

**Oakland University School of Nursing  
Doctor of Nursing Practice Degree  
(DNP)**

**Abstract**

The School of Nursing (SON) is proposing implementation of a Doctor of Nursing Practice Degree (DNP) program. The DNP will be the highest-level clinical degree in nursing. This post-MSN DNP degree is a 32 credit program that builds on the current clinical master's degree programs. All students graduating with a DNP will be eligible to take the appropriate certification exam. Students will be prepared to practice in either service or academic settings.

**Proposed Start Date: September, 2006**

Approved by Senate:  
Approved by Graduate Council: March 30, 2005  
Approved by Faculty Assembly: February 24, 2005  
Approved by GCOI: February 10, 2005

Prepared by: D. Schott-Baer, with assistance from C. Sieloff and S. Newton

## **Oakland University School of Nursing Doctor of Nursing Practice Program**

### **Rationale**

#### **Regional and National Need**

The American Association of Colleges of Nursing (AACN) is the national organization for America's baccalaureate- and higher-degree nursing education programs. AACN's programs work to establish quality standards for bachelor's- and graduate-degree nursing education, assist deans and directors to implement those standards, influence the nursing profession to improve health care, and promote public support of baccalaureate and graduate education, research, and practice in nursing. The AACN is the accreditation organization for 578 member schools including Oakland. AACN organized a task force consisting of multiple professional nursing organizations and consulted with other health care disciplines while drafting and approving the DNP position statement. The task force identified two types of doctoral degrees in nursing; one is research focused (the Ph.D.), the other is focused on clinical practice (DNP). The AACN August 2004 position statement endorses the development of the practice doctorate, Doctor of Nursing Practice (DNP), as the terminal degree for nurses in the advanced clinical practice roles of clinical nurse specialist (CNS), nurse practitioner (NP), nurse anesthesia (CRNA), and certified nurse midwife (CNM). Oakland University currently offers master's degrees in three of these specialties: Adult/Acute Care Clinical Nurse Specialist, Adult/Gerontological Nurse Practitioner, Family Nurse Practitioner, and Nurse Anesthesia. This is a proposal for the development of a post-master's DNP program in the School of Nursing. The DNP program will build on the current master's degree programs, and would provide doctoral level content in research, theory, leadership, systems management, and nursing informatics.

Students entering the DNP program must have a master's degree in nursing and they would matriculate into the appropriate course sequence in order to complete the DNP. Students with a clinical master's degree from OU-SON (43-55 cr.) would need to complete 32 credits at the DNP level. OU-SON master's degree graduates would have completed 75 to 87 total cumulative graduate credits at the end of the DNP program. Graduates from an OU-SON non-clinical master's program (for example, nursing education) or graduates from another university will have to complete coursework that satisfies the OU-SON requirements for a OU-SON clinical master's degree as well as 32 credits of DNP coursework. To continue with the example of a graduate with a master's in nursing education 23-25 credits would be needed to satisfy the MSN clinical requirements plus the 32 for the DNP.

The community of interest for the DNP includes current students, alumni and leaders from all aspects of healthcare such as hospital, community, health departments and nurse entrepreneurs. At a meeting of nurse leaders at the SON in September 2004, the potential for a Doctor of Nursing Practice degree program was presented along with a survey of interest and support. Of the 24 nurse leaders at the meeting, 22 saw the degree as one that advanced nursing, recognized that the education required for advanced practice nurses was best reflected by this degree and that such a program would be of value to healthcare. All of the nurse leaders present

agreed they would support nurses who wished to pursue such a degree. Thirty percent of those in attendance stated that they themselves would be interested in pursuing the DNP.

The American Association of Colleges of Nursing (AACN) position statement presents a cogent summary of the issues facing graduate nursing education. The complete position statement can be found at, [AACN Position Statement](#). The following is an excerpt from the AACN position statement.

*“During the past three decades the doctorate has become firmly established as the terminal degree in nursing. As programs developed, priority was placed on research-focused education that would lay the groundwork for knowledge development in the field. Tremendous strides have been made in the development of nursing science. At the same time research-focused doctoral programs were expanding, master’s degree programs were moving from an emphasis on role preparation (e.g., educator, administrator) to an emphasis on specialized clinical knowledge and practice (advanced practice nursing).*

*The growing complexity of health care, burgeoning growth in scientific knowledge, and increasing sophistication of technology have necessitated master’s degree programs that prepare APNs<sup>1</sup> to expand the number of didactic and clinical clock hours far beyond the requirements of master’s education in virtually any other field. From 1995 to 2000, the mean number of semester credit hours required for the NP master’s degree remained stable; however, the didactic and supervised clinical practice hours increased by 72 and 36 clock hours, respectively (AACN & NONPF, 2002). Many NP master’s programs now exceed 60 credits and cannot be completed in less than three years. Faculty have identified additional content areas needed, particularly information and practice management (Bellack, Graber, O’Neil, Musham, & Lancaster, 1999). In addition, even with the expanded credit requirements, practicing NPs identify content areas, including practice management, health policy, use of information technology, risk management, evaluation of evidence, and advanced diagnosis and management, in which they perceive the need for additional training (Lenz, Mundinger, Hopkins, Clark, & Lin, 2002).*

*Based on this information, two challenges are evident:*

- *Master’s prepared advanced practice nurses identify additional knowledge that is needed for a higher level of advanced practice.*
- *The time spent in master’s level nursing education is not congruent with the degree earned.*

*In response to changes in health care delivery and emerging health care needs, additional knowledge or content areas have been identified by practicing nurses. In addition, the knowledge required to provide leadership in the discipline of nursing is so complex and rapidly changing that additional or doctoral level education is needed.*

*Based on input from several stakeholder groups, including attendees at the AACN master’s and doctoral conferences, the NONPF annual meeting, the NONPF teleweb conference, the*

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<sup>1</sup> Advanced Practice Nurses (APNs) is used here to refer to the four direct care roles: certified nurse midwife (CNM), certified registered nurse anesthetist (CRNA), clinical nurse specialist (CNS), and nurse practitioner (NP).

*Committee on Institutional Cooperation (CIC) deans' group<sup>2</sup>, the multi-disciplinary group attending the invitational DrNP planning conferences convened by Columbia University, and the National Forum co-hosted by AACN and NONPF, benefits of practice-focused doctoral programs include:*

- *development of needed advanced competencies for increasingly complex clinical, faculty and leadership roles;*
- *enhanced knowledge to improve nursing practice and patient outcomes;*
- *enhanced leadership skills to strengthen practice and health care delivery;*
- *better match of program requirements and credits and time with the credential earned;*
- *provision of an advanced educational credential for those who require advanced practice knowledge but do not need or want a strong research focus (e.g., clinical faculty);*
- *parity with other health professions, most of which have a doctorate as the credential required for practice;*
- *enhanced ability to attract individuals to nursing from non-nursing backgrounds;*
- *increased supply of faculty for clinical instruction; and*
- *improved image of nursing.*

*In addition to interest expressed by these national groups, evidence exists of more local interest in the markets of the schools that have either initiated a practice doctoral program or plan to do so. A market analysis survey conducted by the University of Kentucky College of Nursing prior to opening their DNP program showed that potential employers of these graduates in that state were very interested in hiring nurses with this level of preparation. In Fall 1999, a questionnaire was mailed to 382 top executives in acute, long-term, and public health care settings in Kentucky. A total of 111 responses were received for a response rate of 29%. Sixty-eight respondents (61%) indicated they would be interested in hiring graduates of this program and estimated they would have within the next five years a total of 80 positions available for graduates of this program (University of Kentucky College of Nursing, 1999). Examples of the positions for which respondents would hire graduates included Vice President for Clinical Services, Program Director, Vice President for Patient Care, Chief Executive Officer, Health Officer or Commissioner, Quality Improvement Director, Director of Clinical Services, Clinical Information Technology Specialist, Direct Care Clinician, and Faculty Member.” (AACN August, 2004 Position Statement)*

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<sup>2</sup> The CIC deans group, comprised of directors/deans of schools of nursing in the Big Ten Conference, includes deans/directors of schools of nursing from the following institutions: Indiana University, Purdue University, Michigan State University, The Ohio State University, Pennsylvania State University, University of Illinois Chicago, University of Iowa, University of Michigan, University of Minnesota, University of Wisconsin Madison, and University of Wisconsin Milwaukee.

## **Role and Mission**

The Oakland University Vision for 2010 includes strategies that will guide units to develop “a wide range of masters and professional doctorate programs that both strengthen undergraduate programs and meet the market demands of our society.” Nurses holding the DNP will be prepared to assume clinical and leadership roles in both academic and a variety of service settings. Skills and knowledge beyond the current mater’s preparation includes the ability to analyze organization and clinical systems, critique evidence to support improved practice, and develop practice guidelines to improve patient care and safety.

## **Goals of the DNP Program**

The post-master’s DNP program will prepare nurses beyond current graduate education by preparing nurses to:

- a. Function as advanced clinical leaders in service and academic settings.
- b. Function as practitioners at the highest level of nursing practice in at least one area of specialized advanced nursing practice: nurse practitioner, nurse anesthetist, or clinical nurse specialist.

## **Comparison with Other Doctoral Programs**

At present there are no other DNP programs in the state of Michigan, however there are three PhD programs in nursing, they are at Wayne State University, the University of Michigan, and Michigan State University. According to the AACN, the University of Kentucky and the University of Tennessee were the first two programs in the country to admit students to a DNP program. Both of these programs require 50+ credits post-master’s, the DNP programs have equivalent number of credits as their PhD programs. The University of Kentucky (UK) DNP program is a post-MSN degree requiring a total of 54-55 credits beyond the master’s degree. At UK the master’s programs are 40-44 credits. The University of Tennessee (UT) DNP program is 56 credits post-master’s. The UT master’s programs are 46-47 credits. When the MSN and DNP credits are added together for both schools they are equal to or higher than for either schools PhD program (90 to 100 credits). UK and UT include electives and laboratory experiences as part of the DNP, and the U of K includes a cognate and a choice of completing courses leading to a clinical leadership or executive management focus. The curriculum content of the UK and UT programs focuses on the recommendations made in the AACN position statement, as does the OU-SON proposed program. Other schools in the process of developing DNP programs include Ohio State, Medical College of Georgia and Case Western University. Marymount University, Arlington, VA and D’Youville College, Buffalo, NY expressed an interest in using OU-SON DNP plan as a model for their programs. Given that OU sits in Southeast Michigan surrounded by three nursing PhD programs, it gives OU the perfect opportunity to develop a niche for the SON DNP program. The SON faculty does not see, nor do we want to see the DNP degree directly equivalent to the PhD. The DNP is seen as an alternative for those individuals who would prefer to stay in advanced practice, rather than obtain a research doctorate. A comparison to OU’s PhD programs is appropriate. The PhD programs in SEHS, BioMed, and Mathematics are 90 credits post-baccalaureate and the SECS program is 80 credits. The combined total of graduate credits for the OU-SON MSN and DNP of 75-87 credits depending on clinical specialty seems appropriate and consistent with other doctoral programs.

**Foundation for DNP Program and Proposed New Courses:**

The AACN Position Statement includes specific areas of content that are recommended for master’s and DNP programs. The following table compares the current MSN and proposed DNP courses with the content recommended by AACN for graduate level clinical programs.

**Comparison of AACN Recommended Content and Proposal Content**

<b>AACN Recommendations</b>	<b>Proposed Course Content</b>	
Scientific underpinnings for practice	NRS 500 Theoretical Foundations NRS 521 Diversity & Social Issues NRS 8uu Advanced Nursing Theory	
Advanced nursing practice	<b>NP or CNS</b> NRS 611 NRS 613 NRS 616 NRS 648  All Specialty Courses	<b>CRNA</b> NRS 501 NRS 502 NRS 503 NRS 605 NRS 651 NRS 652  All Specialty Courses
Organization and system leadership/management, quality improvement and system thinking	NRS 8xx Health Systems, Policy and Regulations NRS 8yy Leadership & Collaboration	
Analytic methodologies related to the evaluation of practice and the application of evidence for practice	NRS 531 Research in Advanced Nursing Practice Statistics (RDG 725) NRS 8ww Advance Research Methods NRS 8vv DNP Research Project	
Utilization of technology and information for the improvement and transformation of healthcare	NRS 8zz Health Care Informatics	
Health policy development, implementation and evaluation; and	NRS 610 Health Policy and Finance	
Interdisciplinary collaboration for improving patient and population healthcare outcomes	NRS 643 Advanced Practice Role and Ethics	

**New Courses (See Appendix A):**

<b><u>Rubric</u></b>	<b><u>Course Title</u></b>	<b><u>Credits</u></b>
NRS 8uu	Advanced Nursing Theory	4 credits
NRS 8ww	Advanced Research Methods	4 credits
NRS 8xx	Health Systems, Policy & Regulations	4 credits
NRS 8yy	Leadership & Collaboration	4 credits
NRS 9zz	Health Care Informatics	4 credits
Statistics course	TBA (RDG 725)	4 credits
NRS 8vv	DNP Research Project	8 credits

## Doctor of Nursing Practice (DNP) Curriculum

Course	Credits
<b>NRS 8uu Advanced Theory</b>	4
<b>NRS 8ww Advanced Research Methods</b>	4
<b>NRS 8xx Health Systems, Policy &amp; Regulation</b>	4
<b>NRS 8yy Leadership &amp; Collaboration</b>	4
<b>NRS 8zz Health Care Informatics</b>	4
<b>Statistics</b>	4
<b>NRS 8vv DNP research Project</b>	4
<b>Total</b>	<b>32</b>

### Full Time Plan of Study

Year	Fall Course (Credits)	Winter Course (Credits)	Spring Course (Credits)	Summer Course (Credits)
1	Statistics (4)	8ww Advanced Research Methods (proposal development) (4)	8xx Health Systems, Policy and Regulations (4)	8zz Health Care Informatics (4)
	8uu Advanced Nursing Theory (4)	8yy Leadership & Collaboration (4)		
2	8vv-DNP Research Project (4-8)	8vv-DNP Research Project (4-8)		

### Part-time Plan of Study

Year	Fall Course (Credits)	Winter Course (Credits)	Spring Course (Credits)	Summer Course (Credits)
1	Statistics (4)	8ww Advanced Research Methods (proposal development) (4)	8xx Health Systems, Policy and Regulations (4)	
2	8uu Advanced Nursing Theory (4)	8yy Leadership & Collaboration (4)		8zz Health Care Informatics (4)
3	8vv-DNP Research Project (4-8)	8vv-DNP Research Project (4-8)		

## **Source of Students**

- 1) The primary source of students will be graduates of OU-SON's own master's programs. The current practitioner, anesthesia and nursing education programs have experienced exceptional growth in recent years. We anticipate this growth to continue because of the national publicity about the current and future nursing shortage.
- 2) Over the last few years the SON has converted its graduate foundation courses to an online format. Use of online education technology will allow OU to market the DNP to areas outside the tri-county area.
- 3) The anesthesia program has two off-site distance components located in Marquette (Marquette General Hospital) and Kalamazoo, MI (Borgess Hospital) using Tandberg Systems to connect with Wm. Beaumont Hospital, Royal Oak, MI. The SON may be able to negotiate with WBH for use of this distance technology.
- 4) Given the recent enrollment increases in the undergraduate programs in academic year 2004-05 the SON anticipates a corresponding increase in OU BSN graduates applying to SON graduate programs.
- 5) As the only DNP program in the state, graduates of other master's programs can be attracted to OU as a viable alternative to the three research based PhD programs.

## **Program's Unique or Distinctive Aspects**

The most distinctive aspect of the proposed program is that the DNP is a new terminal degree for nurses in clinical practice. Curriculum content that expands the current MSN course offerings focuses on advanced theory, research, leadership and collaboration, systems management and informatics. These are either new or more advanced content areas not previously included in MSN programs. AACN has proposed that the DNP will become the only graduate clinical degree by 2015. At the January, 2005 AACN doctoral education conference, it became clear that it might be difficult for the entire profession to make this transition by 2015. Some schools have faculty qualified to teach at the MSN level, but not at the DNP level. OU-SON is in a unique position because of the high percentage of PhD prepared faculty and certified clinical faculty who can teach at both the MSN and DNP levels. With the anticipated shortage of nursing faculty in the next few years, some of the smaller schools of nursing with only one or two MSN programs, may not be able to make the transition. OU-SON is positioned to develop a niche for clinical doctoral education in SE Michigan and the surrounding geographic areas. The OU-SON does not presently have plans to eliminate its MSN programs in the near future but has designed the DNP program so that it will be able to make the transition seamlessly.

It is not unusual for nurses over the course of their careers to change jobs from clinical to administration to education. AACN has defined the DNP broadly enough so that DNP graduates would have the job flexibility to move among various settings and employment opportunities. A strong clinical foundation is essential for any nurse moving into the academic setting or an administrative position.



## **Sources of Advice and Consultation**

Joyce Fitzpatrick RN, Ph.D., FAAN, Elizabeth Brooks Ford Professor of Nursing and former Dean, Frances Payne Bolton School of Nursing, Case Western Reserve University. Dr. Fitzpatrick served as a curriculum consultant.

Ongoing consultation with the AACN DNP task force and attendance at AACN doctoral education and master's education conferences 2004 and 2005 conferences. SON faculty have attended the MSN conference for many years and started attending the doctoral education conference as the discussion of the DNP evolved at the national level. In addition, Dean Thompson attends the AACN Dean's conference twice a year where the AACN Position Statement was developed and approved. Recently the AACN task force requested a copy of our course descriptions and DNP curriculum.

Claire Rammel-Office of Graduate Studies and Life Long Learning, and Graduate Council

## **Self-Study of the Academic Unit-Current Status**

### **How Goals of the Unit are served by the Program**

An elaboration of the SON mission can be found on the school's homepage <http://www2.oakland.edu/nursing/> and states that "Effective nursing care delivery in today's dynamic health care environment requires practitioners who possess strong critical thinking, clinical and leadership skills. Oakland University's School of Nursing has transformed its delivery of educational services to meet the needs of an intense, high-tech work environment by integrating clinical knowledge, communication and caring skills and information management into a forward-thinking curriculum that develops the professional skills necessary for the 21st century."

In order for the SON to maintain the quality its programs, the faculty must continue to develop and revise programs to prepare graduates for leadership positions in service and academic settings. The SON strategic plan focuses on maintenance and development of market driven quality graduate programs to meet the needs of the changing healthcare system. It is clear from the outcome of the national debate (AACN Position Statement) on the future of advanced nursing practice that the DNP may be proposed as the minimally accepted academic credential for nurse practitioners, nurse anesthetists, clinical nurse specialists, and nurse midwives. OU currently offers three of these four advanced practice specialty areas. The DNP program will position the SON to take a leadership role in the Detroit metropolitan area by upgrading graduate nursing education to meet national standards.

### **Faculty Qualifications**

The Oakland University SON has 100% (N=16) doctorally prepared tenured and tenure-track faculty, additionally, one non-tenure track and one part-time faculty are working on their PhD's in nursing. Part-time faculty are also well prepared academically, with 72% holding master's degrees and 17 % with doctoral degrees. The faculty vita summaries included in the appendix indicate which of the new DNP courses faculty could and would be willing to teach. The SON has now been approved for 3 new TT positions and one visitor position. Further, Ann

Whall PhD, FAAN, RN, University of Michigan, will be joining SON faculty in fall 2005 as a Distinguished Visitor. She is well known for her work in theory development and gerontology. Dr. Whall will be a vital resource to faculty as these new courses are further developed.

The national trend for master's level nursing research projects has changed in recent years from a master's thesis to a scholarly paper overseen by a faculty mentor. The OU-SON has made corresponding changes in the master's level research project for all of its programs. With the development of the DNP program, the challenge for the SON is to level graduate research between the MSN and DNP levels. The SON goal is to have two different types of research projects within the SON. The first will be the current scholarly paper for the MSN level students. The DNP will require proposal development with proposed data analysis. The project should have clinical implications for advanced nursing practice. The dissertation is reserved for the Ph.D., a degree granted at U of M, WSU, and MSU. Research at the Ph.D. level develops new knowledge through original research. For the DNP research project, a two-person committee will be needed, one serving as chair, and one as a member. The committee member could be from outside the SON, for example, a nurse at a local hospital, but must hold a doctoral degree. The chair must be a tenured Professor or Associate Professor in the OU-SON. A committee member coming from outside the university could serve as a clinical content expert. Appendix B contains specific information about qualifications for each faculty member.

The one content area where the SON is weak is in nursing informatics. Dr. Gary Moore is negotiating with SECS to develop a collaborative nursing informatics focus. In addition, we have the option of having Brian Gugerty from the University of Maryland teach an online informatics course that he currently teaches at U of M.

### **Classroom, Laboratory and/or Studio Space**

The SON has been active in implementing online technology for graduate education. It is anticipated that this trend will continue. As the SON's clinical core courses, like physical assessment, go online, the SON will need to purchase additional support materials such as, CDs, and DVD equipment. The estimated cost of running the physical assessment lab at these levels is approximately \$10,000.00/academic year. Current renovations in the SON lab will help increase our student capacity for laboratory courses.

### **Equipment**

Additional laptop computers and video conferencing capability for online courses.

### **Current Resources and Impact of Increased Enrollment**

#### **Increased Graduate Enrollment**

Enrollment in the SON's undergraduate and graduate programs is expanding. During academic year 2004-05 the SON increased the basic undergraduate program by 75 students and in spring 2005 the SON is starting a 2<sup>nd</sup> degree BSN program. The faculty acknowledge that adding a DNP program at this time only increases the SON's need for university support. However, this increase in SON resources must be viewed as positive within the context of anticipated long-term enrollment increases. In recent semesters, the SON has had to offer the graduate foundation courses during both fall and winter semesters, and two sections some

semesters to accommodate all of the new graduate students. In order to use classroom space and faculty resources more efficiently, the DNP program would use spring and summer semesters as part of the regular class schedule. The following table shows the actual changes in enrollment over the past 5 years for SON graduate programs. In winter 2005, the SON received permission from the university to recruit for three new tenure track faculty positions and to fill one currently open tenure track position as a 1-year visitor position. The SON is confident these four positions will be filled with candidates qualified to teach in the DNP program.

**Graduate Enrollment Data October 2004**

<b>Program</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>%Change 5- years</b>	<b>%Change 1-year</b>
<b>School Total Undergraduate</b>	601	674	738	878	1115	86%	27%
Adult/Gerontology Nurse Practitioner				1 <sup>a</sup>	15		1400%
Nursing Education				3 <sup>a</sup>	21		600%
Family Nurse Practitioner	48	40 <sup>b</sup>	46 <sup>b</sup>	37 <sup>b</sup>	39 <sup>b</sup>	-25%	6%
Nurse Anesthetist	47	72	78	81 <sup>b</sup>	76 <sup>b</sup>	49%	-11%
Adult/Acute Health CNS				1 <sup>a</sup>	1		
<b>School Total Graduate</b>	95	112	124	123	152	31%	24%

<sup>a</sup> New or revised program

<sup>b</sup> Includes certificate programs

**Coursework Credits**

The DNP degree is a graduate program that prepares nurses at the highest level of clinical practice. This program requires the completion of a minimum of 32 credits post-MSN, depending on prior coursework completed for the master’s degree. Transcripts of nurses with a non-clinical master’s degree in nursing or an MSN from another school will be evaluated for equivalence to the SON clinical programs. Any necessary additional coursework can be completed during the DNP program. All students graduating with a DNP will be eligible to take the appropriate certification exam if they have not done so after their MSN program.

All post-MSN DNP students must complete a minimum of 32 credits of approved coursework, of which at least 24 credits must be taken at Oakland University. A maximum of nine semester hours of transfer credit is acceptable toward a graduate degree at OU (Graduate Catalog, p. 23). In the DNP program, graduate credit will not be awarded for courses in which a grade less than 3.0 is earned. All numerical grades earned are used in computing a student’s grade point average. Students who have advisory committee approval of their DNP research projects must complete a minimum eight credits of NRS 8vv.

**Degree Requirements**

To fulfill the requirements for a Doctor of Nursing Practice degree:

1. Students completing the post-MSN DNP program must take a minimum of 32 credits of DNP-level course work, of which at least 24 credits must be in approved courses offered by the School of Nursing.
2. Earn a grade of at least 3.0 in all courses applied toward the degree.
3. Satisfactory completion of a clinical research project.

**Admission Criteria**

<b>DNP Admission Requirements</b>
Compliance with Oakland University graduate study admission requirements.
Completion of a master’s degree in nursing from an institution accredited by the National League for Nursing or the Commission on Collegiate Nursing Education with an graduate cumulative grade point average of 3.0 or above.
Satisfactory achievement on the Graduate Record Examination (GRE) (for applicant’s with graduate GPA’s of 3.5 or greater, the GRE is waived).
Licensed as Registered Nurse in one of the 50 states or US territories.
Have a minimum of one-year prior clinical experience.
Have completed an undergraduate physical assessment course.
Written Goal Statement
Two letters of reference.
Compliance with required University policies regarding international student admission requirements (p.20-21 Graduate Catalog).

**Other Unit Requirements**

Graduate level statistics course, RDG 725 is recommended *Introduction to Quantitative Research Design and Methodology in Reading and Language Arts*

## Recruiting Plans

- Open Houses
- Radio
- Flyers
- Affiliating agencies
- Mailings
- Newspaper and journal advertisements
- SON Web Page
- Sigma Theta Tau International, Theta Psi Chapter website

The SON does separate and combined recruitment sessions for SON programs. The SON has had good luck with Recruitment Open Houses where faculty are available to talk with students about various programs. The SON also has information sessions where students can come and ask questions about specific programs. The DNP would be included in our current recruitment efforts. The SON website is another place for potential students to obtain information about various SON program.

## Planned Enrollment Levels

Year 1	Year 2	Year 3	Year 4
10	+10	+10	+10

## Monitoring and Advising Students

- Appointed to a faculty mentor upon admission to DNP program
- DNP advisor will monitor Plan of Study and scheduling
- DNP research project advisor selected by student

## Accreditation

All SON programs are accredited by the Commission on Collegiate Nursing Education. In addition, the Council on Accreditation of Nurse Anesthesia Educational Programs accredits the nurse anesthesia program. Accreditation of doctoral level programs is currently being developed by the Commission on Collegiate Nursing Education. The SON will apply for review once the accreditation process is available at that level.

## Library Report

The library report that follows reflects a much larger budget than is normally seen for new programs. Millie Merz reported to Graduate Council that the library is showing the cost of having databases available online to the WebCT based programs in the School of Nursing. The cost of e-journals is reported to be substantially higher than print based journals. The new program budget incorporates \$ 5000.00 for additional library support but Dean Thompson did not feel the SON could absorb the full amount into the new program budget.

MEMORANDUM

TO: Darlene Schott-Baer  
Associate Professor  
School of Nursing

FROM: Mildred H. Merz  
Coordinator for Collection Development  
Kresge Library

SUBJECT: Library Evaluation for proposed Doctor of Nursing Practice

DATE: January 13, 2005

In considering library resources for the proposed Doctor of Nursing Practice Degree, students' greatest needs are for additional online resources. Since the delivery of this new program will be largely via online technology, it is logical that library resources should be available in this manner also. This is especially necessary since Nursing will be marketing the program beyond our geographic area. Many students will not be able to come to the Kresge Library building and photocopy a journal article and browse the shelves for books.

***Existing Library Resources***

The OU Library is already attempting to increase the online availability of its print journals by converting print subscriptions to print/online or online only subscriptions. In addition to these individual online subscriptions, library patrons also currently have access to an online index that provides full text access to articles from many nursing journals—*Health Reference Center Academic*. (*HRC A* is one of the resources currently funded by the state for all Michigan libraries through the Michigan Electronic Library initiative.) Links to the full text journals included in *HRC A* are not only available when one uses the *HRC A* database, but there are also links to each full text journal in the library's online Voyager catalog. The Michigan Electronic Library also provides the OU Library with access to *CINAHL (Cumulative Index to Nursing and Allied Health Literature)*, the essential index to nursing journals. *CINAHL* includes online links to several online nursing journals—titles for which the library pays for the online subscription, several that are “free” to Michigan libraries through another MEL FirstSearch database (*WilsonSelect*), and a few state nursing newsletters that are full text and online as a part of *CINAHL*. The MEL contract for this “free” access to *CINAHL* will expire September 2006, and thus the OU Library may have to begin paying for the subscription for this important resource at that time.

In addition to having access to many online journals, the library also has access to approximately ninety online nursing books through NetLibrary. However, the latest volumes are from 2002.

***Needed Library Resources***

Besides *CINAHL* and *HRC A* there are two other major online nursing databases to which the library does not have access. Both include large numbers of full text articles from many journals: *ProQuest Nursing Journals* (contains over 280 full text journals) and EBSCO's *Health Sources: Nursing/Academic Edition* (contains 563 full text journals). While both of these collections contain many of the same journals (an overlap of 149 titles) and both contain journals already available to OU through *HRC A*, there are also many journals that are unique to the

particular database. The *ProQuest* database has 232 journals not a part of *HRCA* while the EBSCO database has 412 titles not in *HRCA*. Cost for the *ProQuest Nursing Journals* is around \$15,000 per year. Cost for *Health Source* is approximately \$8,000. The library had trials of both databases during the fall semester, and feedback was positive for both.

There is also another online nursing journal collection that is extremely important—the *Ovid Essential Nursing Collection*. While this resource contains only forty journals, these forty include some of the most prestigious of nursing titles—*American Journal of Nursing*, *Heart & Lung*, etc. For some journals Ovid is the only means to gain online access. List price for the complete collection is very steep—around \$21,000. However, the actual cost would be less since the library would get discounts for journals for which it has print subscriptions, and in some cases the library might be able to cancel some of the print subscriptions. There is also the possibility of ordering the titles “a la carte” or of ordering subsets of the “essential” collection.

**Proposed Budget Needs**

I propose that for this new program the library should definitely add the *Health Source* database. It will dramatically increase the number of nursing journals for which OU has online access and will do this at about half the cost of adding the *ProQuest* database. I think the library should also carefully analyze the *Ovid Essential Nursing Collection* and determine how to add journals needed from this resource at the lowest price possible—by canceling some print subscriptions and securing discounts for others. The additions of these online journal collections will serve both to increase the numbers of journals for which students can gain access and also simplify the finding of the journals by centralizing online access for journals now available from various sources. In addition, the library and nursing faculty should determine other important journals not included in these collections and not currently subscribed to by OU that should be added as individual online subscriptions. Finally, the Library’s holdings of online nursing books should be regularly updated each year.

The estimate for new funding needed is \$25,000 for year one. All costs will recur each year. Journals can be expected to increase in cost by around 10% for each year after that with books increasing at lesser amounts.

Appendix

cc: Julie Voelck, Interim Dean of the Library  
Elizabeth Kraemer, Librarian Liaison to the School of Nursing

**Library Budget for Doctor of Nursing Practice\***

	Year 1	Year 2	Year 3	Year 4	Year 5
Health Source database	\$ 8,000.00	\$ 8,800.00	\$9,700.00	\$ 10,600.00	\$11,700.00
Ovid Journals**	\$ 15,000.00	\$ 16,500.00	\$ 18,100.00	\$ 20,000.00	\$ 22,000.00
Other online journals	\$ 1200.00	\$ 1,300.00	\$ 1,450.00	\$ 1,600.00	\$ 1,800.00
Electronic books	\$ 800.00	\$ 850.00	\$ 900.00	\$ 1,000.00	\$ 1,100.00
<b>Total</b>	<b>\$ 25, 000.00</b>	<b>\$ 27,450.00</b>	<b>\$ 30,150.00</b>	<b>\$ 33,200.00</b>	<b>\$ 36, 600.00</b>

\*All costs except for books are inflated at 10% per year—rate at which journals have inflated for several years. Books are inflated at 5%.

\*\* This figure presumes we will be able to find savings of \$6,000.00 to offset the full \$ 21, 000.00 price of this collection.

**How Cost will be Met**  
**Budget see Appendix C**

**Analyze the Increased Support that this Program Will Give to the University**

Graduate Instate Tuition- \$303.75/cr. hr

The full course of study for Post-MSN DNP = \$ 9720.00 (minimum of 32 credits).

See Appendix C for the detailed budget of the proposed program.

**Additional Faculty and Staff Needs to Support the Program**

<b>Position Needed</b>	<b>Rationale</b>	<b>Year Needed</b>	<b>Reports To:</b>
½ (PT) FTE Faculty (Replacement costs for inload and/or overload faculty salary)	To teach graduate courses	3 & 4	Associate Dean
1 FTE Faculty	To teach courses	5	Associate Dean
1 PT (400 hours/semester) independent contractor	To support faculty and DNP student research	3-5	Associate Dean

**Public Service**

The actual and potential shortage of Registered Nurses to meet the demands of an aging population and to work effectively in a rapidly changing technological environment requires that SON increase enrollment in both basic and graduate programs. The SON recently increased undergraduate enrollment in the basic BSN program and added the new second-degree program. Last year the SON added the MSN in Nursing Education to address the projected shortage of nursing faculty. This proposal will update SON graduate programs to meet the demand for highly qualified clinical leaders and practitioners.

**Implementation – five year timetables**

<b>Activity</b>	<b>Year</b>
When new faculty positions will be filled	3 & 4 and 5
Annual increase in library holdings-see library report	
Purchase of required equipment	2
Course offerings each semester-see program plan	1-3
Implementation of new internal procedures	1-5
Predicted enrollment each year	10 new students/year



### **Catalog Copy**

Doctor of Nursing Practice (DNP) degree program will prepare nurses beyond current graduate education by preparing nurses to: function as clinical leaders in service and academic settings, and to function as practitioners at the highest level of nursing practice. The DNP degree, is the terminal degree for nurses in the advanced clinical practice roles of clinical nurse specialist (CNS), nurse practitioner (NP), nurse anesthesia (CRNA), and certified nurse midwife (CNM). Oakland University currently offers master's degrees in three of these specialties: Adult/Acute Care Clinical Nurse Specialist, Adult/Gerontological Nurse Practitioner, Family Nurse Practitioner, and Nurse Anesthesia. The DNP program builds on the current master's degree programs, and provides content in research, theory, leadership, systems management and nursing informatics. Students enter the DNP program with a master's degree in nursing and matriculate into the appropriate course sequence to complete the DNP. Students with a clinical master's degree from OU-SON (43-55 cr.) would complete 32 credits at the DNP level. Graduates from a non-clinical master's program or from another university will have to complete coursework that satisfies the OU-SON requirements for a SON clinical master's degree as well as the 32 credits of DNP coursework.

**Assessment Plan**-See Appendix D

**Appendix A**  
**New Courses**

**Health Systems, Policy and Regulation**

Course Number: NRS 8xx

Credit Allocation: 4 cr.

**Course Overview**

This course focuses on current and forecasted linkages between the healthcare system and its various components. Concepts covered include organization culture, system design and theory; quality improvement; and care delivery models. This course explores how a systems thinking approach to program planning and quality improvement and outcomes management. The stakeholders, payers, regulators and practitioners and their impact on one another will be analyzed. Students will examine professional relationships within health systems in terms of collaboration, legal issues and potential for impact on health outcomes

**Objectives**

1. Identify the components of healthcare systems and their significance to advanced practice nursing
2. Examine the concepts that impact on systems thinking, quality improvement and program planning
3. Analyze the relationship between stakeholders, payers, regulators and practitioners
4. Apply knowledge of regulations, systems, and quality in developing collaborative models for care.
5. Critically analyze and evaluate laws, regulations and policies at local, state and national levels that impact nursing practice.
6. Assess policy and ethical issues in clinical practice and research environment that impact nursing practice and policy issues

**Topic Outline**

Health Systems  
Health System regulation  
Care Delivery Models  
Program planning  
Quality improvement  
Collaboration

**Pre or co-requisite NRS 610 Healthcare Policy and Finance**

## **Leadership and Collaboration**

Course Number: NRS 8yy

Credit Allocation: 4 cr.

### **Course Overview**

This course focuses on nursing leadership incorporating theory and research as it applies to the role of the Doctor of Nursing Practice in a variety of settings. Emphasis is placed on strategic thinking; influence, negotiation and power strategies required for effective leadership in today and tomorrow's health delivery systems. The student will examine various strategies in management of change in health care environments

### **Objectives**

1. Explore leadership knowledge, skills, and abilities as it applies to a variety of settings
2. Examine impact of ethical decision making to the challenges faced in today's healthcare
3. Apply components of strategic thinking and planning in leading organizational change.
4. Demonstrate innovation and creativity in problem solving dynamics through negotiation and the ability to resolve conflict.
5. Develop strategies for relationships building with community leaders related to health care issues.

### **Topic Outline**

Leadership  
Negotiating skills  
Power and influence  
Decision Making  
Strategic thinking and planning  
Change

## **Advanced Research Methods**

Course Number: NRS 8ww

Credit Allocation: 4 cr.

### **Course Overview**

This course focuses on advanced research methods that include proposal development, data management and analysis, manuscript preparation and practical use of research designs. Multiple philosophical paradigms and research evidence will be incorporated to build a foundation for the conceptualization of research proposals. Project data as well as secondary data sets are appropriate for data management and analysis. Students will learn how to transform this information into a manuscript that could be submitted for publication.

### **Objectives**

1. Develop a proposal using appropriate research principles to examine a clinical problem.
2. Identify multiple sources of evidence relevant to a clinical problem.
3. Analyze data related to a clinical issue or nursing care problem.
4. Prepare a manuscript to be submitted for publication.

### **Topic Outline**

Selection of appropriate research questions and designs  
Present theoretical and research evidence to support research questions  
Control for issues related to data reliability and validity  
Identification of appropriate data sources  
Selection of appropriate data analysis techniques  
Manuscript preparation

**Pre-requisite: NRS 531**

**Co-requisite: statistic course**

## **Informatics**

Course Number: NRS 8zz

Credit Allocation: 4 cr.

### **Course Overview**

This course focuses on information systems technology and its application in healthcare settings. Content covered includes theoretical models of nursing informatics and database management in the context of a healthcare system. This course will provide students with experiences that will help them understand modern relational database management systems. The use of computers to document nursing care in a clinical settings and information security will be explored.

### **Course Objectives**

1. Analyze the application of nursing informatics in healthcare settings.
2. Explore the use of computers to document nursing care in healthcare setting.
3. Discuss information security and healthcare policy.
4. Examine the use of nursing classification systems in database management in healthcare settings.
5. Apply spreadsheet software to the development of a simple non-relational database.
6. Apply database software to the development of a simple relational database.
7. Apply team dynamics to the analysis of a specific nursing informatics issue.
8. Identify diversity issues within specific informatics topics.

### **Topical Outline**

Team work dynamics  
Application of nursing informatics in healthcare settings  
Nursing classification systems and system databases  
Information security  
Computers and documentation of nursing care  
Use of non-relational databases  
Use of relational databases  
Data acquisition  
Data representation  
Nursing vocabulary and knowledge representation  
Diversity issues in nursing/healthcare informatics

## **Advanced Nursing Theory**

Course Number: NRS 8uu

Credit Allocation: 3 cr.

### **Course Overview**

This course focuses on ways in which theory and methods of inquiry are related. It will explore selected theories, concepts, and issues related to nursing and health. It will include an evaluation regarding the state of theory development in nursing with emphasis on research approaches and the analysis and critique of nursing research. Students will be expected to synthesize and apply theoretical knowledge to a phenomenon of interest and describe an appropriate method for testing the theory.

### **Objectives**

1. Understand the difference between inductive and deductive methods of inquiry and their relationship to knowledge development.
2. Discuss grand level, middle range, and health behavior theories' relationships to methods of inquiry.
3. Evaluate a nursing phenomenon using appropriate theories and methods of inquiry.

### **Topic Outline**

1. Inquiry related to grand level and middle-range nursing theories
2. Inquiry related to health behavior models
3. Relationship between practice, theoretical models, and methods of inquiry.

**Pre-requisite: NRS 500 & NRS 531**

**Appendix B**  
**Faculty Qualifications**



**SCHOOL OF NURSING  
DOCTOR OF NURSING PRACTICE PROPOSAL  
FACULTY QUALIFICATION INFORMATION**

<b>Name:</b> <b>Karen S. Dunn, PhD, RN</b> <b>Assistant Professor</b>	<b>Office:</b> <b>402 O'Dowd Hall</b> <b>Rochester, MI 48309-4401</b>	<b>Office Phone: 370-4658</b>  <b>Email:</b> <b>kdunn@oakland.edu</b>
<b>Degrees-School:</b> <b>Ph.D. Wayne State University</b> <b>M.S.N Valdosta State University</b> <b>B.S.N Wayne State University</b> <b>Certification:</b>	<b>Research Interest:</b> <b>Aging and Spirituality</b> <b>Health Promotion and Disease</b> <b>Prevention in community-dwelling older adults.</b> <b>Gerontology</b>	
<b>Publications: (no more than 5)</b> <b>Dunn, K. S.</b> (In press). Testing a middle-range theory of adaptation to chronic pain. <i>Nursing Science Quarterly</i> .  <b>Dunn, K. S., Horgas, A. L.</b> (2004). Religious and non-religious coping in older adults experiencing chronic pain. <i>Pain management in Nursing</i> .  <b>Dunn, K. S.</b> (2004). Towards a middle-range theory of adaptation to chronic pain. <i>Nursing Science Quarterly</i> .  <b>Dunn, K. S., Chapleski, E. E., Stinson, L. W., Massanari, R. M.</b> (2003). Everyday spirituality among central city elders. <i>Journal of Religious Gerontology</i> .  <b>Dunn, K. S.</b> (2001). The efficacy of physical restraints in institutionalized elders. <i>Journal of Gerontological Nursing</i> .		
<b>Courses taught: (relevant to DNP)</b>	<b>Courses that could be taught: (relevant to DNP)</b> 8** Advanced Research Methods 8** Advanced Theory 8** DNP Project	

**SCHOOL OF NURSING  
DOCTOR OF NURSING PRACTICE PROPOSAL  
FACULTY QUALIFICATION INFORMATION**

<p><b>Name:</b> Judith K. Hovey, PhD, RN, CPNP Assistant Professor</p>	<p><b>Office:</b> 410 O'Dowd Hall Oakland University School of Nursing, Rochester, MI 48309</p>	<p><b>Office Phone:</b> 1. 248.370.4477  <b>Email:</b></p>
<p><b>Degrees-School:</b>  <b>Ph.D.</b> Michigan State University  <b>M.S.N</b> Wayne State University  <b>B.S.N</b> Madonna University  <b>Diploma:</b> Bronson Methodist Hospital  School of Nursing  <b>Certification:</b> Certified Pediatric Nurse  Practitioner</p>		<p><b>Research Interest:</b>  Parenting Support, Children with Chronic  Conditions, Preceptor Educational Support</p>
<p><b>Publications: (no more than 5)</b>  Hovey, J.K. (2004). Use of Case Studies in the Classroom: The impact on Critical  Thinking in the Clinical Arena. <i>Nurse Educator</i>, submitted (September 2004).   Hovey, J.K. (2004). Differences in parenting needs of fathers of children with chronic  conditions related to family income. <i>Journal of Child Health Care</i>, submitted (August  2004).   Hovey, J.K. (2003). The needs of fathers parenting children with chronic conditions.  <i>Journal of Pediatric Oncology Nursing</i>, 20 (5): 245-251</p>		
<p><b>Courses taught: (relevant to DNP)</b>  NRS 452 Scientific Inquiry</p>	<p><b>Courses that could be taught: (relevant  to DNP)</b>  NRS 8ww Advanced research methods  NRS 8vv DNP Research Project</p>	

**SCHOOL OF NURSING  
DOCTOR OF NURSING PRACTICE PROPOSAL  
FACULTY QUALIFICATION INFORMATION**

<b>Name:</b> <b>Jackson, Frances</b> <b>Associate Professor</b>	<b>Office:</b> <b>416 O'Dowd Hall</b>	<b>Office Phone: 4080</b>  <b>Email:</b> <b>fcjackso@Oakland.edu</b>
<b>Degrees-School:</b> <b>Ph.D. Wayne State University - Counseling</b> <b>M.S.N : University of Michigan</b> <b>M.A. Wayne State University</b> <b>B.S.N : Wayne State University</b> <b>Certification:</b>	<b>Research Interest:</b> <b>Cultural Influences on end-of-life decisions</b>  <b>HIV/AIDS and older African Americans</b>	
<b>Publications: (no more than 5)</b> Schim, S. & Jackson, F. (2000). Knowledge and attitudes of home care nurses towards Hospice referral. <i>Journal of Nursing Administration</i> , 30(5), 273-277. Jackson, F., & Schim, S. (2000). Barriers to hospice care for African Americans: Problems and solutions. <i>Journal of Hospice &amp; Palliative Care Nursing</i> 2(2), 65-72. Jackson, F. (1998). The ABC's of black hair and skin care. <i>Association of Black Nursing Faculty Journal</i> , 9(5), 100-104. Duffy, S., & Jackson, F. (1996). Stressors affecting hospice nurses. <i>Home HealthCare Nurse</i> , 114(1), 55-59. Jackson, F., & Duffy, S. (1994). Productivity of hospice nurses. <i>American Journal of Hospice and Palliative Care</i> , March/April, 23-26.		
<b>Courses taught: (relevant to DNP)</b>  NRS 611 (Pathophysiology)	<b>Courses that could be taught: (relevant to DNP)</b>  NRS 611 (Pathophysiology)	

**SCHOOL OF NURSING  
DOCTOR OF NURSING PRACTICE PROPOSAL  
FACULTY QUALIFICATION INFORMATION**

<b>Name: Suha Kridli</b> <b>Assistant Professor</b>	<b>Office:406 O'Dowd</b>	<b>Office Phone: 370-4504</b>  <b>Email:kridli@oakland.edu</b>
<b>Degrees-School:</b> <b>Ph.D. University of Missouri-Columbia</b> <b>M.S.N University of Missouri-Columbia</b> <b>B.S.N University of Jordan-Amman</b> <b>Certification:</b>	<b>Research Interest: Health Bielefs and practices of Middle Eastern Population</b>	
<b>Publications: (no more than 5)</b>  <p><b>Kridli,S &amp; Newton, S.</b> Factors that affect Jordanian Muslim women’s intentions to use oral contraceptives. <u>International Nursing Review</u>. (Accepted).</p> <p><b>Kridli, S. &amp; Schott-Baer, D.</b> Prediction of Jordanian women’s intention to use oral contraceptives. <u>Journal of Nursing Theory and Practice</u>. (Accepted).</p> <p><b>Kridli, S, &amp; Libbus, K. (2002).</b> Establishing reliability and validity of an instrument measuring contraceptive beliefs. <u>Women’s Health International</u>. 23(8), 870-881 (<i>Refereed Journal</i>)</p> <p><b>Kridli, S. (2002).</b> Women’s Health Care Beliefs and Practices of Arab Americans. <u>MCN, American Journal of Maternal Child Nursing</u>. 27(3), 17-182. (<i>Refereed Journal</i>)</p> <p><b>Kridli, S, &amp; Libbus, K. (2001).</b> Contraception in Jordan: a cultural and religious perspective. <u>International Nursing Review</u>. 48 (3): 144-151. (<i>Referred Journal</i>)</p> <p><b>Libbus, M. K. &amp; Kridli, S. (1997).</b> Contraceptive decision making in a sample of Jordanian Muslim women: Delineating salient beliefs. <u>Health Care for Women International</u>. 18(1), 85-94. (<i>Refereed Journal</i>)</p>		
<b>Courses taught: (relevant to DNP)</b> NRS 531 NRS 521	<b>Courses that could be taught: (relevant to DNP)</b>	

**SCHOOL OF NURSING  
DOCTOR OF NURSING PRACTICE PROPOSAL  
FACULTY QUALIFICATION INFORMATION**

<b>Name:</b> Anne Marie Mitchell	<b>Office:</b> 418 O'Dowd	<b>Office Phone:</b> 248 370-4098 <b>Email:</b>
<b>Degrees-School:</b> Ph.D. Wayne State University M.S.N Wayne State University & University of Minnesota B.S.N Mercy College of Detroit <b>Certification: Certified Nurse Midwife; &amp; Nurse Practitioner</b>		<b>Research Interest:</b> Postpartum Depression Eating Disorders
<b>Publications: (no more than 5)</b>		
<b>Articles</b>		
Covington, C., Gielegem, A.M., Board, F., Madison, K., & Miller, L. (1996) Family care related to alpha-fetoprotein screening. <i>JOGN</i> 25, 125-130.		
Covington, C., Mitchell, A.M., Lawson, D., Eto, I., Grubbs, C. (2001) Presence of carotenoid, an anticarcinogenic marker in nipple aspirates postlactation. <i>Advance Expedia Medical Biology</i> , 501, 143-52.		
Mitchell-Gielegem, Anne, & Mittelstaedt, Mary E, Bulik, C. (2002). Eating Disorders and Childbearing: Concealment and Consequences. <i>Birth</i> 29:3. 182-191.		
I. Mitchell, Anne & Mittelstaedt, M.E. Wagner. C. (2004). A descriptive Study of A Descriptive Study of Artificial Reproductive Nursing in the United States. Accepted by <i>JOGGN</i> October 2004.		
Meitzner, M.C., Skurnowicz, J.A. Mitchell, A.M. (2004) A literature review of anesthetic practice for carotid Endarterectomy surgery based on cost, hemodynamic stability, and neurological status. American Association of Nurse Anesthetists. Submitted April 2004 Accepted for publication for winter of 2005.		
<b>Courses taught: (relevant to DNP)</b> NRS 500 NRS 610		<b>Courses that could be taught: (relevant to DNP)</b> Research, Theory, Leadership & Role Development, Advanced Assessment

**SCHOOL OF NURSING  
DOCTOR OF NURSING PRACTICE PROPOSAL  
FACULTY QUALIFICATION INFORMATION**

<p><b>Name:</b> Mary E. Mittelstaedt, PhD, RN, BC Associate Professor</p>	<p><b>Office:</b> 412 O’Dowd Hall Rochester, MI 48309</p>	<p><b>Office Phone:</b> 370-4077  <b>Email:</b> mittelst@oakland.edu</p>
<p><b>Degrees-School:</b> Ph.D. Michigan State University M.S.N Wayne State University B.S.N Mercy College of Detroit Certification: American Nurse’s Association Maternal-Child Certification – Perinatal Nursing</p>		<p><b>Research Interest:</b> Psychosocial issue of at risk of childbearing families: Postpartum depression, parent-infant relationships, eating disorders, infertility.</p>
<p><b>Publications: (no more than 5)</b></p> <p>Mitchell, A., <b>Mittelstaedt, M. E.</b>, and Schott-Baer, D. (2004). Screening for Postpartum Depression: A Comparison of Two Instruments. (Presently in review with the Journal of Nurse Midwifery and Women’s Health).</p> <p>Mitchell, A., <b>Mittelstaedt, M.E.</b>, and Wagner, C. (2003-04). A Descriptive Study of Artificial Reproductive Nursing in the United States. Accepted by Journal of Obstetric, Gynecologic, and Neonatal Nursing, 2004.</p> <p>Mitchell-Gielegheem, A., <b>Mittelstaedt, M.E.</b> &amp; Bulik, C.M. (2002). Eating Disorders and childbearing: Concealment and consequences. <u>Birth</u>, 29 (3), 182-190</p> <p>Campbell, B. K., Silver, D., Novick, K. K., <b>Mittelstaedt, M. E.</b> and Walton, A. (1995) The Application of Lichtenberg’s Five Motivational Systems to the Analysis of Mother Infant Interaction. <u>Psychoanalytic Inquiry</u>, 15 (4), 481-492.</p> <p>Luster, T. and <b>Mittelstaedt, M. E.</b> (1993) Adolescent Mothers. In Luster, T. and Okagaki, <u>Parenting: An Ecological Perspective</u>. Hillsdale, NJ: Erlbaum Assoc.</p>		
<p><b>Courses taught: (relevant to DNP)</b> NRS450 Nursing Vulnerable Populations NRS515 Vulnerable Populations and Social Issues NRS613 Advanced Health Assessment (Peds) NRS621 Health Behavior and Health Education NRS653 Management of Family and Client Health and Wellness NRS654 Management of Families and Clients Experiencing Acute Health</p>	<p><b>Courses that could be taught: (relevant to DNP)</b> NRS521 Diversity and Social Issues Nurse Education Specialty Courses in the MSN to DNP NRS8vv DNP Research Project</p>	

**SCHOOL OF NURSING  
DOCTOR OF NURSING PRACTICE PROPOSAL  
FACULTY QUALIFICATION INFORMATION**

<b>Name:</b> <b>Gary Moore</b> <b>Associate Professor</b>	<b>Office:</b> <b>446 ODH</b>	<b>Office Phone: 248-370-4078</b>  <b>Email:</b> <b>moore@oakland.edu</b>
<b>Degrees-School:</b> <b>Ph.D. Wayne State University</b> <b>M.S.N Wayne State University</b> <b>B.S.N Wayne State University</b> <b>Certification:</b>	<b>Research Interest:</b> <b>Music therapy.</b> <b>Animal-assisted therapy.</b> <b>Duration Experience.</b> <b>Affective outcomes in education.</b>	
<b>Publications: (no more than 5)</b> Newton, S. E., & Moore, G. (in review). The relationship between undergraduate grade point average and Graduate Record Examination scores and their use in admission decisions to graduate school. <i>Nurse Education in Practice</i> .  Emrich, K., Thompson, T. C., & Moore, G. Positive attitude: (2003). An essential element for effective care of people with mental illnesses. <i>Journal of Psychosocial Nursing, 41(5)</i> , 1-7.  Thompson, T, R. C., Emrich, K., & Moore, G. (2003). The effect of curriculum on the attitudes of nursing students toward disability. <i>Rehabilitation Nursing, (28)1</i> , 27-30  <b>Boortz-Marx, R. L., Bisnaire, D. L., &amp; Moore, G. (1987) Corotid endartarectomy: Indications and complications. <u>L'Axone, 8</u>, 79-84.</b>		
<b>Courses taught: (relevant to DNP)</b> NRS 531 (Nursing Research) NRS 687 (Nursing Research Project) NRS 472 (Nursing Synthesis) NRS 473 (Nursing Synthesis Clinical)	<b>Courses that could be taught: (relevant to DNP)</b> NRS 531 (Nursing Research) Research Design/Methodology Course	

**SCHOOL OF NURSING  
DOCTOR OF NURSING PRACTICE PROPOSAL  
FACULTY QUALIFICATION INFORMATION**

<b>Name:</b> Sarah E. Newton, PhD, RN Associate Professor	<b>Office:</b> 448 O'Dowd Hall	<b>Office Phone:</b> (248) 370-4069 <b>Email:</b> newton@oakland.edu
<b>Degrees-School:</b> The University of Michigan Ph.D. 1997 M.S.N 1987 B.S.N 1982 <b>Certification:</b>	<b>Research Interest:</b> Adult liver transplantation, graduate nursing education, nursing theory	
<b>Publications: (no more than 5)</b> Kridli, S. & Newton, S.E. (in press). Intentions to use oral contraceptives by married Jordanian Muslim women. <i>International Nursing Review</i> .  Newton, S.E., Robinson, J., & Kozac, J. (2004). Balanced analgesia after hysterectomy: The effect on outcomes. <i>MEDSURG Nursing</i> , 13(3), 176-180, 199.  Newton, S.E. (2003). The relationship between depression and work outcomes following liver transplantation: The nursing perspective. <i>Gastroenterology Nursing</i> , 26(20), 68-72.  Newton, S.E. (2001). Work outcomes for female liver transplant recipients with alcohol-related liver disease. <i>Gastroenterology Nursing</i> , 24(6), 288-293.		
<b>Courses taught: (relevant to DNP)</b> NRS 500 NRS 687 NRS 616	<b>Courses that could be taught: (relevant to DNP)</b> Advanced Theory	



**SCHOOL OF NURSING  
DOCTOR OF NURSING PRACTICE PROPOSAL  
FACULTY QUALIFICATION INFORMATION**

<b>Name:</b> Diane M. Norris Assistant Professor	<b>Office:</b> 428 O'Dowd Hall	<b>Office Phone:</b> 248-370-4483 Email: norris@oakland.edu
<b>Degrees-School:</b> Ph.D. University of Michigan M.S.N. Wayne State University B.S.N. Wayne State University <b>Certification:</b>	<b>Research Interest:</b> Ethical decision making in nursing practice	
<b>Publications: (no more than 5)</b> Frey, M. A., & Norris, D. M. (1997). King's systems framework and Theory in Nursing Practice. In M. R. Alligood & A. Marriner-Tomey (Eds.), <i>Nursing Theory: Utilization and Application</i> (pp. 71-88). New York: Mosby.  Frey, M. A., Sieloff, C. L., & Norris, D. M. (2002). Research issues. King's conceptual system and theory of goal attainment: Past, present, and future. <i>Nursing Science Quarterly</i> , 15(2), 107-112.  Ketefian, S., & Norris, D. M. (2002) Editorial. <i>Research and Theory for Nursing Practice: An International Journal</i> , 16(4), 219-21.  Norris, D. M. (2001). Response to "The relationship of education and moral reasoning to ethical practice: A meta-analysis of quantitative studies. <i>Scholarly Inquiry for Nursing Practice</i> , 15(1), 19-23.  Norris, D. M., & Frey, M. A. (2002). King's Systems Framework and Theory in Nursing Practice. In M. R. Alligood & A. Marriner-Tomey (Eds.), <i>Nursing Theory: Utilization and Application</i> (2 <sup>nd</sup> ed, pp. 173-196). New York: Mosby.		
<b>Courses taught: (relevant to DNP)</b> NRS 452 Scientific Inquiry II NRS 540 Ethics in Healthcare NRS 643 Professional Role Development and Ethics NRS 687 Graduate Research Project	Courses that could be taught: (relevant to DNP) NRS 500 Theoretical Foundations of Advanced nursing Practice NRS 531 Research in Advanced Nursing Practice NRS 643 Professional Role Development and Ethics	

**SCHOOL OF NURSING  
DOCTOR OF NURSING PRACTICE PROPOSAL  
FACULTY QUALIFICATION INFORMATION**

<b>Name:</b> Barbara Penprase Assistant Professor	<b>Office:</b> 408 O'Dowd	<b>Office Phone: 4486</b> <b>Email:</b> Penprase@oakland.edu
<b>Degrees-School:</b> <b>Ph.D. Wayne State University</b> <b>M.S.N Wayne State University</b> <b>B.S.N Oakland University</b> <b>Certification: CNOR</b>	<b>Research Interest:</b> Leadership, Complexity Theory, Gerontology	
<b>Publications: (no more than 5)</b> Penprase, B. & Norris, D. (2004). What every nurse manager must know about CAS. <i>Journal of Nursing Leadership</i> . (submitted).  Thompson, T. & Penprase, B. (2003). Rehabilitation nurses online: An analysis of the breadth and depth of the Listserv experience. <i>Rehabilitation Nursing</i> . (Accepted for publication March/April 2004).  Penprase, Barbara. (October, 2000). A collaborate approach to perioperative orientation. <i>AORN</i> , <u>72</u> (4), 663-670.		
<b>Courses taught: (relevant to DNP)</b>  Pathophysiology, Leadership, Med/Surg, Pharmacology	<b>Courses that could be taught: (relevant to DNP)</b>  same	

**SCHOOL OF NURSING  
DOCTOR OF NURSING PRACTICE PROPOSAL  
FACULTY QUALIFICATION INFORMATION**

<p><b>Name:</b> CHERYL RILEY-DOUCET Assistant Professor</p>	<p><b>Office:</b> 468 O’Dowd Hall</p>	<p><b>Office Phone:</b> 248-370-4490 <b>Email:</b> rileydou@oakland.edu</p>
<p><b>Degrees-School:</b>  <b>Ph.D.</b> Wayne State University, MI, USA  <b>M.Ed.</b> St. Francis Xavier University, NS, Can.  <b>B.S.N</b> Ryerson Polytechnic University, ON, Can.  <b>R.N. diploma:</b> Centennial College, ON, Can.  <b>Certification:</b> Advanced Mental Health/ Family Nursing Practice.</p>		<p><b>Research Interest:</b> Mental Health/ Family Nursing/ Gerontology : Emphasis on Families with older adults suffering from Chronic Illness.</p>
<p><b>Publications: (no more than 5)</b>  <b>Riley-Doucet, C.</b> The effect of family dyadic perceptions of pain controllability on patient symptom distress and caregiver burden. Accepted for publication to Geriatric Nursing, July, 2004.   Vallerand, A.H., <b>Riley-Doucet, C.</b>, Hasenau, S., &amp; Templin, T. (2004). Improving Cancer Pain Management in the Home, <i>Oncology Nursing Forum</i>, 31(4), p 809-816.   <b>Riley-Doucet CK</b>, Fouladbakhsh JM, Vallerand AH.(2004). Canadian and American self-treatment of pain: a comparison study. <i>Rural and Remote Health</i>, 4 (online), no. 286. Available from: <a href="http://rrh.deakin.edu.au">http://rrh.deakin.edu.au</a>   <b>Riley-Doucet, C.</b> &amp; Wilson, S, (1997). A three-step method of self-reflection using reflective journal writing. <i>Journal of Advanced Nursing</i>, 25, 964-968</p>		
<p><b>Courses taught: (relevant to DNP)</b>  NRS 470 Chronic Illness (Mental Health)  NRS 452 Scientific Inquiry II  NRS 473 Nursing Synthesis  Prior to OU  Nursing Theory  Family Nursing</p>	<p><b>Courses that could be taught: (relevant to DNP)</b>  NRS 8vv DNP Research Project  NRS 8vv Advance Nursing Practice (Mental Health and Family Nursing)</p>	

**SCHOOL OF NURSING  
DOCTOR OF NURSING PRACTICE PROPOSAL  
FACULTY QUALIFICATION INFORMATION**

<b>Name:</b> <b>Darlene Schott-Baer</b> <b>Associate Professor</b>	<b>Office:</b> <b>420 ODH</b>	<b>Office Phone: 4491</b>  <b>Email: schottba@oakland.edu</b>
<b>Degrees-School:</b> <b>Ph.D. Wayne State University (1989)</b>  <b>M.S.N University of Louisville (1982)</b>  <b>B.S.N University of Louisville (1979)</b>  <b>Certification:</b>	<b>Research Interest:</b> Self-care, women's health, post-partum depression, evaluation of clinical interventions	
<b>Publications: (no more than 5)</b> Mitchell, A., Mittelstaedt, M., & Schott-Baer, D. Incidence of postpartum depression symptoms in a sample of women at a metropolitan community hospital. Submitted to <i>Journal of Midwifery &amp; Women's Health</i> , 2004.  Kridli, S., & Schott-Baer D. (2004). Prediction of Jordanian women's intention to use oral contraceptives. Accepted for publication by <i>Nursing Journal of Theory and Practice</i> .  Schott-Baer, D, & Reaume, L. (2001). Accuracy of ultrasound estimates of urine volume. <i>Urologic Nursing</i> , 21 (3), 193. Full text available through Health & Wellness Resource Center.  Schott-Baer, D., & Kotal, B. (2000). Frequency and effectiveness of self-care actions, and menopause symptoms of middle-aged working women. <i>Journal of MEDSURG Nursing</i> , 9(6), 302-7.  Todaro, T., & Schott-Baer, D. (2000). Plan faster, healthier recovery after orthopedic surgery. <i>Nursing Management</i> , 31(1), 24-26.		
<b>Courses taught: (relevant to DNP)</b> NRS 500 Theoretical Foundations NRS 531 Research in Advanced Nsg. Practice NRS 550 Research Methods II (old stats course) NRS 632, 634, 636 Nursing Education Specialty courses	<b>Courses that could be taught: (relevant to DNP)</b> NRS 632, 634, 636 Nursing Education Specialty Courses NRS 8ww Advanced Research Methods NRS 8vv DNP Research Project (chair)	

**SCHOOL OF NURSING  
DOCTOR OF NURSING PRACTICE PROPOSAL  
FACULTY QUALIFICATION INFORMATION**

<p><b>Name:</b> Christina L. Sieloff, PhD, RN, CNA BC Associate Professor</p>	<p><b>Office:</b> 452 O' Dowd</p>	<p><b>Office Phone:</b> 4492 <b>Email:</b> Sieloff@oakland.edu</p>
<p><b>Degrees-School:</b> <b>Ph.D.</b> Nursing Wayne State University, <b>M.S.N</b> Nursing Wayne State University <b>B.S.N</b> Nursing Wayne State University <b>Certification:</b> Nurse Administration,</p>		<p><b>Research Interest:</b> Power of a group within an organization  Developed the middle range Theory of Group Power within Organizations  Developed and psychometrically tested the Sieloff-King Assessment of Group Power within Organizations (SKAGPO)</p>
<p><b>Publications: (no more than 5)</b></p> <p><b>Sieloff, C.</b> (in press). Imogene King: Systems framework and theory of goal attainment. In A. Marriner-Tomey and M. R. Alligood (Eds.), <i>Nursing Theorists and Their Work</i> (6<sup>th</sup> ed.) (pp. 336-360). St. Louis: Mosby-Yearbook, Inc.</p> <p><b>Sieloff, C. L.</b> (2004). Leadership behaviours that foster nursing group power. <i>Journal of Nursing Management</i>, 12, 246-251.</p> <p><b>Sieloff, C. L.</b> (2003). Measuring nursing power within organizations. <i>Journal of Nursing Scholarship</i>, 35(2), 183-187.</p> <p><b>Sieloff, C. L. &amp; Frey, M.</b> (under contract). <i>Middle range theories from within Imogene King's Interacting Systems Framework</i>. New York: Springer.</p> <p><b>Sieloff, C., Frey, M., &amp; Killeen, M.</b> (in press). Application of King's Interacting Systems Framework. In M. Parker (Ed.), <i>Nursing Theorists and Their Application in Practice</i>. Philadelphia: F. A. Davis.</p>		
<p><b>Courses taught: (relevant to DNP)</b> NRS 354 Nursing Care Management NRS 355 Management Across Care Settings NRS 422 Nursing Research I NRS 430 Leadership in Professional Nursing NRS 436 Practicum in Leadership in Professional Nursing NRS 500 Theoretical Foundations of Nursing NRS 687 Graduate Research Project</p>	<p><b>Courses that could be taught: (relevant to DNP)</b> NRS 500 Theoretical Foundations NRS 531 Research in Advanced Nursing Practice NRS 610 Health Policy &amp; Finance NRS 643 Professional Role Development and Ethics NRS 8uu Advanced Nursing Theory NRS 8vv DNP Research Project NRS 8ww Advanced Research Methods NRS 8xx Health Systems, Policy and Regulation NRS 8yy Leadership &amp; Collaboration</p>	

**SCHOOL OF NURSING  
DOCTOR OF NURSING PRACTICE PROPOSAL  
FACULTY QUALIFICATION INFORMATION**

<b>Name:</b> Laureen H. Smith Assistant Professor	<b>Office:</b> 458 O'Dowd Hall	<b>Office Phone: 4097</b>  <b>Email:</b> lhsmith@oakland.edu
<b>Degrees-School:</b> <b>Ph.D. Nursing – University of Michigan (2003)</b> <b>M.S.N – Community Health Nursing- University of Michigan (1991)</b> <b>B.S.N The Ohio State University (1984)</b> <b>Certification:</b>	<b>Research Interest:</b> <b>Adolescent male sexuality, youth development and adolescent risk behaviors.</b>	
<b>Publications: (no more than 5)</b> Smith, L., Guthrie, B., and Oakley, D. (2004). Studying Adolescent Male Sexuality: Where are We. <i>Journal of Youth and Adolescence</i> (in press).		
<b>Courses taught: (relevant to DNP)</b>	<b>Courses that could be taught: (relevant to DNP)</b>	

**SCHOOL OF NURSING  
DOCTOR OF NURSING PRACTICE PROPOSAL  
FACULTY QUALIFICATION INFORMATION**

<b>Name:</b> <b>Linda Thompson, DrPh,</b> <b>RN, FAAN</b>	<b>Office:</b> <b>School of Nursing</b>	<b>Office Phone: (248) 370-4081</b>  <b>Email:</b> <b>thompo2@oakland.edu</b>
<b>Degrees-School:</b> <b>Ph.D.</b> Johns Hopkins University (MD) <b>M.S.N</b> Johns Hopkins University (MD) <b>B.S.N</b> Wayne State University <b>Certification:</b> Public Health		<b>Research Interest:</b> Childhood Obesity Prevention Health status of vulnerable children Health Policy
<b>Publications: (no more than 5)</b> Thompson, L., Story, M., Butler, G. (2003). Use of a University-Community Collaboration Model to Frame Issues and Set an Agenda for Strengthening a Community: <u>Health Promotion Practice</u> . Vol. 4, No. 4, 385-392.  *Krulewitch, C, Roberts, D., & Thompson, L. (2003). Adolescent Pregnancy and Homicide: Findings from the Maryland Office of the Chief Medical Examiner 1994-1998. <u>Child Maltreatment</u> , Volume 8, No. 10, 1-7.  *Thompson, L & Story, M. (2003). Perceptions of Overweight and Obesity in Their Community: Findings from Focus Groups with Urban, African-American Caretakers of Preschool Children. <u>Journal of National Black Nurses Association</u> ., Volume 14, No. 1, 28-37.  Plowden, K., & Thompson, L. (2002). Sociological Perspectives of Black American Health Disparities: Implications for Social Policy. <u>Policy, Politics &amp; Nursing Practice</u> , Vol. 3 No. 4, 325-332.  *Thompson, L. Story, M., Butler, G. (2003). Use of a University-Community Collaboration Model to Frame Issues and Set an Agenda for Strengthening a Community. <u>Health Promotion Practice</u> , Volume 4, No. 4, 384-392.		
<b>Courses taught: (relevant to DNP)</b> Health Policy and Finance Leadership and Management Research Methods	<b>Courses that could be taught: (relevant to DNP)</b> Health Systems Policy and Regulations Leadership and Collaboration	

**Appendix C**  
**Budget**



OU SON DNP Proposal - Final Version 3/30/05

Proforma Income Statement  
 Doctorate in Nursing Practice  
 (DNP)  
 Fund Number: TBD

		Year 1 05-06 Request	Year 2 06-07 Request	Year 3 07-08 Request	Year 4 08-09 Request	Year 5 09-2010 Request
<b>Revenue Variables:</b>						
<b>Headcount</b>		10	25	40	45	45
<b>Total Credit Hours</b>		120	300	440	480	480
Undergraduate						
Graduate			0	0	0	0
Doctoral		120	300	440	480	480
<b>UG FYES</b>		0	0	0	0	0
<b>Graduate FYES</b>		0	0	0	0	0
<b>Doctoral FYES</b>		7.5	18.75	27.5	30	30
<b>Total FYES</b>		7.5	18.75	27.5	30	30
<b>UG FTE</b>		0	0	0	0	0
<b>Graduate FTE</b>		0	0	0	0	0
<b>Doctoral FTE</b>		15	37.5	55	60	60
<b>Total FTE</b>		15	37.5	55	60	60
<b>Tuition Rate Per Credit Hour</b>						
Undergraduate						
Graduate		\$ 303.75	\$ 303.75	\$ 303.75	\$ 303.75	\$ 303.75
Enrollment Fees per Semester		\$ -	\$ -	\$ -	\$ -	\$ -
Course Fees		\$ 13.50	\$ 13.50	\$ 13.50	\$ 13.50	\$ 13.50
General Service Fee		\$ 147.00	\$ 147.00	\$ 147.00	\$ 147.00	\$ 147.00
<b>Revenue</b>						
Tuition		\$ 36,450.00	\$ 91,125.00	\$ 133,650.00	\$ 145,800.00	\$ 145,800.00
Enrollment Fees						
Course Fees		\$ 1,620.00	\$ 4,050.00	\$ 4,968.00	\$ 6,480.00	\$ 6,480.00
General Service Fee		\$ 4,410.00	\$ 11,025.00	\$ 17,640.00	\$ 19,845.00	\$ 19,845.00
<b>Total Revenue</b>		\$ 42,480.00	\$ 106,200.00	\$ 156,258.00	\$ 172,125.00	\$ 172,125.00
<b>Expenses</b>	<b>ACCT</b>					
<i>Salaries/Wages</i>						
<sup>1</sup> Faculty Salaries	6101	\$ -	\$ -	\$ 35,000.00	\$ 35,000.00	\$ 70,000.00
Visiting Faculty	6101	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative	6201	\$ -	\$ -	\$ -	\$ -	\$ -
Recruiter/Advisor (.5)		\$ -	\$ -			
Clerical(Advising & AD support) .5	6211	\$ -	\$ -			
Administrative - IC	6221	\$ -	\$ -	\$ -	\$ -	\$ -
<sup>2</sup> Faculty Inload (Replacement Costs)	6301	\$ 17,600.00	\$ 22,000.00	\$ 26,400.00	\$ 26,400.00	\$ 17,600.00
Faculty Overload	6301	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 10,000.00
Part-time Faculty	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistant	6311	\$ -	\$ -	\$ -	\$ -	\$ -
<sup>3</sup> Wages	6401	\$ -	\$ -	\$ -	\$ -	\$ -

OU SON DNP Proposal - Final Version 3/30/05

		-	-	11,200.00	11,200.00	11,200.00
Out of Classification	6401	\$	\$	\$	\$	\$
Overtime	6401	\$	\$	\$	\$	\$
Student	6501	\$	\$	\$	\$	\$
<b>Total Salary Expenses</b>		\$	\$	\$	\$	\$
		37,600.00	42,000.00	92,600.00	92,600.00	108,800.00
Fringe Benefits	6701	\$3,252.40	\$3,633.00	\$19,115.40	\$19,115.40	\$31,622.20
<b>Total Salary and Fringe Benefits</b>		\$	\$	\$	\$	\$
		40,852.40	45,633.00	111,715.40	111,715.40	140,422.20
<b>Operating Expenses</b>						
<sup>4</sup> Supplies and Services	7101	\$	\$	\$	\$	\$
		-	6,500.00	6,500.00	6,500.00	6,500.00
Graduate Assistant Tuition	7101	\$	\$	\$	\$	\$
		-	-	-	-	-
Facility Charges	7101	\$	\$	\$	\$	\$
		-	-	-	-	-
<sup>5</sup> Travel	7201	\$	\$	\$	\$	\$
		-	5,000.00	1,500.00	1,500.00	1,500.00
Telephone	7301	\$				
		-				
<sup>6</sup> Equipment	7501	\$	\$	\$	\$	\$
		-	2,500.00	-	-	-
Library	7401	\$	\$	\$	\$	\$
		5,600.00	5,600.00	5,600.00	5,600.00	5,600.00
<b>Total Operating Expenses</b>		\$	\$	\$	\$	\$
		5,600.00	19,600.00	13,600.00	13,600.00	13,600.00
<b>Total Expenses</b>		\$	\$	\$	\$	\$
		46,452.40	65,233.00	125,315.40	125,315.40	154,022.20
<b>Net Income/Loss</b>		\$	\$	\$	\$	\$
		(3,972.40)	40,967.00	30,942.60	46,809.60	18,102.80
Net Income Percentage		1.274414266	0.715862826	0.937638608	0.859502058	1.05639369

Explanations:

<sup>1</sup> Faculty, 1.0 FTE Yr. 2 and 3 and 2.0 FTE Yr. 3 and 4

<sup>2</sup> Faculty replacement costs for clinicals of senior faculty teaching in the program

<sup>3</sup> Statistical Support \$20 for 280 hours/semester, starts year 3

<sup>4</sup> Supplies and Services - Yr 1 - Physical Assessment Streaming Video for on-line learning and other costs associated with orientation

<sup>5</sup> Travel for recruiting and conferences

<sup>6</sup> Equipment - computer equipment to support on-line learning for faculty

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**Appendix D**  
**Program Evaluation and Assessment Plan**

OU Role and Mission	Program Goals	Evaluation Data	Assessment Data	Feedback Loop
<p>The Oakland university Vision for 2010 includes strategies that will guide units to develop “a side range of master and professional doctorate programs that both strengthen undergraduate programs and meet the market demands of our society.”</p>	<p>The DNP program will prepare nurses beyond basic nursing education (BSN) and current graduate education (MSN) by preparing nurses to:</p> <p>1) Function as clinical leaders in service and academic settings.</p> <p>2) Function as practitioners at the highest level of nursing practice in at least one area of specialized advanced nursing practice: nurse practitioner, nurse anesthetist, or clinical nurse specialist.</p> <p>3) Be eligible to complete the certification exam in a clinical specialty as a nurse practitioner, nurse anesthetist, or clinical nurse specialist.</p>	<p><b>Qualified Students:</b></p> <p>GRE results (when applicable)</p> <p>Admission GPA</p> <p>Graduation GPA for (DNP coursework)</p> <p>Program completion rate (time from admission to graduation)</p> <p>DNP project completion rate: -number of credits in 8ww -number of semesters to complete project</p> <p><b>Effectiveness of recruitment:</b></p> <p>Minority enrollment</p> <p>Enrollment in post-MSN</p> <p>Enrollment in BSN to DNP</p> <p><b>Alumni Survey:</b></p> <p>Satisfaction with program</p> <p>Perception of preparedness to take and pass certification exam.</p>	<p>Alumni survey: employment section</p> <p>Dissemination of scholarly work (post graduation): Publications and presentations: Referred Invited</p> <p>Certification pass rates. Reports on student strengths and weaknesses when available (CRNA, FNP)</p>	<p>Annual Evaluation Colloquy. Data reviewed by all faculty and recommendations made to GCOI or course faculty.</p>

