The NCA comprehensive visit in 1996 addressed “accreditation at the doctoral level be limited to the program in Electrical Engineering and the program in Computer Science.” The reason for this offered in the report was “the inadequacy of the university’s resource base and our belief that the NCA should be satisfied that a qualified faculty is in place and that adequate compensation has been made for inadequacies in the UCCS library before an additional PhD program is offered.” The Beth El College of Nursing and Health Sciences Master’s of Science Program has highly qualified faculty to start the program, and the UCCS Academic Planning Committee and the Vice Chancellor of Academic Affairs supported two new faculty members, one approved for hire for academic year 2007-08. The present library holdings and access through electronic means and inter-library loan support the MSN program and the future DNP program, and was judged strong by the Commission on Colleges of Nursing Education accreditation approval report in September 2005.

The 1996 NCA report also recommended that the structure and function of the graduate school be reviewed in 2002. The 2002 review has occurred and was entirely successful, reporting the positive changes in the library, the improved resource base, and the number and qualifications of the faculty.

The College is well-positioned to take on the challenge of a clinical doctorate program.

#### **5. What are the organization’s plans to implement and sustain the proposed change**

Describe the involvement of appropriately credentialed faculty and experienced staff necessary to accomplish the proposed change (Curriculum development and oversight, evaluation of instruction, and assessment of learning outcomes)

The proposal was developed by the existing Graduate Nursing Department faculty with the input from experts at the state and national level professional organizations. All Graduate Nursing Department faculty members are appropriately credentialed at the doctorate level and/or advanced practice level, with experience in higher education and

advanced nursing practice. There are eleven full time graduate faculty members, with ten at the PhD level, and one at the MSN level with advanced practice certification. Eight of the faculty hold national certification as advanced practice nurses (nurse practitioners, clinical nurse specialist, and certified nurse midwifery). Part time faculty members include nurse practitioners, lawyers, health care administrators and Doctors of Pharmacy. The faculty members were all involved in the development of the curriculum and program. The Graduate Department structure incorporates oversight and evaluation of instruction for both full time and part time instruction. Faculty members are actively involved in the assessment of learning outcomes at the MSN level, and this will be an expectation at the Doctorate level. Program option reviews, expected outcome evaluations and faculty evaluations of practicum are examples.

Administrative Staff are experienced with graduate school policies, admission criteria and university processes. No new staff will be needed for this program.

Describe the administrative structure (accountability processes, leadership roles) necessary to support this proposed change.

The Dean of Beth-El College of Nursing and Health Sciences is the chief administrator of the College. She is responsible for the overall leadership of the College, as well as the fiscal manager of the budget, and final evaluation of faculty. The Director of the Graduate Nursing Department is responsible for the administrative lead for the overall graduate program, and reports directly to the Dean of the College. The Graduate Director is a member of the Graduate Executive Committee, which reports to the Graduate School Dean. She is responsible for faculty and student issues, including teaching assignments, course scheduling, curriculum and program development, as well as faculty evaluation. The Coordinator of the DNP program is a PhD faculty member with multiple credentials at the advanced practice level. She will be responsible for overseeing the curriculum content, and day to day management of the program. Pre-admission student advising will be done by the DNP coordinator, and student advising will be shared by Graduate Nursing Faculty in the DNP program.

Describe how the organization will make learning resources and support services available to students (student support services, library resources, academic advising, and financial aid counseling).

The organization presently has a structure in place that allows support services for graduate nursing students, including housing, student health services, disabilities services, counseling and testing, excel tutoring services, library resources and financial aid counseling. Since the program will be offered online, many of the students do not live in commuting distance of the university, and may use these services over the phone. Academic advising is done at the department level, with each graduate nursing student assigned to a faculty advisor in the program of study. The library has established a well supported VPN internet access to all library databases and resources, as well as tutorial assistance in developing the necessary skills to use resources.

Provide financial data to documents the organization's capacity to implement and sustaining the proposed change (projected budgets, recent audit reports, revenue streams, cost of facilities, and projected facility and equipment costs).

The primary cost of implementing the DNP program is associated with the establishment of new faculty lines. Two additional faculty are needed to offer the program. One FTE has been approved to start in the Fall semester of 2007. An additional FTE hire is planned for Fall of 2008 – the second year of program implementation. Several of the current graduate faculty have credentials to teach in the DNP program. Of the 14 doctoral prepared faculty, three are nurse practitioners. In addition, three of the Masters prepared faculty are nurse practitioners with extensive (and current) practice experiences (midwifery, neonatal and FNP). Although the current faculty have other curricular responsibilities, they will offer support in specific area of expertise for the DNP program. A budget line of \$70,000.00 to \$75,000.00 with a current rate of 25-28% benefits will be required for the DNP faculty positions.

A DNP Coordinator will be appointed at an addition to current salary of \$5,000.00 per year. If workload demands warrant more administrative support, the Coordinator will be given a teaching off-load. The program will be administered by the current Director of Graduate Nursing. If part time adjunct faculty are utilized, they will be added at a salary of \$4,000.00 - \$5,000.00 per three credit course. It is not expected that new staff positions will be required as the current Administrative Assistant that works with the graduate department will take on the additional responsibilities for the new DNP program. She currently handles all graduate admission files.

Capital start-up costs for the DNP are minimal due to the state-of-the-art nursing laboratories and other classroom and office space. \$5,000.00 is allocated for equipment purchases during the first year of operation and \$3,000.00 during subsequent years. If actual expenditures exceed this amount, a fee will be added to student costs to cover the additional expense items. The library has identified additional on-line resources needed for an expense of \$5,000.00 per year. This enhanced resource will also be available for other graduate students.

The program will be funded through student tuition, general fund “fee for service” funds and other fees. Although the “fee for service” has not been clearly defined at this point, it has been estimated at \$140.00 per credit hour. Tuition has been calculated at the current rate for the master's level course work at \$350.00 per credit hour. This does not include yearly increases. In addition to state funds and tuition, the community has been very generous in terms of gifts and grants to support new opportunities within the College. A gift of \$100,000.00 has been allocated to enhance graduate education in gerontology and another gift of \$40,000.00 has been undesignated so as to fill the gaps created by any inadequate state funding. It is expected that first year costs will be \$111,500.00 and second year costs will be \$203,700.00. Subsequent years will be about the same as year

two unless additional students are enrolled. Audits for this program will be included in general audits now in place for the UCCS campus of the CU system.

Specify the timeline used to implement the proposed change.

- Oct 2004 National announcement from the American Colleges of Nursing Education position statement to move from master's level advanced practice nursing to doctorate level preparation.
- Oct 2004 First Draft DNP Essentials Published by the American Association of Colleges of Nursing.
- Fall 2004 Graduate Department of Nursing vote to develop a proposal for a DNP program at UCCS. Rough draft of curriculum proposal developed and needs determined.
- Jan 2005 Director and faculty attendance at state and national level professional meetings related to the development of the DNP curriculum
- Feb 2005 Program Proposal developed with admission criteria, curriculum and supportive data
- July 2005 Regional needs assessment work completed by the DNP Regional Group
- August 2005 Revised Draft DPN Program Essentials document released by the American Association of Colleges of Nursing.
- Fall 2005 Proposal submitted to Graduate Faculty for approval  
Proposal submitted to Faculty Organization for approval  
Proposal submitted to Academic Program Review Committee  
Proposal for faculty position submitted to Academic Program Committee (2 positions supported, one position funded for 2007)
- 2005 External reviewer to evaluate DNP program proposal
- Jan 2006 Proposal submitted to Graduate Executive Committee for approval  
Proposal submitted to Vice Chancellor of Academic Affairs for approval  
Proposal submitted to Chancellor for approval

Feb 2006	Regional meeting of Colorado and Wyoming Graduate Schools of Nursing interested in participating in regional collaborative efforts in DNP education.
April 2006	Graduate Director and faculty attended the NONPF DNP conference sessions.
May 2006	Regional meeting of Colorado and Wyoming Graduate Schools of Nursing interested in participating in regional collaborative efforts in DNP education.
July 2006	Proposal submitted to the Colorado Commission of Higher Education for Endorsement. Endorsed.
July 2006	National needs assessment study done at the National Nurse Practitioner Conference, Keystone, Colorado.
August 2006	Proposal submitted to the University of Colorado Board of Regents for study session
Sept 2006	Regional meeting of Colorado and Wyoming Graduate Schools of Nursing interested in participating in regional collaborative efforts in DNP education.
Sept 2006	Proposal submitted to the University of Colorado Board of Regents for approval vote. Approved.
Sept 2006	Program Coordinator named.
Sept 2006	NCA Proposal submitted
Sept 2006	Advertisement for DNP faculty position posted
Sept 2006	Faculty assigned to fully develop specific courses in Post MSN-DNP  Admissions packets made ready. Recruitment materials made ready for both mailing and website postings.
Oct 2006	Final Course Development by Graduate Nursing Faculty
Nov 2006	Regional meeting of Colorado and Wyoming Graduate Schools of Nursing interested in participating in regional collaborative efforts in DNP education. Specific course sharing outlined (UCCS and UCDHSC only)

Nov 2006	Course approvals by Graduate Department
Dec 2006	Course approvals by UCCS Graduate School
Jan 2007	First schedule of courses due to UCCS for printing
Feb 2007	Recruitment at Southern Colorado Advanced Practice Association
March 2007	Admission applications completed
April 2007	Admission applications reviewed, qualified candidates set up for interviews. Candidates notified of admissions.
May 2007	Orientation program online for new student class
May 2007- May 2009	First class to complete coursework Faculty and administration attendance at national professional meetings. Accreditation issues for new DNP degrees will be explored and developed at these meetings.
May 2009	Final Assessment Evaluation of first class
June 2008- May 2010	Second class admitted and completes program Post BSN curriculum developed, admissions process
2010	Post-BSN DNP class admitted.
2014	First Post-BSN Class Graduated. Assessments completed

## **6. What are the organization's strategies to evaluate the proposed change?**

Describe the measures the organization will use to document the achievement of its expected outcomes

Each UCCS Department completes an Annual Student Assessment Report each year, evaluating and documenting the outcomes of student learning and program outcomes. The Department submits an annual assessment report to the Beth-El College Curriculum Committee, as well as the UCCS Student Achievement and Assessment Committee (SAAC). The Graduate Department of Nursing will institute the following outcome measures and tools:

Describe how the assessment of student learning is integrated into the assessment program.

Student learning is based on the ability of the student to meet the student learning outcome goals. The outcome measures on each of the tools specifically address the individual learning goals, and is measured by the student (self), faculty, preceptor. The logs indicate the actual placement activities and learning outcomes as well. Program outcome tool is used by the faculty to analyze integration of knowledge at graduation. Alumni and employer surveys are used to analyze the outcome measures of the graduates.

### **Assessment Process**

The DNP program will be assessed annually using the Graduate Nursing Department Annual Assessment Process.

a. Student Goals:

#### **DNP Program Outcome Competencies/Student Learning Goals:**

1. The graduate will develop and build upon the validated advanced practice nurses skill and knowledge in at least one area of specialized APN post-master's degree.
2. The graduate will practice at the highest level of nursing based on scientific knowledge and related skills necessary to provide competent care across multiple age and specialty focused populations.
3. The graduate will participate in the development of nursing practice guided by theoretical underpinnings and evidenced-based knowledge designed to solve practice problems or inform practice directly.
4. The graduate will participate in and apply clinical scholarship and analytical methods for evidence-based practice.
5. The graduate will analyze, synthesize and evaluate epidemiological methods for clinical prevention and population health to improve the nation's health issues.
6. The graduate will engage in and promote ethical nursing care within direct patient care and across organizational systems.
7. The graduate will engage in expert leadership at the most advanced clinical and organizational levels, while identifying emerging trends and initiating policy and/or programmatic efforts to address critical clinical issues.
8. The graduate will develop and implement organizational and systems leadership skills to improve clinical care and health outcomes at an individual and population-based level.
9. The graduate will use technology and information systems for the improvement and transformation of patient-centered health care and communications.
10. The graduate will demonstrate leadership in health care policy for the advocacy of health care.
11. The graduate will assume leadership roles and practice with inter-professional and intra-professional collaboration for improving patient and population health outcomes.

Measurement tools include: Practicum and residency evaluation tools, practicum logs, clinical agency evaluations, program outcome evaluation tool, program option tools,

alumni and employer survey tools. Competency evaluation grids will be used to analyze program content.

**b. Expected Outcomes:**

More than 85% of the responses on the following evaluation tools will indicate scores of 4 to 5 points on the five point scales on the following measurement tools (see below). Competency Grid excluded (not a measurement tool, but needed to identify content placement).

# **Beth-El College of Nursing and Health Sciences**

BETH-EL COLLEGE OF  
NURSING & HEALTH SCIENCES



UNIVERSITY OF COLORADO  
AT COLORADO SPRINGS

## **Proposal for Doctor of Nursing Practice (DNP)**

**2006**

**For Presentation to the CU Board of Regents**

**Beth-El College of Nursing and Health Sciences  
University of Colorado at Colorado Springs**

**Proposal for  
Doctorate of Nursing Practice**

**A. PROGRAM DESCRIPTION:**

**1. Basic Design of this Program:**

The Doctorate of Nursing Practice (DNP) represents the highest level of preparation in nursing practice based on nursing science, and prepares leaders for nursing practice. The DNP program offered by the Beth-El College of Nursing and Health Sciences at the University of Colorado at Colorado Springs (UCCS) will build upon the base of a Master's Degree in Nursing Preparation in Nurse Practitioner (NP) and Clinical Nurse Specialty (CNS) programs and excellence of practice based on validations by standard sets of competencies in national certification processes and specialty credentials.

The UCCS program is based upon the essential concepts of the DNP curriculum as approved by the American Association of Colleges of Nursing in September 2005, and the accrediting body for DNP programs, the Commission of Collegiate Nursing Education (CCNE). The UCCS Beth-El College of Nursing and Health Sciences presently is accredited by the CCNE at both the undergraduate and graduate (master's degree) level.

The DNP program will initially be offered as a post master's option that builds upon and expands the competencies of the master's prepared Nurse Practitioner and Clinical Nurse Specialist, providing an extended transition period during which nurses with master's degree would be recognized to be fully credentialed for current advanced practice roles (projected start date May 2007). This transition period will be necessary to ensure multiple entry points into practice-focused doctoral programs. The transition period will allow advanced practice nurses (APNs) currently practicing as NPs or CNSs, an opportunity to earn a practice doctorate. The program will also provide a post Bachelor of Science in Nursing (BSN) entry point (projected start date May 2009). Both program curricula options are outlined under the curriculum section.

Both the BSN entry-level program and the Post-Masters entry-level program options will be based on an understanding of the time and resources necessary for current RNs, NPs and CNSs to upgrade their credentials while maintaining employment. Full-time and part-time enrollment options will be offered. The part-time program will be based on six credit hours per semester, with online course offerings, and practice residency and research projects in actual practice settings. Full-time study is based on 12 credit hours

per semester, and most likely will not allow for full time employment. The program will be specifically designed to meet the needs of practicing nurses throughout the region.

## **2. DNP Program Outcome Competencies/Student Learning Goals:**

1. The graduate will demonstrate and build upon the validated advanced practice nurses skill and knowledge in at least one area of specialized APN post-master's degree.
2. The graduate will practice at the highest level of nursing based on scientific knowledge and related skills necessary to provide competent care across multiple age and specialty focused populations.
3. The graduate will participate in the development of nursing practice guided by theoretical underpinnings and evidenced-based knowledge designed to solve practice problems or inform practice directly.
4. The graduate will participate in and apply clinical scholarship and analytical methods for evidence-based practice.
5. The graduate will analyze, synthesize and evaluate epidemiological methods for clinical prevention and population health to improve the nation's health issues.
6. The graduate will engage and promote ethical nursing care within direct patient care and across organizational systems.
7. The graduate will engage in expert leadership at the most advanced clinical and organizational levels, while identifying emerging trends and initiating policy and/or programmatic efforts to address critical clinical issues.
8. The graduate will develop and implement organizational and systems leadership skills to improve clinical care and health outcomes at an individual and population-based level.
9. The graduate will use technology and information systems for the improvement and transformation of patient-centered health care and communications.
10. The graduate will demonstrate leadership in health care policy for the advocacy of health care.
11. The graduate will assume leadership roles and practice with inter-professional and intra-professional collaboration for improving patient and population health outcomes.

## **B. Student Demand and Workforce Demand:**

“In October 2004, the membership of the American Association of Colleges of Nursing (AACN) adopted the Doctorate of Nursing Practice (DNP) Position Statement calling for a transformational change in the education required for professional nurses who will practice at the most advanced level of nursing practice. This recommendation was the result of extensive study, review, and consultation with multiple stakeholders and is based on multiple concerns. Practice demands associated with increasingly complex health care system created a mandate for reassessment of the education for clinical practice among all health professionals, including nurses. The recommendation that nurses practicing at the highest level should receive doctoral level preparation emerged from the multiple factors including the expansion of scientific knowledge and growing

concerns regarding the quality of patient care delivery and outcomes.” (AACN DNP Essentials Draft Document, 2005, page 1). “Further support of the recommendation for doctoral education for nursing practice was found in a review of current master’s level nursing programs. This review found that many programs already have expanded significantly in response to the above concerns, creating curricula that exceed the usual credit level for traditional master’s degree. The expansion of credit requirements in these programs beyond the norm for a master’s degree raises additional concerns that professional nurse graduates are not receiving the appropriate degree for a very complex and demanding curricular experience. Many of these programs, in reality, require program of study closer to the curricular expectations for other professional doctoral programs rather than master’s level study.” (AACN DNP Essentials Draft Document, 2005, page 1). The AACN has projected the DNP will be the entry level degree for advanced practice nursing by the year 2010.

### **1. Student Demand:**

Based on the current MSN program at Beth El College of Nursing and Health Sciences and demand from regional areas, it is our expectation to enroll approximately 15 students per year in the DNP program. The first two classes enrolled would be post-master’s DNP students, primarily local students, progressing to more regional/national enrollment as program moves towards the online offering. The Beth El MSN program presently has 187 enrolled graduate students, graduating approximately 40 students per year, with the professional expectation that over half will return to complete the DNP degree requirements as national expectations change.

### **Evaluation of Community Need for the DNP Program**

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Five potential employers of students from this program in the area were interviewed and voiced support in this new direction for education of advanced practice nurses. When asked about curriculum, they cited skills in budget, management, informatics, and advanced skills as important additions to this educational program. These areas have been included in the curriculum of the DNP.

## **2. Workforce Demand:**

Presently, there is a significant nursing shortage in Colorado and the nation. The Colorado State Board of Nursing, and the National and Colorado State Labor Departments projects a nursing workforce need of approximately 64,576 nurses by the year 2020, based on actual active growth rates in Colorado. The Colorado Council of Nursing Educators (CCNE, 2006) reports a critical nursing faculty shortage as well. The DNP graduates will help fill the current healthcare need for primary care providers, nursing leadership, and education of future nurses.

## **3. Role and Mission Criteria:**

The DNP program is congruent with the role and mission of the University of Colorado at Colorado Springs, which reads “The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate university with selective admissions standards. The Colorado Springs campus shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs, and a selected number of masters and doctoral programs” (UCCS Bulletin, 2006).

The “Seven Year Growth Plan” for fiscal year 2006 to fiscal year 2012, presented to the University of Colorado Board of Regents by Dr. Pamela Shockley-Zalabak (UCCS Chancellor) has been approved by the Regents. The plan included two additional doctoral programs with the greatest potential being in educational leadership and nursing. In addition, the DNP program was approved by the UCCS Academic Planning Committee, the UCCS Graduate Executive Committee, the Vice Chancellor of Academic Affairs and the campus Chancellor. The DNP program was selected as a program to support for the campus strategic academic master plan for the next seven years.

## **4. Duplication:**

If approved, there will be two DNP programs offered in the State of Colorado, one at the University of Colorado Denver Health Sciences Center (UCDHSC) and the University of Colorado at Colorado Springs campus (UCCS). UCDHSC and UCCS have a long history of collaboration efforts between the two undergraduate and graduate nursing programs, and have met three times to coordinate potential collaborative efforts in meeting the doctorate of nursing practice program needs of students across the state and region. Specifically, the program directors and deans are working to develop core courses that could be taught online by one campus and available to the other, thus sharing faculty resources and specialty expertise across the state.

In addition, Deans and Directors of graduate programs from UCCS, UCDHSC, University of Wyoming, University of Northern Colorado, and Regis have met to plan a potential statewide and regional model of collaboration. This collaboration would involve sharing of core and specialty courses across the region, to enhance the use of faculty resources and specialty expertise. As the nursing profession moves to require the DNP for

advanced practice nursing, the question will not be do we have too many programs, but do we have enough programs.

## **5. Statutory Requirements:**

The program conforms to statutory requirements established by the Colorado Commission of Higher Education.

## **C. Program Quality and Institutional Capacity**

### **1. Admission, Transfer and Graduation Standards**

#### **a. Admission Requirements:**

##### **Post-Master of Science in Nursing Level Admission Requirements:**

- Active RN license in State of Practice
  - Master of Science Degree in Nursing from an accredited (CCNE/NLN) program
  - Undergraduate Cumulative; GPA: 3.0; Graduate Cumulative GPA 3.3
  - National Certification as NP or CNS, or CNS portfolio reflecting expertise
  - Two copies of official transcripts from all colleges or universities attended
  - Submission of three letters of reference (professionals or nursing educators)
  - Curriculum vitae and completion of application essay
  - Interview in either person or by phone.
  - Completion of the UCCS Beth-El College of Nursing and HS application, Part I and II, and application fees
- In addition to MSN and National Certification as APN, applicants must have the following courses or equivalents for full admission. Courses may be taken prior to admission via extended studies offerings if not previously awarded. Provisional admission status is in effect until courses are successfully completed.

N610 Nursing Theory and Philosophical Foundations  
N611 Health Care Policy and Advanced Practice Nursing  
N612 Advanced Nursing Research

The DNP admissions standards differ from the UCCS Graduate School admissions in that NP/CNS National Certification and RN license are required as well. Prerequisite graduate courses in nursing theory, research and policy are indicated only if MSN programs were in deficit of this core courses.

##### **Post-Bachelor's of Science in Nursing Admission Criteria:**

- Active RN license in State of Practice
- Bachelor of Science in Nursing from an accredited Nursing Program (CCNE/NLN)
- Undergraduate Cumulative GPA 3.0 or above

- Two copies of official transcripts from all colleges or universities attended
- Submission of three letters of reference (professionals or nursing educators)
- Curriculum vitae and completion of application essay
- Interview either in person or by phone.
- Completion of the UCCS Beth-El College of Nursing and HS application, Part I and II, and application fees

**b. Transfer Students**

Transfer students must meet all the requirements of general admission. In addition, only graduate courses that have received grades of B- or above may transfer into Beth El DNP program based on College guidelines. Based on UCCS Graduate School policy, only 12 credit hours may be transferred in from an accredited college. Exception to the 12 credit policy is any credit hours transferred in from a University of Colorado System campus. Course work may not be any older than seven years at time of graduation.

**c. Enrollment Limits**

Enrollments will be limited to fifteen students per class due to faculty and staff resources. See Table 1 for projected enrollment projections.

**d. Continuation in the Program**

Policies for continuation in the program are consistent with Beth-El Graduate Nursing Program Policies. Specifically, students must maintain a total graduate GPA of 3.0 or higher, receive grades of B- or above for courses to count towards graduation, and may have no more than 2 graduate courses on UCCS transcript lower than B- grade. In addition, students must abide by the Academic Honor Code and the Standards of Academic Conduct and Professional Behavior.

**2. Curriculum Description and Assessment Process**

**a. Program requirements:**

The Post MSN DNP program consists of 36 credit hours of graduate courses, with six credit hours per semester required. Field experience includes DNP residency, which involves 300 contact hours working in an advanced practice role. The first course offerings will be a combination of onsite and online course offerings, transitioning into an online program in the future. Onsite courses will be offered in an evening format to enhance accessibility for working students.

The Post BSN DNP program consists of 73 credit hours for those specializing as Clinical Nurse Specialists, 72 credit hours for Adult Nurse Practitioners, 75 credit hours for Family Nurse Practitioners, and 79 credit hours for Adult/Geriatric Nurse Practitioners.

**b. List of Courses in the Post-MSN DNP Curriculum**

Advanced Clinical Procedures and Holistic Care for Advanced Practice \*  
Advanced Health Care Policy, Ethics and Law  
Population-Based Health Care for Improving the Nation's Health \*  
Business, Financial & Entrepreneurship for Advanced Practice Nursing \*  
Clinical Nursing Scholarship for Evidence- Based Practice \*  
Organizational Systems Leadership and Quality Improvement  
Clinical Elective Specialty Course I (see schedule of courses)  
Clinical Elective Specialty Course II (see schedule of courses)  
Clinical Elective Specialty Course III (see schedule of courses)  
DNP Clinical Residency \*  
DNP Capstone Project Proposal \*  
DNP Capstone Project \*

(\* indicates new coursework specifically for DNP Program, to be fully developed in academic year 2006-2007)

**Post-BSN DNP Entry Level Option: Clinical Nurse Specialist**

<b>Core Courses</b>
N610 Philosophical Foundations in Nursing Practice 3
N611 Advanced Practice Nursing and Health Care Policy 3
N612 Adv Nursing Research 3
N615 Clinical Nurse Specialist Seminar 3
N673 Advanced Health Assessment 3-4 *
N674 Advanced Pathophysiology 3
N628 Advanced Pharmacology 4
N627 Family Theory 3

\* 3 credits for Adult Health, 4 credits for Community

<b>Adult Health CNS</b>	<b>Community Health CNS</b>
N658 CNS Acute Care Mgt 3	N663 Community & Rural Health 3
N659 CNS Chronic Care Mgt 3	N666 Health Promotion & Dz Mgt 3
N782 CNS Practicum 5 (500Hours)	N782 CNS Practicum 5 (500 Hours)

<b>Doctor of Nursing Practice Advanced Level Courses</b>
NXXX (3) Advanced Clinical Procedures & Holistic Care for Advanced Practice Nursing
NXXX (3) Advanced Health Care Policy, Ethics and Law
NXXX (3) Population Based Health Care for Improving the Nation's Health
NXXX (3) Clinical Nursing Scholarship for Evidenced- Based Practice
NXXX (3) Business, Finance & Entrepreneurship for Advanced Practice Nursing
NXXX (3) Organizational Systems Leadership and Quality Improvement
Clinical Elective Specialty Course (see list below)
Clinical Elective Specialty Course (see list below)
Clinical Elective Specialty Course (see list below)
NXXX (3) DNP Clinical Residency
NXXX (3) DNP Capstone Proposal
NXXX (3) DNP Capstone Project

**Clinical Specialty Courses (students must take a minimum of three from one category)**

<b>Investigative Forensic Nursing</b>	<b>Forensic Sci. Correctional Nursing</b>	<b>Nursing Education</b>	<b>Sports Health and Wellness</b>	<b>Holistic Nursing</b>	<b>Geriatric Nursing</b>
N631 Forensic and Correctional Nursing	N631 Forensic and Correctional Nursing	N619 Educational Measurement and Evaluation	HSCI 560 Biomechanics: Musculoskeletal Injury	N642 Dynamics of Unity	N622 Collaborative Health Mgt of Elderly
N632 Injury and Death Investigation	N630 Sexual Assault	N620 Curriculum Development in Nursing	HSCI 605 Adv. Evaluation: Lower Extremity	N643 Psychophysiology of Holistic Health	N623 Physiological Problems of Aging
N633 Crime Scene and Crime Lab	N634 Psychosocial/ Legal aspects of Forensic	N621 Transformational Teaching Strategies	HSCI 608 Advanced Evaluation of Upper Extremity	N647 Holistic-Praxis: Therapies of Imagination	N660 Palliative Care in APN
N650 Forensic Photography	N637 Violence and Human Rights	N771/772 Clinical or Class Practicum in Education	HSCI 577 Human Metabolism	N648 Holistic Praxis: Therapies Energy Fields	

**List of Courses in Post BSN Entry-Level DNP: Nurse Practitioner Option**

<b>Core Courses</b>
N610 Philosophical Foundations in Nursing Practice 3
N611 Advanced Nursing Practice and Health Care Policy 3
N612 Adv Nursing Research 3
N673 Advanced Health Assessment 3-4 *
N674 Advanced Pathophysiology 3
N628 Advanced Pharmacology 4
N627 Family Theory 3

\* 3 credits for Adult, Adult/Geriatric, 4 credits for Family

**Nurse Practitioner Specialty Focus**

<b>Adult N.P.</b>	<b>Adult/Geriatric N.P.</b>	<b>Family N.P.</b>
N678 Primary Care Adults I 4	N678 Primary Care Adults I 4	N662 Primary Care Families I 4
N679 Primary Care Adults II 3	N679 Primary Care Adults II 3	N664 Primary Care Families II 4
N784 Primary Care Practicum 6	N622 Collaborative Mgt Elderly 3	N667 Primary Care Families III 3
	N623 Physiological Problems of Aging 3	N789 Primary Care of Families Practicum 6
	N784 Primary Care Practicum 6	

<b>Doctor of Nursing Practice Advanced Level Courses</b>
NXXX (3) Advanced Clinical Procedures & Holistic Care for Advanced Practice Nursing
NXXX (3) Advanced Health Care Policy, Ethics and Law
NXXX (3) Population Based Health Care for Improving the Nation's Health
NXXX (3) Clinical Nursing Scholarship for Evidenced- Based Practice
NXXX (3) Business, Finance and Entrepreneurship for Advanced Practice Nursing
NXXX (3) Organizational Systems Leadership and Quality Improvement
Clinical Elective Specialty Course (see list below)
Clinical Elective Specialty Course (see list below)
Clinical Elective Specialty Course (see list below)
NXXX (3) DNP Clinical Residency
NXXX (3) DNP Capstone Proposal
NXXX (3) DNP Capstone Project

**Clinical Specialty Courses (students must take a minimum of three from one category)**

<b>Investigative Forensic Nursing</b>	<b>Forensic Sci. Correctional Nursing</b>	<b>Nursing Education</b>	<b>Sports Health and Wellness</b>	<b>Holistic Nursing</b>	<b>Geriatric Nursing</b>
N631 Forensic and Correctional Nursing	N631 Forensic and Correctional Nursing	N619 Educational Measurement and Evaluation	HSCI 560 Biomechanics: Musculoskeletal Injury	N642 Dynamics of Unity	N622 Collaborative Health Mgt of Elderly
N632 Injury and Death Investigation	N630 Sexual Assault	N620 Curriculum Development in Nursing	HSCI 605 Adv. Evaluation: Lower Extremity	N643 Psychophysiology of Holistic Health	N623 Physiological Problems of Aging
N633 Crime Scene and Crime Lab	N634 Psychosocial/ Legal aspects of Forensic	N621 Transformational Teaching Strategies	HSCI 608 Advanced Evaluation of Upper Extremity	N647 Holistic-Praxis: Therapies of Imagination	N660 Palliative Care in APN
N650 Forensic Photography	N637 Violence and Human Rights	N771/772 Clinical or Class Practicum in Education	HSCI 577 Human Metabolism	N648 Holistic Praxis: Therapies Energy Fields	

**Post-Masters DNP Curriculum**  
**(Prerequisites: NP or CNS Certification, and N611, 612)**

<b>Doctor of Nursing Practice Advanced Level Courses</b>
NXXX (3) Advanced Clinical Procedures & Holistic Care for Advanced Practice Nursing
NXXX (3) Advanced Health Care Policy, Ethics and Law
NXXX (3) Population Based Health Care for Improving the Nation's Health
NXXX (3) Clinical Nursing Scholarship for Evidenced- Based Practice
NXXX (3) Business, Finance & Entrepreneurship for Advanced Practice Nursing
NXXX (3) Organizational Systems Leadership and Quality Improvement
Clinical Elective Specialty Course (see list below)
Clinical Elective Specialty Course (see list below)
Clinical Elective Specialty Course (see list below)
NXXX (3) DNP Clinical Residency
NXXX (3) DNP Capstone Proposal
NXXX (3) DNP Capstone Project

**Clinical Specialty Courses (students must take a minimum of three from one category)**

<b>Investigative Forensic Nursing</b>	<b>Forensic Sci. Correctional Nursing</b>	<b>Nursing Education</b>	<b>Sports Health and Wellness</b>	<b>Holistic Nursing</b>	<b>Geriatric Nursing</b>
N631 Forensic and Correctional Nursing	N631 Forensic and Correctional Nursing	N619 Educational Measurement and Evaluation	HSCI 560 Biomechanics: Musculoskeletal Injury	N642 Dynamics of Unity	N622 Collaborative Health Mgt of Elderly
N632 Injury and Death Investigation	N630 Sexual Assault	N620 Curriculum Development in Nursing	HSCI 605 Adv. Evaluation: Lower Extremity	N643 Psychophysiology of Holistic Health	N623 Physiological Problems of Aging
N633 Crime Scene and Crime Lab	N634 Psychosocial/ Legal aspects of Forensic	N621 Transformational Teaching Strategies	HSCI 608 Advanced Evaluation of Upper Extremity	N647 Holistic- Praxis: Therapies of Imagination	N660 Palliative Care in APN
N650 Forensic Photography	N637 Violence and Human Rights	N771/772 Clinical or Class Practicum in Education	HSCI 577 Human Metabolism	N648 Holistic Praxis: Therapies Energy Fields	

**b. Sample Curriculum Plans**

**Post BSN Entry-Level DNP Program Sample Curriculum (FNP specialty: 75 credit hours) FULL TIME OPTION**

	<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
<b>Year One:</b>	N611 (3) Health Policy and Advanced Practice Nursing  N627 (3) Family Theory  NXXX (3) Advanced Clinical Procedures and Holistic Care for Advanced Practice Nursing  NXXX (3) Organizational Systems Leadership and Quality Improvement	N610 (3) Philosophy & Theoretical Foundations of Nursing  N674 (3) Advanced Pathophysiology  N628 (4) Advanced Pharmacology  NXXX (3) Population Based Health Care for Improving the Nation's Health	N612 (4) Advanced Research  N673 (4) Advanced Health Assessment  NXXX (3) Advanced Health Care Policy, Ethics and Law  Specialty Clinical Course II
<b>Year Two:</b>	N664 (3) Family II  N789 (2) Primary Care Practicum  Specialty Clinical Course I  NXXX (3) Business, Finance & Entrepreneurship for Advanced Practice Nursing	NXXX (3) Clinical Nursing Scholarship for Evidenced-Based Practice  N667 (4) Family III  N789 (2) Primary Care Practicum  Specialty Clinical Course II  NXXX (3) DNP Capstone Proposal	N662 (4) Family I  N789 (2) Primary Care Practicum  NXXX DNP (3) Capstone Project  NXXX (3) DNP Clinical Residency

**Post BSN Entry-Level DNP Program Sample Curriculum (FNP specialty: 75 credit hours) PART TIME OPTION**

	<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
<b>Year One:</b>	N611 (3) Health Policy and Advanced Practice Nursing  N627 (3) Family Theory	N610 (3) Philosophy & Theoretical Foundations of Nursing  N674 (3) Advanced Pathophysiology	N612 (4) Advanced Research  N673 (4) Advanced Health Assessment
<b>Year Two:</b>	NXXX (3) Advanced Clinical Procedures and Holistic Care for Advanced Practice Nursing  NXXX (3) Organizational Systems Leadership and Quality Improvement	N628 (4) Advanced Pharmacology  NXXX (3) Population Based Health Care for Improving the Nation's Health	NXXX (3) Advanced Health Care Policy, Ethics and Law  Specialty Clinical Course II
<b>Year Three:</b>	N664 (3) Family II  N789 (2) Primary Care Practicum	NXXX (3) Clinical Nursing Scholarship for Evidenced-Based Practice  N667 (4) Family III  N789 (2) Primary Care Practicum	N662 (4) Family I  N789 (2) Primary Care Practicum
<b>Year Four:</b>	Specialty Clinical Course I  NXXX (3) Business, Finance & Entrepreneurship for Advanced Practice Nursing	Specialty Clinical Course II  NXXX (3) DNP Capstone Proposal	NXXX DNP (3) Capstone Project  NXXX (3) DNP Clinical Residency

**Post MSN DNP Curriculum Requirements: (36 credit hours): FULL TIME OPTION**

	<b>Semester One (summer)</b>	<b>Semester Two (fall)</b>	<b>Semester Three (spring)</b>
<b>Year One:</b>	<p>NXXX (3) Advanced Clinical Procedures and Holistic Care for Advanced Practice Nursing</p> <p>NXXX (3) Organizational Systems Leadership, Entrepreneurship and Quality Improvement</p> <p>Clinical Specialty Course I</p> <p>NXXX (3) Business, Finance and Entrepreneurship for Advanced Practice Nursing</p>	<p>NXXX (3) Clinical Nursing Scholarship for Evidenced-Based Practice</p> <p>NXXX (3) Population Based Health Care for Improving the Nation's Health</p> <p>Clinical Specialty Course II</p> <p>NXXX (3) DNP Capstone Proposal</p>	<p>NXXX (3) Advanced Health Care Policy, Ethics and Law</p> <p>Clinical Specialty Course III</p> <p>NXXX DNP (4) Capstone Project</p> <p>NXXX (3) DNP Clinical Residency</p>

**Post MSN DNP Curriculum Requirements: (36 credit hours): PART TIME OPTION**

	<b>Semester One (summer)</b>	<b>Semester Two (fall)</b>	<b>Semester Three (spring)</b>
<b>Year One:</b>	<p>NXXX (3) Advanced Clinical Procedures and Holistic Care for Advanced Practice Nursing</p> <p>NXXX (3) Organizational Systems Leadership, Entrepreneurship and Quality Improvement</p>	<p>NXXX (3) Clinical Nursing Scholarship for Evidenced-Based Practice</p> <p>NXXX (3) Population Based Health Care for Improving the Nation's Health</p>	<p>NXXX (3) Advanced Health Care Policy, Ethics and Law</p> <p>Clinical Specialty Course III (3)</p>
<b>Year Two:</b>	<p>Clinical Specialty Course I (3)</p> <p>NXXX (3) Business, Finance and Entrepreneurship for Advanced Practice Nursing</p>	<p>Clinical Specialty Course II (3)</p> <p>NXXX (3) DNP Capstone Proposal</p>	<p>NXXX DNP (4) Capstone Project</p> <p>NXXX (3) DNP Clinical Residency</p>

## **Assessment Process**

The DNP program will be assessed annually using the Graduate Nursing Department Annual Assessment Process. The Department submits an annual assessment report to the Beth-El College Curriculum Committee, as well as the UCCS Student Achievement and Assessment Committee (SAAC).

### **a. Student Goals:**

#### **DNP Program Outcome Competencies/Student Learning Goals:**

12. The graduate will develop and build upon the validated advanced practice nurses skill and knowledge in at least one area of specialized APN post-master's degree.
13. The graduate will practice at the highest level of nursing based on scientific knowledge and related skills necessary to provide competent care across multiple age and specialty focused populations.
14. The graduate will participate in the development of nursing practice guided by theoretical underpinnings and evidenced-based knowledge designed to solve practice problems or inform practice directly.
15. The graduate will participate in and apply clinical scholarship and analytical methods for evidence-based practice.
16. The graduate will analyze, synthesize and evaluate epidemiological methods for clinical prevention and population health to improve the nation's health issues.
17. The graduate will engage in and promote ethical nursing care within direct patient care and across organizational systems.
18. The graduate will engage in expert leadership at the most advanced clinical and organizational levels, while identifying emerging trends and initiating policy and/or programmatic efforts to address critical clinical issues.
19. The graduate will develop and implement organizational and systems leadership skills to improve clinical care and health outcomes at an individual and population-based level.
20. The graduate will use technology and information systems for the improvement and transformation of patient-centered health care and communications.
21. The graduate will demonstrate leadership in health care policy for the advocacy of health care.
22. The graduate will assume leadership roles and practice with inter-professional and intra-professional collaboration for improving patient and population health outcomes.

### **b. Expected Outcomes:**

More than 85% of the responses on the following evaluation tools will indicate scores of 4 to 5 points on the five point scales on the following measurement tools (see below). Certification exams: 85 % or greater passing rates. Competency Grid excluded (not a measurement tool, but needed to identify content placement).

**c. Assessment Measurement Tools:**

Core Competencies Grids

Tool that analyzes where the core competency content is in the program and what specific measures are used in each course to evaluate student outcomes in the specific area (presently used at the MSN level effectively to determine where the student outcomes are being measured).

Student Outcome Grids

Likert-scale tool developed by the faculty to evaluate individual and summative achievement of student learning outcomes

NP/CNS Preceptor Evaluation Tools (Self, Preceptor)

Likert-Scale evaluation tool used by preceptors in NP/CNS practicum Courses to evaluate student performance on student learning outcomes.

DNP Residency Evaluation Tools by Preceptors

Likert-Scale evaluation tool used by preceptors in the DNP residency course to evaluate student performance on student learning outcomes.

DNP Residency Evaluation Tools by Students

Likert-Scale evaluation tool used by preceptors in the DNP residency course to evaluate student performance on student learning outcomes.

DNP Research Project Summaries

Likert-Scale evaluation tool used by faculty members to evaluate student research project outcomes

Employer Surveys

Likert-Scale evaluation tool used by employers of DNP graduates to evaluate the student learning outcomes.

Graduate Surveys

Likert-Scale evaluation tool used by Graduates of DNP program to evaluate their own student learning outcomes.

ANCC and AANP National Certification Results

When available, scores from national certification bodies will be used as indirect measurement (presently not a Colorado requirement for licensure, so not all graduates take examinations)

**d. Who Receives Results of Assessment:**

Department Faculty and Student Representatives

College Advisory Committee

Beth-El College Curriculum Committee

UCCS Student Achievement and Assessment Committee

CCNE/AACN(Commission of Collegiate Nursing Education

Accreditation/American Association of Colleges of Nursing) when appropriate.

**e. How Findings are Used to Improve Teaching Methods/Curriculum:**

Findings from the above measurement tools are used annually at the Graduate Department level to evaluate student outcomes of learning objectives. Faculty use summative materials to determine overall program success, as well as individual results to identify student issues and tool validity. Changes to curriculum and program offerings are made as data indicate. Results are then reported to the College Curriculum Committee, UCCS Student Achievement and Assessment Committee, and the Beth-El Advisory Committee. Feedback on both measurement methods and outcomes are then received and implemented as appropriate.

Faculty/Course Questionnaires are administered after each course and are used to determine specific course and instructor feedback. Although these questionnaires do not measure student outcomes, they have been used by the graduate program to implement changes. This practice will continue as it is a consistent, immediate source of feedback from students on specific course issues.

**3. Professional Requirements or Evaluation:**

The DNP program has been developed based on the Essentials of DNP Nursing Education established by the American Association of Colleges of Nursing (Feb. 2006), and the professional feedback from the National Organization of Nurse Practitioner Faculties (DNP subcommittees). Specific course content is a direct reflection of the essentials for advanced practice nurses at the DNP level, and specialty minors and certificates at the graduate level reflect the unique opportunities available on our campus. In addition, present state regulations established by the Colorado State Board of Nursing have been incorporated, using the present MSN level for licensure at the advanced practice level. The program has requested funding for two FTE positions to implement the program at a safe and strong level of academic rigor. Equipment needs for the advanced procedures and practices course have been included in the budget, as well as additional library and staff resources.

Once approved and established timelines are in place, the College will apply for accreditation review by the American Association of Colleges of Nursing, Commission on Collegiate Nursing Education. The College's bachelors and masters degree programs are presently accredited by CCNE/AACN.

**4. Institutional Factors**

- a. The department and campus support a goal to increase the diversity of staff, faculty and students. The College will work with the campus resources to recruit and retain diverse persons in the program. The online method of course offerings will help attract students to the "campus" which may have otherwise not been accessible, including out of state residents and those from rural communities.

- b. This program will strongly support the research and service mission of the campus, as students will be employed as advanced practice nurses in Colorado and implementing expected outcomes research projects with real-time implications for the future of health care. The program is consistent with the other campuses (specifically UCDHSC School of Nursing) and significant collaboration efforts are planned between the two campuses, hopefully sharing of faculty expertise and resources.
- c. The existing space resources (classrooms, laboratories and common areas) allotted to the College are adequate for the proposed program. Additional library, computer and laboratory supplies have been incorporated into the budget.
- d. Formal and informal relationships with other parties. At the present time, there is a contract between the Beth-El College of Nursing and Health Sciences and the UCCS College of Business Administration MBA program to collaboratively and jointly teach several courses. One course that will be included in the DNP program includes N705 Health Care Ethics and Law. The College maintains over 160 formal clinical contracts with existing health care organizations and professionals to provide practice sites for the students across the state and multi-state sites. The College also has a collaborative contract with El Paso County Administration to provide primary health care through the El Paso County Medical Clinic to provide primary care for the employees/families/retirees of El Paso County and the City of Colorado Springs. In addition, the College administratively supports the Student Health Center at UCCS.
- e. The College has also met with the UCDHSC School of Nursing to discuss collaboratively offering courses between the two schools, and already has in place a mechanism to allow transfer capabilities between the two campuses.

## **5. Physical Capacity and Needs:**

**Program space requirements** are outlined in Table 2, based on a maximum of two course offerings on campus per semester, and fifteen students the first year, and 30 the following years. Online students will use their own computer resources, and only additional computer resources for two faculty members will be needed. Students will have available to them the in-house Computer Laboratory that has programs such as SPSS pre loaded. Disposal laboratory resources for procedures lab are outlined in the budget. Office space for two additional faculty members will be required and is currently available. Office and laboratory space needed to begin the program, is also in place. The College currently has 5 nursing arts laboratories (hospital room format and office arrangements) including human patient simulators for clinical decision making and critical thinking learning experiences. In addition, the health science laboratories have equipment for proprioception analysis and pulmonary status analysis as well as other sports related assessment equipment and nutrition

laboratory space. No additional space resources will be needed for staff. No additional capital construction or renovations will be necessary during the initial stages of program development. If research laboratories are needed for future projects of DNP students or faculty, they will be constructed through gift or grant funds.

## **6. Cost Description and Source of Funds:**

The primary cost of implementing the DNP program is associated with the establishment of new faculty lines. Two additional faculty are needed to offer the program. One FTE has been approved to start in Fall of 2007 (pending CU Regental approval of the program). An additional FTE hire is planned for Fall of 2008 (Year two of program operation). Several of the current graduate faculty have credentials to teach in the DNP program. Of the 14 doctoral prepared faculty, three are nurse practitioners. In addition, three of the Masters prepared faculty are nurse practitioners with extensive (and current) practice experiences (midwifery, neonatal and family nurse practitioners). A new hire to start in the Fall of 2006 will add an additional doctoral prepared family nurse practitioner. Although the current faculty have other curricular responsibilities, they will offer support in specific areas of expertise for the DNP program. It is expected that a budget line of \$70,000.00 - \$75,000.00 will be needed for the two new faculty position with a current rate of 25-28% for benefits.

The program will be administered by the Director of Graduate Nursing. A DNP Coordinator will be appointed at an addition to current salary of \$5,000.per year. If workload demands warrant more administrative support the Coordinator will be given a teaching off-load. If part time adjunct faculty are needed to teach elective courses, they will be added at a salary rate of \$5,000. per 3 credit course.

It is not expected that a new staff position will be required. The current Administrative Assistant who works with the graduate program will be able to take on the responsibilities for the new DNP program. She currently handles all of the graduate admission files and will take on the additional responsibility of the DNP files.

Capital start-up costs for the DNP are minimal due to the state of the art nursing laboratories and other appropriate space needs being in place (note previous section). \$5,000. is allocated for equipment purchases during the first year and \$3,000. during subsequent years. If actual expenditures exceed this amount, a fee will be added to student costs to cover the additional expense items. The library has identified additional on-line resources needed for an expense of \$5,000. per year. This resource will also be available to other students.

The program will be funded through student tuition, general fund "fee for service" funds and other fees. State general fund "fee for service allocation at this point has not been solidified and an estimate of \$140. per credit hour has been utilized for calculations. Tuition is calculated at the current rate for Master's level course work at \$350. per credit hour. Students are expected to complete the 36 hour program in 2 years and so the

budget is calculated on 18 credits per year (6 credits for 3 semesters – includes summer session).

In addition to the funding sources listed above, the community has been very generous in gifts and grants to support new opportunities within the College. A gift of \$50,000. this year and a pledge of \$25,000. for the next two years has been dedicated to put gerontology courses on-line for the graduate program. Another gift of \$100,000. this year has been designated to be utilized for enhancement of programs. Another private donor has given Beth-El \$40,000. this year undesignated. These gift from private individuals supplement grant and contract funding and can be used to fill the gaps created by lack of adequate state funding.

### TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: Doctorate in Nursing Practice

Name of Institution: Beth-El College of Nursing & Health Sciences of the  
University of Colorado at Colorado Springs

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	15	30	30	30	30	30
1-b	Out-of-State Headcount	0	0	0	0	0	0
2	Program Headcount	15	30	30	30	30	30
3-a	In-state FTE	8	16	16	16	16	16
3-b	Out-of-state FTE	0	0	0	0	0	0
4	Program FTE	8	16	16	16	16	16
5	Program Graduates	0	10	14	14	14	14

Attach a brief description explaining the specific source data for projecting the program headcount (e.g., actual enrollment in a similar program at a comparable college).

The enrollment projection for the DNP program is based on admitting 15 new students each year to maintain an enrollment of 30 students enrolled after year two. Attrition for this type program is difficult to predict. If students withdraw, it is the expectation that new students will be selected from the waiting list to keep enrolled numbers at as close to 30 (headcount) as possible. Students are expected to enroll for 16 credits per fiscal year

and take two years to complete the 36 credit hour post masters DNP program.  
Calculations for the post BSN program have not been included in this proposal.

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Signature of Person who completed the Enrollment Table Title

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Signature of Governing Board Information Officer Date

## TABLE 2 : PHYSICAL CAPACITY ESTIMATES

Name of Program: \_\_\_Doctorate in Nursing Practice\_\_\_\_\_

Name of Institution: \_University of Colorado at Colorado Springs\_\_\_\_\_

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

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### Part A

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

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Campus Capital Construction Officer

Date

The College will not require additional space to offer the DNP program. Existing classroom space and laboratory space will be utilized to offer the program during non-high - utilization time periods. The College of Business is currently utilizing 5 office units at University Hall during the construction phase of Dwyer Hall (2006-2007). After they are relocated, part of the space will be converted to office space for the DNP program. If renovation of this space is needed, gift funds will be utilized to convert the space (e.g. if specific research laboratories are needed). Plans are currently in place to move the Engineering faculty out of University Hall when the new Science and Engineering building is completed (2008 proposed). Much of the vacated space in University Hall will then be available for expansion of Nursing and Health Science programs. The 1 (one) office, laboratory space and classroom space needed for the first year of implementation (Fall - 2007) is currently available and temporarily assigned to other purposes.

**TABLE 3: PROJECTED NEW EXPENSES FOR NEW PROGRAM**

		ESTIMATED AMOUNT in DOLLARS				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Operating Expenses						
1	Faculty					
	Salary (FT)	75,000	145,000	145,000	145,000	145,000
	Benefits 26%	19,500	37,700	37,700	37,700	37,700
	Faculty (PT)	4,000	8,000	8,000	8,000	8,000
2	Financial Aid specific to program	Federal grants not included				
3	Instructional Materials					
	Library	5,000	5,000	5,000	5,000	5,000
4	Program Administration	5,000	5,000	5,000	5,000	5,000
5	Rent/Lease	N/A	N/A	N/A	N/A	N/A
6	Laboratory & Other Operating Costs					
		5,000	3,000	3,000	3,000	3,000
7	Total Operating Expenses	111,500	203,700	203,700	203,700	203,700
Program Start-Up Expenses						
8	Capital construction	N/A				

9	Equipment Acquisitions	Included above				
10	Library Acquisitions	Included above				
11	Total Program Start-Up Exp.	N/A				
<b>TOTAL PROGRAM EXPENSES</b>		111,500	203,700	203,700	203,700	203,700

## II. Narrative Explaining How Costs are to be Covered

The costs of the program are expected to be covered by tuition, general fund “fee for service” and fees. Gift funds will be available to supplement costs if not covered by these sources of funds (see proposal section). During the first year of operation the program is expected to generate \$131,100.00 in income (tuition \$84,000.00, fees \$13,500.00 and state funding \$33,600.00) and have an expense line of \$111,500.00 for a positive balance of \$19,600.00. This does not include the same balance for Campus Indirect Costs usually allocated to the College. Since the College has a positive balance in the Sources and Uses calculation, it is expected that this differential ratio will be tolerated by the campus. During the second year and thereafter, the program will generate a profit of \$58,500.00 based on an income of \$262,200.00 and expenses of \$203,700.00. Fee for service state funding has been calculated at \$140.00 per credit hour. If this changes, income budget will be adjusted. Graduate tuition has been calculated at \$350.00 per credit hour (the 2005-2006 Beth-El graduate tuition rate).

## III. Dean’s Statement.

The Dean of Beth-El College of Nursing & Health Sciences, Dr. Carole Schoffstall, confirms that the College has adequate resources to Support the new DNP Program and confirms that the projected resources and reallocations are reasonable.

### **Department/Program Response to External Evaluation:**

In April 2006, the DNP Proposal was submitted to Dr. Donna Hathaway, Dean of the University of Tennessee, Memphis Campus, for external review. The program committee believes Dr. Hathaway presented sound recommendations which are congruent with the most recent developments by the American Association of Colleges of Nursing and the National Organization of Nurse Practitioner Faculty (April, 2006). The graduate faculty have revised this final proposal being submitted to the Board of Regents, to include and expand upon the recommendations.

The program admissions criteria has eliminated two years of professional experience and required letters of recommendation from faculty only, now allowing professionals or nursing educator letters. The proposal also outlines full time and part time course of studies as recommended by the external reviewer.

Although Dr. Hathaway points out there are additional entry specialties (i.e., nursing executives and policy makers), the program does not include these at the present time. Rationale for this decision is based on resources that do not support multiple specialty focuses.

In addition, the program revisions include replacing a research course and research project with the Clinical Scholarship for Evidenced-Based Practice course and a DNP Capstone Course to more accurately reflect the utilization of research based works, rather than the creation of new research as outlined by the AACN and the National Organization of Nurse Practitioner Faculites (April, 2006) recommendations. Clinical Specialty Course options are available throughout the curriculum to increase the clinical practice focus of the degree.

## APPENDIX A

### Courses to be developed in Academic Year 2006-2007

#### Course Content:

NXXX Business, Finance and Entrepreneurship for Advanced Practice Nursing (3 credit hours)

- Cost effectiveness for evaluation of clinical initiatives
- Principles of business finance as related to clinical care delivery
- Basic Business planning for clinical initiatives
- Organizational and financial arrangements in health care
- Health care financial payment system
- Financial planning and system management
- Individual, societal and political influences on health care finances
- Strategic planning and business plans as related to finance, marketing and operational management
- Capital budget process
- Resource control and personnel management
- Entrepreneurship in advanced practice nursing

NXXX Advanced Health Care Policy, Ethics and Law (3 credit hours)

- Principles of health law as it relates to clinical care delivery
  - Tort law, Criminal, Civil, Contracts, Antitrust, Corporate Liability
- Liability of Departments and Health Care Professionals
- Information management
- Patient Consent
- Legal Reporting Requirements
- Patient rights/end of life/beginning of life issues
- Malpractice
- Labor relations and law
- Employment law
- Managed care
- Tort reform
- Zero tolerance
- Ethical theories and practice
- Ethical review boards
- Ethics and accountability
- National agenda for improving quality of care
- Structure and function of legislative and regulatory organizations
- Inter-organizational agendas for coalition building
- Legislative and regulatory processes

- Analytic techniques for policy analysis
- Advocacy for communities and populations
- Professional role responsibilities and communication patterns
- Communication
- Public relations and use of media
- Consequences of policy interventions
- Global health care issues
- Health policy and related issues from the perspective of nursing, consumers and other health professions in policy and public forum.

#### NXXX Organizational/Systems Leadership and Quality Improvement

- Role, scope and practice models of different health professionals
- Culture of the profession
- Public and private organizational governance structures
- Methods of effective team building and function
- Methods and patterns of effective communication and collaboration
- Inter-professional dimensions of health care and health care organizations (facilitators and impediments to independent practice)
- Inter-professional practice issues on safe, timely, effective, efficient, equitable patient-centered care.
- Organizational foundations of clinical systems' dynamics
- Organizational assessment of healthcare organizations are related to patient safety, patient-centered care, system's improvement and clinical outcomes (culture, human resources, finance, systems)
- Clinical policy and procedure assessment
- Creating change for clinical improvements (change, systems, chaos, complexity theories).
- Care delivery models
- Risk Anticipation and management as related to clinical initiatives
- Negotiation and conflict resolution from improving clinical practice
- Communication and marketing of clinical initiatives
- Self-awareness and use of self-critical reflection (leadership)
- Principles of consultation
- Quality improvement methods for clinical practice
- Information and technology systems to support:
  - research for evidenced-based practice
  - quality improvement and outcomes evaluation
  - management (budget, staffing, productivity, forecasting)
  - education (web-based learning, web-based tools)
  - practice (practice site clinical information systems, web-based tools, clinical decision support systems, electronic medical records, clinical paths, protocol guidelines, personal data assistants)
  - classification systems and taxonomic vocabularies (documentation of patient status, care interventions and outcomes)
- Specific database development and management

- Extraction and manipulation of data from information systems
- Use of informational management to evaluate outcomes of care, care systems and management of quality assurance
- Use of national data bases and protocols for identification of problems and solutions
- Standards/principles for selecting and evaluating informational systems
- Ethical, regulatory (Health Information Portability and Accountability Act), legal issues, intellectual property and data security, privacy and confidentiality

NXXX Clinical Nursing Scholarship for Evidenced-Based Practice (Prerequisites: N610, N612)

- Analytical methods for evidence-based practice (methodologies for evaluation and outcomes research, statistical interpretation)
- Evidenced-based interventions
- Evidence appraisal and synthesis
- Design and implement processes to evaluate outcomes and systems of care
- Perform practice-based quality enhancement using a systematic methodology
- Data base development and management
- Use of national data bases and protocols for identification of problems and solutions
- Policy and practice guideline development
- Quality improvement methods
- Practice Improvement Projects

NXXX Population Health for Improving the Nation's Health

- Epidemiology and biostatistics
- Determinants of health
- Concepts related to clinical prevention (health promotion, testing, screening, behavioral counseling, patient education, health literacy, evaluation and communicating health information).
- Evidenced-based recommendations/guidelines for clinical and population health preventive services
- Environmental/occupational health concepts
- Cultural/socioeconomic influences on health care delivery, individuals and communities.
- Benchmarking Surveys
- Population management
- Program Planning Project

## NXXX Advanced Clinical Procedures and Practices for Advanced Practice Nursing

- Diagnostic Testing (radiology interpretation, specimen collection and interpretation, audiometry testing, tympanometry, ECG, etc)
- Advanced Clinical Procedures (i.e. skin biopsy, suturing, casting, splinting, trigger point injections, emergency stabilization, aerosol/inhalation administration)
- Holistic Healing Modalities
- Advanced decision making tools and assessment methods for key populations/community based issues
- Clinical documentation and protocol/clinical directives to enhance practice

## DNP Residency (3 credit hours, 300 contact hours in clinical setting)

- Practice Improvement Project in Clinical Setting
- Quality Improvement Project in Clinical Setting

## DNP Capstone Proposal (3 credit)

- Development of a capstone project which investigates and implements best practices and practice guidelines, and facilitate the evaluation of systems of care that will improve patient outcomes.

## DNP Capstone Project (3 credits)

- Implementation and Presentation of a capstone project which investigates and implements best practices and practice guidelines, and facilitate the evaluation of systems of care that will improve patient outcomes.

## **APPENDIX B**

### **Existing Courses that will be included in the Post BSN Curriculum**

NURS 610-3. Philosophical Foundations of Advanced Nursing Practice. Explores theoretical and philosophic foundations of human caring and nursing's epidemiology and ontology. Contents include methods for analysis and evaluation of nursing knowledge, ethical, and moral foundations, and frameworks for caring/healing practice. Prer., Graduate admission or permission of instructor.

NURS 611-3. Advanced Nursing Practice and Health Care Policy. Focuses on the knowledge and skills to effect change in health care policy and delivery. Advanced nursing practice is explored in the health care system in relation to financing, delivery and reimbursement models, regulatory issues, and the legal/ethical parameters.

NURS 612-4. Nursing Research. Explores methods of disciplined inquiry to investigate nursing phenomena and establishes a basis for research in advanced practice nursing. Applies data analysis techniques and synthesis of the research process and critique of published research. Prer., NURS 610.

NURS 615-3. Clinical Nurse Specialist Seminar. Historical, theoretical, and conceptual basis of the clinical nurse specialist (CNS) role will be explored. Collaborative and problem solving skills within advanced nursing practice are presented as well as acquisition of knowledge through patterns of knowing. Prer., NURS 610.

NURS 619-3. Educational Measurement and Evaluation in Nursing. Theories of measurement and evaluation are analyzed as they relate to various aspects of instruction in nursing. Students study and use a variety of measurement and evaluation techniques. Opportunities are provided for students to analyze ethical, legal, and social issues involving measurement and evaluation, as well as uses and limitations of evaluation instruments in a variety of instructional situations. Methods of curriculum and program evaluation will also be addressed. Prer., BSN or graduate department permission.

NURS 620-3. Curriculum Development in Nursing. Introduces the process of curriculum development and the procedures of structuring and evaluating curriculum experiences and outcomes.

NURS 621-3. Transformational Teaching Strategies. Promotes understanding of the political, philosophical and personal tenets of a caring curriculum. Explores advanced concepts of teaching and learning and examines learning theory. Studies the art and science of effective teaching strategies. Includes techniques of media production.

NURS 622-3. Collaborative Health Care Management with the Elderly. Provides students with empirical knowledge needed to manage care of elderly individuals. Sets foundation

for an advanced practice role in providing primary care to older adults and their families within a framework of collaborative practice. Prer., NURS 612 (Recommended).

NURS 623-3. Physiological Problems of Aging. Explores the various aspects of aging from a physiological perspective. Health promotion of mature and aging families will be addressed. Management of minor acute health problems will be systematically covered. Cultural and ethnic differences are elucidated.

NURS 627-3. Family Theory and Intervention. Explores family theories and their application to advanced nursing. Utilizes a variety of assessment tools to evaluate and plan care for selected families. Applies statistics, demographics of changing families structures, and examples of cultural diversity to the care of families.

NURS 628-4. Clinical Pharmacotherapeutics. Introduces the pharmaceutical management of a range of illnesses which are common in the primary care setting. Emphasizes both acute episodic and chronic illnesses across the age span. Applies pharmacotherapeutic approach in the management of patients in a primary care setting.

NURS 629-3. Resource Management: Budget and Finance. Introduces systems of resource management that may be applied in health care delivery. Emphasis given to strategies of finance and budget, personnel management, management research, and information systems as tools used by nurse managers to impact the health environment.

NURS 630-3. Sexual Assault: Implications for Nursing Practice. Focuses on sexual violence and expands personal knowledge of medicolegal aspects of health care. The alliance of nursing, law enforcement and forensic sciences is explored. Models for preventive strategies and public education are investigated.

NURS 631-3. Forensic Nursing. Introduces clinical forensic nursing with an emphasis on emergency room and community health forensic issues. Explores principles and philosophy of clinical forensic nursing and the role of the forensic nurse in advanced nursing practice in clinical and/or community based settings.

NURS 632-3. Injury and Death Investigation. Explores principles related to investigation of injury and death. Forensic pathology and forensic autopsy procedures are included. Explores topics medicolegal evidence, violence injury and environmental pathology.

NURS 633-3. Crime Scene & Crime Lab. Introduces the student to the areas of crime scene preservation, investigation and development and to the scientific tactics, procedures, and techniques employed by forensic experts and sophisticated scientific techniques by forensic nurses.

NURS 634-3. Psychosocial/Legal Aspects of Forensic Science. Introduces the psychological, neurocognitive, sociological and legal dimensions of forensic nursing, assessment and diagnosis of mental disorders, and the inter face between the

psychosocial effects of injury and illness and the judicial system. Explores criminal, civil and family law applications.

NURS 637-3. Violence and Human Rights Issues. Provides the opportunity to explore the impact of violence in relation to the responsibilities of the investigator, assessor, evaluator, and therapist. Includes strategies of care for individual family and community survivors. Principles and philosophies of victimology, traumatology and domestic violence.

NURS 642-3. Dynamics of Unity. Explores the scientific and cultural underpinnings of holistic thought. The evolution of Western Science, the essential unity of diverse spiritual traditions, and the development of society from industrialism and isolation to the age of information and global economy.

NURS 643-3. Psychophysiology of Holistic Health. Provides an advanced foundation in the physiological phenomena associated with holistic health. Explores mind/body concepts such as stress and disease, alternative medicine outcomes, spontaneous healing psychoneuroimmunology and the placebo effect.

NURS 647-3. Holistic-Praxis: Therapies of the Imagination. Applies imagery, memory and reflection, dreams and the creative processes to holistic nursing practice. The focus is on the nurse's role and the practical application of theories and techniques of these therapies in various clinical situations.

NURS 648-2. Holistic-Praxis: Therapies of the Human Energy Fields. Theories and practices of healing modalities which emphasize touch, energy systems, and movement that nourish and strengthen the body/mind/spirit are interpreted artistically and scientifically. Learners explore the use of these modalities in experiential situations.

NURS 650-3. Forensic Photography. Designed to assist professionals in forensic science and health care in the basic principles and techniques associated with forensic photography at the crime scene, in the hospital setting, or in autopsy laboratory.

NURS 662-4. Primary Health Care of Families I. Assessment and management of common childhood developmental issues, injury prevention, and common acute/chronic disease alterations in children. Application of theory, research, and accepted modalities of advanced practice nursing relevant to the family nurse practitioner role with child rearing families. Prer., NURS 673, NURS 674, and NURS 628.

NURS 663-2. Community and Rural Health. Provides the student with the opportunity to examine concepts and theoretical frameworks relevant to community and rural health. The major emphasis of this course is to provide a foundation for advanced nursing practice in community and rural settings.

NURS 664-4. Primary Health Care of Families II. The application of theory, research, and accepted modalities of advanced nursing practice relevant to the family nurse

practitioner role with young through aging families, including pregnant women and their families. Prer., NURS 673, NURS 674, and NURS 628. Meets with NURS 678.

NURS 666-3. Health Promotion & Disease Management for Clinical Nurse Specialist. Provides a basis for advanced practice nursing through the exploration of the human health experience of clients across health care settings. Emphasizes health promotion, acute episodic and community care within a human caring framework. Prer., NURS 673, NURS 674, and NURS 628.

NURS 667-3. Primary Health Care of Families III. Focuses on comprehensive assessment, intervention, and preventive care for childbearing, adult, and geriatric families in primary health care settings. Explores acute and chronic health issues through the application of theory and research. Prer., NURS 673, NURS 674, and NURS 628. Meets with NURS 679.

NURS 673-1 to 4. Advanced Health Assessment. Incorporates the principles and techniques of advanced health assessment across the life span into a plan for advanced nursing care. Clinical practicum develops advanced health assessment skills and provides an opportunity to develop skills for an advanced practice. Prer. or Co-req., NURS 628 and NURS 674.

NURS 674-3. Advanced Pathophysiology. Synthesizes pathophysiologic concepts and theories relating these concepts to the rationale for therapeutic assessment and diagnosis. Provides fundamental knowledge of primary intervention, collaborative interactions, and case management of complex patients in a variety of settings across the age span.

NURS 678-4. Primary Health Care of Adults I. Explores preventive and acute health needs of young through aged adults. Focuses on comprehensive assessment, intervention, and preventive care for young through aged adults in primary health care settings. Prer., NURS 673, NURS 674, and NURS 628. Meets with NURS 664.

NURS 679-3. Primary Health Care of Adults II. Exploration of the acute and chronic health needs of young through aged adults with special emphasis on the health needs of aging adults. Focuses on comprehensive assessment, intervention, and preventive care. Prer., NURS 673, NURS 674, and NURS 628. Meets with NURS 667.

NURS 704-3. Health Care Administration. Defines the work of health care organizations. Relates critical aspects of productivity to result oriented management. Defines standards of performance including risk management, qualitative and quantitative measures. Elements of a comprehensive human resource management system and strategies for supportive services are addressed. Prer., NURS 610, NURS 611 and NURS 612.

NURS 705-3. Health Care Ethics and Law. Provides an analysis of the principles of ethics and law as they impact the health care delivery system and role of the health care administrator. Students will analyze federal and state statutes as adopted and interpreted through case law.

NURS 706-3. Health Care Administration II. An analysis of leadership, management and organizational theories. An exploration of multilevel communication used in health care organizations. Examines theoretical and pragmatic approaches to communication, leadership, management, and organizational issues from a nursing administrative perspective.

NURS 771-3. Clinical Practicum in Nursing Education. Designed to assist prospective nursing educators to operationalize the elements of instruction in nursing clinical education. Students will work with a faculty preceptor in a clinical area relevant to their expertise and interest. Philosophical and experiential issues specific to clinical instruction are discussed in seminar format. Prer., NURS 619, NURS 620, and NURS 621.

NURS 772-3. Classroom Practicum in Nursing Education. Assists prospective nursing educators to operationalize the elements of instruction in the classroom setting. Students will work with a faculty preceptor in an area relevant to their expertise and interests. Philosophical and experiential issues specific to classroom instruction are discussed in seminar format. Prer., NURS 619, NURS 620, and NURS 621.

NURS 782-1 to 5. Clinical Specialist Practicum. Provides the opportunity to enact advanced practice nursing roles in a variety of settings. Applying advanced nursing skills, the student will coordinate, collaborate, network, and develop interdisciplinary skills in the provision of care to clients as they transition through health experiences. Prer., NURS 610, NURS 611, NURS 612, and NURS 615.

NURS 784-1 to 3. Primary Care Practicum. Offers the opportunity to practice the skills and knowledge related to the provision of Primary Care. Provision of primary and specialty care with a preceptor to selected adolescent, adult and geriatric patients in a variety of clinical settings. Prer., NURS 610, NURS 611, NURS 612, NURS 628, NURS 673, and NURS 674. Meets with NURS 789.

NURS 789-1 to 9. Primary Care of Families Practicum. This clinical practicum is a lab course designed to offer the Family Nurse Practitioner student an opportunity to implement skills and knowledge obtained in family focused theory courses. This practicum focuses on the application of comprehensive assessment, intervention, and preventive care for families in various primary and specialty health care settings. Prer., NURS 610, NURS 611, NURS 612, NURS 628, NURS 673, and NURS 674. Meets with NURS 784.

NURS 790-1 to 3. Administrative Internship. Provides administrative experience with an assigned preceptor. Provides foundation for practicum. Prer., NURS 610, NURS 611, and NURS 612. Meets with NURS 791.

NURS 791-1 to 3. Administrative Practicum. Provides an opportunity to apply principles and skills in advanced health care administration. Student will coordinate, collaborate,

network and develop interdisciplinary skills in health care administration in collaboration with preceptor. Prer., NURS 610, NURS 611, NURS 612, NURS 704, and NURS 705. Meets with NURS 790.

HSCI 560-3 Biomechanics of Musculoskeletal Injury. A comprehensive survey of the biomechanics of musculoskeletal injury. Explores the various bases of musculoskeletal injury to understand casual mechanisms,, effects of injury on tissues, and how biomedical sciences contribute to injury management and prevention.

HSCI 577-3. Human Metabolism. An advanced course in exercise physiology/biochemistry. Topics involve extensive review of scientific literature. These topics involve a review of current trends in sports science and are designed to give the students a practical application and interpretation of the sports sciences.

HSCI 605-3. Advanced Evaluation of the Lower Extremity. Course involves an advanced detailed examination of lower body evaluation techniques for athletic individuals. Joint mobilization and rehabilitation techniques will be discussed and demonstrated.

HSCI 608-3. Advanced Evaluation of the Upper Extremity. Course involves an advanced and detailed examination of upper body evaluations techniques in athletic individuals. Joint mobilization and rehabilitation techniques will be discussed and demonstrated.



## University of Colorado at Colorado Springs

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TO: President Hank Brown \_\_\_\_\_

Approved

FROM: Chancellor Pamela Shockley-Zalabak \_\_\_\_\_

DATE: August 23, 2006

SUBJECT: New Degree Proposal: Doctorate of Nursing Practice (DNP)

I. REQUEST FOR ACTION BY THE BOARD OF REGENTS

**With the concurrence of Interim Vice Chancellor for Academic Affairs Margaret Bacon, Dean Carole Schoffstall, Beth-El College of Nursing and Health Sciences, Dean Thomas Huber, Graduate School, and Director Kathy LaSala, Beth-El Graduate Nursing Program, I recommend that the following resolution be submitted for approval by the Board of Regents on September 7, 2006.**

**RESOLVED that the Board of Regents approves the degree Doctorate of Nursing Practice as a new degree program in the Beth-El College of Nursing and Health Sciences. Upon board approval, this request will be transmitted to the Colorado Commission on Higher Education for approval.**

II. STATEMENT OF INFORMATION

**The proposed degree program, Doctorate of Nursing Practice (DNP), is congruent with the role and mission of the Colorado Springs campus in promoting excellence in clinical practice and graduate education, as well as providing Colorado citizens with broad access to institutional resources and services. The college is recognized for its leadership in graduate education of advanced practice nurses at the master degree level for nurse practitioners and clinical specialists.**

**The program has been developed in response to the American Association of Colleges of Nursing (AACN) statement that all advanced practice nurses will be at the DNP level by the year 2014. Beth-El is collaborating with the College of Nursing in the University of Colorado Health Sciences Center to meet the statewide need for nurses. It will also respond to the community needs throughout Colorado for advanced practice nurses in clinical settings as well as provide faculty for colleges of nursing.**

**This proposal has been reviewed and approved by the Beth-El Graduate Committee, the Beth-El Curriculum Committee, the UCCS Graduate Executive Committee and the UCCS Academic Planning Committee. This item was previously reviewed and discussed at the August 2, 2006, Academic Planning study session.**

III. PREVIOUS ACTION

**None.**