



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Coppin State University: Doctor of Nurse Practice

COMMITTEE: Education Policy

DATE OF COMMITTEE MEETING: March 24, 2010

SUMMARY: A major paradigm shift has occurred in the education of Nurse Practitioners. A pivotal impetus for the change was the American Association of Colleges of Nursing's (AACN) decision in October 2004 to adopt the goal that preparation for specialization in nursing should occur at the doctoral level by 2015. The development of the practice doctorate is supported in the National Research Council's report titled advancing the Nation's Health Needs: NIH Research Training Programs (2005). That report notes the need for the nursing profession to develop a "non-research practice doctorate" to prepare expert practitioners who can also serve as clinical faculty.

According to a Special Survey on Vacant Faculty Positions (AACN, 2009) a total of 803 faculty vacancies were identified in a survey of 554 nursing schools with baccalaureate and/or graduate programs across the country. Besides the vacancies, schools cited the need to create an additional 279 faculty positions to accommodate student demand (AACN, 2009). The DNP will prepare expert practitioners who can also serve as clinical faculty. This will aid in increasing the number of nursing faculty, which is declining annually.

The DNP program curriculum will prepare post baccalaureate graduates of nursing programs and post Masters advanced practice nurses to earn the DNP degree. Students will have practice resources, and an academic infrastructure that support a high quality educational program and provide students with the opportunities to develop expertise in nursing practice. The students have access to strong practice environments, including CSUs nurse managed clinic, faculty members who practice, environments characterized by continuous improvement, and a culture of inquiry and scholarship. The program will be offered to a larger population in Maryland and other states through distance delivery using online courses and courses with a hybrid format.

There are currently two Maryland institutions offering the DNP – The Johns Hopkins University and the University of Maryland, Baltimore. Neither of these programs has an option for Post Baccalaureate students. In addition, these programs currently do not offer distance education or weekend options for students.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funding is necessary. The program will be supported through tuition and grants.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy recommend that the Board of Regents approve the proposal from Coppin State University to offer the Doctor of Nurse Practice.

COMMITTEE RECOMMENDATION: Approval

DATE: March 24, 2010

BOARD ACTION:

DATE:

SUBMITTED BY: Irwin Goldstein (301) 445-1992 irv@usmd.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

 X New Instructional Program
 Substantial Expansion/Major Modification
 Cooperative Degree Program

COPPIN STATE UNIVERSITY

Institution Submitting Proposal

DOCTOR OF NURSE PRACTICE

Post Master's Option

Baccalaureate Degree to Doctor of Nursing Practice Option

Title of Proposed Program

Doctor of Nursing Practice (DNP)

Degree to be Awarded

Fall 2010

Projected Implementation Date

Proposed HEGIS Code

Proposed CIP Code

School of Nursing

Department in which program will be located

Dr. Joan Tilghmna, Acting Dean

Department Contact

(410) 951-3990

Contact Phone Number

jtilghman@coppin.edu

Contact E-Mail Address

Signature of President or Designee

Date

A. Institutional Mission

Coppin State University (CSU), a Historically Black Institution (HBI) of the University System of Maryland, is located in the urban inner city of Baltimore. The university is committed to excellence in teaching, research and continuing service to its community. Coppin State University provides educational access and diverse opportunities for students with a high potential for success and for students whose promise may have been hindered by a lack of social, personal or financial opportunity. High quality academic programs offer innovative curricula, and the latest advancements in technology prepare students for workforce careers in a global society.

The university educates and empowers a diverse student body to lead by the force of its ideas to become critical, creative and compassionate citizens of the community and leaders of the world, with a heart for lifelong learning and dedicated public service. Coppin State University applies its resources to meet urban needs, especially those of Baltimore City, wherever those applications match well with its academic programs. CSU has accepted the challenge to provide access to students as well as help meet the work force shortage needs of the healthcare industry, which is the fastest growing service industry in the United States.

According to the U.S. Census Bureau, the nation's minority population totaled 102.5 million or 34% of the U.S. population in 2007 (U.S. Census Bureau, 2008). There is a strong relationship between a culturally diverse nursing workforce and the ability to provide quality, culturally competent patient care (AACN, 2008). Increasing the numbers of advanced practice nurses that mirror the patient population is critical and more has to be done until adequate representation becomes a reality. The Doctor of Nursing Practice (DNP) degree program will be a vital academic endeavor that will assist in increasing the number of nurse practitioners prepared with a DNP in Maryland and other areas. The DNP program will focus on population health needs. Graduates of the program will be prepared to implement policies, practices and initiatives to improve health outcomes for urban individuals, families, and other communities.

B. Need for the Proposed Program

A major paradigm shift has occurred in the education of Nurse Practitioners. A pivotal impetus for the change was the American Association of Colleges of Nursing's (AACN) decision in October 2004 to adopt the goal that preparation for specialization in nursing should occur at the doctoral level by 2015. The other factors leading to a change in education for Nurse practitioners include preparation by master's degree programs of advanced generalists such as the Clinical Nurse Leader (AACN, 2004b) and recommendations by the National Research Council of the National Academies (2005) for changes in doctoral preparation for those planning for careers with a heavy concentration in research. The development of the practice doctorate is supported in the National Research Council's report titled advancing the Nation's Health Needs: NIH Research Training Programs (2005). That report notes the need for the nursing profession

to develop a “non-research practice doctorate” to prepare expert practitioners who can also serve as clinical faculty.

In addition, the Institute of Medicine (IOM) Committee on the Health Professions Education (2003) states, “All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics” (p. 3). To date there are more than 83 nursing programs that now offer the Doctor of Nursing Practice degree option (AACN, 2007), which include two in Maryland (Johns Hopkins and the University of Maryland).

The DNP is a graduate degree and is built upon the generalist foundation acquired through a baccalaureate or advanced generalist masters in nursing. The proposed DNP fulfills CSU’s goal to prepare graduates who distinguish themselves as leaders and service providers in critical and essential professions that offer life-long diverse employment, professional growth and service opportunities. The CSU DNP program will prepare students to address current and future practice issues.

According to a Special Survey on Vacant Faculty Positions (AACN, 2009) a total of 803 faculty vacancies were identified in a survey of 554 nursing schools with baccalaureate and/or graduate programs across the country. Besides the vacancies, schools cited the need to create an additional 279 faculty positions to accommodate student demand (AACN, 2009). The DNP will prepare expert practitioners who can also serve as clinical faculty. This will aid in increasing the number of nursing faculty, which is declining annually.

The Report of the Panel on the Comparability and Competitiveness of Historically Black Institutions (HBIs) in Maryland, which is included in the Final Report of the Funding Commission, identifies a number of challenges to ensure that the State’s four public HBIs are comparable to and competitive with Traditional White Institutions (TWIs). The Panel indicated that the State will need to provide “substantial additional resources” to create a comparable institutional platform to support doctoral and graduate education at the HBIs. The DNP program at CSU will provide an opportunity to increase graduate student enrollment among African American students.

An additional benefit is that the program will be offered to a larger population in Maryland and other states through distance delivery using online courses and courses with a hybrid format. The 2009 Maryland State Plan addressed capacity for enrollment growth that is needed to meet the needs of an increasingly diverse student population. The Maryland Plan cited that efforts to support enrollment growth should continue, and alternative means of delivery, that include distance learning, should be considered to expand program offerings. Online delivery and hybrid format of courses will increase the student enrollment in nursing and the university numbers will subsequently increase. The distance education modality will provide accessibility to non-traditional students and students living in rural/underserved areas. The Maryland State Plan (2009) cites that distance education is also an important tool to help postsecondary institutions become more accessible and recommends an increase in the number of distance education courses

and programs.

Goal Three of the 2009 Maryland State Plan is *to ensure equal opportunity for Maryland's diverse citizenry* through education and creating pipelines to terminal degrees that will increase the number of “minority” faculty and professional staff. The DNP will help CSU to remain comparable and competitive as a HBI, with traditionally white institutions. As the shift to DNP as the sole method of preparation for Nurse Practitioners it is imperative that CSU have an academic program that is viable and competitive with other institutions.

The Doctor of Nursing Practice degree addresses Goal Two of the 2009 Maryland State Plan. Which is to achieve a system of post-secondary education that promotes accessibility and affordability for all Marylanders. The development and implementation of distance delivery courses will offer alternative mode of instruction to students. The need for students in the urban inner city of Baltimore to have greater access to obtain a Doctor of Nursing Practice Degree becomes evident as noted in the Maryland Plan to Eliminate Minority Health Disparities (2006-2010), 75% of the minority population in Maryland is African American. However, there is a significant deficit of minorities in the health professions (Maryland Plan to Eliminate Minority Health Disparities, 2006-2010).

The 2009 State Plan reports that postsecondary institutions will be challenged to provide academic programs, support services, and delivery methods that serve the needs of these students who often require flexible class schedules, locations, and ways of interacting with their peers and faculty. It is the intent that this program by Year 3 of implementation will provide a weekend option. We expect to offer an online option to provide opportunities for potential students (who might not otherwise enroll) to enroll in courses leading to the DNP.

The fifth goal of the 2009 Maryland State Plan is for academic institutions to “Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.” The DNP degree option will address this goal by preparing nurses for advance practice areas with the knowledge base to identify areas of research and increase the number of nurses with a doctoral degree as well as contribute to diversity in the workforce.

The DNP at Coppin State University will address Goal Three of the Maryland State Plan 2009 which is to ensure equal opportunity for all Maryland citizens. The Sullivan Commission's Report on Health Professions Diversity (2004) noted that in the future health professionals will have even less resemblance to the general population if minority enrollments in schools of medicine, dentistry, and nursing continue to decline. If the enrollment of minority students does not increase, the Sullivan Commission reports that it could place the health of at least one-third of the nation's citizens at risk (Sullivan Commission Report, 2004). The proposed DNP program will address some of the concerns discussed in the Sullivan Report as it relates to the declining number of minority nurses. The DNP degree program will create the opportunity for the attainment of

doctoral degrees and increase the number of advanced practice nurses and nursing faculty within the state of Maryland.

Student Audience

The DNP will be offered years 2010-2012 to students as a Post Masters DNP to students who have a specialized advanced nursing Masters degree. Admission of qualified Post-Baccalaureate nursing degree applicants is projected for 2012. The DNP program will be directed at full-time students with part-time options available. It is anticipated that the majority of the applicants will be employed full-time and are seeking the DNP for job promotion or career change. Many of these students will be recruited from hospitals and other healthcare facilities where Coppin State University currently has long standing collaborative relationships. Enrollment is projected at 12 full-time new admits for Year One, increasing to 18 Year Two, 22 students Year Three and 25 students in Year Four. The overall graduation rate is estimated to be 80% or higher.

Enrollment Estimates (Includes Attrition)

Fiscal Year	Year 1	Year 2	Year 3	Year 4
Full Time Students	12	18	22	25
Part-Time Students	8	11	14	20
Full Time Students (Post BSN)			20	40
Part-Time Students (Post BSN)			11	23

Similar Programs in the State

The University of Maryland has a Post Masters DNP program with the requirement of a minimum of 38 credits to be completed full time within 4 semesters. Johns Hopkins University has a DNP program with the requirement of 38-credit hours to be completed full time within 4 semesters. The AACN recommendations for credit allocation for Post Masters program is a minimum of 27 credits and a maximum of 40 credits. At the writing of this proposal, neither of these programs has an option for Post Baccalaureate students. The current DNP programs in Maryland currently do not offer distance education or weekend options for students.

Curriculum Design and Related Learning Outcomes

The DNP provides education in evidence-based practice, quality improvement, and systems thinking among other key areas. To obtain this degree the Post-masters student must complete 30 semester hours. The Post Baccalaureate student must complete 80 credit hours.

The development of the Doctor of Nursing Practice will be guided by Coppin State University's Mission and Strategic Plan, the 2004 Maryland State Plan for Postsecondary Education, the American Association of Colleges of Nursing, the AACN Task Force Report on the DNP and the DNP tool kit.

Upon completion of the requirement for the proposed DNP degree, the student will be able to:

1. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.
2. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences
3. Utilize principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery
4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.

The DNP program curriculum will prepare post baccalaureate graduates of nursing programs and post Masters advanced practice nurses to earn the DNP degree. Students will have practice resources, and an academic infrastructure that support a high quality educational program and provide students with the opportunities to develop expertise in nursing practice. The students have access to strong practice environments, including CSUs nurse managed clinic, faculty members who practice, environments characterized by continuous improvement, and a culture of inquiry and scholarship.

The course objectives and student profile for graduates will emphasize a continuum of course work that integrates the social sciences, natural sciences, arts and humanities and the core body of independent knowledge that is relevant to the Doctor of Nursing Practice degree. The curriculum balances didactics, and clinical application in actual patient care facilities and health agencies relevant to course content. The technology to support a weekend option and distance education curriculum for the proposed DNP program is available at CSU. The plans of study are on pages 10, 11 and 12.

The university has been ranked in the top 20 of the nation's college campuses for wireless communications technology. CSU has received national and international recognition for its advances in Information Technology and for its groundbreaking developments in communication and education technology. Nursing faculty in the past 4 years have received funding (10 grants) to advance the utilization of technology in nursing. The faculty has published on the utilization of technology in academic settings and were the guest authors for an issue of the Association of Black Nursing Faculty Journal July 2006 focusing on Technology in Education. The issue was authored by HFSON faculty.

The program faculty will use feedback and assessment from the professional staff at affiliation facilities to assess the proficiency of students in applying theory to practice. The course content and student evaluation and assessment tools will be reviewed at regular intervals to determine effectiveness in achieving the proposed program's objectives and outcomes. Coppin's state of the art assessment system will improve the

overall assessment of students for recruitment, academic performance and retention in the Doctor of Nursing Practice.

POST MASTERS NURSE PRACTITIONER

COURSE	TITLE	CREDITS
NURS 582	Research Methods and Design for Nursing Practice	3
NURS 620	Theoretical Perspectives in Nursing Practice	3
NURS 680	Foundations for Evidenced Based Practice	3
NURS 682	Analysis of Health Care Delivery Systems	3
NURS 686	Epidemiology	3
NURS 725	Capstone Project I	3
NURS 507	Global Health: Problems and Issues	3
NURS 690	Health Policy Analysis and Finance	3
NURS 684	Nursing Information Technology and Analysis	3
NURS 726	Capstone Project II	3
Total Credits		30

Post Baccalaureate Family Nurse Practitioner

Course	Title	Credits
NURS 610	Advanced Principles of Pathophysiology	3
NURS 600	Advanced Health Assessment and Promotion	4
NURS 582	Research Methods and Design for Nursing Practice	3
NURS 620	Theoretical Perspectives in Nursing Practice	3
NURS 660	Primary Health Care for Adult/Older Adult in the Family	3
NURS 661	Primary Health Care for Adult/Older Adult (Practicum)	3
NURS 615	Pharmacology for Advanced Nursing Practices	3
NURS 512	Urban Theory and Research	3
NURS 650	Primary Health Care for Women in the Family	3
NURS 651	Primary Health Care for Women in the Family (Practicum)	3
NURS 680	Foundations for Evidence Based Practice	3
NURS 640	Primary Health Care for Children	3
NURS 641	Primary Health Care for Children in the Family (Practicum)	3
NURS 682	Analysis of Health Care Delivery Systems	3
NURS 507	Global Health: Problems and Issues	3

NURS 700	Primary Health Care for Family Practicum I	4
NURS 684	Nursing Information Technology and Analysis	3
NURS 720	Capstone Project I	1
NURS 686	Epidemiology	3
NURS 701	Primary Health Care for Family Practicum II	4
NURS 688	Law and Ethics	3
NURS 721 (DNP)	Capstone Project II	2
NURS 702	Primary Health Care for Family Practicum III	3
NURS 690	Health Policy Analysis and Finance	3
NURS 722	Capstone Project III	2
NURS 703	Primary Health Care for the Family Practicum IV	3
NURS 723	Capstone Project IV	3
Total Credits		80

Clinical Hour Allocation Post BSN Students		
Course	Clinical hours	Cumulative total
NURS 600 Health Assessment	40	40
NURS 661 Primary Care Adult/Older Adult	120	160
NURS 651 Primary care Women	120	180
NURS 641 Primary Care Children	120	400
NURS 700 Primary Care Family I	180	580
NURS 701 Primary Care Family II	180	760
NURS 702 Primary Care Family III	120	880
NURS 703 Primary Care Family IV	120	1000
	Total Clinical hours	1000

4. Program Faculty

Coppin State University DNP degree program faculty are masters and doctoral prepared. Faculty has current experiences in a variety of healthcare specializations. The existing faculty has received extensive preparation in the use of technology in the academic setting. Faculty development in this area is ongoing and will continue. There is an active faculty practice environment. The faculty will be comprised of professors with PhDs (4) and DNPs (3) degrees. The current faculty preparation encompasses a range of doctoral prepared disciplines that include Transcultural Nursing, Family Theory, Public Health and Health Policy. The faculty has conducted evidenced based practice

projects and are involved in investigator initiated research which will provide a basis for student education in research.

5. Technology Fluency

Technology fluency is a high priority throughout CSU curricula in each course of study. Students are currently using Tegrity an audio video based delivery mechanism that allows faculty to record and use simulation in lectures. The students can access the lectures via computers at anytime. The university provides technology support via Blackboard manuals that are a course component, a helpdesk with service 10 hours daily Monday-Friday and a telephone Help line 24 hours a day, seven days a week when the university is closed. Students are using laptops and PDAs in the graduate program as a part of the course delivery methods. The proposed course of study incorporates on-line courses. Graduates will leave the program with advanced knowledge of computer information management systems, and the utilization of technology in health care.

6. Fordice Impact Analysis - DNP

The University has examined the new proposal to assess whether or not it is traceable to Maryland's history of de jure racial segregation practices. It has been determined that the program is not based on the responses to the following criteria:

1. The new program is not in and of itself traceable to prior segregation, nor would it produce or promote such policies and practices.
2. The new program will not produce any segregative effects. Diversity is important to the University and to the program offering. Course offerings do not exclude any racial/ethnic groups from equal access to instruction since courses will be offered in a hybrid and online format. Students will also have 24 hr. access to coursework via blackboard and Tegrity. Therefore, access is available to all who apply and are admitted into the program.
3. The new program is supported by sound educational purposes. The program proposal is being submitted in response to the following:
 - **The National League for Nursing mandates that all Nursing programs have a Doctor of Nurse Practitioner degree offering by 2015.** Also, accrediting bodies such as Middle States Commission on Higher Education has established standards for the University as well as commended the goals set forth by the institution. As part of the review process, the University will have to report on progress related to goals such as maintaining quality and relevant academic programs and access to those programs by students.
 - Labor market conditions, alignment with the 2009 State Plan for Higher Education, alignment with those areas defined by the State as having critical shortages.

- The University's mission is further promulgated by the development of new and appropriate academic programs. Local, regional, and communities nationwide will be impacted by the professionals that result from having attained degrees from our program.
- Students seeking this major will have equal access to the academic support services such as specialized advising and tutorial services offered at the departmental level and by the Academic Resource Center.

4. The new program is similar to other programs offered in the State. However, severe shortages in Nursing and other Health professions necessitate the need to duplicate the program already offered at the University of Maryland Baltimore and like Coppin, proposed by Salisbury University.

7. Library Resources

The President of the University assures that the institutional library resources meet new program needs. The Library in collaboration with the School of Nursing will ensure that additional instructional resources are available for the new program. Furthermore, students enrolled in this program will have access to the Library Information Management System (LIMS) in use by the entire University System of Maryland. Current periodicals and professional journals will be made available to the students enrolled in the Doctor of Nursing Practice program. The HFSON has provided \$25,000.00 to the library for increasing nursing and health related journals and textbooks using grant funds.

8. Facilities

The President assures that institutional facilities meet new programs needs. The nursing program is housed in the newly occupied Health and Human Services Building (HHSB) on the main campus. The HHSB has state of the art technology for classroom and clinical use and for distance delivery education. Required clinical practicum will be provided through affiliation agreements with practitioners, local hospitals, institutions and the Coppin State University Community Nursing Center.

TABLE 1: RESOURCES:

Resource Categories	2010	2011	2012	2013	2014
1. Reallocated Funds	0	0	0	0	
2. Tuition/Fee Revenue (c + g below)	112,800	165,675	408,195	527,810	737,430
a. Number of F/T Students	*12	*18	* 22 ** 20	*25 **40	*30 **60
b. Annual Tuition/Fee Rate	7,050 (in-state) 12,990 (out of state)	7,050 (in-state) 12,990 (out of state)	7,050 (in-state) 12,990 (out of state)	7,050 (in-state) 12,990 ((out of state)	7,050 (in-state) 15,828 (out of state)
c. Total F/T Revenue (a x b)	84,600	126,900	314,900	392,450	535,800
d. Number of P/T Students	* 8	* 11	* 14 **11	*20 **23	*30 **34
e. Credit Hour Rate	235 (in-state) 433 (out of state)	235 (in-state) 433 (out of state)	235 (in-state) 433 (out of state)	235 (in-state) 433 (out of state)	235 (in-state) 433 (out of state)
f. Annual Credit Hour Rate	*15	*15	*15 **17	*15 **12	*15 *12
g. Total P/T Revenue (dxexf)	28,200	38,775	93,295	135,360	201,630
3. Grants, Contracts & Other External Sources	80,000	80,000	80,000	80,000	80,000
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	192,800	245,675	488,195	641,840	830,550

Grants: The Masters Program has been awarded a grant in the amount of \$500,000 annually for the next 4 years.

*Students admitted to Post Masters Program.

** Students admitted to Post BSN Program.

TABLE 2: EXPENDITURES:					
Expenditure Categories	2010	2011	2012	2013	2014
1. Faculty (b + c below)	100,000	150,000	350,000	500,000	500,000
a. # FTE	1	1.5	3.5	5	5
b. Total Salary	80,000	120,000	280,000	400,000	400,000
c. Total Benefits	20,000	30,000	70,000	100,000	100,000
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	9,280	34,662	34,662	34,662	34,662
a. # FTE	.25	1	1	1	1
b. Total Salary	8,000	32,000	32,000	32,000	32,000
c. Total Benefits	1,280	2,662	2,662	2,662	2,662
4. Equipment	0	0	20,000	25,000	25,000
5. Library	10,000	10,000	15,000	15,000	15,000
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 - 7)	119,280	194,662	419,662	574,662	574,662

Grants: The Masters Program has been awarded a grant in the amount of \$500,000 annually for the next 4 years.

*Students admitted to Post Masters Program.

** Students admitted to Post BSN Program.