

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
February 21, 2013

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3	IDAHO STATE UNIVERSITY – DOCTOR OF NURSING PRACTICE	Approval Item
4	BOISE STATE UNIVERSITY – DOCTORATE OF NURSING PRACTICE	Approval Item
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5	A. MASTER OF ADULT-GERONTOLOGY NURSE PRACTITIONER B. GRADUATE CERTIFICATE IN ADULT-GERONTOLOGY NURSE PRACTITIONER-ACUTE CARE C. GRADUATE CERTIFICATE IN ADULT-GERONTOLOGY NURSE PRACTITIONER-PRIMARY CARE	Approval Item

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013

SUBJECT

Waiver of Board Policy III.Q.4.c, Placement in Entry-Level College Courses

REFERENCE

December 2008	Information Item Presented to Board on the Formation of a Task Force to Examine Alternative Approaches for Placement of Students into First-Year Writing Courses (English 90, 101, and 102).
December 2010	Waiver of Board Policy III.Q.4.C., for placement in entry-level college English courses to permit pilots to establish alternative placement mechanisms for English.

APPLICABLE POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q, Admission Standards

BACKGROUND/DISCUSSION

Board Policy III.Q., Admission Standards provides coverage for both admission and lower division course placement at the public institutions. In June 2008, the Council on Academic Affairs and Programs (CAAP) was presented with a proposal on behalf of the English Department Chairs and Writing Program Administrators to form a task force that would explore alternatives or new methods for more accurately placing students in first-year writing courses. CAAP supported the establishment of an English Placement task force, developed a charge with deliverables and timeline. Over the course of two years, the task force reviewed best practices to establish a common framework to be used in developing alternative placement mechanisms.

Institutions implemented pilot programs to determine the effectiveness of the alternative placement options. The results concluded that additional placement measures, and oftentimes different than current policy or historical practice, led to a positive initial experience in college during a critical transition period, and that institutions and students managed resources more efficiently. In September 2010 the English Placement Taskforce presented CAAP with the follow recommendations:

- Continued institutional commitment to the collaboratively-developed Framework for Writing Placement
- Amending language to Board Policy III.Q., Admission Standards to distinguish between admission and placement
- Reviewing the current placement chart for first-year writing in Board Policy III.Q., and place differently within the policy
- Evaluating how to award students college credit for course work actually taken

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In December 2010 staff was aware that beyond the English Placement Taskforce Recommendations, further revisions to Board Policy III.Q. were necessary. At that time, staff and CAAP requested the board waive the criteria contained in policy III.Q.4.c. for placement in entry-level college courses to permit the alternative placement mechanisms for English and that said waiver would expire in the Fall of 2012.

In August of 2010 the Board also set their 60% Completion goal and in December 2011 approved the first draft of the Complete College Idaho (CCI) Plan and requested staff seek feedback and buy-in for the draft plan from stakeholders throughout the state. In June 2012, the Board approved the CCI plan and the following five key strategies: Strengthen the Pipeline, Transform Remediation, Structure for Success, Reward Progress & Completion, and Leverage Partnerships.

Two of the strategies are directly connected to Board Policy III.Q. and associated placement requirements: Transform Remediation and Structure for Success (which includes general education core reform). The Chief Academic Officer and CAAP established two statewide taskforces, the State General Education Reform Taskforce and the State Transforming Remediation Taskforce, to develop recommendations that will be brought to the Board for their review and approval. The State General Education Reform Taskforce will be reviewing communications, math and English discipline recommendations regarding courses that should make up the general education core in their discipline, basic skill competencies for those courses and essential learning outcomes. These disciplines will extend to the humanities and physical life, and social sciences in the next phases of this work. The State General Education Reform Taskforce will then take this information and make recommendations to CAAP and then Instructions, Research, and Student Affairs (IRSA) Committee and ultimately recommendations to the full Board for their approval. The math and English discipline recommendations will provide the necessary contextual framework for the State Remediation taskforce to identify the most appropriate assessment and placement requirements.

Two subgroups of the State Transforming Remediation Taskforce have been created, Assessment & Placement and Delivery Models. These groups will come together in late April to review state and national data, and best practice models, and make recommendations on the appropriate framework for assessment and placement and implementation of the three Board identified delivery models.

Significant foundational work to revise assessment and placement practice and delivery of remediation education is already underway on most campuses and they are seeing increased student success because of that. In order to support the work of the Complete College Idaho plan and one of our key strategies to transform remediation, Board approval to waive policy section III.Q.4.c. is necessary.

IMPACT

The problems with remediation start before a student ever enrolls in a remedial course. It begins with the current placement and assessment requirements and practice, and their failure to provide postsecondary institutions with the appropriate information necessary to determine both a student's knowledge and abilities. Currently a variety of cut scores are used within and across our state institutions, providing no clear expectation of what college readiness really means. Additionally, student scores on current assessments reveal little about actual weaknesses or what help is needed to succeed at the college level. One key strategy in the CCI plan, Transform Remediation, seeks to address both the poor assessment and placement practices, as well as the delivery models that serve students.

It is anticipated that the State Transforming Remediation Taskforce and appropriate subgroups will meet for a summit in late April and work through the fall to develop recommendations that will come before the Board in December 2013 or February 2014. The goal is that the new assessment and placement requirements would impact the Fall 2014 applicants.

ATTACHMENTS

Attachment 1 – Board Policy III.Q., Admission Standards

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STAFF COMMENTS AND RECOMMENDATIONS

The work done by the English Placement Taskforce in 2010 included the seven public institutions, whereby they sought to analyze and design a common framework for placement in entry-level English courses. Because of budget cuts and institution and Board staff turnover, the entirety of this work was not realized. The request to temporarily waive policy III.Q.4.c. ensures the institutions governed under the Board are in compliance with policy; while also enabling them to meet the goals of Complete College Idaho and Transforming Remediation. This temporary waiver will allow staff time to work with CAAP and the State Transforming Remediation Taskforce to ensure that there is a consistent model for placing students, which is transparent for students and counselors, and to ensure that policy is in alignment with the Board's strategic plan, 60% statewide completion goal, and the Complete College Idaho Plan.

Part of this waiver requirement should include the notification to the Chief Academic Officer and CAAP of the institutions' assessment and placement practices to ensure alignment with the Transforming Remediation strategy and supporting initiatives.

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BOARD ACTION

I move to extend the waiver of the criteria in Board policy III.Q.4.c for placement in entry-level college courses to permit alternative placement mechanisms that are in alignment with the Complete College Idaho plan until the beginning of Fall 2014. All alternative placement mechanisms shall be reviewed by the Chief Academic Officer and the Council on Academic Affairs and Programs (CAAP) prior to implementation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

1. Coverage

Boise State University, College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis-Clark State College, North Idaho College and The University of Idaho are included in this subsection. The College of Southern Idaho, College of Western Idaho and North Idaho College are exempted from certain provisions of this admission policy as determined by their local boards of trustees.

2. Purposes

The purposes of the admission policies are to:

- a. promote institutional policies which meet or exceed minimum statewide standards for admission to higher education institutions;
- b. inform students of the academic and applied technology degree expectations of postsecondary-level work;
- c. improve the quality of academic and applied technology degree preparation for postsecondary programs;
- d. enhance student access to academic and applied technology degree programs; and
- e. admit to postsecondary education institutions those students for whom there is a reasonable likelihood of success.

3. Policies

The college and universities must, with prior Board approval, establish institutional policies which meet or exceed the following minimum admission standards. Additional and more rigorous requirements also may be established by the college and universities for admission to specific programs, departments, schools, or colleges within the institutions. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee.

4. Academic College and University Regular Admission

A degree-seeking student with fewer than fourteen (14) credits of postsecondary work must complete each of the minimum requirements listed below. (International students and those seeking postsecondary professional-technical studies are exempt.)

- a. Submit scores received on the ACT (American College Test) or SAT (Scholastic Aptitude Test) and/or other standardized diagnostic tests as determined by the institution. These scores will be required of applicants graduating from high

school in 1989 or later. Exceptions include applicants who have reached the age of 21. These applicants are subject to each institution's testing requirements.

- b. Graduate from an accredited high school and complete the courses below with a 2.00 grade point average. Applicants who graduate from high school in 1989 or later will be subject to the admission standards at the time of their graduation.

Subject Area	Minimum Requirement	Select from These Subject Areas
English	8 credits	Composition, Literature
Math	6 credits	<p>A minimum of six (6) credits, including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. A total of 8 credits are strongly recommended.</p> <p>Courses not identified by traditional titles, i.e., Algebra I or Geometry, may be used as long as they contain all of the critical components (higher math functions) prescribed by the State Mathematics Achievement Standards.</p> <p>Other courses may include Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10th, 11th, and 12th grade.</p>
Social Science	5 credits	<p>American Government (state and local), Geography, U.S. History, and World History.</p> <p>Other courses may be selected from Economics (Consumer Economics if it includes components as recommended by the State Department of Education), Psychology, and Sociology.</p>
Natural Science	6 credits	<p>Anatomy, Biology, Chemistry, Earth Science, and Geology. Physiology, Physics, Physical Science, Zoology. A maximum of two (2) credits may be derived from vocational science courses jointly approved by the State Department of Education and the State Division of Professional-Technical Education, and/or Applied Biology, and/or Applied Chemistry. (Maximum of two (2) credits).</p> <p>Must have laboratory science experience in at least two (2) credits.</p> <p>A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.</p>

Subject Area	Minimum Requirement	Select from These Subject Areas
Humanities Foreign Language	2 credits	Literature, History, Philosophy, Fine Arts (if the course includes components recommended by the State Department of Education, i.e., theory, history appreciation and evaluation), and inter-disciplinary

		<p>humanities (related study of two or more of the traditional humanities disciplines). History courses beyond those required for state high school graduation may be counted toward this category.</p> <p>Foreign Language is strongly recommended. The Native American Languages may meet the foreign language credit requirement</p>
Other College Preparation	3 credits	<p>Speech or Debate (no more than one (1) credit). Debate must be taught by a certified teacher.</p> <p>Studio/Performing Arts (art, dance, drama, and music).</p> <p>Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category).</p> <p>State Division of Professional-Technical Education-approved classes (no more than two (2) credits) in Agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer sciences education, technology education, marketing education, trade, industrial, and technical education, and individualized occupational training.</p>

- c. Placement in entry-level college courses will be determined according to the following criteria.

Placement Scores for English

Class	ACT English Score	SAT English Score	AP Exam	COMPASS Score
English 90	<17	>200	NA	0 - 67
English 101	18-24	>450	NA	68 - 94
English 101 Credit English 102 Placement	25-30	>570	3 or 4	95 -99
Credit English 101 and English 102	>31	>700	5	

Placement Scores for Math

Class	ACT Math Score	SAT Math Score	COMPASS Score
Math 123 Math 127 Math 130	>19	>460	Algebra > 45
Math 143 Math 147 Math 253-254	>23	>540	Algebra >61
Math 144 Math 160	>27	>620	College Algebra >51
Math 170	>29	>650	College Algebra >51 Trigonometry >51

NOTES:

In all cases, one credit is defined as a course taken with a minimum of 70 hours of classroom instruction.

If a high school does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/Foreign Language) may not count in another category.

Each high school in Idaho has a list of approved courses, which count toward college/university admission.

5. Academic College and University Conditional Admission

It is the Board's intent that a student seeking conditional admission to any public postsecondary institution must take at least two (2) testing indicators that will allow the institution to assess competency and placement.

- a. Submit scores received on ACT (American College Test) or SAT (Scholastic Aptitude Test) prior to enrollment. Effective fall semester 1989.
- b. Effective fall semester 1989, a degree-seeking applicant who does not qualify for admission based on 4.b above but who satisfies one (1) of the criteria below, may be asked to petition the institutional director for admissions.

(1) A high school graduate from an accredited secondary school who has not completed the Board's Admission Standards core and has a predicted college GPA of 2.00 based on ACT, SAT and/or ACT COMPASS at the institution to which the student is seeking admission.

(2) Students who graduate from non-accredited secondary schools or home schools must have a predicted college GPA of 2.00 based on the ACT or SAT at the institution to which the student is seeking admission. In addition, the student must have an acceptable performance on one (1) of the following two (2) testing indicators: (a) GED (General Educational Development) Test; or (b) other standardized diagnostic tests such as the ACT COMPASS, ASSET, or CPT.

(3) Deserves special consideration by the institution, e.g., disadvantaged or minority students, delayed entry students, returning veterans, or talented students wishing to enter college early.

NOTE: Regarding the ACT/SAT, this requirement is for students who graduated from high school in 1989 or later. Students who have graduated prior to 1989 or who have reached the age of 21 at the time of application are subject to each institution's testing requirements for admission.

- c. If admitted, the student must enroll with conditional standing and is subject to the institutional grade retention/probation/dismissal policies; excepting that a student with conditional standing may change to regular admission status upon satisfactory completion of fourteen (14) baccalaureate-level credits, twelve (12) of which must be in four (4) different subject areas of the general education requirements of the institution the student is attending. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

6. Accelerated Learning Program Students

Those secondary students who wish to be admitted under the Accelerated Learning Program (e.g., dual enrollment, Tech Prep, etc.) must follow the procedures outlined in the Board's Policy on Accelerated Learning Programs. See Section III, Subsection Y.

7. Transfer Admission

- a. Effective fall semester 1989, a degree-seeking student with fourteen (14) or more semester hours of transferable baccalaureate-level credit from another college or university and a cumulative GPA of 2.00 or higher may be admitted. A student not meeting this requirement may petition the institutional director of admissions. If admitted, the student must enroll on probation, meet all conditions imposed by the institutional admissions committee, and complete the first semester with a 2.00 GPA or higher, or be dismissed.
- b. The community colleges work cooperatively with the college and universities to ensure that transfer students have remedied any high school deficiencies, which may have prevented them from entering four-year institutions directly from high school.

8. Compliance and Periodic Evaluation

The Board will establish a mechanism for:

- a. monitoring institutional compliance with the admission standards;
- b. conducting and reporting periodic analyses of the impact, problems, and benefits of the admission standards; and
- c. providing information as necessary and appropriate from the college and

universities to the secondary schools and community colleges on the academic performance of former students.

9. Technical Education Admissions

a. Open Enrollment.

Idaho's postsecondary institutions that deliver professional-technical education practice open enrollment in the technical programs. Anyone who needs education services that can be provided by the institution is allowed to enter the system at some level.

b. Admission Standards

Regular or *Conditional* admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a professional-technical program. The admission standards and placement criteria do not apply to Workforce Development, Farm Management, Truck Driving, Apprenticeship, and Fire and Emergency Service courses/programs.

c. Placement Tests

Placement test scores indicating potential for success are generally required for enrollment in a professional-technical program of choice. Placement score requirements vary according to the program.

d. Professional-Technical Educational System

The professional-technical programs are offered at the following locations:

Region I Coeur d'Alene, North Idaho College
 Region II Lewiston, Lewis-Clark State College
 Region III Boise, Boise State University
 Region IV Twin Falls, College of Southern Idaho
 Region V Pocatello, Idaho State University
 Region VI Idaho Falls, Eastern Idaho Technical College

e. Purposes

(1) Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.

(2) Emphasize that professional-technical courses in high school, including tech

prep and work-based learning connected to school-based learning, are beneficial to students seeking continued education in professional-technical programs at the postsecondary level.

- (3) Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential for successful performance in many professional-technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.
- (4) Clarify that professional-technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.

f. Professional Technical Regular Admission

Students desiring *Regular Admission* to any of Idaho's technical colleges must meet the following standards. Students planning to enroll in programs of a technical nature are also strongly encouraged to complete the recommended courses shown in shaded areas. Placement in a specific professional-technical program is based on the capacity of the program and placement requirements established by the technical college/program.

(1) Standards for high school graduates of 1997 and thereafter

- (a) High School diploma with a minimum 2.0 GPA¹; and,
- (b) Placement examination² (CPT, ACT COMPASS, ACT, SAT or other diagnostic/placement tests as determined by the institution. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.); and,
- (c) Satisfactory completion of high school coursework that includes at least the following:
 - (i) *Mathematics -- 4 credits* (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. (After 1998, less rigorous math courses taken in grades

¹An institution may choose to substitute a composite index placement exam score and high school GPA for the GPA admission requirement.

²If accommodations are required to take the placement exam(s) because of a disability, please contact the College to which you are interested in applying.

10-12, such as pre-algebra, review math, and remedial math, shall not be counted.)

- (ii) *Natural Science -- 4 credits* (6 credits recommended, with 4 credits in laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry, principles of technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).
- (iii) *English -- 8 credits.* Applied English in the Workplace may be counted for English credit.
- (iv) *Other --* Professional-technical courses, including Tech Prep sequences and organized work-based learning experiences connected to the school-based curriculum, are strongly recommended. (High School Work Release time not connected to the school-based curriculum will not be considered.)

(2) Standards for others Seeking Regular Admission

Individuals who graduated from high school, received their GED prior to 1997, or who are at least 21 years old and who desire *Regular Admission* to the technical colleges must complete:

- (a) High School diploma with a minimum 2.0 GPA
- or -
- (b) General Educational Development (GED) certificate³
- and -
- (c) Placement examination (CPT, ACT COMPASS, SAT or other diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.)

10. Professional Technical Conditional Admission

Students who do not meet all the requirements for regular admission may apply to a technical program under conditional admission. Students who are conditionally admitted must successfully complete appropriate remedial, general and/or technical education coursework related to the professional-technical program for which regular admission status is desired, and to demonstrate competence with respect to that

³Certain institutions allow individuals who do not have a high school diploma or GED to be admitted if they can demonstrate the necessary ability to succeed in a technical program through appropriate tests or experiences determined by the institution.

program through methods and procedures established by the technical college. Students desiring *Conditional Admission* must complete:

- a. High School diploma or GED certificate³
- and -
- b. Placement examination (CPT, ACT COMPASS, SAT or other diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.)

11. Professional Technical Early Admission

High school Tech Prep students may also be admitted as non-degree seeking beginning in the 11th grade. Diploma and placement exams are not required for regular or conditional admission until the student has completed the 12th grade.

12. Professional Technical Placement Criteria: Procedures for Placement into Specific Professional Technical Programs

In addition to the requirements for admission to a technical program, students need to be aware that specific professional technical programs require different levels of competency in English, science and mathematics. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

- a. Each technical program establishes specific program requirements (including placement exam scores) that must be met before students can enroll in those programs. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills.
- b. Students should provide evidence of a career plan. (It is best if this plan is developed throughout high school prior to seeking admission to a technical college.)

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013**

IDAHO STATE UNIVERSITY

SUBJECT

Approval of Proposal to expand the Physician Assistant Program to the College of Idaho campus

REFERENCE

June 2012 Board approved the MOU

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G

BACKGROUND/DISCUSSION

Idaho State University (ISU) is proposing to expand their existing Physician Assistant (PA) Program to a third campus at the College of Idaho (C of I) in Caldwell. For accreditation purposes, ISU will remain the lead sponsoring institution. ISU and the C of I formalized their partnership in a Memorandum of Understanding (MOU), which was presented to and approved by the Board on June 21, 2012. ISU and C of I will collaborate on the program in a manner that is advantageous to both institutions and will avoid competition for scarce clinical placement sites. There are 88 credits hours required for completion of the program to include completion of capstone courses and graduate project.

ISU's PA program currently exists on ISU's Pocatello and Meridian campuses and serves a total of 60 students per class. The PA program receives 500 applications per year for 60 seats. By expanding the distance delivery currently used by ISU's PA program to the C of I campus, the program will initially increase by 10 seats with a maximum of 30 seats. The PA Program expects the current application pool which is recruited from State, regional and national areas to be sufficient to fill a third campus. Additionally, the combined academic reputations of the C of I and the ISU department of Physician Assistant Studies will lead to substantive joint marketing opportunities.

The program will be delivered by 100% synchronous video conferencing between each campus (Pocatello, Meridian, and Caldwell campuses). The C of I will provide Ph.D. faculty to instruct classes in the areas of Human Anatomy and Physiology offered to students in the program and access to the C of I cadaver as needed per MOU. ISU will provide program administration and oversight; access to the Meridian Simulation Lab and the Anatomy & Physiology Lab. All PA faculty and administration required to provide instruction in core classes for the program, except those in the areas of Human Anatomy & Physiology, will be delivered via distance delivery from C of I as needed.

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IMPACT

Midlevel practitioners, like physician assistants and nurse practitioners will play a key role in the anticipated health care reform. More individuals in Idaho will be eligible to be covered under Medicaid requiring more health care providers to be available to provide the care. Graduates of ISU programs will be prime candidates to be hired by existing health care organizations to provide the additional services at economically efficient cost.

The C of I will incur start-up costs of \$1 million associated with the program and will provide ongoing contribution for faculty and staff expenditures. This includes offices, computers, classroom, mock patient labs, and distance learning equipment. C of I students will pay tuition rate to be determined by C of I but not less than ISU PA program resident tuition/fees. ISU will collect all student fees and tuition. ISU will retain the amount of the non-resident program student fees per student (presently \$19,821/student/year or \$6,607/student/semester), as well as an additional overhead fee of \$2,000/year (or \$667/semester). This amount will be adjusted annually by the parties after consultation. Each semester ISU will remit to C of I by a date mutually agreed upon, the net amount of tuition and fees minus the ISU non-resident program student fees and overhead fees.

ATTACHMENTS

Attachment 1 – Proposal for MPAS expansion	Page 5
Attachment 2 – Memorandum of Agreement between ISU and C of I	Page 21

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University (ISU) was approached by the College of Idaho (C of I) to offer ISU's existing Physician Assistant Program to C of I students. As provided in the MOU, C of I students in the program will be enrolled as degree-seeking students at ISU, and have their coursework and degrees officially recorded by ISU. While enrollment and degree verifications as well as official transcripts will be issued by ISU, a joint diploma certificate with both institutions' names on it will be issued to C of I students.

Consistent with the MOU between ISU and the C of I, C of I will offer the Anatomy and Physiology courses for PA students from the Caldwell campus. ISU has informed staff that once a cadaver lab is available at the ISU Meridian Health Science Center, those courses may originate from the Meridian campus. This shift would require an amendment to the MOU, which ISU has indicated they will pursue once that has taken place.

ISU's request to expand their existing Physician Assistant Program is consistent with their Five-Year Plan for the delivery of academic programs in the Southwest region. Pursuant to III.Z, ISU has the Statewide Program Responsibility for Physician Assistant.

Board staff and the Council on Academic Affairs and Programs (CAAP) recommend approval as presented.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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BOARD ACTION

I move to approve the request by Idaho State University to expand their existing Physician Assistant Program to the College of Idaho, Caldwell campus.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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2012-11

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Idaho State Board of Education

Proposal for Graduate and Doctoral Degree Program

Date of Proposal Submission:	5/21/2012
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	Division of Health, Office of Medical & Oral Health
Name of Department(s) or Area(s):	Physician Assistant Studies

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	ISU Physician Assistant Program		
Degree:	MPAS		
Method of Delivery:	Face to face and DL		
CIP code (consult IR /Registrar)	51.0912		
Proposed Starting Date:	August 2014		
Indicate if the program is:	Regional Responsibility	x	Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|--|--|
| <input type="checkbox"/> New Graduate Program | <input type="checkbox"/> Contract Program/Collaborative |
| <input type="checkbox"/> New Doctoral Program | <input checked="" type="checkbox"/> Expansion of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Graduate Program | <input type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input type="checkbox"/> Discontinuation of an existing Graduate/Doctoral Program |

[Signature] 8/20/12
College Dean (Institution) Date

n/a
Vice President for Research (as applicable) Date

[Signature] 10/4/12
Graduate Dean (as applicable) Date

[Signature] 1/22/13
Academic Affairs Program Manager Date

[Signature] 11/10/12
Chief Fiscal Officer (Institution) Date

[Signature]
Chief Academic Officer, OSBE Date

[Signature] 11/9/12
Chief Academic Officer (Institution) Date

SBOE/OSBE Approval Date

[Signature] 11/13/12
President Date

March 16, 2012

Page 1

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

- 1. Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The Idaho State University (ISU) Physician Assistant Program currently exists on two campuses, Pocatello and Meridian, and serves a total of 60 students per class. We are proposing to expand the existing PA program to a third campus at the College of Idaho (C of I), Caldwell. For accreditation purposes, ISU will remain the lead sponsoring institution. ISU and C of I have agreed to collaborate on the program in a manner that is advantageous to both institutions and will avoid competition for scarce clinical placement sites. A Memorandum of Understanding outlines each institution's responsibilities associated with the Program expansion.

By expanding the distance learning technology currently used at ISU's PA Program to the Cof I campus, the program will initially increase by 10 seats with a maximum of 30 seats. The PA Program expects the current application pool, which is recruited from state, regional and national areas, to be sufficient to fill a third campus. Additionally, the combined academic reputations of the C of I campus and the ISU Department of Physician Assistant Studies will lend itself to substantive joint marketing opportunities.

It is proposed that C of I offer the Anatomy and Physiology courses for PA students from the Caldwell campus. Once a cadaver lab is available at the ISU Meridian Health Science Center, those courses may originate from the Meridian campus.

- 2. List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The following are the learning outcome objectives of the ISU PA Program:

Graduates of the ISU PA Program will, using appropriate evidence-based principles, achieve the following objectives:

1. History: Elicit an appropriate complete, interval or acute history from any patient in any setting.
2. Physical Examination: Perform a complete and focused physical examination on a patient of any age, gender, or condition in any setting.
3. Diagnostic Studies: Identify, order, perform and interpret, costeffective, diagnostic procedures, based on history and physical examination findings, and assist the physician with other diagnostic procedures as directed.
4. Clinical Knowledge: Explain the etiology, diagnosis, and management options of health problems within the scope of PA practice.
5. Differential Diagnosis: Develop an evidence-based differential diagnosis and diagnostic

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impression considering the subjective and objective data obtained.

6. Therapeutics: Identify, perform, and order cost effective pharmacologic and non-pharmacologic therapeutic modalities and assist the physician with other therapeutic modalities.

7. Health Promotion/Disease Prevention: Recognize, develop and implement effective strategies for incorporating health promotion/disease prevention into clinical practice.

8. Emergency Skills: Recognize and manage life-threatening conditions jointly with, and in the absence of, the physician.

9. Communication/Patient Education: Be able to collaborate and effectively communicate in a medically professional manner, both orally and in writing, to the patient, the family, and with other health professionals.

10. Research: Apply evidence-based medical research methodologies to clinical practice.

11. Cultural Competence: Demonstrate an understanding that cultural dimensions of health and illness are essential to effective patient care.

12. Ethics: Act consistently with the American Academy of Physician Assistant's (AAPA) Code of Ethics of the PA Profession

To become certified PAs, graduates must pass the Physician Assistant National Certifying Exam (PANCE) as administered by the National Commission on Certification of Physician Assistants (NCCPA). The curriculum of the ISU PA Program is designed to meet the above outcome objectives and prepare its graduates to successfully complete the PANCE.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The ISU PA Program ensures quality by maintaining 1) national accreditation by meeting or exceeding all *Standards* established by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA); 2) continuous programmatic review and evaluation with yearly published self-studies; 3) financial self-sufficiency; and 3) a robust high quality applicant pool.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

N/A

5. Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A. For discontinuation requests, will courses continue to be taught?

Credit hours required:	88
Credit hours required in support courses:	0
Credit hours in required electives:	0
Credit hours for thesis or dissertation:	0
Total credit hours required for completion:	88

6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. This question is not applicable to requests for discontinuance.

The ISU PA Program has a series of three Capstone Assessment courses: Capstone Assessment I, II, III (PAS 6671, PAS6672, PAS6673). Through completion of this series of three capstone students will demonstrate comprehensive attainment of program objectives. In PAS6671, students are required to pass a series of multiple- objective examinations whose topics correlate with their clinical rotations and also complete a series of Masters Project case study preparation activities. In PAS672, students are required to pass additional series of multiple objective examinations whose topics correlate with their clinical rotations, and also present and defend their Master's Project before a graduate examining committee. In PAS673, students are required to pass the remaining tests in the series of multiple objective examinations; take a national standardized test designed to assess student's ability to pass the national boards; and pass a summative evaluation. The accrediting body requires that the program conduct and document a *summative evaluation* of each student within the final four months of the program to verify that each student is prepared to enter clinical practice. *The summative evaluation* measures if the learner has the knowledge, interpersonal skills, patient care skills and professionalism required to enter clinical practice.

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	NA		
CSI	NA		
CWI	NA		
EITC	NA		
ISU	MPAS	none	none
LCSC	NA		
NIC	NA		
UI	NA		

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- 8. Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

The ISU PA Program receives 500 applications per year for 60 available seats.

- 9. Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three-year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU							
ISU	120	120	110	60	60	49	99.4%
LCSC							
UI							
CSI							
CWI							
EITC							
NIC							

- 10. Will this program reduce enrollments in other programs at your institution? If so, please explain.**

No, it will not reduce enrollments in other programs

- 11. Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

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	Year 1	Year 2	Year 3
Local (Regional)	unavailable	unavailable	unavailable
State	32	33	35
Nation	2,470	2,470	2,470

Data retrieved from <http://www2.labor.idaho.gov> and <http://www.bls.gov/ooh/healthcare/physician-assistants.htm>

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

Idaho Department of Labor predicts a 41.6% growth in the profession from 2008-2018, so a 4% average growth per year was applied to a base of 32 openings cited by the Department of Labor. Data retrieved from <http://www2.labor.idaho.gov>.

United State Department of labor predicts the employment of physician assistants to increase 30 percent from 2010 to 2020. They also estimate that there will be change in the profession by 24,700 jobs between 2010 - 2020. In determining the number of job openings, the total number of jobs for 10 years was divided by 10 and that quantity utilized for the national workload need (2,470).

- b. **Data derived from** <http://www.bls.gov/ooh/healthcare/physician-assistants.htm>.
- c. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Health care is a key industry in the state of Idaho. The more health care providers available in the state, the more services can be provided to Idaho residents. "Midlevel" practitioners, like physician assistants will play a key role in the anticipated health care reform. More individuals in Idaho will be eligible to be covered under Medicaid requiring more health care providers to be available to provide the care. Graduates of our program will be prime candidates to be hired by existing health care organizations to provide the additional services at economically efficient cost.

- d. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The American Academy of Physician Assistants/Physician Assistant Education Association "Joint Task Force on the Future of the PA Workforce" concluded that PAs can help to meet the predicted US unmet healthcare needs "only if the profession is able to substantially increase the number of graduates over the next 10 years." The three main factors predicted to create a crisis in the United States healthcare system by 2020 are: 1) The projected physician shortage; 2) Aging population, (the proportion of the population over age 65 will increase to nearly 20% by 2030); and 3.) the implementation of the Affordable Care Act (ACA) of 2010.

A recent analysis of a (?) supply and demand study of physician assistants concluded the "combined current production of PAs of Utah and Idaho will not likely meet projected

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demand for PA demands in Utah alone, much less Idaho or the region." Specifically, Idaho Department Labor trends are predicting a 41.6% growth of the profession from 2008-2018. These predictions were written prior to passing of the Affordable Care Act of 2010. Finally, *Money Magazine* in 2010 ranked Physician Assistant as the number two for the best jobs in America. <http://money.cnn.com/magazines/moneymag/bestjobs/2010/index.html> Of the top 50 jobs listed, it listed number three in the predicted 10-year job growth, with a prediction of 39%.

- 12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*

100% synchronous Video conferencing between each campus: Pocatello, Meridian and Caldwell campuses.

- 13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission.** *This question is not applicable to requests for discontinuance.*

The request is consistent with the State Board of Education's role and mission in that this program will provide additional primary care mid-level practitioners for employment in rural settings throughout Idaho, thereby benefiting those living in these areas. Additionally, the expanded PA Program is consistent with the Board's Five Year Strategic Plan:

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement

Objective D: Transition-Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce. (www.boardofed.idaho.gov/policies/documents/strategic_plan/sboe.pdf)

- 14. Describe how this request fits with the institution's vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Goal 3: Advance medical and health care education throughout the state and region through increasing the quality of healthcare, the number of practicing health care professionals, and promotion of translational research.	The proposed Program expansion will achieve this goal by increasing the number of Physician Assistants graduates available to practice medicine throughout the state and region.
Goal 5: Focus institutional instructional and research expertise on community and societal needs throughout the state, region, nation, and world. Subgoal 2 Enhance partnerships with other institutions of higher education throughout the state and region.	The proposed PA Program expansion is in partnership with College of Idaho and fits with ISU's vision of creating strategic partnerships with other institutions.
Goal 5, Subgoal 5: Develop and refine academic programming and research that advances our institutional mission as it evolves to meet changing needs across the state, region, nation, and world.	Nationally, it is projected that there will be a health care shortage across all disciplines by the year 2020. The proposed plan to expand the PA Program will help to meet the expected shortages of Physician Assistants.

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15. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes X No

If not on your institution's Five-Year plan, provide a justification for adding the program.

16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

The PA Program expects the current application pool which is recruited from state, regional and national areas to be sufficient to fill a third campus. Additionally, the combined academic reputations of the College of Idaho and the ISU Department of Physician Assistant Studies will lend itself to substantive joint marketing opportunities. One primary place where students learn about PA Programs is through the Central Application Service for Physician Assistant (CASPA). Marketing will also be done through the existing ISU PA website, located at www.isu.edu/paprog

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix D**.

NA

18. **Program Resource Requirements.** Using the Excel spreadsheet provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, reassignments).

a. Personnel Costs

Faculty and Staff Expenditures

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Assistant Professor DY	76,000	1.0	624	12
Assistant professor CY	76,000	1.0	432	12
Associate Director	48000	.5		
Financial Technician	23400	1.0		
Medical Director	10000	.1		

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Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
College of Idaho Anatomy & Physiology	76,000	1.0	576
College of Idaho Video Instruction Manager	31,740	1.0	
College of Idaho Administrative Assistant	28,787	1.0	

In addition to College of Idaho's ongoing contribution for Faculty and Staff Expenditures, College of Idaho will incur start-up costs (approximately \$1 million) which are not reflected in the budget for ISU.

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Faculty and staff will travel between multiple campuses. Funds are also included for faculty and staff professional development. Communication expenses include costs for phones, fax and postage. Materials and supplies include expenses such as Accreditation Review Commission on Education for the Physician Assistant ARC-PA fees, professional memberships, conference registrations, ExamMaster subscription, background checks, medical and laboratory supplies, live patient models and printing expenses.

c. Capital Outlay

(1) Library resources

- Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.
- Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
- For off-campus programs, clearly indicate how the library resources are to be provided.

PA students rely on online library resources. Annual surveys of graduating students indicate the students do not use the traditional library resources. The PA program does have \$5000 budgeted each Fiscal year to support the Health Sciences Library with applicable materials.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

The attached document, "College of Idaho Start-Up Cost Estimate," was provided to the College of Idaho by Idaho State University. College of Idaho will provide the initial start-up

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capital for offices, computers, classroom, mock patient labs, and distance learning equipment.

d. Revenue Sources

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

This program is supported by Non-Appropriated Funds.

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Not applicable.

- (3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable.

- (4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

This is an ongoing partnership with College of Idaho effective indefinitely.

- (5) Provide estimated fees for any proposed professional or self-support program.

The budget is based on FY13 ISU Tuition and Fees. Students in the Degree Program attending at C of I will pay tuition at a rate to be determined by C of I, but not less than ISU PA Program resident tuition and fees. ISU will collect all student fees and tuition.

Tuition and Fees:

- a. Students in the Degree Program will pay tuition at a rate to be determined by C of I, but not less than ISU PA Program resident tuition and fees.
- b. Each semester ISU will collect tuition and fee payments. ISU will retain the amount of the ISU Non-Resident Program Student Fees per student (presently \$19,821/student/year [or \$6,607/student/semester]), as well as an additional overhead fee of \$2,000/year (or \$667/semester). This amount will be adjusted annually by the parties after consultation.
- c. Each semester ISU will remit to C of I by a date mutually agreed to, the net amount of tuition and fees minus the ISU non-resident program and overhead fees.

**College of Idaho Start-Up Cost Estimate
January 2012**

Item	Quantity	Each	Total
Classroom			
Desks	15	300	4500
Chairs	30	130	3900
Podium	1	1000	1000
Screens	3	200	600
Projectors & Mounts	3	1400	4200
Flat Screen TV	3	2000	6000
Computer	1	1500	1500
Speakers	4	400	1600
Overhead Mics	4	1500	6000
Wireless Mic	1	400	400
Sympodium	1	2900	2900
Cameras	3	1200	3600
Cables	*		500
			36700

Exam Space			
Beds	6	500	3000
Wall Units (Otoscope, ect.)	6	1500	9000
Curtains	6	1000	6000
One Time Medical Equipment	*		15000
Yearly Medical Supplies	*		15000
Training Mannequins	*		20000
Cast Saw	1	800	800
EKG Machine	1	1500	1500
Defibrillator	1	1500	1500
Mics	1	1500	1500
Stools	6	150	900
Flat Screen TV	1	2000	2000
Speakers	2	400	800
Overhead Mics	1	500	500
Cameras	1	1200	1200
Cables	*		150
			78850

Sim Man Lab			
SimMan	1	80000	80000
ER Bed	1	3000	3000

Crash Cart	1	2000	2000
Back Board	1	450	450
Flat Screen TV	1	2000	2000
Speakers	2	400	800
Overhead Mics	1	500	500
Cameras	1	1200	1200
Cables	*		150
			90100

Operator Booth

Monitor	2	200	400
Security Monitor	1	650	650
Biamp Unit	1	2300	2300
Video Switch	1	1100	1100
Camera Controls	1	500	500
Misc Switches	*		400
Tandberg Codec	1	23000	23000
Amplifiers	2	450	900
Speakers	2	50	100
VHS/DVD Recorder	1	150	150
Rack Mount	1	500	500
Computer & Software	1	1500	1500
Power Backup	1	300	300
			31800

Networking**Conference Room**

Tandberg Codec	1	9000	9000
Conference Phone	1	350	350
Mobile Mount	1	800	800
Conference Table	4	450	1800
Chairs	15	160	2400
Flat Screen TV	1	1500	1500
			15850

Group Study Rooms

Tables	4	450	1800
Chairs	24	100	2400
			4200

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY	2015	FY	2016	FY	2017	Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	12	12	12	12	12	12	36	36
B. Shifting enrollments	0	0	12	12	12	12	24	24

II. REVENUE

	FY	2015	FY	2016	FY	2017	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)							\$0.00	\$0.00
2. Appropriated (New)							\$0.00	\$0.00
3. Federal							\$0.00	\$0.00
4. Tuition							\$0.00	\$0.00
5. Student Fees	\$237,852.00		\$475,704.00		\$475,704.00		\$1,189,260.00	\$0.00
6. Other (Specify)							\$0.00	\$0.00
Total Revenue	\$237,852.00	\$0.00	\$475,704.00	\$0.00	\$475,704.00	\$0.00	\$1,189,260.00	\$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

IRSA

	FY	2015	FY	2016	FY	2017	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	3.6		3.6		3.6		10.80	0.00
2. Faculty	\$152,000.00		\$158,080.00		\$164,403.20		\$474,483.20	\$0.00
3. Administrators	58000		60320		62732.8		\$181,052.80	\$0.00
4. Adjunct Faculty							\$0.00	\$0.00
5. Instructional Assistants							\$0.00	\$0.00
6. Research Personnel							\$0.00	\$0.00
7. Support Personnel	23400		24336		25309.44		\$73,045.44	\$0.00
8. Fringe Benefits	80603.33		82507.02		84486.87		\$247,597.22	\$0.00
9. Other:							\$0.00	\$0.00
Total FTE Personnel and Costs	\$314,003.33	\$0.00	\$325,243.02	\$0.00	\$336,932.31	\$0.00	\$976,178.66	\$0.00

	FY	2015	FY	2016	FY	2017	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$24,000.00		\$24,000.00		\$24,000.00		\$72,000.00	\$0.00
2. Professional Services							\$0.00	\$0.00
3. Other Services							\$0.00	\$0.00
4. Communications	\$3,000.00		\$3,000.00		\$3,000.00		\$9,000.00	\$0.00
5. Utilities							\$0.00	\$0.00
6. Materials and Supplies	\$34,000.00	\$241,650.00	\$40,000.00		\$42,000.00		\$116,000.00	\$241,650.00
7. Rentals							\$0.00	\$0.00
8. Repairs & Maintenance							\$0.00	\$0.00
9. Materials & Goods for Manufacture & Resale							\$0.00	\$0.00
10. Miscellaneous							\$0.00	\$0.00
Total Operating Expenditures	\$61,000.00	\$241,650.00	\$67,000.00	\$0.00	\$69,000.00	\$0.00	\$197,000.00	\$241,650.00

\$241,650 C of I Contribution

	FY	2015	FY	2016	FY	2017	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources							\$0.00	\$0.00
2. Equipment							\$0.00	\$0.00
Total Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)								
TOTAL EXPENDITURES:	\$375,003.33	\$241,650.00	\$392,243.02	\$0.00	\$405,932.31	\$0.00	\$1,173,178.66	\$241,650.00
Net Income (Deficit)	-\$137,151.33	-\$241,650.00	\$83,460.98	\$0.00	\$69,771.69	\$0.00	\$16,081.34	-\$241,650.00

*THE PA PROGRAM IS 100% FUNDED USING NON-APPROPRIATED [LOCAL] FUNDS



**MEMORANDUM OF UNDERSTANDING
THE COLLEGE OF IDAHO/IDAHO STATE UNIVERSITY:
JOINT PROGRAM IN MPAS**

This Memorandum of Understanding ("MOU") is between The College of Idaho ("C of I"), located at 2112 Cleveland Boulevard., Caldwell, ID 83605, and Idaho State University ("ISU"), located at 921 South 8th Avenue, Pocatello, ID 83209 (hereinafter the "Parties").

ISU currently offers a Master's in Physician Assistant Studies ("MPAS") at two sites using distant learning technology. The Parties intend to work cooperatively to expand ISU's Master of Physician Assistant Studies Program to a third site, which will be on the C of I campus. The Parties agree to work to design and make available this third site by expanding the distance learning technology currently in use.

The Parties believe the public/private partnership associated with this joint degree program (the "Degree Program") approach is advantageous to both institutions and will help meet the growing demands of students and the health care demands of the region. Through cooperation, the Parties will avoid competition for scarce clinical placement sites. Moreover, C of I's strong connection to leadership in the medical and health care community will help to develop the clinical capacity needed not only for the expansion of the Degree Program but also for maintenance of existing clinical placements.

This MOU is intended to serve as an initial agreement between the Parties. Additional terms may be incorporated into a more detailed agreement by way of amendment, as agreed in writing between the Parties. This MOU and any amendments hereto, will become effective only upon approval by the required governing authorities, and signed by the Parties.

The Parties agree as follows:

- A. The College of Idaho will provide:
 - a. Appropriately equipped facilities at the C of I campus as determined in collaboration with ISU.
 - b. Payment of all expenses related to expansion and maintenance of the accreditation of C of I and ISU to include this Degree Program including expenses for ARC-PA accreditation.

- c. Access to C of I's extended network of physicians and medical professionals to provide expanded opportunities for the development of program preceptors.
- d. Provision of a Clinical Coordinator position to assist in expansion of clinical rotation sites during the time before the first students matriculate into the program.
- e. Staff needed to manage the technical and clerical portions of the program delivery.
- f. PhD faculty to instruct classes in the areas of Human Anatomy and Physiology offered to students in the Degree Program and access to the C of I cadaver as needed.
- g. Joint appointment status for all PA faculty and non-classified staff.
- h. Salary expense for increasing the part-time Assistant Director in Meridian position to a full-time position. This person will report to the C of I Vice President for Academic Affairs and the ISU PA Program Director, and oversee all aspects of program development and implementation for the joint degree program. C of I will incur these salary expenses during the period of program development, up to one year before the first students matriculate.

B. Idaho State University will provide:

- a. Guidance on the requirements for the facilities to be used for the Degree Program on the C of I campus.
- b. Program administration and oversight.
- c. Assessment mechanisms and academic direction for the curriculum of the Degree Program.
- d. Access to the Meridian Simulation Lab and the Anatomy & Physiology Lab (when completed) for the students in the Degree Program.
- e. All PA faculty and administration required to provide instruction in core classes for the Degree Program, except those in the areas of Human Anatomy & Physiology. Human Anatomy & Physiology will be delivered via distance learning from C of I as needed.

- f. Access to the ISU-Pocatello Cadaver Lab when appropriate, which determination will be made by ISU.

C. Students:

- a. Students in the Degree Program will be enrolled via the ISU admissions system under the leadership of the PA and C of I administration. Students will select their preferred site for participation in the Degree Program.
- b. Students in the Degree Program will be enrolled as degree-seeking students at ISU, and have their coursework and degrees officially and solely recorded by ISU. Enrollment and degree verifications as well as official transcripts will be issued by ISU.
- c. Students in the Degree Program will be issued a joint diploma certificate with both institutions' names on it. ISU and C of I registrars will collaborate in developing a process for accomplishing this.
- d. Students in the Degree Program seeking financial aid will apply for aid through the ISU Financial Aid Office. All scholarships issued to students in the Degree Program by C of I or any outside agency must be reported to the ISU Scholarship Office.
- e. Students in the Degree Program will have available to them services comparable to all other ISU students, such as health and mental health services.

D. Tuition and Fees:

- a. Students in the Degree Program will pay tuition at a rate to be determined by C of I, but not less than ISU PA Program resident tuition and fees.
- b. Each semester ISU will collect tuition and fee payments. ISU will retain the amount of the ISU Non-Resident Program Student Fees per student (presently \$19,821/student/year [or \$6,607/student/semester]), as well as an additional overhead fee of \$2,000/year (or \$667/semester). This amount will be adjusted annually by the parties after consultation. The annual fee adjustment consultation will be completed in time for the State Board of Education fee approval process in April of each year, and will be subject to Board approval.
- c. Each semester ISU will remit to C of I by a date mutually agreed to, the net amount of tuition and fees minus the ISU non-resident program and overhead fees.

E. Insurance and Indemnification:

The parties agree to provide liability, workers' compensation, and other customary and applicable insurance for their respective personnel and property in amounts required by their respective governing authorities, including, in the case of ISU, the minimum amounts required under the Idaho Tort Claims Act, and in the case of The College of Idaho, in amounts maintained by C of I for its current operations and programs and to hold harmless and indemnify each other to the extent any claim related to this MOU arises out of the negligence or alleged negligence or wrongful act of that party.

F. Term of MOU:

- a. This MOU, along with any amendments hereto, will be effective for an initial term of seven years from the date the first students are enrolled in the Degree Program and begin their studies at the C of I site. Terms of renewal, early termination, and penalties will be articulated in an amendment hereto to be mutually agreed upon by the parties, and to be appended hereto.

The College of Idaho

Idaho State University

By: Marvin Henberg
Marvin Henberg, Ph.D.
President

By: Arthur C. Vailas
Arthur C. Vailas, Ph.D.
President

Date: August 30, 2012

Date: August 30, 2012

Approved by the State Board of Education the ____ day of _____, 2012.

Approved by the Board of Trustees of The College of Idaho the ____ day of _____, 2012.

IDAHO STATE UNIVERSITY

SUBJECT

Approval of Proposal for a New, Online Doctorate of Nursing Practice (DNP)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III. G

BACKGROUND/DISCUSSION

The School of Nursing in the Division of Health Sciences at Idaho State University (ISU) proposes to create a new online Doctor of Nursing Practice (DNP) graduate degree program and also requests approval to assess a professional fee consistent with Board Policy V.R.3.b. The DNP is designed for nurses seeking a terminal degree in comprehensive clinical nursing practice, grounded in evidence-based practice within a changing health care system. Nursing is moving in the direction of other health care professions which offer practice doctorates.

ISU will transition their existing Master's degree to the DNP program to include the Family Nurse Practitioner (FNP) and the Adult/Geriatric Clinical Nurse Specialist (ACNS) options. Students must have earned a Bachelor of Science in Nursing in order to enter the DNP degree program options. ISU plans to additionally offer the DNP program options as a Post Master's (MS to DNP) entry in year three, with continuous annual enrollment of both BS and MS students thereafter. Students entering with a Master's degree will be required to complete fewer clinical hours in the DNP program as hours completed in an earned Master's degree can be applied to the Post Master's DNP degree requirements.

Graduates from the DNP program will achieve success in completion of the national credentialing examination specific to the option in which the student is enrolled and be employable as an Advanced Practice Registered Nurse (APRN). Campus intensives are designed to develop specific advanced practice skills and will be required in conjunction with clinical lab courses.

This program is intended to meet the national professional recommendation for moving the level of preparation necessary for advanced practice nursing roles from the Master's degree to the doctoral level by 2015. The program is also intended to address the anticipated changes in healthcare delivery systems with nurses able to work collaboratively with physicians and other health professionals in improving the nation's health (AACN).

St. Luke's Medical Center; North Idaho College, Health Professions and Nursing; Lewis-Clark State College, Health West, Pocatello have all indicated support for the proposed DNP program.

IMPACT

Midlevel practitioners, like physician assistants and nurse practitioners will play a key role in the anticipated health care reform. More individuals in Idaho will be eligible to be covered under Medicaid, requiring more health care providers to be available to provide care. Graduates of our programs will be prime candidates to be hired by existing health care organizations to provide the additional services at an economical cost.

ISU indicated the proposed budget represents state appropriated funds reallocated from the School of Nursing. They also indicated that existing state appropriated funds will continue to be allocated to specific core faculty and additional faculty support will come from one existing open position in the School of Nursing for an Associate/Assistant Professor. Professional fees will be charged to students who enroll in the DNP program. The proposed professional fee will be \$1,828 per semester. This will create a source of revenue to cover costs such as funding adjunct and affiliate faculty, travel, etc. No additional administrative resources are needed for the program.

ATTACHMENTS

Attachment 1 – Doctorate of Nursing Practice Proposal

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University (ISU) proposes to create a new online Doctor of Nursing Practice (DNP) with two options, Family Nurse Practitioner (FNP) and Adult-Geriatric Clinical Nurse Specialist (ACNS). The proposed curriculum includes identified core, courses in area of specialization (option specific), clinical course requirements, a DNP Scholarly Project, and electives for a total of 77 (FNP) and 75 (ACNS) credits.

ISU's projects enrollment projections for year three will include admitting 24 students per year with a continuous enrollment of 72 students to include full-time, part-time, and Post Master's entry levels.

Consistent with Board Policy III.G., ISU's proposed DNP program was reviewed by an external review panel consisting of Dr. Kathleen Bradshaw LaSala, University of Northern Colorado and Dr. Patricia M. Smyer, University of Nevada, Las Vegas. External reviewers felt the proposed program "addresses the needs of nurses for educational opportunities" and will "improve and enhance the healthcare needs of the citizens of Idaho." Reviewers recommended support for the program but also offered several recommendations, which ISU has addressed.

ISU's request to offer a Doctor of Nursing Practice Program is consistent with their Five-Year Plan for the delivery of academic programs in the Southeast region. Pursuant to III.Z, ISU has a shared Statewide Program Responsibility to offer Nursing programs.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013

The following represents programs in nursing currently being offered:

Institution	Program Title	Degree Level/Certificate	Location(s)	Method of Delivery
CSI	Nursing, Registered	AS	CSI Campus	Traditional with some portion avail online
CSI	Nursing, Practical	TC	CSI Campus	
BSU	Nursing	B.S.	Boise	Traditional
BSU	Nursing (self-support)	B.S. completion	Boise	On-line
BSU	Nursing	M.S.N., M.N.	Boise	On-line
ISU	Nursing (professional fee)	BS	ISU Campus	Online/Distance Learning,
ISU	Nursing (professional fee)	MS	ISU Campus	Online/Distance Learning
ISU	Nursing (professional fee)	PM Cert	ISU Campus	Online/Distance Learning
ISU	Nursing (professional fee)	MS, PM Cert	ISU-Meridian Ctr	Online/Distance Learning
ISU	Nursing (professional fee)	BS	University Place	Face-to-Face/Moodle/Asynchronous
NIC	Nursing	A.S.	Coeur d'Alene	Traditional Web-Enhanced
CWI	Nursing - Registered	AS	Nampa	Traditional
ISU	Nursing (BSRN Completion) professional fee	BS	CSI Campus	Face-to-Face/Moodle/Asynchronous
ISU	Nursing (BSRN Completion) professional fee	BS	ISU-Meridian Ctr	Face-to-Face/Moodle/Asynchronous
CSI	Nursing (BSRN Completion)	BS	CSI Campus	
ISU	Nursing (Fast-track) professional fee	BS	ISU-Meridian Ctr	Face-to-Face/Moodle/Asynchronous
LCSC	Nursing, Basic BSN	BSN	LEW/CDA	classroom
LCSC	Nursing, RN to BSN	BSN	LEW/CDA	online
ISU	Nursing: Education Option (professional fee)	MS Option	LCSC Campus	Face-to-Face/Moodle/Asynchronous
ISU	Nursing: Education Option (professional fee)	MS Option	NICHE	Face-to-Face/Moodle/Asynchronous
ISU	Nursing: Education Option	MS Option	University Place	Face-to-Face/Moodle/Asynchronous
ISU	Nursing: Nurse Practitioner Option (professional fee)	MS Option	LCSC Campus	Face-to-Face/Moodle/Asynchronous
ISU	Nursing: Nurse Practitioner Option (professional fee)	MS Option	NICHE	Face-to-Face/Moodle/Asynchronous
NIC	Nursing	Tech. Certificate	Coeur d'Alene	Traditional Web Enhanced Interactive Video

ISU also requests approval to assess a professional fee consistent with Board Policy V.R.3.b. To designate a professional fee for a Board approved program, the program must meet the credentialing requirement, accreditation requirement, and demonstrate extraordinary program costs as set forth in policy. Based on the justification provided, staff finds that the requirements for designating a professional fee have been met for this program.

Board staff and the Council on Academic Affairs and Programs (CAAP) recommend approval as presented.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013**

BOARD ACTION

I move to approve the request by Idaho State University to create a new online, Doctor of Nursing Practice program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Idaho State University to designate a professional fee for the Doctor of Nursing Practice program in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Proposal for Graduate and Doctoral Degree Program

REC'D ISU/GS

SEP 06 2012

Date of Proposal Submission:	9/xx/2012
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	Division of Health Sciences
Name of Department(s) or Area(s):	School of Nursing

Title:	Doctorate of Nursing Practice (DNP)		
Degree:	Doctorate		
Method of Delivery:	Online		
CIP code (consult IR /Registrar)	51.1608		
Proposed Starting Date:	Fall 2013		
Indicate if the program is:	Regional Responsibility	x	Statewide Responsibility

Program Identification for Proposed New, Modified, or Discontinued Program:
Indicate whether this request is either of the following:

- | | |
|--|---|
| <input type="checkbox"/> New Graduate Program | <input type="checkbox"/> Contract Program/Collaborative |
| <input checked="" type="checkbox"/> New Doctoral Program | <input type="checkbox"/> Expansion of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Graduate Program | <input type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input type="checkbox"/> Discontinuation of an existing Graduate/Doctoral Program |

<p><i>Nancy L. Dunn</i> <i>8/30/12</i> <i>n/a</i> College Dean (Institution) _____ Date _____</p> <p><i>[Signature]</i> <i>9/21/12</i> Graduate Dean (as applicable) _____ Date _____</p> <p><i>James G. Stithus</i> <i>9/28/12</i> Chief Fiscal Officer (Institution) _____ Date _____</p> <p><i>Barbara Adamick</i> <i>9-26-12</i> Chief Academic Officer (Institution) _____ Date _____</p> <p><i>Auto [Signature]</i> <i>10/1/12</i> President _____ Date _____</p>	<p>_____ Vice President for Research (as applicable) _____ Date _____</p> <p><i>Sela M. [Signature]</i> <i>1/22/13</i> Academic Affairs Program Manager _____ Date _____</p> <p>_____ Chief Academic Officer, OSBE _____ Date _____</p> <p>_____ SBOE/OSBE Approval _____ Date _____</p>
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Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuance. All questions must be answered.

1. **Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The School of Nursing (SON) in the Division of Health Sciences (DHS) at Idaho State University (ISU) is proposing to start a new online Doctor of Nursing Practice (DNP) graduate degree program. The proposed DNP degree program is not directly linked to any other existing program internal or external to the Division of Health Sciences at ISU.

In October 2004, the American Association of Colleges of Nursing (AACN), the national accrediting body for baccalaureate and graduate degree nursing programs proposed that the current level of preparation necessary for the Advanced Practice Registered Nurse (APRN) move from the Master's degree to the doctoral degree by the year 2015. In 2006, AACN member organizations (640) voted to endorse the recommendation of DNP degree preparation for the APRN. The American Nurses Credentialing Center (ANCC) and the Institute of Medicine (IOM), among other professional organizations recommend educational preparation of the APRN be the Doctor of Nursing Practice. The DNP is designed for nurses seeking a terminal degree in comprehensive clinical nursing practice, grounded in evidence-based practice within a changing health care system. Nursing is moving in the direction of other health care professions which offer practice doctorates including Pharmacy (PharmD), Psychology (PsyD), Physical Therapy (DPT) and Audiology (AudD).

Currently ISU SON offers multiple APRN options including Family Nurse Practitioner (FNP) and Adult/Geriatric Clinical Nurse Specialist (ACNS). These FNP and ACNS options prepare the graduate with a Master's degree as an APRN. Final admission to the graduate program in the SON for preparation with the Master's degree in the FNP and ACNS options was completed in the spring academic semester of 2012. A cohort of twenty-seven (27) students had been admitted in spring academic semester of 2012 to the Master's degree FNP option, and five (5) students to the Master's degree ACNS option whom started in summer semester of 2012. These students will graduate in May of 2014. In the fall of 2013, the DNP degree program is proposed to start in the existing FNP and ACNS options with a total of eight (8) full time and eight (8) part time students, while teaching out the 27 students enrolled in current Master's degree APRN options admitted in the 2012 admission cycle.

ISU is dedicated to the education of health professionals and is the state's lead institution for health programs as designated by the State Board of Education (SBOE). The primary mission of the Division of Health Sciences is to enhance the quality of life of the residents of Idaho and the greater community through the education of students in the health professions. The SON has offered a Master of Science degree graduate program in nursing since 1986 with a long history of success in preparing graduates for the practice. In addition to the APRN options currently offered, (FNP and ACNS), the graduate program in the SON also offers Master's degree options in Leadership and Education. The Master's degree options in Leadership and Education will remain in place as the DNP program evolves. All options are delivered in an online format and provide critical access to graduate education for Idaho nurses who wish to reside in the state, continue to work, support their families, and pursue affordable nursing education.

2. **List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The primary objective of the DNP degree program will be to prepare clinical leaders who can effectively evaluate clinical outcomes, identify and manage health care needs of individuals, families and populations, use technology and information to transform health care systems, and participate in interprofessional collaboration to develop efficient and effective models of health care delivery (IOM, 2010). The graduate of the DNP program will achieve success in completion of the national credentialing examination specific to the option in which the student was enrolled and be employable as an APRN.

Option Descriptions for the proposed DNP degree program:

The Family Nurse Practitioner (FNP) is prepared to be a leader in primary care, combining the roles of provider, mentor, educator and administrator. The FNP is prepared to practice autonomously and in collaboration with other healthcare professionals to provide evidence-based care to individuals, families, and populations across the lifespan in a variety of settings.

The Adult-Geriatric Clinical Nurse Specialist (ACNS) demonstrates expert knowledge and ability to advance health care in adult and geriatric populations. The ACNS functions in collaboration with health care professionals for continuous improvement of patient outcomes and nursing care through three spheres of influence including the patient, nurse and system (Consensus Model for APRN Regulation, 2008).

Learner Outcomes: The graduate will evidence competency in evaluating clinical outcomes, identify and manage primary health care needs of individuals, families and populations, use technology and information to transform health care systems, and participate in interprofessional collaboration to develop effective models of health care delivery.

Upon completion of the DNP degree program, the APRN will:

- 1) Synthesize and integrate scientific evidence for the development of evidence based clinical practice to improve patient outcomes.
- 2) Translate scientific, theoretical, and ethical principles into health care for individuals, families, communities and populations.
- 3) Manage intra and interprofessional collaboration to address health disparities and to improve health outcomes across diverse and rural populations and cultures.
- 4) Assume complex leadership roles to advance clinical practice and health care delivery at the organizational and systems level to improve health outcomes of individuals and populations.
- 5) Incorporate knowledge of current and emerging health technologies to improve care delivery and organizational systems.
- 6) Evaluate policy, care delivery, and organizational systems to improve current and future health care outcomes.
- 7) Advocate for social justice, equity, and ethical policies in health care.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

ISU is accredited by the Northwest Commission on Colleges and Universities (NWCCU) and maintains high and consistent standards for all academic programs which apply to the quality of the proposed DNP degree program.

All current undergraduate and graduate programs in the ISU SON are fully accredited by the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing (AACN). CCNE ensures the quality and integrity of baccalaureate and graduate degree nursing programs. Specifically, CCNE accredits baccalaureate degree nursing programs, master's degree nursing programs, and clinical nursing doctorates that are practice focused and have the title Doctor of Nursing Practice (DNP).

The Idaho State Board of Nursing (SBON) regulates nursing practice and education for the purpose of safeguarding the public health, safety and welfare. The newly formed national Consensus Model for APRN regulation, enacted in Idaho in 2012 outlines requirements in licensure, accreditation, certification, and education for advanced practice registered nursing. States currently vary in how they license advanced practice nurses and how they designate an individual as an APRN. The APRN Consensus Model requirements call for the board of nursing to be the regulatory body that regulates APRN programs. Currently, the Idaho State Board of Nursing has a five member advisory committee which addresses issues related to the advanced practice of APRN's, specifically clinical nurse specialists, nurse practitioners, and certified nurse midwives. With the implementation of the national APRN Consensus Model, the SBON anticipates that the charge to this committee will reflect recommendations in the model. ISU SON has an APRN faculty member on the advisory committee and will work closely with the SBON as the DNP program moves forward (Campaign for APRN Consensus; Idaho State Board of Nursing).

The AACN has published a position statement regarding indicators of quality in practice focused doctoral programs in nursing (AACN, 2006). These indicators will be incorporated into a formal evaluation plan to ensure quality of the proposed DNP degree program. These indicators include; 1) an academic environment which provides substantial access to nursing practice expertise and opportunities for students to work with and learn from a variety of practice experts including advanced clinicians, nurse executives, informaticists, or health policy makers; 2) faculty members, practice resources and an academic infrastructure which supports a high quality of educational program and provides students with the opportunities to develop expertise in nursing practice; 3) student access to strong practice environments, including faculty members who practice, environments characterized by continuous improvement, and a culture of inquiry and practice scholarship (AACN, 2006).

Faculty accomplishments in teaching, scholarship, practice and service contribute to the quality of programs and the overall Mission of the SON and ISU. Promotion and Tenure guidelines and workload policy define expected outcomes. All faculty members are evaluated annually based on professional contributions to teaching, scholarship, and service during the previous year. This evaluation includes a faculty peer review process. Primary faculty teaching in the proposed DNP degree program will be prepared at the doctoral level with expertise in research and/or clinical practice. Currently four faculty members in the SON hold the DNP degree and are actively engaged in practice which supports quality of education for APRN students.

ISU SON utilizes multiple methods to collect aggregate student outcome and program evaluation data as defined in the existing Master Evaluation Plan (MEP). The MEP provides the blueprint for systematic, continuous evaluation of the assessment processes and outcomes in the SON. Annual data collection and analysis includes Educational Benchmarking, Incorporated (EBI) exit surveys, course and instructor evaluations, graduation rates, national certification pass rates, oral and written comprehensive examination results, employment rates, alumni data, and employer survey results.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

An earned Bachelor of Science in Nursing degree will be required for entry into the DNP (BS to DNP) degree program options in the first three years. Students will enter the program with a Bachelor's degree and move through the planned curriculum and graduate with the DNP degree in the option in which they are enrolled. The plan is to then additionally offer the DNP degree program options as a Post Master's (MS to DNP) entry in year three, with a continuous annual enrollment of both BS and MS students thereafter. Students entering with a Master's degree will be required to complete fewer clinical hours in the DNP program as hours completed in an earned Master's degree program can be applied to the Post Masters DNP degree requirements. Final enrollment projections from year three will include admitting 24 students per year with a continuous enrollment of 72 students which will include full time, part time, and Post Master's entry levels. The following table displays projected enrollment in the proposed DNP program.

Year	BS-DNP Full Time	BS-DNP Part Time	MS-DNP	Total
1 st (2013)	8	8		16
2 nd (2014)	8	8		16
3 rd (2015)	8	8	8	24
Ongoing	8	8	8	24

New students will be admitted in the spring of any academic year, and start classes in the fall semester of each academic year. Full time BS to DNP students will complete core and specialty courses in 8 semesters (3 years); part time in 11 semesters (4 years). MS to DNP students will complete core and specialty courses in 5 semesters (2 years).

Attachment 1 delineates specific DNP degree options to be offered at Idaho State University based on established ISU/BSU Memorandum of Understanding.

As outlined by the AACN Essentials of Doctoral Education for Advanced Nursing Practice (2010) the proposed curriculum includes an identified core, courses in area of specialization (option specific), clinical course requirements, the DNP Scholarly Project, and electives for a total of 77 (FNP) and 75 (ACNS) credits (see Appendix A).

The DNP program will be delivered primarily online and all online courses qualify as e-ISU credits. Several courses in the DNP curriculum are planned to be shared with students enrolled in the SON Ph.D. program. Core courses are designed to provide a foundation in nursing science and theory development, organizational and system leadership for quality improvement, statistics and methods of analysis, information systems and technology, population health and health promotion, health care and policy issues, and role development. Campus intensives are designed to develop specific advanced practice skills and will be required in conjunction with

clinical lab courses. Specialization courses will be tailored to the clinical interests, experience, and goals of the doctoral student guided by the APRN option in which the student is enrolled. The goal of specialization coursework is to enhance student expertise in a clinical area prior to beginning the DNP scholarly project. The DNP scholarly project is designed to demonstrate mastery of a specialized area within advanced practice, and is the culmination of the doctoral student's clinical work which applies scientific evidence to an area of focus while laying the foundation for future research. Examples of DNP projects include pilot studies, program evaluations, systems improvement, systematic reviews, development of standards of practice for clinical program, and quality improvement, all of which are designed to improve clinical practice and patient outcomes through the use of evidence. An example of elective courses include education, leadership, research, and genomics, among others.

Shared New Courses for the DNP Degree Program Options

Shared Courses for Students Enrolled in DNP and Ph.D. Programs	
NURS 8809	Rural/Global Communities in Society (2 cr.)
Explores rural culture using theories, frameworks and methodologies from various disciplines. Focus on culturally responsive methodologies. Rural life analyzed to identify factors related to health systems and health care practice needs. Students critique rural research articles for use of conceptual frameworks and generate researchable questions related to rural/global nursing practice issues.	
NURS 8826	Advanced Scientific Writing (2 cr.)
Using a workshop approach students will learn how to present and publish their research based findings in scholarly journals and books. Students will critique own and other's work in mock peer review process and will critically examine the publishing standards and approaches of academic nursing journals. Students will prepare and submit one paper for publication in a peer reviewed journal.	
NURS 8840	Health Policy (3 cr.)
Analysis of policy research relevant to health care access, affordability, delivery, finance and integrated care systems. Students will evaluate effects of local, regional, national and international health policy and trends that impact research funding agencies and agendas, and national and international systems of health care delivery.	

New Courses Specific to the DNP Degree Program	
NURS 7720	Professional Issues of the DNP I (3 cr.)
Introduction to DNP related professional issues including DNP background, APRN role development, and interprofessional practice. Exploration of current and emerging health care issues.	
NURS 7725	Informational Technology in Health Care (2 cr.)
Application of technologies and information systems to evaluate and improve health care outcomes. Exploration of information technologies in clinical practice, education, evidence based practice, and administration will be emphasized with a focus on transformation of data into information.	
NURS 7735	Statistical Analysis in Evidence Based Practice (3 cr.)
Exploration of bio-statistical methods used in implementing and evaluating health care related research for evidence based practice. Legal and ethical issues in evidence based practice are addressed.	
NURS 7740	Primary Care throughout the Lifespan (FNP) (1 cr.)
Integration of advanced nursing care for patients and families across the lifespan. Application and evaluation of primary care management of complex diagnoses and system foci.	

NURS 7740L	Primary Care throughout the Lifespan Lab (FNP) (4 cr.)
Delivery of advanced nursing care to patients and families across the lifespan. Clinical application and evaluation of theoretical knowledge and skills used by the nurse practitioner in primary health care at a more complex level. Includes focus on systems individualized by each student.	
NURS 7750	Advanced Adult-Geriatric Health Concepts (ACNS) (2 cr.)
Exploration of healthcare concepts relating to adult and geriatric populations.	
NURS 7750L	Advanced Adult-Geriatric Health Concepts Lab (ACNS) (3 cr.)
Implementation of advanced nursing care concepts to adult and geriatric populations for the Adult/Geriatric Clinical Nurse Specialist (ACNS).	
NURS 7760	Professional Issues of the DNP II (3 cr.)
Integration of DNP related professional issues, including the APRN's role in the initiation and evaluation of change in patient care, interprofessional practice and current and emerging health care issues. Transition into the APRN role is emphasized.	
NURS 7790	DNP Scholarly Project (1-3 cr.)
Synthesis of scientific evidence and theoretical principles for the development of clinical interventions to improve health care outcomes. Incorporation of knowledge of current and emerging health care technologies to improve care delivery and organizational systems for groups and populations. Requires a minimum of nine credit hours over four semesters. May be repeated.	

Existing Master's Degree Courses to be Redesigned and Integrated into the Proposed DNP Degree Program		
NURS 5580	Genetics for the Health Care Professional	2 cr. (from 3 cr.)
NURS 6604 (to NURS 7723)	Health Promotion	3 cr. (from 2 cr.)
NURS 6610	Advanced Evidence Application	3 cr. (from 4 cr.)
NURS 6611L	Advanced Health Assessment Lab	2 cr. (from 3 cr.)
NURS 6646 (to NURS 7780)	FNP Practicum	4 cr. (from 8 cr.)
NURS 6657L	Advanced Adult Health Nursing I Lab	2 cr. (from 1 cr.)
NURS 6659 (to NURS 7785)	Advanced ACNS Practicum	4 cr. (from 6 cr.)

5. Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A. For discontinuation requests, will courses continue to be taught?

Proposed DNP Degree Program	FNP	ACNS
Total Credits (Core)	53	53
Total Credits (Option)	24	22
Total Credit Hours	77	75
Total Clinical Credits (Hours)	16 (768 hours)	13 (624 hours)
Total Scholarly Project Credits (hours)	8 (384 hours)	8 (384 hours)
Total Clinical Credit Hours	(1152 hours)	(1008 hours)

*Please see Appendix A for proposed curriculum for the DNP degree options (attached)

6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. *This question is not applicable to requests for discontinuance.*

The DNP student will be required to complete a scholarly project over the course of the program which will enable the student to synthesize scientific evidence within a practice environment(s) to improve healthcare outcomes. The DNP scholarly project may include evaluation of policy, care delivery, and/or organizational systems for current and future health care needs, among other practice areas. The scholarly project may also demonstrate intra and/or interprofessional collaboration to address health disparities and/or to improve health care quality across diverse populations. The scholarly project will incorporate knowledge of current and emerging health technologies to improve care delivery and organizational systems and will translate scientific and theoretical principles into clinical practice for aggregates.

The DNP student, working with a primary faculty advisor will be required to form an advisory committee by the second semester of admission, composed of a minimum of two faculty members within the SON and one faculty external to the nursing program. The student will work closely with their primary advisor in the SON to develop and complete a scholarly project. All requirements of the ISU Graduate School for successful completion of final examinations will be observed in the DNP degree Program. The student will be required to complete an oral presentation/defense of the scholarly project in the final semester. Graduation from the DNP degree program will require successful completion of written comprehensive exam and oral defense.

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review.

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	RN to BSN AS BSN MSN or MN		MS or MSN Nursing of Populations
CSI	AS		
CWI	AS		
EITC	AAS		
ISU – College of Technology	AAS		
ISU	AS, BS, MS PhD		MS Family Nurse Practitioner; Adult Geriatric Clinical Nurse Specialist; Education; Leadership Ph.D. in Nursing
LCSC	BSN RN to BSN		
NIC	AS		
UI	N/A		

8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. This question is not applicable to requests for discontinuance.

The methodology used for determining enrollment projections for the proposed DNP degree program included an analysis of student graduation rates in the advanced practice degree options in the SON over the last two years. Student enrollment in advanced practice degree options over the last five years, particularly in the FNP option has been robust. Graduation rates from graduate programs in the SON reflect interest of students in graduate education, and a commitment to enter and successfully move into practice with advanced knowledge.

In May of 2011, the SON graduated 32 APRNs including 27 FNP, and 5 ACNS students. In May of 2012, 42 APRNs including 38 FNP and 4 ACNS students graduated with an earned Master's degree. These students upon graduation are prepared to sit for the national certification exam in their specific area of practice. Based on exit data collected by the SON, the majority of graduates from the Master's degree options continue to reside in rural and urban Idaho communities and

work in an advanced practice role in clinics, private practice, and hospitals and as nurse educators and leaders. Grounded within a historically strong core curriculum and taught by well qualified faculty, the DNP degree program will continue to provide APRNs for the State of Idaho based on national educational and professional standards.

Additionally, the graduation rate from Baccalaureate and Accelerated Baccalaureate Nursing programs in Nursing at Idaho State University were considered as these students are potential applicants for the DNP degree program. Graduates from the ISU Baccalaureate Nursing program in 2011 and 2012 totaled 77 and 91 respectively, and from the accelerated Baccalaureate Nursing program, 27 and 30 for the last two years. BSU, LCSC, BYU Idaho and Northwest Nazarene also have a Bachelor of Science degree program in Nursing which further expands the applicant pool for the DNP degree program at ISU.

Enrollment projections will be based upon:

- Number of qualified faculty needed to serve in a primary advisor and/or DNP advisory committee member role in any given year for the DNP scholarly project.
- Number of clinical sites and preceptors available for required practicums based on established curriculum.
- Industry need
- Informal data and high interest in the DNP degree program evidenced by inquiry from interested students and history of robust application pool for the FNP option in particular.

9. Enrollment and Graduates: Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

Discontinuations: Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current 2012	Year Previous 2011	Year Previous 2010	Current 2013	Year Previous 2012	Year Previous 2011	
BSU	1344 (fall) *Bachelor's in Nursing programs	1237 *(fall)	1146 *(fall)	Project 200	199	209	*85%
	M.S. in Nursing				3	4	
ISU: MS in Nursing: Advanced Practice Registered Nurses							
FNP	82	93	83	40	38	27	98%
ACNS	10	10	11	6	4	5	98%

ISU: MS in Nursing							
CNL	0	0	1	0	1		100%
Education	5	11					98%
Leadership	1	6		0	6		98%
LCSC	N/A						
UI	N/A						
CSI	N/A						
CWI	N/A						
EITC	N/A						
NIC	N/A						

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

No, the implementation of the DNP degree program will not reduce enrollments in other programs in the SON. Initially, there may be a slight decrease in enrollment in graduate programs as the ISU SON transitions from a Master of Science (MS) degree to the DNP degree for the FNP and ACNS options. This will provide the ability to teach out the current cohort of students admitted in 2012 in the FNP and ACNS options prepared at the Master's degree level. Enrollment in the Leadership and Education options for the Master's degree will continue; the number of students admitted fluctuates and may influence total number of admissions into the graduate program degree options in any given year. The initial decrease in enrollment in the FNP and ACNS options of the proposed DNP degree program will be temporary as each year the student enrollment into each of these options is planned to increase progressively. As a result of the planned transition to the DNP degree for the advanced practice options, after three years there will be similar enrollment in the FNP and ACNS options in the graduate program as had been historically admitted for the former Master's degree APRN options.

11. **Provide verification of state workforce needs such as job titles requiring this degree.**
Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1 (2008)*		Year 2 (2018)*		Year 3 (Total Due to Growth)*	
Local (Regional)						
State	NP	441	NP	560	NP	119
	CNS	32	CNS	41	CNS	9
	Educators	242	Educators	297	Educators	55
Nation						

- a. **Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.**

The above data is taken from the Idaho Department of Labor Nursing Overview publication of January 2011 available at http://labor.idaho.gov/publications/idaho_nursing_overview.pdf. This document clearly describes an anticipated critical shortage of APRNs in primary/acute care and education by the year 2018.

Primary Care Providers: There is an anticipated shortage of nurses in the future needed to replace retiring APRNs in varied practice settings. In addition, current recommendations are to expand the role of the nurse, particularly the advanced practice nurse to function at the full extent of their education and to collaborate actively in the primary care of individuals in a complex health care environment (Idaho Department of Labor, 2011; IOM, 2010). APRNs are being identified as key providers of primary care, particularly in rural states such as Idaho. Major employers of APRN's include clinics, medical practice, and hospitals. The DNP is designed for nurses seeking a terminal degree in nursing practice. DNP prepared nurses will be well equipped to fully implement the science developed by nurses researchers prepared in Ph.D., DNSc, and other research focused nursing doctorates (AACN).

Educators: According to the 2011 *Department of Labor Idaho Nursing Overview*, (Idaho Department of Labor, 2011) Idaho currently employs 242 nursing faculty. By 2018, the state will need 55 additional faculty positions in nursing to educate nurses enrolled in programs across the state of Idaho, in addition to 40 faculty vacancies related to retirement and turnover. Nurses prepared with a DNP degree will be prepared to fill faculty positions, particularly in clinical practice areas.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

This proposal strongly supports the ISU mission of providing statewide education in the health professions that includes graduate nursing education. The DNP degree program will continue to provide highly qualified nurses prepared for the FNP and ACNS role as primary care providers for practice in varied settings in accordance with national standard and professional expectations. In addition to the preparation of the FNP and ACNS for primary care, the DNP degree graduate will be prepared for the nurse educator role and can be employed in nursing education programs offering graduate, undergraduate and associate degree options.

- c. Is the program primarily intended to meet needs other than employment needs? If so, please provide a brief rationale.

The program is intended to meet national professional recommendation for moving the level of preparation necessary for advanced practice nursing roles from the Master's degree to the doctoral level by 2015. This recommendation is focused on preparation necessary for improving the quality of life of individuals, families and communities particularly in an APRN role. The program is also intended to address the anticipated changes in healthcare delivery systems with nurses able to work collaboratively with physicians and other health professionals in improving the nation's health (AACN).

12. **Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.***

For the last 15 years, ISU SON has successfully utilized multiple types of distance education technology including distance learning rooms and internet platforms. Since 2007, the SON has provided nursing education online utilizing educational technologies such as Modular Object Oriented Dynamic Learning Environment (Moodle), Collaborate, and other internet resources. The proposed DNP degree program will continue to utilize a primarily online format for delivery of the curriculum.

13. **Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.***

The proposed DNP degree program is consistent with the SBOE vision and mission to provide accessible, seamless public education through improved student access, efficient use of resources, and collaboration to meet the needs of Idahoans including those distant from campus (SBOE).

Idaho State University is the lead institution for health professions education in the state. ISU SON has collaborated with Boise State University School of Nursing and developed a Memorandum of Understanding which was approved by the Idaho SBOE in June 2012. This MOU speaks to the commitment of Idaho State University and Boise State University School of Nursing to work together to provide access to quality graduate nursing education throughout the state of Idaho, avoiding duplication of programs and effectively utilizing resources through collaboration.

14. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
To provide leadership in access to education.	To provide professional graduate nursing education through online and distance learning technologies throughout the state of Idaho.
To advance scholarly and creative endeavors through the creation of new knowledge in part through high quality academic instruction.	To provide quality advanced nursing education so that nurses can achieve the recommended terminal degree for advanced practice.
To continue as the state's lead institution for health professions education.	To provide nurses with the opportunity for preparation as an advanced practice nurse with the DNP degree.
To enhance the quality of life of the residents of Idaho and the greater community.	To prepare nurses for comprehensive advanced practice for improving healthcare outcomes within a changing healthcare system.

15. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes X No

If not on your institution's Five-Year plan, provide a justification for adding the program.

16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

1. ISU and the SON will continue with current marketing strategies that include printed and web based material, health and career fairs, on site advising etc.
2. Students will be recruited statewide from undergraduate programs of nursing, health care organizations that employ Bachelors, Masters, and doctorally prepared nurses, and through word of mouth through faculty visibility across the state, and interfacing with nurses currently practicing in various settings.
3. The SON has had robust inquiries about the plans and implementation of the DNP program. These potential students provide an initial contact database.
4. Current efforts are being made to provide information to the public and potential students of the changes and new opportunities available in the SON including doctoral programs of study. The plan for marketing the DNP program pending SBOE approval includes but is not limited to:
 - Marketing statewide through printed material and technology based applications regarding the development and implementation of graduate educational opportunities in the SON at ISU.
 - Site visits to all the Idaho nursing schools and major healthcare employers to discuss the DNP degree program with faculty, students, employers, and current nurses.
 - Information posted in selected journals and newsletters that recruit students and practicing RNs to return to academia for graduate studies.

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix D**.

A list of individuals for peer review of the proposed DNP degree program has been developed. Final selection of individuals to conduct peer review will be completed by the SBOE.

18. **Program Resource Requirements.** Using the Excel spreadsheet provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

Faculty and Staff Expenditures

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Dr. Cathy Arvidson	\$31,491	0.5	174	14
Dr. Mary Anne Reynolds	\$30,347	0.5	174	14
Professor Virginia Murphy	\$28,985	0.5	174	14
Dr. Kelly Pesnell	\$24,575	0.5	174	14

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Office Specialist	\$18,334	0.5	\$19,472 (3 yr.)
Clinical Coordinator	\$22,127	0.5	\$85,000 (3 yr.)

No additional administrative resources are needed or requested for the success of the program. Administrative structure currently in place will support the DNP degree program in the SON.

The SON has a full complement of faculty and administrative support including: Administrative Assistant II (1 FTE), Administrative Assistant I (1 FTE), Office Specialist II (2 FTE), and an Academic Advisor for graduate and undergraduate students (1 FTE). An Office Specialist currently assisting in the SON will be assigned to provide 0.5 FTE staff support for faculty teaching in the DNP program. Duties of office personnel will be reassigned as needed. A master database has been developed to improve efficiency in the SON and will provide for effective assignment of work duties of office personnel. The full time Academic Advisor in the SON assists all students and faculty through academic advising and other related activities such as recruitment and retention.

Teaching Assistance

Adjunct faculty members are currently utilized to teach in lab and practicum courses in the graduate curriculum, with SON faculty serving as Coordinator for each course. These adjuncts are prepared at the Master's level and provide expertise and supervision for students in lab and practicum courses. Adjuncts are utilized as needed, are paid at credit hour rate, and work closely with SON full time faculty. The SON utilizes affiliate faculty who serve as preceptors in option specific practicum courses. Preceptors are carefully selected and are utilized for on site supervision and education of students working closely with graduate faculty. The preceptors are working professionals and are not paid by ISU to serve in the preceptor role. Affiliation agreements exist between ISU SON and organizations that provide preceptored opportunities for graduate nursing students. The SON will continue to utilize preceptors as adjunct and affiliate faculty to support graduate students and continued quality of graduate programs.

Teaching Assistant Positions in the SON

The SON currently has two Teaching Assistant (TA) positions. The TA positions are 0.5 FTE or 20 hour per week positions. These positions are anticipated to be continuing and are currently filled by graduate students enrolled in the Master's program. These TA positions can be used for research, or teaching assistance in the undergraduate and graduate courses. A TA can assist with research, grant writing, contract development and other activities and could be utilized to work with faculty teaching in the DNP degree program. The SON can apply for and has historically been awarded one TA position (0.5 FTE) through the Division of Health Sciences each academic year. The SON will continue to utilize resources in the Division of Health Sciences when available. Teaching assistant positions provide an opportunity for Master's (and in the future doctoral students) to refine and enhance their teaching and evidence based practice skills.

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Travel: \$8,784 in year 1, \$13,153 in year 2, and \$21,284 in year 3 is allocated. Regular attendance at the annual AACN doctoral education conference of a core faculty member teaching in the DNP degree program will be supported. Travel dollars will also support national presentations by faculty and doctoral students of research/scholarly work.

c. Capital Outlay

(1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.
- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

Funding is not requested for library resources. Funding for resources needed based on evaluation completed by staff of the Eli Oboler library at ISU, in the amount of \$10,591.00 will be allocated from current budget resources.

The SON has been working closely with the staff of the Eli Oboler Health Sciences library to assure that the library will have a collection of nursing journals and other publications that will be necessary for success of the DNP degree program. The library provides access to major databases for nursing research and evidence based practice (CINAHL, EBSCOhost and PUBMED, among others). Faculty in the SON are actively working with the staff at the Eli Oboler Library and with groups of interprofessional health care researchers on the ISU campus to increase the holdings of both hard and electronic copy of journals and books needed to support advanced academic health care research and evidence based practice application. Interlibrary loan supports access to journal articles and other resources for students and faculty.

A nursing collection evaluation was completed by Marcia Francis, M.A., M.Ed., AHIP of the Eli Oboler Library for the proposed DNP program. The review included the following sections of the library resources: books, paper journals, electronic journals, interlibrary loan access and document delivery, government documents, medical databases, and copyright fees. The library report estimated an additional library resource of \$10,591.00 would be needed to support the implementation of the proposed DNP program to be successful and regionally competitive. Additionally, reallocation of existing funds will support needed library resources for the DNP degree program.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

The SON has a fully equipped, state of the art simulation learning lab that will provide the doctoral students with both opportunities to teach clinical skills to the undergraduates as well as provide an exceptional research environment. Specifically, the clinical simulation laboratory (CSL) provides 4,938 square feet of learning space. The laboratory includes a simulated (10) bed hospital with a technology enriched learning environment designed to assist students to learn new and/or advanced clinical skills. Two primary care examination rooms provide a clinical environment for the advanced practice graduate students to practice primary care management. The lab also holds a nursing station with (7) computers loaded with learning/charting modules, a conference room, open learning space, (2) offices and a state-of-art- storage area. All simulated hospital rooms are equipped with active compression and oxygen delivery and can actually support direct clinical care in the case of an emergency. There are (3) control rooms for use in recording/analyzing clinical learning scenarios associated with use of low to high human simulators and standardized patients. The simulators include adults, baby, pregnant mother, and geriatric models. All durable and disposable equipment and supplies are represented of those used in a variety of clinical

settings. In a collaborative approach, nursing faculty and TA's work with CSL staff to instruct and evaluate clinical learning in the simulation setting. Baccalaureate and graduate students utilize the CSL to develop skills necessary to become competent beginning practitioners as well as advanced practice nurses. Doctoral students will have the learning opportunities and equipment necessary to develop the complex assessment, diagnostic and interventional skills that are appropriate to their clinical populations. The unique combination of high fidelity patient simulators, visual and audio recording capabilities and built-in observational and assessment software that is integrated into the lab gives the ISU SON cutting edge capabilities for assessing teaching efficacy the learning of complex skills and clinical interactions. This facility is unique in the Rocky Mountain region and is on par with major teaching medical centers. Aspects of the simulation lab will also be integrated into our real time distance residency programs allowing our doctoral students to engage in teaching and research in Idaho and across the US. The SON is a national leader in online simulation and online competence validation by simulation.

Additional Infrastructure Support:

The Office of Professional Development (OPD) in the School of Nursing offers continuing education for geographically bound professional nurses using the latest pedagogies and delivery tools. The OPD provides workshops, conferences, and continuing education courses for professional nurses as well as interprofessional development. Currently the OPD conducts a Health Resources and Services Administration supported online transition to practice program called the Northwest Rural Nurse Residency. This program is delivered in twenty four states with a national advisory board.

The Institute of Rural Health (IRH) is an integral part of the ISU campus with a mission to improve the health of communities through research, education and service. The IRH provides additional research support for students who are interested in outcome evaluation, community and policy development, technology, diversity, and health disparities.

The Instructional Technology Resource Center (ITRC) located on the Idaho State University campus in the Eli Oboler Library provides faculty with a complete technology resource for all levels of instruction. The ITRC has an ongoing support role which gives faculty the confidence to integrate technology in the learning environment. ITRC facilities are user-friendly and offer access to hardware, software and training in state-of-the-art technologies.

The Research Office on the ISU campus coordinates all research activities and facilitates research opportunities for faculty and students. The Research Office oversees most of the compliance committees, and administers internal grant opportunities for faculty and students. The Research Office oversees the Office of Sponsored Programs which facilitates the request and acceptance of external funding.

d. Revenue Sources

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Existing state appropriated funds will continue to be allocated to specific core faculty (2 FTE's) for the DNP degree program whose responsibility is currently in the Master's options of the graduate program including the ACNS and FNP. Additional faculty support will come from one existing open position in the SON for an Associate/Assistant professor which is currently advertised. A search committee has been formed and is working on filling this position. The faculty member hired in an existing Assistant/Associate Professor position will

have primary responsibility in the DNP degree program. Existing graduate programs will not be impacted as careful planning and preparation for the DNP degree program over a five year time period has resulted in a full complement of doctorally prepared faculty in the SON, and adequate resources for successful implementation. Infrastructure in the Division of Health Sciences will support access to additional doctorally prepared faculty in other disciplines who can serve on student committees for scholarly project.

Professional fees will be charged to students who enroll in the DNP degree program. The professional fee charged to students will be \$1,828.00 per semester. This source of revenue per semester will be used for funding adjunct faculty, database resources specific to the DNP degree program, travel for site visits, travel for student assessment in clinical practicum sites, online course support, among other costs. Professional fees to be charged to students who enroll in the DNP degree program are in line with other institutions in the western region offering graduate programs in Nursing.

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Donations will not be a funding source for the DNP program.

- (3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No additional resources are needed or requested for the success of the program.

- (4) Describe the federal grant, other grant(s), special fee arrangements, or contract (s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

The DNP program implementation is not dependent on a federal grant, special fee arrangement, or contract to fund the program.

- (5) Provide estimated fees for any proposed professional or self-support program.

Professional fees to be charged to students who enroll in the DNP degree program will be \$1,828.00 per semester.

Appendix A
Proposed Curriculum for the DNP Degree Options
Proposed Full Time BS to Doctorate of Nursing Practice Curriculum
New courses: **NURS XXX**; New Shared PhD/DNP Courses: **NURS XXX**

Year 1					
	Course #	Course Title	Credits		
			Core	FNP	CNS
Fall Semester #1	BIO 5563	Human Pathophysiology	4		
	NURS 6600	Core 1: Theoretical Foundations	3		
	NURS 7720	Professional Issues of the DNP I	3		
	NURS 8826	Advanced Scientific Writing	2		
		Total Credits Fall Semester	12		
Spring Semester #2	NURS 6610	Advanced Evidence Application	3		
	NURS 6611	Advanced Health Assessment	2		
	NURS 6611L	Advanced Health Assessment Lab (96 clinical hours)	2		
	PHAR 6645	Pharmacotherapeutics for Advanced Practice Nurses	3		
	NURS 8840	Core 2: Health Policy	3		
		Total Credits Spring Semester	13		
Year 2					
Summer Semester #3	NURS 7723	Core 3: Health Promotion for Advanced Practice Nurses	3		
	NURS 5580	Genetics for the Health Care Professional	2		
		Total Credits Summer Semester	5		
Fall Semester #4	NURS 6642	Primary Care of the Young Adult		3	
	NURS 6642L	Lab (96 clinical hours)		2	
	NURS 6657	Or Advanced Adult Health Nursing I			3
	NURS 6657L	Lab (96 clinical hours)			2
	NURS 7725	Informational Technology in Health Care	2		
	NURS 7735	Statistical Analysis in Evidence Based Practice	3		
	NURS 8809	Core 4: Rural/Global Communities in Society	2		
		Total Credits Fall Semester	7	5	5

Spring Semester #5	NURS 6643 NURS6643L	Primary care of child & adolescents Lab (96 clinical hours)		3 2	
	NURS 6644 NURS 6644L NURS 6658 NURS6658L	Primary Care of the older adult Lab (96 clinical hours) Or Advanced Adult Health Nursing II Lab (96 clinical hours)		3 2	3 2
	NURS 7790	Scholarly Project Lab (48 clinical hours)	1		
		Elective			3
		Total Credits Spring Semester	1	10	8
Year 3					
Summer Semester #6	NURS 6655	Core 5: Advanced Leadership	3		
	NURS 7790	Scholarly Project (96 clinical hours)	2		
		Total Credits Summer Semester	5		
Fall Semester #7	NURS 7790	Scholarly Project (96 clinical hours)	2		
	NURS 7740 or NURS 7740L	Primary Care Throughout the Lifespan Primary Care Throughout the Lifespan Lab (192 clinical hours) (FNP)		1 4	
	NURS 7750 or NURS 7750L	Or Advanced Adult-Geriatric Health Concepts Lab (ACNS) (144 clinical hours)			2 3
		Elective	2		
		Total Credits Fall Semester	4	5	5
Spring Semester #8	NURS 7760	Core 6: Professional Issues of the DNP II	3		
	NURS 7790	Scholarly Project (144 clinical hours)	3		
	NURS 7780 NURS 7785	FNP Practicum Lab (192 clinical hours) Or Advanced Adult-Geriatric Practicum (ACNS) Lab (192 clinical hours)		4	4
		Total Credits Spring Semester	6	4	4
		Total Credits (CORE) Includes scholarly project (8 credits)	53		
		Total Credits (Option)		24	22
		Total Credits (core + option)		77 (FNP)	75 (ACNS)

Proposed DNP Degree Program	FNP	ACNS
Total Credits (Core)	53	53
Total Credits (Option)	24	22
Total Credit Hours	77	75
Total Clinical Credits (Hours)	16 (768 hours)	13 (624 hours)
Total Scholarly Project Credits (hours)	8 (384 hours)	8 (384 hours)
Total Clinical Credit Hours	(1152 hours)	(1008 hours)

June 3, 2012

Attachment 1

PREAMBLE TO MEMORANDUM OF UNDERSTANDING

The 2010 Institute of Medicine (IOM) report, *The Future of Nursing, Leading Change and Advancing Health* states nurses will play an expanded role in the provision of health care in the future. The report calls for nurses to practice at the full extent of their education and to achieve higher levels of education through effective education systems. The Schools of Nursing at Idaho State University and Boise State University are committed to further developing systems for graduate nursing education in the State of Idaho.

The State of Idaho has limited resources to provide access to graduate nursing education, yet Idaho has a great need for nursing professionals with advanced degrees in all areas of the State. The citizens of Idaho deserve competent, qualified nurses with access to quality and accessible graduate nursing education vital to meeting the health care needs of Idaho citizens. Idaho State University and Boise State University commit to work together to provide access to quality graduate nursing education throughout the State of Idaho, avoiding duplication of programs and effectively utilizing resources including collaboration of doctorally prepared educators in the state.

The Idaho State University School of Nursing is proposing an expansion of the graduate program to offer the Doctor of Philosophy (Ph.D.) degree in Nursing. This will be the first doctoral nursing program in the State of Idaho. The Ph.D. in Nursing is a research focused degree, and is designed to prepare nurse scholars to advance the art, science and practice of the discipline through a career in research, education, and/or practice.

Both the BSU and ISU Schools of Nursing is also proposing to expand the graduate program to include the Doctor of Nursing Practice (DNP) degree. In 2006, the American Association of Colleges of Nursing (AACN) published a position statement regarding indicators of quality in practice-focused doctoral programs in nursing. The AACN report provides the foundation of DNP degree programs and sets the expectations for faculty, programs of study, resources, and students. The AACN recommends by 2015, that the DNP degree be offered as the primary advanced practice nursing degree for all graduate level nursing programs. The DNP program of study is grounded in evidence-based practice within a changing health care system.

The Schools of Nursing at Idaho State University and Boise State University have jointly agreed to provide the following nursing programs for nursing undergraduate and graduate education:

Boise State University	Idaho State University
Boise State University School of Nursing currently offers:	Idaho State University currently offers an Associate Degree in Nursing through the College of Technology.
<ul style="list-style-type: none"> • BS pre-licensure • RN-BS completion 	Idaho State University School of Nursing currently offers:

June 3, 2012

<ul style="list-style-type: none"> • MS in nursing care of populations with emphasis areas in clinical, education and leadership. 	<ul style="list-style-type: none"> • BS pre-licensure <ul style="list-style-type: none"> ○ Traditional ○ Accelerated (Meridian) • RN-BS completion • MS in Nursing Education • MS in Nursing Leadership • MS in Family Nurse Practitioner (FNP) <ul style="list-style-type: none"> ○ Students are prepared to complete the standardized national certification examination as a Family Nurse Practitioner • MS in Clinical Nurse Specialist <ul style="list-style-type: none"> ○ Students are prepared to complete the standardized national certification examination as a Clinical Nurse Specialist in Adult Health • Post Master's Certificate Program <ul style="list-style-type: none"> ○ Certificate program available in all options for nurses with a master's degree who seek advanced preparation in a specialty.
<p>Boise State University plans to offer:</p> <ul style="list-style-type: none"> • MS in Adult-Gerontology NP <ul style="list-style-type: none"> ○ Students will be prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles. 	<p>Idaho State University plans to offer:</p> <ul style="list-style-type: none"> • BS to DNP <ul style="list-style-type: none"> ○ Family Nurse Practitioner • BS to DNP <ul style="list-style-type: none"> ○ Clinical Nurse Specialist -Adult • BS to DNP

June 3, 2012

<ul style="list-style-type: none"> ○ Certification by the American Nurses Association Credentialing Center (AACN) will be available after 2013. • Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. <ul style="list-style-type: none"> ○ BS to DNP ○ Will transition Adult-Gerontology NP program to the DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs. 	<ul style="list-style-type: none"> ○ Psych-Mental Health NP (2014) • MS to DNP <ul style="list-style-type: none"> ○ Post Master's DNP with emphasis in clinical practice (NP and CNS) • PhD in Nursing
	<p>Idaho State University plans to delete:</p> <ul style="list-style-type: none"> • MS in Family Nurse Practitioner • MS in Clinical Nurse Specialist

The Schools of Nursing at Idaho State University and Boise State University are preparing to meet the health system needs through expansion of graduate nursing education.

Together, they will:

1. Develop clear and concise curricula for graduate nursing education for Idaho.
2. Develop courses that can be taken by students at both institutions.
3. Obtain graduate faculty status for nursing faculty at both institutions.
4. Share faculty across both institutions to allow faculty to teach and complete research in their respective areas of expertise.

June 3, 2012

MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT, effective the ____ day of _____, 2012 by and between IDAHO STATE UNIVERSITY (ISU), and BOISE STATE UNIVERSITY (BSU).

WHEREAS, the Idaho State Board of Education, (the Board) has directed that ISU retain the health sciences leadership role; and

WHEREAS, the Board's eight year plan states that ISU and BSU have a shared emphasis in graduate programs in nursing in Southwest Idaho; and

WHEREAS, there is a manifest need for graduate nursing programs throughout the State of Idaho; and

WHEREAS, the Board has directed the institutions under its governance to avoid duplication of programs, where possible; and

WHEREAS, ISU and BSU desire to support a common vision and understanding of graduate nursing education on a statewide basis with development of core curricula; and

WHEREAS, there are changing roles and functions in advanced nursing practice and education; and

WHEREAS, the parties mutually desire to establish a framework of graduate nursing education, administrative structures, and core curricula for graduate nursing education to be made available on a statewide basis.

NOW THEREFORE, subject to any required approvals, including by the Idaho State Board of Education Council of Academic Standards and the Board, ISU and BSU hereby agree to act in accordance with the following:

1. The administration and nursing faculties of ISU and BSU will develop and agree upon a common core graduate nursing curricula. This will include developing a schedule of core nursing courses in which both universities will participate. The schedule of core courses will enhance availability of graduate nursing education to students statewide and will eliminate unnecessary duplication of graduate nursing courses. ISU will take the leadership and coordination role in this effort.
2. A primary objective of the joint effort of the parties is agreement to offer the graduate nursing curricula through an online format available to all eligible nurses throughout the state.

June 3, 2012

3. BSU and ISU agree to develop nursing and interprofessional graduate courses to share between institutions.
4. As the common curricula are developed as set forth above, the institutions will also develop agreement upon administrative issues such as professional fees, tuition, workload adjustment allocation, transfer credit, and other issues related to jointly enrolled students or collaborative courses between institutions. Details will be facilitated by the Associate Dean/Directors of the Schools of Nursing.
5. ISU and BSU will work in concert to not offer duplicative graduate nursing education/programs. Nursing leadership and graduate nursing faculty from BSU and ISU will meet at least semi-annually to discuss graduate education needs and requests for new or enhanced graduate nursing programs. New course offerings related to graduate nursing programs will be submitted with the institution's respective plans in accordance with Board policy.
6. BSU and ISU will secure graduate faculty status for graduate nursing faculty at both institutions and share faculty across institutions to enhance availability of and access to faculty experts for teaching and research.
7. ISU and BSU support the proposals to develop the following new programs:

Boise State University	Idaho State University
<ul style="list-style-type: none"> • MS in Adult-Gerontology Nurse Practitioner (NP) <ul style="list-style-type: none"> ○ Students will be able prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles. ○ Certification by the American Nurses Association Credentialing Center (AACN) will be 	<ul style="list-style-type: none"> • BS to DNP <ul style="list-style-type: none"> ○ Family Nurse Practitioner • BS to DNP <ul style="list-style-type: none"> ○ Clinical Nurse Specialist -Adult • BS to DNP <ul style="list-style-type: none"> ○ Psych-Mental Health NP (2014)

June 3, 2012

<p>available after 2013.</p> <ul style="list-style-type: none"> • Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. <ul style="list-style-type: none"> ○ BS to DNP <p>Will transition Adult-Gerontology NP program to the DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs.</p> 	<ul style="list-style-type: none"> • MS to DNP <ul style="list-style-type: none"> ○ Post Master's DNP with emphasis in clinical practice (NP and CNS) • PhD in Nursing
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8. ISU and BSU agree to collaborate and develop and manage clinical placements for graduate nursing students throughout the State. BSU and ISU will designate clinical coordinators for graduate nursing education. ISU and BSU nursing clinical coordinators will work with the clinical coordinator for ISU's PhysicianAssistant (PA) program to assure high quality clinical placements for students from both institutions. Both ISU and BSU will provide office space so coordinators from both nursing schools and the PA program can have office space in both locations. The institutions commit to the coordinators having routine meetings each semester to coordinate student placement.
9. BSU and ISU and their respective administrators, staff and faculty will work jointly in good faith to address issues that may arise in the implementation of this agreement.
10. ISU and BSU agree to use the Consensus Model for Advanced Practice Registered Nurse (APRN) education, certification and practice materials to develop clear and concise education, role descriptions, and practice opportunities for graduate nursing education for advanced practice nurses in the State of Idaho.
11. This agreement will remain in force until terminated by either party on 90 days written notice.

(Approved SBOE/ June 21, 2012)

LETTERS OF SUPPORT



November 11, 2011

To Whom it May Concern,

I am writing in support of the Idaho State University School of Nursing's proposal to implement a Doctor of Nursing Practice (DNP) program. According to the 2011 Institute of Medicine Report, *The Future of Nursing. Leading Change. Advancing Health*, nurses are continuously challenged to advance the highest quality, safest and most effective care for better outcomes. It is vital for universities to prepare nurse scientists to conduct research and evaluate ways of promoting health and wellness for clients across the life span, and to prepare leaders in system change for advancing health, policy, education and research.

The ISU program promises a unique approach by combining interprofessional teaching and learning with an emphasis on rural and vulnerable populations. This is an essential element in Idaho where the DNP prepared nurse will lead change through partnerships with patients, families, other healthcare professionals and the community to identify specific healthcare needs, make informed healthcare decisions, evaluate healthcare outcomes and implement interventions. In addition to the academic preparation of new nurses, there is an increasing call for hospitals to recruit DNP prepared nurses to generate, replicate and utilize research and best practice standards in the delivery of patient care and the creation of a healthy work environment. Idaho will benefit from preparing DNP nurse leaders with the tools to use innovative methods to understand and evaluate evidence-based markers to improve and sustain optimum health system changes.

I sincerely support the creation of a DNP program in nursing at Idaho State University.

Miki Goodwin, Ph.D, RN, PHN
Director, Center for Nursing Evidence-based Practice, Research and Innovation
St. Luke's Health System - Treasure Valley

St. Luke's Boise Medical Center
St. Luke's Meridian Medical Center
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North Idaho College

1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

Health Professions and Nursing

November 8, 2011

Jan Fraser
Idaho State University
School of Nursing
921 South 8th Ave. Stop 8101
Pocatello, ID 83209-8101

Dear Dr. Fraser:

This is a letter of support for the proposed DNP program at Idaho State University.

The initiative by the AACN states that all entering Advanced Practice Nurses hold a DNP by 2015. This initiative is supported by other health care professionals that are in independent practice achieve a higher level of education than a Master's degree. In most cases this is in the form of a clinical doctorate. The complexity of health care and health care systems has necessitated this change.

It is essential that Idaho offer a DNP to insure that health care is provided for its residents at the highest professional standard, while upholding the current initiatives by the AACN. Idaho State University has always upheld the highest academic standards for Advanced Practice Nurses. It is only logical, that ISU support the current initiatives in offering a DNP in the state of Idaho. As nurse educators, it is imperative that we continue to support advanced nursing education in both the academic and clinical arenas.

We offer total support and encouragement for the development of a DNP at Idaho State University

Sincerely,

Gina Prindle, PhD, ARNP, CNE
Director of Nursing
Associate Degree Nursing Program

Lita Burns, PhD, RN
Dean of Health Professions and Nursing

Lewis-Clark
S T A T E
 C O L L E G E
Connecting Learning to Life

November 8, 2011

Dr. Nancy L. Renn, Interim Director
 Idaho State University
 School of Nursing
 921 South 8th Avenue, Stop #101
 Pocatello, ID 83209-8101

Dear Dr. Renn:

Lewis Clark State College extends its support to the Idaho State University School of Nursing as it seeks approval for its new online Doctor of Nursing Practice (DNP) program. This initiative is consonant with the American Association of Colleges of Nursing (AACN) position, which supports the increased preparation level for advanced practices at the DNP level. Additionally, nursing must remain consistent with other health care professions which require a practice doctorate including, pharmacy (PharmD) and Physical Therapy (DPT).

A key component of the proposed program is its online delivery format which will allow nurses to earn the DNP degree without relocating to a campus - often a barrier for working nurses in rural communities who wish to further their education. If this program were approved, nurses earning a DNP within a rural community hopefully would remain in that community and help alleviate the shortage of rural primary care providers in Idaho.

In addition to providing direct patient care, DNP-prepared nurses are eligible to hold a tenure-track faculty positions at higher education institutions. The online DNP program will attract nurses from our local area who wish to combine direct patient care with nursing education, thus improving our pool of qualified, highly educated faculty candidates.

Idaho must keep in step with the rest of the nation with regard to educational standards and requirements. As the health care system and care of patients continues to grow in complexity, advanced education is critical. Idaho State University's Doctorate of Nursing Practice program is one step in providing more educational opportunities for Idaho nurses and in ensuring the highest level of care to the citizens of our state.

Regards,



J. Anthony Fernandez
 President

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www.healthwestinc.org

November 3, 2011

Jan Fraser
Idaho State University
School of Nursing
921 South 8th Ave., Stop 8101
Pocatello, ID 83209-8101

Dear Ms. Fraser:

I am writing in full support of the proposal of the ISU School of Nursing to establish an online graduate nursing program: Doctor of Nursing Practice. I understand that this degree will advance the clinical knowledge and skills of advanced practice nurses, who now practice independently in Idaho.

Given the increasing complexities in the management of disease, the exponential growth in medical knowledge, and multiplication in medication options, it is imperative that nurses practicing independently have the training and expertise to offer their patients the best care possible. Changes in health care delivery that emphasize wellness, whole person care, and the patient centered medical home also argue for higher levels of training. Idaho has the lowest per capita level of physicians per population and much of the area is a Health Professional Shortage Area. We are in desperate need of highly skilled professionals to meet the primary care needs of Idaho residents.

Health West strongly encourages the university to add this degree to those offered in the School of Nursing. You will advance the profession of nursing and train future leaders in health care.

Sincerely,

Stephen C. Weeg
Executive Director

Pocatello Aberdeen American Falls Downey Lava McCammon

EXTERNAL REVIEW OF PROPOSED DOCTORATE OF NURSING PRACTICE (DNP)
PROGRAM

IDAHO STATE UNIVERSITY
SCHOOL OF NURSING

Prepared by:

Dr. Kathleen Bradshaw LaSala
Director and Professor
National Institute for Nursing Education and Scholarship
University of Northern Colorado
School of Nursing

Dr. Patricia M. Smyer
Professor
Associate Dean for Academic Affairs
University of Nevada, Las Vegas
School of Nursing

November 15, 2012

Executive Summary

While visiting the Idaho State University (ISU) School of Nursing (SON) the reviewers had the opportunity to interview school and university officials as well as faculty. We reviewed the documents prepared by the School of Nursing and validated the information provided. At this time we recommend support for the DNP Program based upon the following:

- The DNP Program is congruent with and supports the ISU mission of providing statewide education in the health professions. Idaho has an urgent need for increased numbers of primary care providers and the APRN focus of the DNP Program will produce a provider with expanded knowledge to influence and enhance the health care of the citizens of Idaho.
- No institute of higher education in the state of Idaho currently offers a DNP Program that focuses on primary care. The online distance format delivery provides an effective and accessible means for place-bound nurses to continue their education in this rural state.
- There is a long standing and successful history of MSN education particularly in the Family Nurse Practitioner Program. The faculty are well prepared and the curriculum meets the National Organization of Nurse Practitioner Faculty (NONPF) guidelines and is based on the AACN *Essentials of Doctoral Education for Advanced Nursing Practice* (2010). There are strong community relationships already established with clinical sites in place for DNP students. Letters of support in the document reflect community partners very much in favor of the DNP Program.
- There is a legacy of clinical/practice doctorates at ISU that has paved the way for the clinical focus of the DNP Program. This understanding by the institution of the development and implementation needs will contribute to a successful launch of this program. Additionally the opportunity for interprofessional clinical opportunities is strong with diverse practice doctorates that can only improve and enhance the healthcare of the citizens of Idaho.
- The institutional support for this program is strong with an enthusiastic faculty and staff. The addition of Dr. Mary Nies, Associate Dean Division of Health Sciences [DHS], Director School of Nursing [SON], who has experience in interprofessional education as well as DNP Program development, is a strong indicator of the support this program receives.
- The ISU-SON budget projections and targeted growth, along with adequate faculty resources and administrative personnel, provide evidence of readiness to implement this DNP Program in Fall 2013.

Recommendations:

- Consider reassigned time for a Coordinator of the DNP Program to facilitate a systematic evaluation of the program particularly related to CCNE accreditation. Organization of the program related to appropriate clinical placements, student recruitment, faculty development and project supervision assignments will be vitally important. Faculty development related to characteristics of DNP Project versus PhD Dissertation will be essential to successful and timely student completion.
- Additional faculty are planned and this will be very important as the program grows. Aggressive recruitment activity to get the 2 DNP lines in place early in program development will be important.
- Consider more overt language in courses related to "Evidence-Based Practice" and/or "translational research" as this is a clear differentiation from the PhD in Nursing which is research focused.

The most salient recommendations and the reasons we support the implementation of the DNP Program at ISU-SON have been summarized in this Executive Summary. Elaboration on these conclusions and additional recommendations are found on the following pages.

Background

An invitation to review the ISU-SON DNP Program proposal was extended in October 2012 after reviewer approval by the Idaho State Board of Education. A site visit was scheduled for November 12, 2012. Documents for review prior to the visit included the Idaho State Board of Education *Proposal for Graduate and Doctoral Degree Program* and the proposed starting date was Fall 2013. The reviewers were able to meet with approximately 34 individuals to include administrators, staff and faculty. This provided an opportunity for a comprehensive evaluation of the program proposal. The reviewers are both from Schools of Nursing that house accredited DNP Programs. Dr. LaSala is the Director of the SON at the University of Northern Colorado and Dr. Smyer is the Associate Dean for Academic Affairs at the University of Nevada, Las Vegas. Both have extensive experience in program development at both the undergraduate and graduate levels. Most importantly, we have had recent experience in accreditation and program development of our respective DNP Programs. Dr. Smyer has been an on-site evaluator for the Commission on Collegiate Nursing Education (CCNE) since 1999. Dr. LaSala has served on numerous external review committees for nursing and health sciences programs. Both reviewers have institutional grant experience as well as numerous scholarly publications and presentations.

The review team were on-site on November 12, 2012. The team met with Dr. Mary Nies, Associate Dean Division of Health Sciences, Director of the School of Nursing (SON), Dr. Karen Neill, Associate Director for Graduate Studies (SON) and Dr. Tina Mladenka, Associate Director for Undergraduate Studies (SON). The full faculty met with the team reviewers with additional time spent only with the SON graduate faculty for discussion related to the DNP Program.

The review team met with the Dr. Rex Force, Associate Dean for Clinical Research, DHS, Dr. Debra Easterly, Executive Director of Sponsored Programs, and Teri Peterson, Statistician, DHS. This meeting assisted the review team to ascertain the research and scholarly structure that will support the DNP Program.

The library resources, particularly online resources, were explored in a meeting with Dr. Sandra Shropshire of the Eli Oboler Library. The distance learning model of the SON has been in place for some time and the online library resources were in place.

A meeting with Dr. Linda Hatzenbuehler, Associate Vice President and Executive Dean of the DHS provided the review team with specific information related to the relationship of DHS to the SON. Dr. Hatzenbuehler expressed strong support for the proposed DNP Program. The review team also met with Dr. Laura Woodworth Ney, Associate Vice President of Academic Affairs and Dr. Nicole Hill, Interim Dean Graduate School. Support and commitment for this proposed DNP Program was evident in the discussions.

These meetings provided the review team with information and clarified questions from the proposal documents. The discussions were collegial and professional and all participants were open to questions and recommendations.

Need

Nationally and in the state of Idaho there is a need for nurses prepared at the doctoral level in the clinical arena that can lead national and state practice and health system change. The Institute of Medicine (IOM) report *The Future of Nursing, Leading Change and Advancing Health* (2010) specifically recommended doubling the number of nurse with doctoral degrees by 2020. The DNP is one avenue, aside from the research intensive PhD, to meet this challenge. Additionally, this proposed DNP Program is consistent with the State Board of Education (SBOE) vision and mission which is "to provide accessible, seamless public education through improved student access, efficient use of resources, and collaboration to meet the needs of Idahoans including those distant from campus" (SBOE).

Another area evident in Idaho workforce data related to health care provider need is the critical need for advanced practice nurses, particularly in primary care. The *Department of Labor Nursing Overview* publication clearly relates that there will be an anticipated critical shortage of APRNs in primary/acute care and education by the year 2018 in Idaho. The DNP Program at ISU-SON focuses on primary care with certification options of Family Nurse Practitioner and Adult/Geriatric Clinical Nurse Specialists (ACNS). APRNs are key providers of primary care in Idaho now and often have been educated at ISU-SON at the MSN level. The expanded knowledge related to the APRN role with a DNP degree will enhance clinical and leadership opportunities for nursing in the complex healthcare system we face.

This program is congruent with ISU dedication to the education of health professionals and is the state's lead institution for health programs, designated by the State Board of Education (SBOE). The Division of Health Sciences mission is to enhance the quality of life of the residents of Idaho and the greater community through the education of students in the health professions. The DNP program fits well into the rich legacy of practice doctorates already established at ISU Division of Health Sciences.

The state workforce data provides overwhelming evidence for increased APRNs educated at the doctoral level to meet primary care needs of the citizens of Idaho. The SBOE mission and strategic initiatives, national professional organizations, and ISU's clear mission of health education provide evidence for need for the proposed ISU SON DNP Program.

Resources

Faculty

The team reviewers met with the Undergraduate and Graduate Faculty during the on-site visit. These faculty members also had experience with the MSN FNP/ACNS options. They were overwhelming in favor of moving the APRN education to the doctoral level. The projected start date is Fall 2013 for the DNP Program and there were graduate faculty eager to teach in the proposed curriculum. Two faculty members have DNP degrees with two more to be recruited. DNP courses are often taught by PhD prepared faculty as well as DNP faculty so there are enough graduate faculty to meet course development and implementation. It will be important for the graduate faculty as a whole to have faculty development sessions related to the difference between a DNP Project and a PhD Dissertation. Additionally, mentoring in the role of Chair of a doctoral committee will be important. The SON has several faculty who have served as chairpersons and the DNP prepared faculty can all serve as a resource for the DNP Project committees to provide a successful student experience.

The team reviewers concluded that the SON is very well positioned to begin the DNP Program. The prior success of the MSN FNP/ACNS provides the major building block for the new DNP Program with clinical sites and close community relations and outreach. The school is starting with 8 full time students and 8 part time students. This is a realistic plan and will allow for thoughtful planned growth of the program. The recruitment of additional DNP faculty will be important as the students move toward DNP Project completion. This will require mentoring of students in publication and dissemination activities of these DNP Projects to move the nursing profession forward.

Administrative Support

The SON has an Office Specialist (1.0 full time equivalent FTE) currently assigned to graduate nursing programs, and will have 0.5 FTE to support the DNP program. The SON currently has a Clinical Coordinator with 0.5 FTE available to support the DNP program. The SON also has an Academic Advisor (1.0 FTE) to support graduate and undergraduate students, and has available on-site Information Systems Technician (0.5 FTE), which will be helpful since it is an online program. The SON has years of experience addressing online education at the Masters FNP level, so this transition should go very smoothly. We recommend increasing the reassigned time for the DNP Program Coordinator to assure adequate direct leadership in the academic, clinical oversight, student and faculty issues, as well as to help collect, analysis and present data for CCNE accreditation.

Our meetings with Dr. Linda Hatzenbuehler, Associate Vice President and Executive Dean, Division of Health Sciences, assured us of her support for the proposed DNP Program. She is well aware of the needs of the program and has provided the resources needed to be

successful. As stated above, the Graduate School Interim Dean and the Associate Vice President of Academic Affairs provided strong support and understanding of the needs of the program. The program is ready to begin recruitment of students and additional faculty once approved.

Students

Recruitment of students should be a natural flow from those that would have enrolled in the Masters FNP or ACNS program to those who will now need to apply for the DNP Program. Based on AACN's position statement on the Doctorate of Nursing Practice, the DNP will be the required degree for Advanced Practice Nursing by 2015. The School has had a robust enrollment in the past, and this is projected to continue at the DNP level. Education of the community will need to continue, to help support an understanding of this higher level of educational preparation.

Facilities

Division of Health Sciences (DHS):

The SON is a vertical, independent entity within ISU-DHS which includes the College of Pharmacy, Kasiska School of Health Professions, Office of Medical and Oral Health, and the School of Rehabilitative and Communication Sciences. The primary mission of the DHS is to enhance the quality of life of the residents of Idaho and the greater community. An integral part of the DHS mission is the continued development of an interprofessional core curriculum supporting research, community partnerships, university clinics, practice and education. In our meeting with Dr. Rex Force, Interim Associate Dean for Clinical Research, Dr. Debra Easterly, Executive Director of Sponsored Programs, and Dr. Teri Peterson, DHS Statistician, we were able to assure strong resources and expertise in scholarly, clinician works and interprofessional activities.

Idaho Health Sciences Library:

In our meeting with Dr. Sandra Shropshire, Dean Eli Oboler Library, we were assured the existing and proposed new sustainable library support for the DNP Program. In addition to the resources that already exist, a growing budget for both the proposed DNP and PhD programs (\$63,000 total) will help support the academic programs. The availability of online resources is strong, with historical experience in dealing with distance student needs.

SON Building:

The ISU facility in which the SON is housed has sufficient space for the proposed DNP Program. The DNP academic program will be online; however the faculty plan to bring the students on-site for an orientation. Office space for new faculty will need to be provided, as well as teaching and scholarship support. Some faculty are located at the Meridan-ISU

campus located near Boise, Idaho. Faculty and administrative leaders believe there is adequate space for these needs.

Equipment:

The SON has a long history of online course delivery and Masters FNP education. Faculty are familiar with the SON's online platform (Moodle) and technical support for both faculty and students is already in place. Due to the nature of online education, it will be essential for ISU to upgrade computer technology as it both ages and expands.

Curriculum

The DNP Program at ISU-SON has been developed according to the National Organization of Nurse Practitioner Faculties (NONPF) guidelines and is based on the AACN *Essentials of Doctoral Education for Advanced Nursing Practice* (2010). The curriculum is designed to prepare clinical leaders who can effectively evaluate clinical outcomes, identify and manage health care needs of individuals, families and populations, use technology and information to transform the health care system, and participate in interprofessional collaboration to develop efficient and effective models of health care delivery. Additionally, the DNP graduate will be eligible to sit for the national credentialing examination for each option. Specifically, the Family Nurse Practitioner (FNP) is prepared to be a leader in primary care, combining the roles of provider, mentor, educator and administrator. The FNP is prepared to practice autonomously and in collaboration with other healthcare professionals to provide evidence-based care to individuals, families, and populations across the lifespan in a variety of settings. The Adult-Geriatric Clinical Nurse Specialist (ACNS) demonstrates expert knowledge and ability to advance health care in adult and geriatric populations. The ACNS functions in collaboration with health care professions for continuous improvement of patient outcomes and nursing care through three spheres of influence including the patient, nurse and system (Consensus Model for APRN Regulation, 2008).

The team reviewers found an especially strong component of the DNP Program to be the emphasis on interprofessional collaboration. These opportunities within the Division of Health Sciences provide an exciting opportunity for nursing. This was strongly supported at all levels within ISU.

The curriculum consists of 77 credits hours for the FNP and 75 credits for the ACNS. Of these credits, 53 are core courses. Approximately 1,152 hours of clinical contact hours for the FNP and 1,008 clinical contact hours for the ACNS and this more than meets the 1,000 hours required for accreditation. The sharing of PhD and DNP courses is also an efficient and effective resource for the program. Three courses are shared NURS 8809 Rural/Global Communities in Society, NURS 8826 Advanced Scientific Writing, and NURS 8840 Health Policy. These courses provide an opportunity for DNP and PhD students to interact.

understand the elements of their role in doctoral education, and provide opportunities to discuss collaborative projects and research.

The curriculum includes a scholarly DNP Project which enables the student to synthesize scientific evidence within a practice environment to improve healthcare outcomes. The project will incorporate knowledge of current and emerging health technologies to improve care delivery and organizational systems and will translate scientific and theoretical principles into clinical practice. It will be important, as mentioned previously, that all graduate faculty can differentiate characteristics of a DNP Project versus a PhD Dissertation required by a PhD in Nursing. Faculty development opportunities should be planned early in the program to facilitate student success. Mentoring of faculty who have not chaired a committee will also be a crucial component of this endeavor.

Additional Considerations

Faculty Considerations

Consider reassigned time for a Coordinator of the DNP Program to facilitate a systematic evaluation of the DNP Program particularly related to CCNE accreditation. Organization of the implementation of the program related to appropriate clinical placements, recruitment, faculty development and project supervision assignments will be of importance. Faculty development related to characteristics of DNP Project versus dissertation will be essential to positive student completion. Establishing a clear faculty practice agreement or policy will be necessary to be in compliance with CCNE and NONFP requirements. ISU's policy on consultation could be used for this purpose.

Curriculum

Consider more overt language in courses related to "Evidence-Based Practice" and/or "translational research" as these are clear lines of differentiation from the PhD in Nursing which is research focused.

SUMMARY: This review team strongly supports the proposed DNP Program at the ISU School of Nursing. We believe this should be approved as soon as possible as it addresses the needs of nurses for educational opportunities and, most importantly, will improve and enhance the healthcare needs of the citizens of Idaho.

Thank you for the opportunity to be part of the review process for the proposed ISU-SON DNP Program. Additionally, the cordial welcome and hospitality of the administration, faculty and staff was appreciated. We wish you great success in the endeavor.

Dr. Kathleen LaSala

Dr. Patricia Smyer

11/17/12

Idaho State University
School of Nursing

Response to external review report conducted by Dr. Kathleen Bradshaw LaSala and Dr. Patricia M. Smyer.

The report of the external review process of the proposed Doctor of Nursing Practice degree program options in the School of Nursing at Idaho State University was received by Dr. Mary Nies on 11/15/12. The report included the following recommendations (p. 3):

1. Consider reassigned time for a Coordinator of the DNP Program to facilitate a systematic evaluation of the program particularly related to CCNE accreditation. Organization of the program related to appropriate clinical placements, student recruitment, faculty development and project supervision assignments will be vitally important. Faculty development related to characteristics of DNP Project versus PhD Dissertation will be essential to successful and timely student completion.
2. Additional faculty are planned and this will be very important as the program grows. Aggressive recruitment activity to get the 2 DNP lines in place early in program development will be important.
3. Consider more overt language in courses related to "Evidence-Based Practice" and/or "translational research" as this is a clear differentiation from the PhD in Nursing which is research focused.

The following is in response to reviewer recommendations:

- 1) The School of Nursing at Idaho State University currently has faculty members assigned as coordinators in the graduate program. We will assign a coordinator for the proposed Doctor of Nursing Practice (DNP) degree program as well, with clear role expectations established. These role expectations will include organization of the program working directly with the Associate Director of Graduate Studies, clinical placements, recruitment and retention of students, faculty development, and supervision of the scholarly project requirement among other responsibilities.

A plan has been established for mentoring of faculty in preparation for DNP committee participation in the Chair or member role related to the scholarly project requirement of the DNP program. Dr. Nies and Dr. Schwartz who have both previously served on doctoral committees as Chair will conduct faculty development sessions for preparation to serve on student committees for the scholarly project. The scholarly project is focused on evidence based practice and will be completed as part of the DNP curriculum. Current

DNP faculty had worked closely with Ph.D. prepared faculty in the delineation of the requirements of the scholarly project, and this is recognized to be very different than the dissertation which involves the completion of original research. Regular faculty development sessions have been planned as a component of the established Graduate Council in Nursing meetings to support success. During the campus visit, the external reviewers recommended two specific meeting times be established prior to the student's second year of study dedicated to proposal development related to the scholarly project. This recommendation will be implemented to support successful and timely student completion.

- 2) Two faculty positions are currently open in the School of Nursing specific to support of the DNP program and are being advertised. A search committee has been established which includes current DNP faculty. The plan is to hire additional DNP prepared faculty in the spring of 2013.
- 3) The curriculum for the DNP degree options was carefully reviewed by graduate faculty members following the external review. Course titles and descriptions were revised to support a clear differentiation of evidence based practice emphasis in the proposed DNP degree options.

11/17/12 (KN)

Education

Field or Group	Display	Permission
Degree	Drop Down	
Explanation of "Other"	Text	
Emphasis/Major	Text	
School	Text	
		College: College of Arts and Letters College: College of Education College: Division of Health Sciences College: College of Science and Engineering College: College of Technology College: Library
Location of Institution	Text	
Supporting Areas of Emphasis	Text	
Dissertation/Thesis Title	Text	
		College: College of Arts and Letters College: College of Education College: Division of Health Sciences College: College of Science and Engineering College: College of Technology College: Library
Honor/Distinction	Drop Down	
Highest Degree You Have Earned?	Drop Down	
Year Completed	Text	

Options

BA
BBA
BS
DBA
JD
MA
MBA
MS
Ph D
Other

Cum laude
Magna cum laude
Summa cum laude
Egregia cum laude
Yes
No

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY	2014	FY	2015	FY	2016	Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	0	16	0	16	0	24	0	56
B. Shifting enrollments	0	0	0	16	0	32	0	48

II. REVENUE

	FY	2014	FY	2015	FY	2016	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)	\$155,990.00		\$235,739.00		\$293,201.00		\$684,930.00	\$0.00
2. Appropriated (New)							\$0.00	\$0.00
3. Federal							\$0.00	\$0.00
4. Tuition							\$0.00	\$0.00
5. Student Fees	\$87,750.00		\$175,500.00		\$307,126.00		\$570,376.00	\$0.00
6. Other (Local Fund Reallocation)	\$3,073.00		\$17,259.00		\$0.00		\$20,332.00	\$0.00
Total Revenue	\$246,813.00	\$0.00	\$428,498.00	\$0.00	\$600,327.00	\$0.00	\$1,275,638.00	\$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY	2014	FY	2015	FY	2016	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE							0.00	0.00
2. Faculty	\$155,990.00		\$235,739.00		\$330,849.00		\$722,578.00	\$0.00
3. Administrators							\$0.00	\$0.00
4. Adjunct Faculty							\$0.00	\$0.00
5. Instructional Assistants							\$0.00	\$0.00
6. Research Personnel							\$0.00	\$0.00
7. Support Personnel	\$45,884.00		\$124,697.00		\$166,934.00		\$337,515.00	\$0.00
8. Fringe Benefits							\$0.00	\$0.00
9. Other:							\$0.00	\$0.00
Total FTE Personnel and Costs	<u>\$201,874.00</u>	<u>\$0.00</u>	<u>\$360,436.00</u>	<u>\$0.00</u>	<u>\$497,783.00</u>	<u>\$0.00</u>	<u>\$1,060,093.00</u>	<u>\$0.00</u>

	FY	2014	FY	2015	FY	2016	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$8,784.00		\$13,153.00		\$21,284.00		\$43,221.00	\$0.00
2. Professional Services							\$0.00	\$0.00
3. Other Services							\$0.00	\$0.00
4. Communications	\$2,371.00		\$4,743.00		\$8,300.00		\$15,414.00	\$0.00
5. Utilities							\$0.00	\$0.00
6. Materials and Supplies	\$8,033.00		\$16,066.00		\$28,115.00		\$52,214.00	\$0.00
7. Rentals							\$0.00	\$0.00
8. Repairs & Maintenance							\$0.00	\$0.00
9. Materials & Goods for Manufacture & Resale							\$0.00	\$0.00
10. Miscellaneous	\$5,751.00		\$13,500.00		\$23,627.00		\$42,878.00	\$0.00
Total Operating Expenditures	<u>\$24,939.00</u>	<u>\$0.00</u>	<u>\$47,462.00</u>	<u>\$0.00</u>	<u>\$81,326.00</u>	<u>\$0.00</u>	<u>\$153,727.00</u>	<u>\$0.00</u>

	FY	2014	FY	2015	FY	2016	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	\$20,000.00		20600		\$21,218.00		\$61,818.00	\$0.00
2. Equipment							\$0.00	\$0.00
Total Capital Outlay	<u>\$20,000.00</u>	<u>\$0.00</u>	<u>\$20,600.00</u>	<u>\$0.00</u>	<u>\$21,218.00</u>	<u>\$0.00</u>	<u>\$61,818.00</u>	<u>\$0.00</u>
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)								
TOTAL EXPENDITURES:	<u>\$246,813.00</u>	<u>\$0.00</u>	<u>\$428,498.00</u>	<u>\$0.00</u>	<u>\$600,327.00</u>	<u>\$0.00</u>	<u>\$1,275,638.00</u>	<u>\$0.00</u>
Net Income (Deficit)	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

BOISE STATE UNIVERSITY

SUBJECT

Approval of New Online, Self-support Doctor of Nursing Practice Program-
Leadership in Nursing Populations

REFERENCE

June 2012 Board Approved the MOU

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.
4 and 5

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a self-support, online program that will lead to a Doctor of Nursing Practice (DNP) degree that will focus on leadership in the nursing populations. The program is designed for nurses seeking a terminal degree in nursing practice that is an alternative to the research focused Ph.D. Entry into the DNP program will require a current Registered Nurse (RN) license, a Bachelor's degree in nursing with a master's degree in a related field or a master's degree in nursing.

The proposed program will emphasize the use of evidenced-based practice to enhance the development of interventions that affect health outcomes and that are effective even in highly complex healthcare systems. Program graduates will be able to assume a leadership role in multiple settings including, but not limited to, acute care, ambulatory care, and community-based care.

Students will be expected to complete an original scholarly project focused on an organizational or healthcare system assessment, policy change, and/or program development and evaluation. Each student will also complete at least 500 clinical hours of practicum experience.

The proposed program will integrate the curricular elements from the American Association of Colleges of Nursing's (AACN) "Essentials of Doctoral Education for Advanced Nursing Practice." The depth and focus of the core curriculum is based upon the specialty focus for which the student is preparing. As a post-master DNP, much of the curriculum of the proposed program will be focused on content specific to leadership, nursing of populations, data management, translational research, and evidence-based practice so as to achieve the essential elements described by the AACN.

In 2004, the American Association of Colleges of Nursing (AACN) proposed that professional nursing move the current level of preparation for advanced nursing practice from the master's level to the doctoral level. Additionally, the recent

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013**

report from the Institute of Medicine and Robert Wood Johnson Foundation, *Future of Nursing*, called for nursing leaders to achieve higher levels of education and be able to act as full partners in the redesign efforts of the health care system. It is important, therefore, that nursing graduate education focus on competencies that include leadership, health policy, system improvement, evidence-based practice, and research.

Over the last year, members of BSU's School of Nursing advisory board have expressed the need for an advanced nurse at the doctoral level who would be able to examine and assess the needs of their institutions and implement changes that would align their institutions with the complex regulations needed to meet the guidelines for health care reform.

BSU and ISU School's of Nursing entered into a Memorandum of Understanding (MOU) that outlines graduate education for the two schools. The MOU was presented to the Board and approved at the June 2012 Board meeting. In accordance with that MOU, BSU is bringing forth a DNP proposal that will be an indirect advanced practice nurse with a concentration on leadership in nursing of populations. This indirect care practitioner will be in administrative, legislative, education and leadership roles. BSU will admit RN students who hold a master's degree. ISU is bringing forward a DNP proposal that will be a direct care advanced practice nurse with a specialty as a Family Nurse Practitioner, and will admit both baccalaureate and master prepared nurses. Both schools are proposing to deliver their programs online.

Support for the proposed DNP program was provided by Saint Alphonsus Health System, St. Luke's, Idaho Alliance of Leaders in Nursing, and the Idaho Hospital Association.

IMPACT

Local funds will be used during the startup phase, and will be repaid by the end of the third year of the program consistent with Board Policy V.R. The proposed self-support program will assess a student fee of \$600 per credit. These fees are comparable to other institutions in the area offering online graduate nursing programs. The \$600/credit is all-inclusive; no additional fees will be imposed. Professional services consist of course development fees paid to BSU's Division of Extended Studies. Other Services consist of simulation lab fees and equipment fees. Miscellaneous fees consist of liability insurance, credit card fees, and other miscellaneous costs. Indirect costs consist of the following: University: 6% of revenue. College of Health Sciences: 3% of revenue. School of Nursing: 4% of revenue.

ATTACHMENTS

Attachment 1 - Proposal

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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STAFF COMMENTS AND RECOMMENDATIONS

Boise State University proposes to create a new self-support, online program that will lead to a Doctor of Nursing Practice with a focus on leadership in the nursing populations. This program builds upon content of BSU's existing Master in Nursing and Master of Science in Nursing. The program is designed to be a part-time program and will consist of 40 credits in eight (8) semesters. The DNP will admit 15 students per year for the first several years and then 16 per year thereafter.

Consistent with Board Policy III.G., BSU's proposed DNP program was reviewed by an external review panel consisting of Dr. Nancy Bittner, Regis College and Dr. Denise Robinson, Northern Kentucky University. The panel reviewed the proposal utilizing criteria from standards promulgated by the National League for Nursing Accreditation Commission (NLNAC). External reviewers felt the "proposed program was very well designed and lays the ground for a high-quality Doctor of Nursing Practice Program." They also noted that the proposal is "very timely and addresses an important regional and national need for doctoral prepared nurses." Reviewers recommended support for the program but also offered several recommendations, which BSU has addressed.

While the DNP program will be offered as an online, asynchronous program utilizing Blackboard, students will be expected to come to campus for approximately three onsite intensive course workshops over the course of three years of part-time instruction.

Currently, there is no Doctor of Nursing Practice program in Idaho. There are several bordering institutions that offer a DNP program such as the University of Nevada, Touro University, Oregon Health and Science Technology, University of Portland, University of Utah, Rocky Mountain University of Health Professionals, and University of Washington. Washington State University has a DNP program, which was scheduled to start in 2012.

BSU's request to create a new online, self-support Doctor of Nursing Practice is consistent with their Five-Year Plan for the delivery of academic programs in the Southwest region. Pursuant to III.Z, BSU and ISU share the Statewide Program Responsibility for Nursing. The following represents programs in nursing currently being offered:

Institution	Program Title	Degree Level/Certificate	Location(s)	Method of Delivery
CSI	Nursing, Registered	AS	CSI Campus	Traditional with some portion avail online
CSI	Nursing, Practical	TC	CSI Campus	
BSU	Nursing	B.S.	Boise	Traditional
BSU	Nursing (self-support)	B.S. completion	Boise	On-line
BSU	Nursing	M.S.N., M.N.	Boise	On-line
ISU	Nursing (professional fee)	BS	ISU Campus	Online/Distance Learning,

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Institution	Program Title	Degree Level/Certificate	Location(s)	Method of Delivery
ISU	Nursing (professional fee)	MS	ISU Campus	Online/Distance Learning
ISU	Nursing (professional fee)	PM Cert	ISU Campus	Online/Distance Learning
ISU	Nursing (professional fee)	MS, PM Cert	ISU-Meridian Ctr	Online/Distance Learning
ISU	Nursing (professional fee)	BS	University Place	Face-to-Face/Moodle/Asynchronous
NIC	Nursing	A.S.	Coeur d'Alene	Traditional Web-Enhanced
CWI	Nursing - Registered	AS	Nampa	Traditional
ISU	Nursing (BSRN Completion) professional fee	BS	CSI Campus	Face-to-Face/Moodle/Asynchronous
ISU	Nursing (BSRN Completion) professional fee	BS	ISU-Meridian Ctr	Face-to-Face/Moodle/Asynchronous
CSI	Nursing (BSRN Completion)	BS	CSI Campus	
ISU	Nursing (Fast-track) professional fee	BS	ISU-Meridian Ctr	Face-to-Face/Moodle/Asynchronous
LCSC	Nursing, Basic BSN	BSN	LEW/CDA	classroom
LCSC	Nursing, RN to BSN	BSN	LEW/CDA	online
ISU	Nursing: Education Option (professional fee)	MS Option	LCSC Campus	Face-to-Face/Moodle/Asynchronous
ISU	Nursing: Education Option (professional fee)	MS Option	NICHE	Face-to-Face/Moodle/Asynchronous
ISU	Nursing: Education Option	MS Option	University Place	Face-to-Face/Moodle/Asynchronous
ISU	Nursing: Nurse Practitioner Option (professional fee)	MS Option	LCSC Campus	Face-to-Face/Moodle/Asynchronous
ISU	Nursing: Nurse Practitioner Option (professional fee)	MS Option	NICHE	Face-to-Face/Moodle/Asynchronous
NIC	Nursing	Tech. Certificate	Coeur d'Alene	Traditional Web Enhanced Interactive Video

BSU also requests approval to assess a self-support fee consistent with Board Policy V.R.3.b.(v). Based on the information for self-support fees provided in the proposal, staff finds that the criteria have been met for this program.

Board staff and the Council on Academic Affairs and Programs (CAAP) recommend approval as presented.

BOARD ACTION

I move to approve the request by Boise State University to create a new online, self-support Doctor of Nursing Practice program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate a self-support fee for the Doctor of Nursing Practice program in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

RECEIVED

NOV 14 2012

PROVOST

Institutional Tracking No.

ATTACHMENT 1
12-03

Idaho State Board of Education

Proposal for Graduate and Doctoral Degree Program

Date of Proposal Submission:	November 18, 2012
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Health Sciences
Name of Department(s) or Area(s):	School of Nursing

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Doctor of Nursing Practice
Degree:	Doctor of Nursing Practice
Method of Delivery:	Online
CIP code (consult IR /Registrar)	53.3818
Proposed Starting Date:	Fall 2013
Indicate if the program is:	<input checked="" type="checkbox"/> Regional Responsibility <input type="checkbox"/> Statewide Responsibility

Indicate whether this request is either of the following:

- ☐ New Graduate Program
 ☐ Contract Program/Collaborative
- ☒ New Doctoral Program
 ☐ Expansion of an Existing Graduate/Doctoral Program
- ☐ New Off-Campus Graduate Program
 ☐ Consolidation of an Existing Graduate/Doctoral Program
- ☐ New Off-Campus Doctoral Program
 ☐ Discontinuation of an existing Graduate/Doctoral Program

College Dean (Institution)

Date

Vice President for Research (as applicable)

Date

Graduate Dean (as applicable)

11/14/12

Academic Affairs Program Manager

Date

Chief Fiscal Officer (Institution)

11/14/12

Chief Academic Officer, OSBE

Date

Chief Academic Officer (Institution)

11/20/12

SBOE/OSBE Approval

Date

President

11/20/12

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

- 1. Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Boise State University proposes to create a self-support, wholly online, post-master's Doctor of Nursing Practice (DNP) program with a focus on leadership in the nursing of populations.

The proposed program was recently reviewed by Dr. Nancy Phoenix Bittner of Regis College, Boston, MA, and Dr. Denise Robinson, Northern Kentucky University, Highland Heights, KY. They described the readiness of Boise State University to embark on this new program as follows (Appendix F):

"The Boise State University School of Nursing is well positioned to embark on the development and implementation of the Doctor of Nursing Practice degree program. The nursing faculty and leaders have demonstrated their expertise in quality advanced practice nursing education. The DNP program is a natural extension of the existing quality education programs at BSU. The demonstrated leadership of Dr. Springer and the leadership team, dedication of the faculty and the overwhelming support of the College administration secures the successful offering of this program."

The proposed program is part of a broader set of existing and proposed graduates programs at Boise State University and Idaho State University, as described in a Memorandum of Understanding (Appendix A). Boise State University will have the following set of graduate programs:

- Existing MS in Nursing and Master of Nursing
- New Master's level degree in Adult Gerontology Nurse Practitioner (proposed simultaneously)
- Two new graduate certificates: Adult Gerontology Nurse Practitioner - Acute Care and Adult Gerontology Nurse Practitioner - Primary Care (proposed simultaneously)
- A Doctor of Nursing Practice (this proposal)

Idaho State University has submitted proposals for a new PhD and a new DNP to be added to their already existing Master's level programs.

The proposed post-master DNP will focus on nursing of populations with an emphasis on evidenced-based practice that enhances development of interventions that impact health outcomes and are effective in complex healthcare systems. The curriculum of this program will provide nurses with existing master's degrees the opportunity to develop skills necessary to be nurse leaders and educators who can address the pressing issues and challenges in today's complex health care arena by directing the care needs of multiple populations. This program will build upon the content of our existing Master in Nursing & Master of Science in Nursing curricula.

In 2004, the American Association of Colleges of Nursing (AACN) proposed that professional nursing move the current level of preparation for advanced nursing practice from the master's level to the doctoral level. The proposed DNP accomplishes that move, and is designed for nurses seeking a terminal degree in nursing practice that is an alternative to the research focused PhD. The DNP

graduate will be able to assume a leadership role in multiple settings including, but not limited to acute care, ambulatory care, and community-based care.

The “Essentials of Doctoral Education for Advanced Nursing Practice” (AACN, 2006) outlines core foundational curricular elements and competencies specific to the DNP advanced nursing graduate. Eight elements from the AACN essentials document will be integrated within the curriculum of the proposed program: 1) Scientific Underpinnings for Practice, 2) Organizational and Systems Leadership for Quality Improvement and Systems Thinking, 3) Clinical Scholarship and Analytical Methods for EBP, 4) Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care, 5) Health Care Policy for Advocacy in Health Care, 6) Inter-professional Collaboration for Improving Patient and Population Health Outcomes, 7) Clinical Prevention and Population Health for Improving the Nation’s Health, and 8) Advanced Nursing Practice.

These essentials address the core foundational competencies for all advanced nursing practice. The depth and focus of the core curriculum is based upon the specialty focus for which the student is preparing. As a post-master DNP, much of the curriculum of the proposed program will be focused on content specific to leadership, nursing of populations, data management, translational research, and evidence-based practice so as to achieve the essential elements described by the AACN.

Entry into the post-master DNP will require a current RN license, a Bachelor’s degree in nursing with a master’s degree in a related field or a master’s degree in nursing at a NLNAC or CCNE accredited academic institution. The DNP will be offered online, admitting at 15 students per year for the first several years and 16 per year thereafter. The program will be designed to be a part-time program, as was determined appropriate by a community assessment, and will consist of 40 credits in 8 semesters.

- 2. List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The following are the objectives of the program, grouped by curricular thread.

Critical Inquiry/Clinical Reasoning

1. Uses theoretical and evidence based knowledge to create, evaluate, and implement changes in practice, systems of care, organizations, and communities to improve population-based outcomes.
2. Design, implement, and evaluate practice methodologies which integrate nursing science with knowledge from a wide-range of disciplines, and based on other appropriate scientific underpinnings to enhance individual, aggregate, and population health outcomes.

Communication

1. Utilize advanced communication skills to provide leadership in inter-professional and intra-professional teams to create change and influence policy in practice, systems of care, organizations, and communities.
2. Provide leadership in the evaluation and resolution of ethical, legal, and policy issues within systems relating to the use of information, information technology, communication networks, and health care technologies.

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3. Apply emerging technology and communication modalities to provide ethical communication sensitive to the needs of diverse populations.

Experiential Learning

1. Construct and implement strategies to improve health care processes and evaluate outcomes of practice, practice patterns, and systems of care.
2. Build sustainable inter-professional and intra-professional partnerships based in social justice, equity, and ethical principles to optimize the health of populations.

Global World View

1. Designs, implements, and analyzes innovative policies and processes to enhance the health of local, regional, national, and global populations.
2. Creates, implements, and evaluates cost-effective strategies beyond formal health systems to improve health and population outcomes in local, regional, national, and global populations.

Professionalism and Leadership

1. Provide leadership and mentorship to meet the current and future needs of populations to promote optimal health outcomes.
2. Employ and apply evidence and principles of business, finance, economic, and health policy to implement ethical and effective practices to improve health outcomes.
3. Construct a personal philosophy of leadership using personal reflection and ethical, principled leadership skills to lead change and achieve excellence in nursing practice.
4. Employ empirical and culturally sensitive strategies to assess, design, implement, and evaluate outcomes to effect health care change.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The following measures will ensure the high quality of the proposed program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self study (including outcome assessments) and a comprehensive review and site visit by external evaluators.

Graduate College: The program will adhere to all policies and procedures of the Graduate College, which is assigned broad institutional oversight of all graduate degree and certificate programs.

Specialized Accreditation: The BSU Graduate Nursing program has received National League for Nursing Accrediting Commission (NLNAC) accreditation, indicating a high quality master's

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program. Once the DNP program is developed, we will seek NLNAC accreditation for this graduate program. We will apply for candidacy (the first step in accreditation) in fall, 2013 and plan to receive full accreditation in fall, 2015. The DNP program will be developed around the NLNAC standards to ensure high-level education for our graduates.

According to AACN, indicators of quality for a DNP program include ... ‘substantial access to nursing practice expertise and opportunities for students to work with and learn from a variety of practice experts including advanced clinicians, nurse executives, informaticists, or health policy makers. Thus, schools offering the DNP should have faculty members, 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’ (AACN, 2006). In addition, there should be an academic environment focused on practice, continuous improvement, culture of inquiry and practice scholarship.

Program outcomes and methods of assessment will be outlined in our Systematic Evaluation Plan. That plan will provide the blueprint for data collection and specify how that data will be analyzed, thereby providing a method to ensure that program integrity and quality are achieved and maintained as the program progresses and evolves.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*
 - A. **NURS 601 SCHOLARLY PROJECT I (0-8-2)(F/S/SU).** Assessment and identification of nursing practice issues focused on a population of interest that lays the groundwork for development of the culminating scholarly project while investigating the DNP role. This course includes at least 16 hours of formalized discussion with faculty advisor per semester. (Pass/Fail) PREREQ: NURS 604.
 - B. **NURS 602 ADVANCED PRINCIPLES OF POPULATION HEALTH NURSING (3-0-3)(F/S/SU).** Analyzes impact of social, cultural, ecological, & systems of care delivery factors on health care disparities across population groups. Evaluates the DNP role in disease prevention and health promotion for populations, utilizing a social, justice framework; explores the impact of globalization on health care and health care planning, and the need to design health care systems that are responsive to diverse cultural needs. PREREQ: NURS 620.
 - C. **NURS 603 SCHOLARLY PROJECT II (0-8-2)(F/S/SU).** Immersive practice experience with a population of interest that includes planning of the culminating scholarly project and examination of DNP role within a health care system. Includes at least 16 hours of formalized discussion with faculty advisor per semester. An oral proposal of the project must be approved by the supervisory committee to satisfactorily complete the course. (Pass/Fail.) PREREQ: NURS 601.
 - D. **NURS 604 DESIGNING MODELS OF HEALTH CARE DELIVERY (3-0-3)(F/S/SU).** Synthesizes evidence, theories, and scientific principles to create new individual, aggregate, and population health care delivery models and approaches. Comprehensive program planning knowledge and analytical skills will be used to evaluate and ameliorate the interactions between complex practice, organization/system, population, policy, economic, and political issues affecting diverse populations and practice settings. PREREQ: Admission to DNP Program or PERM/INST.

- E. NURS 605 SCHOLARLY PROJECT III (0-8-2)(F/S/SU).** Immersive practice experience with a population of interest that includes implementation of scholarly project and role of the DNP. Includes at least 16 hours of formalized discussion with faculty advisor per semester. (Pass/Fail.) PREREQ: NURS 603.
- F. NURS 606 CONSTRUCTING LEADERSHIP FOR THE DNP (3-0-3)(F/S/SU).** A comprehensive examination of leadership theories and styles, understanding of ethical, principled leadership skills, and an analysis and application of innovative leadership techniques and strategies. Uses reflection and leadership development strategies to actualize the DNP leadership role. PREREQ: NURS 620.
- G. NURS 608 HEALTH CARE POLICY AND ADVOCACY (3-0-3)(F/S/SU).** Prepares students to analyze, influence, develop, and implement health related policies at all levels. Focus on principles and strategies to influence policymakers, lead stakeholder teams, and engage in advocacy efforts for health care consumer populations, providers, systems of care, and other stakeholders in policy and public forums. PREREQ: NURS 606.
- H. NURS 609 HEALTH CARE POLICY & ADVOCACY PRACTICUM (0-8-2) (F/S/SU).** Provides the student the opportunity to experience leadership and professional development alongside an experienced local, regional or national health care policy leader. PREREQ/COREQ: NURS 608.
- I. NURS 610 LEADERSHIP FOR ORGANIZATIONS, SYSTEMS, AND POPULATIONS (2-0-2)(F/S/SU).** Prepares the student for a leadership role in a complex health care system and refines leadership skills to assess and transform practice environments, to lead change, and to enhance the quality of health care delivery systems in the context of the organizational culture and inter-professional collaboration. Addresses advanced application of economic theory, financial principles and financial modeling in the health care market. PREREQ: NURS 606.
- J. NURS 612 TRANSLATION, INTEGRATION, AND DISSEMINATION OF EVIDENCE (3-0-3)(F/S/SU).** Analyzes and evaluates concepts associated with evidence-based nursing practice models. Translating evidence-based practice includes: evidence-based practice recommendations, practice change, evaluating outcomes, and diffusing innovation. Uses translational science to apply evidence to practice. PREREQ: NURS 614.
- K. NURS 614 OUTCOMES MANAGEMENT ANALYSIS (4-0-4)(F/S/SU).** Analysis of epidemiological, bio-statistical, environmental, and other data related to individual, aggregate, and population health. Emphasis on business and economic processes for analysis of cost effective health care outcomes. PREREQ: NURS 602 and Graduate level statistics and managerial epidemiology or equivalent.
- L. NURS 616 HEALTH CARE TECHNOLOGY, INFORMATION SYSTEMS, AND QUALITY (3-0-3)(F/S/SU).** Prepares students to use evidence and advanced knowledge of technology to lead improvements in communication and the monitoring, collection, management, analysis, and dissemination of information that enhances health and health care safety and quality. Focused on design, selection, use, and evaluation of legal, ethical, just, and cost-effective information-management processes to evaluate health and practice outcomes in diverse, aggregate-focused, advanced practice settings. PREREQ: NURS 618.
- M. NURS 618 QUALITY IMPROVEMENT AND EVALUATION METHODOLOGY (3-0-3)(F/S/SU).** Appraises the study, understanding, and challenges of quality care measurement and improvement to assure high quality health care outcomes in practice, systems of care,

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organizations and communities, and populations. Uses evidence, research, and outcome information to improve nursing practice, care-delivery models, and health care systems. PREREQ: NURS 602.

- N. NURS 620 SCHOLARLY INQUIRY AND ADVANCED EVIDENCE-BASED PRACTICE (3-0-3)(F/S/SU).** Examines foundational and philosophical aspects of nursing science related to the role of the DNP. Uses applied research methods and design of health care research and evidence-based practice related to advanced clinical scholarship to examine relevance to nursing and health care practice. (Pass/Fail.) PREREQ: Admission to DNP Program or PERM/INST.
- O. NURS 621 SCHOLARLY PROJECT IV (0-8-2)(F/S/SU).** Culminating immersive practice experience with a population of interest that includes evaluation of the scholarly project, written report of completed work and appraisal of the role of the DNP. An approval of supervisory committee at end of course. PREREQ: NURS 605.
- P. NURS 623 SCHOLARLY CLINICAL EXPERIENCE (0-3 Variable)(F/S/SU).** Course with variable credits for those students who do not have 500 clinical hours prior to entrance in the DNP program. Clinical experiences in leadership developed with the student to ensure completion of 1000 hours of clinical upon completion of DNP program. PREREQ: Admission to DNP Program.

5. **Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix B.** *For discontinuation requests, will courses continue to be taught?*

6.

Credit hours in department-offered required courses:	32
Credit hours required in support courses:	
Credit hours in required electives:	
Credit hours for thesis or dissertation:	8
Total credit hours required for completion:	40

6. **Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.** *This question is not applicable to requests for discontinuance.*

Students will be expected to complete an original scholarly project focused on an organizational or healthcare system assessment, policy change, and/or program development & evaluation. Students will satisfactorily make a final presentation of their scholarly project. Each student will complete at least 500 (five hundred) clinical hours of practicum experience.

7. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** *If the proposed request is similar to another state program, provide a rationale for the duplication.*

There is no Doctor of Nursing Practice program in the state of Idaho at this time.

BSU and ISU Schools of Nursing signed a Memorandum of Understanding (MOU; Appendix A) that outlines graduate education for the two schools. ISU is in the process of developing both a PhD program and a DNP program. The DNP proposed by ISU will be a direct care advanced practice nurse with a specialty as a Family Nurse Practitioner, and will admit both baccalaureate and master prepared

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nurses. In contrast, the DNP proposed by BSU will be an indirect (meaning that the DNP graduate would not be educated for a new role directly responsible for providing patient care) advanced practice nurse with a concentration on leadership in nursing of populations. This indirect care practitioner will be in administrative, legislative, education and leadership roles. BSU will admit RN students who hold a master's degree. Both schools are proposing to deliver their programs online.

Bordering states that have institutions currently with DNP programs include:

Nevada: University of Nevada & Touro University

Oregon: Oregon Health and Science University & University of Portland

Utah: University of Utah & Rocky Mountain University of Health Professionals

Washington: University of Washington & Washington State Univ. (anticipated start date 2012)

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU Doctor of Nursing Practice (proposed)	Doctoral	Nationwide, existing practice-focused programs fall into three major categories of practice: 1) direct care of individual patients; 2) care of patient populations, including community health nursing; and 3) practice that supports patient care, which includes organizational and professional leadership, management, health policy, and nursing/health informatics .	Indirect advanced practice nurse with a concentration on leadership in nursing of populations, fulfilling administrative, legislative, education and leadership roles.
CSI			
CWI			
EITC			
ISU Doctor of Nursing Practice (proposed)	Doctoral	Nationwide, existing practice-focused programs fall into three major categories of practice: 1) direct care of individual patients; 2) care of patient populations, including community health nursing; and 3) practice that supports patient care, which includes organizational and professional leadership, management, health policy, and nursing/health informatics.	Direct care advanced practice nurse with a specialty as a Family Nurse Practitioner.
LCSC			

NIC			
UI			

8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix C (N/A)**. *This question is not applicable to requests for discontinuance.*

Enrollment projections are based on the following two lines of evidence, which together indicate that there will be sufficient demand and market to meet our enrollment projections of 15 new students per year:

1. The Boise State University School of Nursing holds semi-annual advisory board meetings with multiple stakeholders within the Treasure Valley and regionally. Board members have expressed, over the last year, the need for an advanced nurse at the doctoral level who would be able to examine and assess the needs of their institutions and implement changes that would align their institutions with the complex regulations needed to meet the guidelines for health care reform. One institution has stated they have 54 RNs in need of continued advanced education. Our 28 current master level students have indicated an interest in continuing their education at the doctoral level. Over the past year, we have received at least 11 email inquiries asking about a DNP program at BSU. This data indicates that the interest in a doctoral level nursing program at BSU will be supported by nurses within the Treasure Valley and beyond.
2. An estimate of market for this degree provides information on *potential* numbers of enrollees. The market for the proposed DNP program will be considered to be the pool of master's prepared nurses. Nationally, about 10% of registered nurses presently hold master's degrees. Because educational levels in nursing are rapidly increasing, we will assume in our calculations that 15% of registered nurses are at the master's level. In the state of Idaho in 2008, there were 10,504 registered nurses, projected to grow to 13,337 in 2018. Fifteen percent of those numbers yield an Idaho market of 1,575 potential students, growing to 2,000 in 2018. Nationally, there were 2,737,400 registered nurses in 2010, projected to grow to 3,447,300 in 2020. Fifteen percent of those numbers yields a national market of 41,061 in 2010, growing to 51,739 in 2020.

9. Enrollment and Graduates. Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU Doctor of Nursing Practice (proposed)	Initially 15 new students/yr resulting in a total enrollment of 15-41 at any time			10 annually (projected)			10 per year (projected initially)
ISU Doctor of Nursing Practice (Proposed) PhD in Nursing (proposed)	24 per year in cohort (proposed) 6 new students each year						

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LCSC							
UI							
CSI							
CWI							
EITC							
NIC							

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

Because this program is a post-master's Doctor of Nursing Practice, it should not compromise any other current nursing program at Boise State University. If it impacts our numbers, it is likely that this program will lead to an increase in the number of master's level students so as to be able to enroll in the post-master's DNP program.

11. Provide verification of state workforce needs such as job titles requiring this degree.
Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3
Local (Regional) (estimated as ½ of state numbers)	17	17	17
State	33	33	33
Nation	60,370	60,370	60,370

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix D. (N/A)**

Across the country, we are experiencing a shortage of not only registered nurses, but also of nurse leaders and nurse educators who are prepared with the skills necessary to lead healthcare initiatives that will improve health care and advance the nursing profession. The Tri-Council for Nursing stated that RNs should advance their education to enhance quality & safety across healthcare settings. Regional hospital managers have reported the need for nurse leaders that could assess specific populations and develop interventions to impact determinants of health. Our community partners (St. Alphonsus and St Luke's) have demonstrated their need for DNP nurse leaders with advanced knowledge and skills in their letters of support (Appendix E). The recent Institute of Medicine and Robert Wood Johnson Foundation, *Future of Nursing*, report called for nursing leaders to achieve higher levels of education and be able to act as full partners in the redesign efforts of the health care system. It is important, therefore, that nursing graduate education needs focus on competencies that include leadership, health policy, system improvement, evidence-based practice, and research.

The following are Idaho State Department of Labor projections for employment opportunities for registered nurses in Idaho. These projections do not distinguish by degree level, however.

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Idaho State Data								
Occupational Title	2008 Employment	2018 Employment	Net Change	Percent Change	Annual Growth	Annualized Growth	Annual Replacements	Annual Openings**
Registered Nurses	10,504	13,337	2,833	26.97%	283	2.42%	184	467

US Labor Data	Employment (in thousands)		Employment change, 2010-20 (in thousands)		Job openings due to growth and replacement needs, 2010-20 (in thousands)
	2010	2020	Number	Percent	
Registered Nurses	2,737.4	3,449.3	711.9	26.0	1,207.4

Workforce projections will be roughly estimated as the number of doctoral prepared nurses. Nationally, 3.3% of registered nurses hold doctoral degrees. Because of the rapidly increasing level of education among nurses, we will use 5% as our estimate in the following calculations that are based on the tables above. In Idaho, there were 10,504 registered nurses in 2008, projected to grow to 13,337 by 2018. The statewide workforce is estimated at 5% of those numbers, or 525 in 2008 and 667 in 2018. Nationally, there were 2,737,400 registered nurses in 2010, projected to grow to 3,449,300 in 2020. The national workforce of doctoral prepared nurses is therefore estimated at 13,687 in 2010 and 17,246 in 2020. The number of annual openings for doctoral level nurses is estimated, based on the above data, to be 23 statewide and 60,370 nationally.

DNP graduates also have the potential to serve as nursing instructors. As can be seen in the following table, statewide there will be an estimated 10 annual openings for nursing instructors. With pending retirements, we anticipate the need for nursing faculty to rise dramatically. No similar data is available at the national level.

Occupational Title	2008 Employment	2018 Employment	Net Change	Percent Change	Annual Growth	Annualized Growth	Annual Replacements	Annual Openings**
Nursing Instructors and Teachers, Postsecondary	242	297	55	22.73%	6	2.07%	4	10

Local workforce needs are estimated as one-half those of statewide workforce needs.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Health care is changing rapidly and with it comes the need for improved nursing culture and the ability to address the increasing complexities of health care systems. The need to produce quality nurse executive leaders is imperative in order to continue to supply Idaho with advanced nursing coverage. The recent passage of the Affordable Care Act will place strong demands on the health care workforce in Idaho. Approximately 100,000 new patients will need to be seen by the healthcare workforce in Idaho. We will need nurse leaders who are able to use current evidence to support practice and decision making within multiple health care settings. Graduates of the BSU's post-masters DNP will have skills to use research in decision-making and development of health care protocols and interventions to deliver health care to Idahoans in diverse and multiple health care settings. At both

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spring 2011 & 2012 BSU Nursing advisory board meetings, Idaho regional stakeholders discussed the need for leadership positions within the institutions needing doctoral degrees to better serve their constituencies. Although a doctoral degree is not a requirement at this time for leadership positions within the major medical centers, it is a direction projected by the 2010 Institute of Medicine Report, *The Future of Nursing, Leading Change, and Advancing Health* as well as by our regional stakeholders.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

Although the primary reason for creation of the program is to meet workforce needs, another important benefit will be the scholarly work produced by students and faculty. As noted above, each student will be expected to complete an original scholarly project focused on an organizational or healthcare system assessment, policy change, and/or program development & evaluation. The results of these projects can be applied to make improvements in our health care system.

12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

This DNP program will be offered as an online, asynchronous program utilizing the learning platform Blackboard. Over the course of the three years of part-time instruction, students will be expected to come to campus for approximately three onsite intensive course workshops. These workshops will allow students to know their professors and to learn group interaction imperative for the health care work environment. eCampus resources will be utilized to assist with the design & development of the multiple courses delivered via Blackboard learning systems.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

SBOE Strategic Plan	Relevance of proposed program
GOAL 1: A WELL EDUCATED CITIZENRY: The educational system will provide opportunities for individual advancement.	The proposed program will produce highly qualified nurse practitioners who will be highly valuable members of our health care system.
Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. Objective C: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system.	The program will provide increased access for practicing professionals to enhance their level of nursing in education.
GOAL 2: CRITICAL THINKING AND INNOVATION: The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster	Students will be expected to complete an original scholarly project focused on a healthcare system assessment, program development & evaluation.

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<p>the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.</p> <p>Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.</p> <p>Objective B: Innovation and Creativity – Educate students who will contribute creative and innovative ideas to enhance society.</p>	
<p>GOAL 3: Effective and Efficient Delivery Systems – Ensure educational resources are used efficiently.</p> <p>Objective A: Cost Effective and Fiscally Prudent – Increased productivity and cost-effectiveness.</p> <p>Objective B: Data-driven Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.</p> <p>Objective C: Administrative Efficiencies – Create cross institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.</p>	<p>The program will be offered using a self support model.</p> <p>A key attribute of graduates of the program will be their ability to ensure effective and efficient working of our health care system.</p>

The highlighted portions of Boise State University's mission statement are especially relevant to the proposed program:

*Boise State University is a public, metropolitan research university offering an array of undergraduate and **graduate degrees** and experiences that **foster student success, lifelong learning, community engagement, innovation and creativity**. Research and creative activity advance new knowledge and benefit students, the community, the state and the nation. **As an integral part of its metropolitan environment the university is engaged in professional and continuing education programming, policy issues, and promoting the region's economic vitality and cultural enrichment.***

The highlighted portions of Boise State University's Core Theme Two are especially relevant to the proposed program:

CORE THEME TWO: GRADUATE EDUCATION

Our university provides access to graduate education that is relevant to the educational and societal needs of the community and state, is meaningful within national and global contexts, is respected for its high quality, and is delivered within a supportive graduate culture.

Core Objective 2.1: Access. We provide students of all backgrounds with access to graduate educational opportunities in formats that are appropriate, flexible, accessible, and affordable.

Core Objective 2.2: Relevance. Our graduate students develop skills, knowledge, and experiences that are relevant and valuable locally, regionally, nationally, and globally.

Core Objective 2.3: Quality. Our graduate programs are composed of advanced and

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integrated learning experiences that provide disciplinary depth and interdisciplinary connections, and that reinforce the overall scholarly output of the university.

- 14. Describe how this request fits with the institution's vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Plan Mission	Proposed Program Plans to Achieve the Goal
1. Create a trademark, high-quality educational experience for all students	The proposed program will be a high quality program, will be NLNAC accredited, and will use the AACN indicators of quality and relevance.
2. Facilitate the timely attainment of educational goals of our diverse student population	The program will be available online to practicing master's-prepared nurses.
3. Elevate our research, creative activity, and graduate programs to higher levels of excellence.	Students will complete an original scholarly project focused on a healthcare system assessment, program development & evaluation.
4. Align university programs and activities with community needs	Graduates will develop skills necessary to be nurse leaders and nurse educators who can address the pressing issues and challenges in today's complex health care arena by directing the care needs of multiple populations.

- 15. Is the proposed program in your institution's Five-Year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

Yes x No

- 16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).** *For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

1. Our community partners (see letters of support) have committed to refer their staff in need of advanced degrees to our program. We will work with their education departments to assure that written materials and face to face time with potential students are available.
2. St. Luke's Medical Center sponsored a course fall 2012 to prepare their staff for graduate nursing education. Both ISU and BSU worked together to deliver this course for the St. Luke's constituency and then develop the course as an elective within our existing graduate curriculum.
3. BSU & the School of Nursing will continue to use multiple methods of marketing strategies such as printed and web based materials, career fairs, and advising students from within the

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institution.

4. Students will be recruited from health care institutions across the State of Idaho using on site BSU personnel as well as having printed material available to the institutional educators and researchers.
 5. Faculty & recruiters knowledgeable about the program will visit regional institutions that employ master prepared RNs to describe & distribute materials related to the post-master DNP program.
 6. The School of Nursing has received multiple inquiries about the opening of this program and we will use this database to contact potential students.
 7. Recent graduates of our current master program will be contacted and sent materials related to the program.
 8. Other possibilities include but are not limited to (considering budgetary limitations):
 - a. Advertisements in regional nursing journals and newsletters.
 - b. Regional press releases to announce the opening of the program.
 - c. Informational activities held for regional health care institutions and educational institutions that employ master prepared RNs.
17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix C**.

Responses to the review are in **Appendix D**

18. **Program Resource Requirements.** Using the Excel spreadsheet provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. Planned Student Enrollment													
(FTE calculated as 1 FTE = 12 credit hours per semester for graduate programs)													
		FY 14		FY 15		FY 16		FY 17		FY 18		Cumulative Totals	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New Enrollments		6.88	15	15.13	14 to 28	21.50	26 to 39	21.96	26 to 39	22.58	27 to 41	88	108 to 152
B. Shifting Enrollments		0	0	0	0	0	0	0	0	0	0	0	0
II. REVENUES													
		FY 14		FY 15		FY 16		FY 17		FY 18		Cumulative Totals	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated-Reallocation												\$0	0
2. Appropriated new												\$0	0
3. Federal												\$0	0
4. Tuition												\$0	0
5. Student Fees			\$99,000		\$217,800		\$309,600		\$316,200		\$325,200	\$0	\$1,267,800
6. Other (local funds)			\$69,525		-\$1,696		-\$67,829					\$0	\$0
TOTAL Revenue		\$0	\$168,525	\$0	\$216,104	\$0	\$241,771	\$0	\$316,200	\$0	\$325,200	\$0	\$1,267,800
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>													
<i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>													
		FY 14		FY 15		FY 16		FY 17		FY 18		Cumulative Totals	
II. Expenditures		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs													
1. FTE			2.05		2.61		3.11		3.11		3.31		14
2. Faculty			\$52,500		\$55,500		\$55,000		\$54,000		\$129,000		\$346,000
3. Administrators			\$21,250		\$26,000		\$26,000		\$28,000		\$28,000		\$129,250
4. Adjunct Faculty			\$0		\$15,750		\$31,500		\$31,500		\$6,750		\$85,500
5. Instructional Assistants													\$0
6. Research Personnel													\$0
7. Support Personnel			\$32,000		\$32,000		\$32,000		\$32,000		\$32,000		\$160,000
8. Fringe Benefits			\$34,605		\$38,505		\$39,930		\$40,230		\$60,255		\$213,525
8. Other													\$0
TOTAL Personnel Costs			\$140,355		\$167,755	\$0	\$184,430	\$0	\$185,730	\$0	\$256,005		\$934,275
B. Operating Expenses													
1. Travel			\$1,000		\$2,000		\$3,000		\$6,000		\$6,000		\$18,000
2. Professional Services			\$6,500		\$6,500								\$13,000
3. Other services			\$1,875		\$3,250		\$2,625		\$1,875		\$4,250		\$13,875
9. Materials and Goods for manufacture and resale													\$0
10. Miscellaneous			\$5,925		\$8,285		\$10,910		\$13,105		\$13,360		\$51,585
TOTAL OPERATING EXPENSES			\$15,300		\$20,035	\$0	\$16,535	\$0	\$20,980	\$0	\$23,610		\$96,460
C. Capital Outlay		FY 14		FY 15		FY 16		FY 17		FY 18		Cumulative Totals	
1. Library resources			\$0		\$0		\$0		\$0		\$0		\$0
2. Equipment			\$0		\$0		\$0		\$0		\$0		\$0
TOTAL Capital Outlay			\$0		\$0		\$0		\$0		\$0		\$0
D. Physical Facilities Construction			\$0		\$0		\$0		\$0		\$0		\$0
E. Indirect Costs			\$12,870		\$28,314		\$40,248		\$41,106		\$42,276		\$164,814
Total Expenditures			\$168,525		\$216,104	\$0	\$241,213	\$0	\$247,816	\$0	\$321,891		\$1,195,549
Net Income (Deficit)		\$0	\$0	\$0	\$0	\$0	\$558	\$0	\$68,384	\$0	\$3,309	\$0	\$72,251

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Budget notes:

- II.A. The large increase in total personnel cost, but relatively modest increase in personnel FTE, between FY2017 and FY2018 is a result of a shift of workload to a new tenure-track faculty member and away from adjunct faculty members.
- III.B.2. Professional services consist of course development fees paid to the Division of Extended Studies.
- III.B.3. Other Services consist of simulation lab fees and equipment fees.
- III.B.10. Miscellaneous consists of liability insurance & credit card fees & miscellaneous.
- III.E. Indirect Costs consist of the following: University: 6% of revenue. College of Health Sciences: 3% of revenue. School of Nursing: 4% of revenue.

a. Personnel Costs**Faculty and Staff Expenditures**

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

FY2014	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Name, Position & Rank				
DNP Faculty/ Program Coordinator	\$70,000	.75	165	6.88

FY2015	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Name, Position & Rank				
DNP Faculty/ Program Coordinator	\$70,000	.75	165	6.88
Adjunct faculty	\$1150/ credit	variable	189	7.88

FY2016	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Name, Position & Rank				
DNP Program Coordinator/Faculty	\$70,000	.75	165	6.88
Adjunct faculty	\$1150/ credit	variable	332	13.83

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

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Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

FY2014	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Name, Position & Rank			
Graduate Chair	\$75,000	.1	\$7,500
DNP Program Coordinator/Faculty	\$70,000	0.25	\$18,750
Admin Asst	\$32,000	1.0	\$32,000

FY2015	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Name, Position & Rank			
Graduate Chair	\$75,000	.1	\$7,500
DNP Program Coordinator/Faculty	\$70,000	0.25	\$18,750
Admin Asst	\$32,000	1.0	\$32,000

FY2016	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Name, Position & Rank			
Graduate Chair	\$75,000	.1	\$7,500
DNP Program Coordinator/Faculty	\$70,000	0.25	\$18,750
Admin Asst	\$32,000	1.0	\$32,000

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Operating expenses will include office expenses and travel. Faculty will need to stay current in professional areas which will be accomplished via webinars and attendance at professional conferences.

c. Capital Outlay

(1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.
- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

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Necessary library resources are fully available via online means.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

Facilities and resources are adequate to meet program needs.

d. Revenue Sources

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Not applicable. The proposed program will be self-support.

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Local funds will be used during the startup phase, and will be repaid by the end of the third year of the program. The proposed program will be self-support.

- (3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable. The proposed program will be self-support.

- (4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable. The proposed program will be self-support

- (5) Provide estimated fees for any proposed professional or self-support program.

Students will pay a fee of \$600 per credit. These fees are comparable to other institutions in the area offering online graduate nursing programs. The \$600/credit is all-inclusive; no additional fees will be imposed.

Appendix A: MOU with Idaho State University
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PREAMBLE TO MEMORANDUM OF UNDERSTANDING

The 2010 Institute of Medicine (IOM) report, *The Future of Nursing, Leading Change and Advancing Health* states nurses will play an expanded role in the provision of health care in the future. The report calls for nurses to practice at the full extent of their education and to achieve higher levels of education through effective education systems. The Schools of Nursing at Idaho State University and Boise State University are committed to further developing systems for graduate nursing education in the State of Idaho.

The State of Idaho has limited resources to provide access to graduate nursing education, yet Idaho has a great need for nursing professionals with advanced degrees in all areas of the State. The citizens of Idaho deserve competent, qualified nurses with access to quality and accessible graduate nursing education vital to meeting the health care needs of Idaho citizens. Idaho State University and Boise State University commit to work together to provide access to quality graduate nursing education throughout the State of Idaho, avoiding duplication of programs and effectively utilizing resources, including collaboration of doctorally prepared educators in the state.

The Idaho State University School of Nursing is proposing an expansion of the graduate program to offer the Doctor of Philosophy (Ph.D.) degree in Nursing. This will be the first doctoral nursing program in the State of Idaho. The Ph.D. in Nursing is a research-focused degree, and is designed to prepare nurse scholars to advance the art, science and practice of the discipline through a career in research, education, and/or practice.

Both the BSU and ISU Schools of Nursing are proposing to expand their graduate programs to include the Doctor of Nursing Practice (DNP) degree. In 2006, the American Association of Colleges of Nursing (AACN) published a position statement regarding indicators of quality in practice-focused doctoral programs in nursing. The AACN report provides the foundation of DNP degree programs and sets the expectations for faculty, programs of study, resources, and students. The AACN recommends by 2015 that the DNP degree be offered as the primary advanced practice nursing degree for all graduate-level nursing programs. The DNP program of study is grounded in evidence-based practice within a changing health care system.

The Schools of Nursing at Idaho State University and Boise State University are preparing to meet the health system needs through expansion of graduate nursing education.

The Schools of Nursing at Idaho State University and Boise State University have jointly agreed to provide the nursing programs summarized in Table I.

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Together, they will:

1. Develop clear and concise curricula for graduate nursing education for Idaho.
2. Develop courses that can be taken by students at both institutions.
3. Obtain graduate faculty status for nursing faculty at both institutions.
4. Share faculty across both institutions to allow faculty to teach and complete research in their respective areas of expertise.

Table I. Summary of Nursing Programs

Boise State University	Idaho State University
<p>Boise State University School of Nursing currently offers:</p> <ul style="list-style-type: none"> • BS pre-licensure • RN-BS completion • MS in nursing care of populations with emphasis areas in clinical, education, and leadership 	<p>Idaho State University College of Technology currently offers:</p> <ul style="list-style-type: none"> • Associate Degree in Nursing <p>Idaho State University School of Nursing currently offers:</p> <ul style="list-style-type: none"> • BS pre-licensure <ul style="list-style-type: none"> ○ Traditional ○ Accelerated (Meridian) • RN-BS completion • MS in Nursing Education • MS in Nursing Leadership • MS in Family Nurse Practitioner (FNP) <ul style="list-style-type: none"> ○ Students are prepared to complete the standardized national certification examination as a Family Nurse Practitioner • MS in Clinical Nurse Specialist <ul style="list-style-type: none"> ○ Students are prepared to complete the standardized national certification examination as a Clinical Nurse Specialist in Adult Health • Post Master's Certificate Program <ul style="list-style-type: none"> ○ Certificate program available in all options for nurses with a master's degree who seek advanced preparation in a specialty.

Table I (cont.)

<p>Boise State University plans to offer:</p> <ul style="list-style-type: none"> • MS in Adult-Gerontology NP <ul style="list-style-type: none"> ○ Students will be prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles. ○ Certification by the American Nurses Association Credentialing Center (AACN) will be available after 2013. • Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. <ul style="list-style-type: none"> ○ BS to DNP ○ Adult-Gerontology NP program will be transitioned to DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs. 	<p>Idaho State University plans to offer:</p> <ul style="list-style-type: none"> • BS to DNP <ul style="list-style-type: none"> ○ Family Nurse Practitioner • BS to DNP <ul style="list-style-type: none"> ○ Clinical Nurse Specialist -Adult • BS to DNP <ul style="list-style-type: none"> ○ Psych-Mental Health NP (2014) • MS to DNP <ul style="list-style-type: none"> ○ Post Master's DNP with emphasis in clinical practice (NP and CNS) • PhD in Nursing
	<p>Idaho State University plans to delete:</p> <ul style="list-style-type: none"> • MS in Family Nurse Practitioner • MS in Clinical Nurse Specialist

MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT, effective the 11th day of April, 2012 by and between IDAHO STATE UNIVERSITY (ISU), and BOISE STATE UNIVERSITY (BSU).

WHEREAS, the Idaho State Board of Education, (the Board) has directed that ISU retain the primary healthcare educational role and mission in the State of Idaho; and

WHEREAS, the Board's eight year plan states that ISU and BSU have a shared emphasis in graduate programs in nursing in Southwest Idaho; and

WHEREAS, there is a manifest need for graduate nursing programs throughout the State of Idaho; and

WHEREAS, the Board has directed the institutions under its governance to avoid duplication of programs, where possible; and

WHEREAS, ISU and BSU desire to support a common vision and understanding of graduate nursing education on a statewide basis with development of core curricula; and

WHEREAS, there are changing roles and functions in advanced nursing practice and education; and

WHEREAS, the parties mutually desire to establish a framework of graduate nursing education, administrative structures, and core curricula for graduate nursing education to be made available on a statewide basis.

NOW THEREFORE, subject to any required approvals, including by the Idaho State Board of Education Council of Academic Standards and the Council of Academic Affairs and Programs and the Board, ISU and BSU hereby agree to act in accordance with the following:

1. The administration and nursing faculties of ISU and BSU will develop and agree upon a common core graduate nursing curricula. This will include developing a schedule of core nursing courses in which both universities will participate. The schedule of core courses will enhance availability of graduate nursing education to students statewide and will eliminate unnecessary duplication of graduate nursing courses. ISU will take the leadership and coordination role in this effort.
2. A primary objective of the joint effort of the parties is agreement to offer the graduate nursing curricula through an online format available to all eligible nurses throughout the state.
3. BSU and ISU agree to develop nursing and interprofessional graduate courses to share between institutions.

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4. ISU and BSU support the proposals to develop the following new programs:

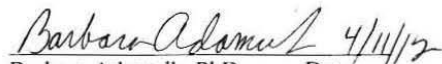
Boise State University	Idaho State University
<ul style="list-style-type: none"> • MS in Adult-Gerontology Nurse Practitioner (NP) <ul style="list-style-type: none"> ○ Students will be able prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles ○ Certification by the American Nurses Association Credentialing Center (AACN) will be available after 2013. • Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. <ul style="list-style-type: none"> ○ BS to DNP Will transition Adult-Gerontology NP program to the DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs. 	<ul style="list-style-type: none"> • BS to DNP <ul style="list-style-type: none"> ○ Family Nurse Practitioner • BS to DNP <ul style="list-style-type: none"> ○ Clinical Nurse Specialist - Adult • BS to DNP <ul style="list-style-type: none"> ○ Psych-Mental Health NP (2014) • MS to DNP <ul style="list-style-type: none"> ○ Post Master's DNP with emphasis in clinical practice (NP and CNS) • PhD in Nursing

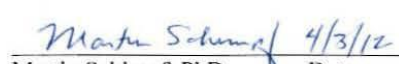
5. As the common curricula are developed as set forth above, the institutions will also develop agreement upon administrative issues such as professional fees, tuition, workload adjustment allocation, transfer credit, and other issues related to jointly enrolled students or collaborative courses between institutions. Details will be facilitated by the Associate Dean/Directors of the Schools of Nursing.
6. ISU and BSU will work in concert to not offer duplicative graduate nursing education/programs. Nursing leadership and graduate nursing faculty from BSU and ISU will meet at least semi-annually to discuss graduate education needs and requests for new or enhanced graduate nursing programs. New course offerings related to graduate nursing programs will be submitted with the institution's respective plans in accordance with Idaho State Board of Education policy.


7. BSU and ISU will secure graduate faculty status for graduate nursing faculty at both institutions and share faculty across institutions to enhance availability of and access to faculty experts for teaching and research.
8. ISU and BSU agree to collaborate in developing and managing clinical placements for graduate nursing students throughout the State. BSU and ISU will designate clinical coordinators for graduate nursing education. ISU and BSU nursing clinical coordinators will work with the clinical coordinator for ISU's Physician Assistant (PA) program to assure high-quality clinical placements for students from both institutions. Both ISU and BSU will provide office space so that coordinators from both nursing schools and the PA program can have office space in both locations. Both institutions commit to their coordinators having routine meetings each semester to coordinate student placement.
9. BSU and ISU and their respective administrators, staff and faculty will work jointly in good faith to address issues that may arise in the implementation of this agreement.
10. ISU and BSU agree to use the Consensus Model for Advanced Practice Registered Nurse (APRN) education, certification and practice materials to develop clear and concise education, role descriptions, and practice opportunities for graduate nursing education for advanced practice nurses in the State of Idaho.
11. This agreement will remain in force until terminated by either party on 90 days written notice.

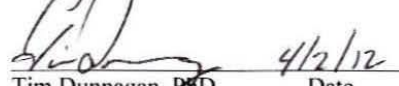
IDAHO STATE UNIVERSITY

BOISE STATE UNIVERSITY


 Barbara Adamcik, PhD Date 4/11/12
 Interim Provost


 Martin Schimpf, PhD Date 4/3/12
 Provost


 Linda Hatzenbuehler, PhD Date 4/6/12
 Executive Dean, College of Sciences
 Vice President, Division of Health Sciences


 Tim Dunnagan, PhD Date 4/2/12
 Dean, College of Health Sciences

March 26, 2012

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Appendix B: Curriculum and Scheduling of Coursework for Proposed Doctor of Nursing Practice Program at Boise State University

COURSE	CREDITS	SEMESTER
NURS 620 Scholarly Inquiry and Advanced Evidence Based Practice	3	1
NURS 604 Designing Models of Health Care Delivery	3	1
NURS 602 Advanced Principles of Population Health Nursing	3	2
NURS 606 Constructing Leadership for the DNP	3	2
NURS 601 Scholarly Project I – Phase 1	2	3
NURS 618 Quality Improvement and Evaluation Methodology	3	3
NURS 614 Outcomes Management Analysis	4	4
NURS 616 Healthcare Technology, Information Systems, and Quality	3	4
NURS 603 Scholarly Project II – Phase 2	2	5
• Oral Proposal of Scholarly Clinical Project		
NURS 610 Leadership for Organizations, Systems, and Populations	2	5
NURS 605 Scholarly Project III – Phase 3	2	6
NURS 608 Health Care Policy and Advocacy	3	7
NURS 609 Health Care Policy & Advocacy Practicum	3	7
NURS 612 Translation, Integration, and Dissemination of Evidence	3	8
NURS 621 Scholarly Project IV – Phase 4	2	8
• Final Scholarly Project		
NURS 623 Scholarly Clinical Experience	0-3	
• Additional clinical hours as needed to meet 500 clinical doctoral hours		
TOTAL	40	

Appendix C External Review Report

Site Visit Report **Reviewing the proposal for** **Doctor of Nursing Practice for the College of Health Sciences, School of Nursing** **Boise State University** **Boise, Idaho**

Nancy Phoenix Bittner, Regis College, Boston, MA
Denise Robinson, Northern Kentucky University, Highland Hts, KY

Summary: Boise State University proposes creation of a self support, wholly online, post-master Doctor of Nursing Practice program with a focus on leadership in the nursing of populations. The proposed post-master DNP will focus on nursing of populations with an emphasis on evidenced based practice that enhances development of interventions that impact health outcomes and are effective in complex healthcare systems. This focus track will provide nurses with existing master's degrees the opportunity to to develop skills necessary to be nurse leaders and educators who can address the pressing issues and challenges in today's complex health care arena by directing the care needs of multiple populations. The program will build upon the content of the existing MSN programs.

This proposal is very well designed and lays the ground for a high-quality Doctor of Nursing Practice Program. The proposal is very timely and addresses an important regional and national need for doctorally prepared nurses. In general, the requested resources are adequate and consistent with the projected size of the program. The input received during various meetings with nursing faculty, university administrators, and students indicated very strong support for the program.

The charge of the Visiting Team by the Idaho State Board of Education (ISBOE) is to evaluate and make a recommendation on the proposed degree: Doctorate of Nursing Practice. The criteria which guide the review are the standards promulgated by the National League for Nursing Accreditation Commission (NLNAC) and are delineated below. This report is the result of the team's review of Boise State University's School of Nursing

written proposal submitted to the IBSOE for approval to offer the Doctorate of Nursing Practice and the team's site visit on 10/31-11/1, 2012. During this visit information was obtained from direct communications with the Boise State University Provost and VPAA, Dean of the College of Health Sciences, Associate Dean of the College of Health Sciences and Director of Nursing and , Dean of the Graduate College. The team also met with the nursing faculty, Vice Provost for Academic Planning, Interim Dean, Library, and the Director of the RN-BSN online program. The team also met with a group of current BSN and MSN students. Throughout the visit it was apparent that there is strong support of the proposed programs by the administration, faculty, support staff, and students.

STANDARD ONE: MISSION AND GOVERNANCE

The School of Nursing at BSU has strong ties to the institutional mission and is consistent with the university and college roles, missions and strategic plans. Multiple partners and communities of interest have expressed their interest in and support of the proposed DNP program. The program faculty and BSU administration identified partnerships that promote excellence in nursing education, enhance the profession, and benefit the community. The Director of the School of Nursing, Dr. Pam Springer, understands her role as a leader within BSU, the School of Nursing and the College of Health Sciences as well as the relationship of SON in the whole university. She is driven by a strategic plan, with a clear understanding of the budgetary process. The BSU administrative leadership, faculty and staff and students articulate the institution's success in providing successful BSN, RN-BSN, and MSN programs. The SON's plan to add a DNP program is congruent with its mission and strategic plan.

Recommendation: None

Commendation:

- Strong leadership by the Associate Dean of the College of Health Science to support progressive program development.

STANDARD TWO: FACULTY

The team verified that qualified faculty and staff are sufficient in number to support program

goals and outcomes in the DNP program. The budget for the DNP program proposes 1.4 FTE in year 1, 2.0 FTE in years 2 and 3, and 3.0 FTE in year 4 with adjunct support. This does not include administration support nor support personnel which appear adequate. There are a cadre of 18 faculty who are prepared at the doctoral level who are eligible to teach in the DNP program giving the program a strong base of faculty to serve as scholarly project chairs and faculty.

The area of “how do you prepare faculty to teach at the doctoral level” was discussed. There are 4 faculty who just completed DNP programs who will bring their experiences as DNP students to the role of the doctoral faculty. In addition, several faculty will be attending AACN’s DNP Summit in January 2013. Bringing a consultant in to assist with this teaching transition also is a consideration. Adjunct faculty who will teach in the DNP program will work with FT doctoral faculty, and using a “lead” faculty model courses which is very successful in the online RN-BSN program will also be used in this program. Faculty plan to compare outcomes of all programs (BSN, MSN and DNP) which help differentiate between programs so that level outcomes, course objectives, clinical objectives, assignments will be identified for each program. This process will help clarify course and program teaching expectations.

Recommendation:

- Identify an action plan to provide support for faculty as they transition to teach in doctoral courses

STANDARD THREE: STUDENTS

Proposed policies, procedures, and definitions pertaining to admissions, retention and graduation, and student services provided in the Application and as verified during the external review process meet the conditions associated with Standard Three. The School of Nursing recruits, admits, enrolls, and endeavors to ensure the success of its current students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. Its proposed DNP program is designed to maintain these same qualities and commitments. The SON interactions with

current students are characterized by integrity, as are its intentions concerning future students. Current BSN and MSN students were very pleased with the interaction and support by faculty. The students felt very comfortable in contacting faculty to discuss any issues that may have an impact on their learning. They also felt that the faculty were strong supporters of the students. The students identified that they felt that they were kept in the loop on any policy changes or information that may be important for them to know.

The team sought clarification of admission criteria relating to those possible applicants a master's degree in a related field. It was not clear what fields would be considered related, and if the master's degree was not in nursing, how vital master's level courses such as nursing theory, research or clinical practice courses would be addressed for those students. Proposed information regarding the proposed DNP program will be made available to the public via the website as well as hard copy documents.

Recommendation:

- Clarify admission requirements for those applicants who do not have a MS in nursing.

STANDARD 4: CURRICULUM

The DNP program was designed to be consistent with the institutional mission and SON philosophy as demonstrated in the table presenting the correlation of the college mission and college goals with the DNP outcomes/objectives.

The proposed DNP curriculum was developed by the faculty based upon the American Association of Colleges of Nursing (AACN) Essentials for Doctoral Education (2006). The program identified the student learning outcomes and linked them to the essentials identified as follows:

1. Uses theoretical and evidence based knowledge to create, evaluate, and implement changes in practice, systems of care, organizations and communities to improve population-based outcomes [Essential 1, 2, 3]
2. Design, implement, and evaluate practice methodologies which integrate nursing science with knowledge from a wide-range of disciplines, and based on other appropriate scientific underpinnings to enhance individual, aggregate, and population health outcomes [Essential 1, 3, 7, and 8]
3. Utilize advanced communication skills to provide leadership in inter-professional and intra-professional teams to create change and influence policy in practice, systems of care, organizations and communities [Essential 1, 2, 3, 5, 6, 7 and 8]
4. Provide leadership in the evaluation and resolution of ethical, legal, and policy issues within systems relating to the use of information, information technology, communication networks, and health care technologies [Essential 1, 2, 3, 4, 5, 6, 7, and 8]
5. Apply emerging technology and communication modalities to provide ethical communication sensitive to the needs of diverse populations [Essential 1, 2, 3, 4, 5, 6, 7, and 8]
6. Construct and implement strategies to improve health care processes and evaluate outcomes of practice, practice patterns, and systems of care [Essential 1, 2, 3, 4, 5, 6, 7, and 8]
7. Build sustainable inter-professional and intra-professional partnerships based in social justice, equity, and ethical principles to optimize the health of populations [Essential 2, 5, 6, 7, and 8]
8. Designs, implements, and analyzes innovative policies and processes to enhance the health of local, regional, national, and global populations [Essentials 1, 2, 5, 7, and 8]
9. Creates, implements, and evaluates cost-effective strategies beyond formal health systems to improve health and population outcomes in local, regional, national, and global populations [Essential 1, 2, 3, 4, 5, 6, 7, and 8]
10. Provide leadership and mentorship to meet the current and future needs of populations to promote optimal health outcomes [Essential 2, 3, 5, 6, 7, and 8]

11. Employ and apply evidence and principles of business, finance, economic, and health policy to implement ethical and effective practices to improve health outcomes
[Essential 2, 3, 5, 6, 7, and 8]
12. Construct a personal philosophy of leadership using personal reflection and ethical, principled leadership skills to lead change and achieve excellence in nursing practice
[Essential 1, 2, 3, 6, and 8]
13. Employ empirical and culturally-sensitive strategies to assess, design, implement, and evaluate outcomes to effect health care change [Essential 1, 2, 3, 4, 5, 6, 7, and 8]

The curriculum includes a strong focus on preparation for the graduate to practice from an evidence based perspective. Opportunities to practice in leadership from an evidence-based approach and to be information literate are numerous in this curriculum. The curriculum is comprised of 40 credits. There are 32 credits of coursework with 500 practice leadership hours to comprise the remaining 8 credits. The program is designed to be completed on a part time basis over 8 semesters.

A review of course plans, course descriptions and other documents reveal a well-developed curriculum plan containing an appropriate level of courses, current content and a variety of scholarly project opportunities. One course- NURS 614-Outcomes Management Analysis identified the need for a graduate level statistics course as a pre-requisite as well as managerial epidemiology. The curriculum threads were evident and faculty articulated clearly the congruence between the SLOs, AACN essentials and projected course content. The 500 leadership clinical practice hours are conducted during the four scholarly project courses. There was discussion with faculty regarding the clarity of the expectations for each of the scholarly project courses. A need for explicit guidelines for the student with each course was identified.

The faculty and leadership in the Boise State DNP program planning team have developed a quality doctoral program curriculum. The minor curriculum changes are based upon the continued work related to developing programs to meet the needs of the nursing professions at the doctoral level. This ongoing attention will allow for the continued development of the remaining components of the program. The faculty are engaged, prepared and well

experienced at curriculum development to move this program forward.

Recommendations:

- Fully develop course descriptions, objectives and assessment methods congruent with identified student learning outcomes at the doctoral level.
- Clarification of identified pre-requisite courses specifically related to the need for graduate level statistics course.
- Clarification of scholarly project courses related to the expectations of the student requirements for each scholarly project course.

Commendation:

- Faculty investment in the development of the Doctor of Nursing Practice degree program as evidenced by their ongoing curriculum work validated by national level standards.

STANDARD FIVE: RESOURCES

The program has effectively organized processes and human, fiscal, and physical resources necessary to effectively offer the DNP program. The School of Nursing is proposing a self support model for this program. Self support programs are defined to mean that the fees assessed cover all costs of the program and no appropriated funds are used to support the program. The School intends to admit 15 students each year to this program, and using the financial projections based on this number of students admitted each year, it will be able to be self supportive by year 3.

There is a verified student need with a market that can justify the ongoing dedication of resources. The School of Nursing has been successful with the online RN-BSN program offered in the region and nationally. That model will be used as the foundation for this proposed program.

The support provided by the eCampus Center is strong in terms of consultation regarding

student needs assessment, program market analysis, department readiness, budget and compliance with state regulations. In addition the Center will provide tailored program business planning, budgeting, and program implementation support for the DNP program. This center also provides funding for course development, instructional design for master course development and Quality Matters. The eCampus Center will provide significant support to the SON as it mounts this new program, thus ensuring its success. BSU School of Nursing has collaborated with Idaho State University to identify the specific focus areas each university will offer relative to doctoral education in nursing and a MOU was signed by both institutions. In addition, numerous letters of support for the DNP were received from partners in the region.

The School of Nursing is housed in a new building with smart classrooms and other resources needed for distance education. A meeting with the Interim Dean of the Library indicated that the online resources are strong. The Director of the School of Nursing indicated that should there be any additional library resources required, the operating funds would be used to purchase them. Given the robustness of the current resources, such as the Cochran Library as well as full text CINAHL and interlibrary loan, it is unlikely that any significant expenditures would need to take place. A faculty member who just finished her DNP indicated that she did not use the library resources of the program where she was enrolled, used the BSU library resources and they met her needs as a student.

Recommendation: none

STANDARD SIX: OUTCOMES

Boise State University has an established process in place for ongoing assessment and evaluation. There is a regular cycle for program evaluation. The School of Nursing has an evaluation process involving the review of courses by the curriculum committee comprised of graduate nursing faculty.

Student learning outcomes and program outcomes for the DNP program are based on AACN Essentials and are consistent with professional accreditation standards. The SLOs will be measured at the end of program by a self-assessment tool to be developed by the faculty. In addition, other means to evaluate the integrity of the curriculum, ongoing demonstration of congruence and assessments to determine objectives are being met have been built into the curriculum plan.

The faculty were able to clearly articulate their proposed plan for evaluation of outcomes. They will be working on developing a specific DNP Systematic Plan for Evaluation similar to the SPE for their existing programs. Program outcomes identified by faculty and leaders that will be measure include: program completion, job placement and program satisfaction. The plan will include expected level of achievement, mechanisms for measurement and action taken on those outcomes that fail to meet the expected level of achievement.

Recommendations:

- Establish a detailed plan for the evaluation of the achievement of Student Learning Outcomes at completion of the DNP program.
- Develop a Systematic Plan for Evaluation including expected levels of achievement and assessment methods for the DNP program outcomes.

OVERALL READINESS:

The Boise State University School of Nursing is well positioned to embark on the development and implementation of the Doctor of Nursing Practice degree program. The nursing faculty and leaders have demonstrated their expertise in quality advanced practice nursing education. The DNP program is a natural extension of the existing quality education programs at BSU. The demonstrated leadership of Dr. Springer and the leadership team, dedication of the faculty and the overwhelming support of the College administration secures the successful offering of this program.

Appendix D: Response to external review report

School of Nursing Response to the External Review November 7, 2012

Standard 2 Recommendation: (Faculty)

- *Identify an action plan to provide support for faculty as they transition to teach in doctoral courses*

Action

- 1) Faculty development and support:
 - a) Many steps have been taken to assure the success of faculty instruction and support in the School of Nursing. These steps include:
 - i) Coordinator and two Graduate Faculty will attend AACN's DNP Summit in January 2013.
 - ii) "Lead" faculty model will be used in the DNP program similar to the successful RN-BSN program in the School of Nursing
 - iii) To ensure quality in a program that is taught primarily via adjunct faculty, we will have "lead" faculty and "content" faculty who are responsible for the quality of the teaching and for the integrity of the curriculum. The ability to hire nursing adjunct faculty from across the country will help significantly with nursing faculty shortage issues.
 - iv) Continuing education is available through eCampus, AACN and NLN webinars
 - v) Incoming Graduate Program Chair will possess excellent qualifications to direct graduate programs and mentor faculty
 - vi) Invite visiting scholar to provide intensive guidance in course development and mentoring faculty. This scholar will facilitate a curriculum retreat to level outcomes, course objectives, clinical objectives, and assignments to help clarify course and program teaching expectations and to ensure program integrity.
 - vii) Communicate program objectives and outcomes to all faculty.
 - b) The School of Nursing will explore all opportunities for faculty advancement of knowledge through seminars, webinars, conferences, and finding experienced faculty from existing DNP programs to serve as adjunct faculty and/or consultants.

Standard 3 Recommendation: (Student)

- 1) *Clarify admission requirements for those applicants who do not have a MS in nursing.*

Action

- 1) Clarification of admission criteria relating to applicants with a master's degree in a related field is as follows:
 - o Admission criteria will include "individual evaluation of other master's degrees in a related field and knowledge required to gain admission to the DNP program".
- 2) Upon approval of the State Board of Education admission information will be made available to the public via the website as well as hard copy documents. (Prior to approval, admission information will be made available with the caveat "Awaiting State Board of Education Approval")

Standard 4 Recommendations: (Curriculum)

November 7, 2012

Page 37

- *Fully develop course descriptions, objectives and assessment methods congruent with identified student learning outcomes at the doctoral level.*
- *Clarification of identified pre-requisite courses specifically related to the need for graduate level statistics course.*
- *Clarification of scholarly project courses related to the expectations of the student requirements for each scholarly project course.*

Action

- 1) Course descriptions, objectives and assessment methods:
 - a) Will be aligned with the AACN essentials, other accreditation essentials, and the DNP end of program objectives. The evidence of this alignment will exist in each syllabus as required by School of Nursing Curriculum policies. This alignment will ensure congruency with student learning outcomes at the doctoral level.
- 2) Courses will clearly identify pre-requisite knowledge and content requirements from students' masters' preparation.
 - a) We have engaged a doctoral education curriculum and program consultant to ensure the rigor of the curriculum. The consultant will facilitate:
 - i) Teaching transition to doctoral level, mentoring of faculty, and cultivating a sound curriculum plan with appropriate leveling between the master's and doctoral program,
 - ii) Curriculum remodeling and alignment of BS/MSN/AGNP/DNP are scheduled for early January, and
 - iii) Leveling of outcomes, course objectives, clinical objectives, and assignments to help clarify course and program teaching expectations and program integrity.
- 3) Clarification of pre-requisite courses related to the need for graduate level statistics course will be reviewed, clarified and consistent throughout the catalog statement.
- 4) Scholarly Project:
 - a) Student requirements and expectations for the four (4) phases/courses of the scholarly project will be specified in the Scholarly Project Policy and Guidelines. The alignment of clinical hours and project outcomes will be detailed in the Project Proposal subject to approval by appropriate advisor(s).

Standard 6 Recommendations: (Outcomes)

- *Establish a detailed plan for the evaluation of the achievement of Student Learning Outcomes at completion of the DNP program.*
- *Develop a Systematic Plan for Evaluation including expected levels of achievement and assessment methods for the DNP program outcomes.*

Action

- 1) A Program Evaluation Plan
 - a) Is currently under development to assure achievement of Student Learning Outcomes
 - b) The Program Evaluation Plan will mirror the success of the BS/MSN programs NLNAC Accreditation processes in order to apply for "candidacy" in fall, 2013, for full NLNAC accreditation in Fall 2015.
 - i) NLNAC will ensure the DNP program fulfills its mission, goals, and objectives to produce nurses for the highest level of nursing practice at the doctoral level.
 - c) The BSU Graduate Nursing program has received National League for Nursing Accrediting Commission, INC (NLNAC) accreditation indicating we have a strong quality master program.
 - d) The DNP program is being developed around the NLNAC standards as well as the American Association of Colleges of Nursing (AACN) DNP Essentials to ensure high level education for doctoral graduates. With our history of successful accreditation, we are confident this program will be of high quality and be successfully accredited.
 - e) To assure quality education, the SoN Director sits on a National Accreditation Board overseeing doctoral programs across the nation.
- 2) Systematic Plan for Evaluation including expected levels of achievement and assessment methods for the DNP program outcomes is currently under development in addressing:

November 7, 2012

Page 38

- a) A timeline for essential elements of program to be reviewed and/ or refined;
- b) A process for continuous assessment and ensure curriculum integrity;
- c) Faculty and students ability to engage in meaningful dialogue about courses with respect to identifying, measuring, and actually assessing attainment of student learning outcomes;
- d) A logical flow to coursework;
- e) Elements of assessment of the admission and progression requirements as well as sufficient quantity and high quality of faculty.
- f) Curriculum, Admission, Progression, Outcome Team(s) support
 - i) The multiple courses delivered via Blackboard learning systems will maximize productivity of students and faculty. The following measures will be traced to retain and graduate future students:
 - (1) Review 25% of courses offered each semester for compliance with evidence-based learning activities, materials, and evaluation tools.
 - (2) Assess the program objectives to determine level of achievement by all students and that the level of achievement is comparable for on-ground and online distance students for graduate level students.
 - (3) Annually track and trend program completion data.
- g) Infrastructure for identifying, analyzing, and reporting data for program decision making through:
 - i) Assessment of student, faculty, graduates, accrediting agencies, employers, administrators, and licensing agencies will provide valuable evaluation data.

Appendix E: Letters of support



November 23, 2011

Idaho State Board of Education
c/o Dr. Tim Dunnagan
Boise State University
1910 University Drive
Boise Idaho 83725-1800

Dear Dr. Dunnagan:

Saint Alphonsus Health System has an outstanding relationship with the Boise State University School of Nursing. We are closely involved with preparation of the graduates from the School, and we are pleased Boise State University has responded to our request to develop a nurse practitioner and Doctorate of Nursing Practice (DNP) program.

Saint Alphonsus Health System is in strong support of Boise State's intent to begin a new track: Adult Nurse Practitioner, adding to its already successful Masters program, and to support the development of a DNP program. We are pleased to see Boise State continue to increase the quality of the nursing profession in the Treasure Valley and help to meet the health care needs in the Treasure Valley.

It is important to Saint Alphonsus Health System to have Boise State University develop and implement these programs. Boise State has an exceptional School of Nursing, and Saint Alphonsus has played an important role in the development of the program. It is important to us that we have a high quality local program that we can be part of developing and implementing. Saint Alphonsus Health System is committed to partnering with the Boise State University School of Nursing by providing clinical placement for the students in our in-patient and clinic facilities, sending our employees to these programs, and continuing to assist with faculty for their programs.

Saint Alphonsus Regional Medical Center has long utilized advanced practice nurses in the care model for the hospital and our clinics. We expect a significantly increased need for nurse practitioners and strongly support Boise State developing this program to meet the needs in the Treasure Valley.

1055 North Curtis Road
Boise, ID 83706
Phone: (208) 367-2000 | Fax: (208) 367-3966
www.saintalphonsus.org

A MEMBER OF TRINITY HEALTH

Dr. Tim Dunnagan
November 23, 2011
Page 2

As a profession, the Doctorate of Nursing Practice (DNP) is quickly becoming the standard for nursing advanced practice, both in direct and indirect roles. Saint Alphonsus Regional Medical Center has worked with Boise State to develop a local DNP program (both as a MS-to-DNP and as a BS-to-DNP). Please let us know if we can provide other information related to our support for Boise State University and the development of these new nursing programs.

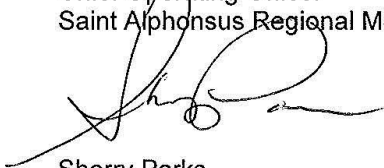
Sincerely,



Sally E. Jeffcoat
President & CEO
Saint Alphonsus Regional Medical Center and
Saint Alphonsus Health System



Rodney D. Reider
Chief Operating Officer
Saint Alphonsus Regional Medical Center



Sherry Parks
Chief Nursing Officer
Saint Alphonsus Regional Medical Center

SP/bl

1055 North Curtis Road
Boise, ID 83706
Phone: (208) 367-2000 | Fax: (208) 367-3966
www.saintalphonsus.org

A MEMBER OF TRINITY HEALTH



November 10, 2011

Idaho State Board of Education
c/o Dr. Tim Dunnagan
Boise State University
1910 University Drive
Boise, ID 83725-1800

Dear Dr. Dunnagan:

Boise State University has an outstanding School of Nursing. St. Luke's Health System values our service academic partnership and enjoys a rich and fruitful relationship with the School. We write to support Boise State's intent to begin a new track (Adult Nurse Practitioner) to their already successful Masters program and to support the development of a DNP program. We are pleased to see Boise State respond to our request for these programs.

It is important to St. Luke's to have Boise State develop and implement these programs. The St. Luke's Health System has a close relationship with Boise State and we are looking forward to partnering with Boise State in the development of these programs. There are many graduate nursing programs available to our staff nurses, but we support having high quality local programs from Boise State as part of our partnership with the University. St. Luke's Treasure Valley employs a large percentage of the Boise State Nursing graduates. We find the graduates to be excellent practitioners who excel in their ability to offer compassionate, patient-centered care.

The St. Luke's Health System is committed to providing clinical placement for the students in our in-patient, ambulatory, and clinic facilities, sending our employees to these programs, and continuing to support joint appointment faculty for their programs.

The St. Luke's Boise/Meridian campuses recently revised the privileges for nurse practitioners allowing nurse practitioners to admit, discharge, write orders and prescriptions, and collaborate with our physicians to manage patients. This, combined with changes in our care delivery models as we position for accountable care will increase the demand for high quality nurse practitioners in the

St. Luke's Health System
David C. Pate, MD, JD
President and CEO
420 West Idaho Street
Boise, Idaho 83702
P (208) 381-1831

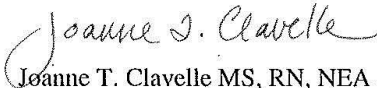
stlukesonline.org


Treasure Valley and we strongly support Boise State developing this program to meet the needs in the Treasure Valley.

As a profession, the Doctorate of Nursing Practice (DNP) is quickly becoming the standard for nursing advanced practice, both in direct and in-direct caregiver roles. St. Luke's Boise/Meridian supports Boise State University in developing a local DNP program (both as a MS to DNP and as a BS to DNP).

Please let us know if we can provide other information related to our support for Boise State University and the development of these new nursing programs.

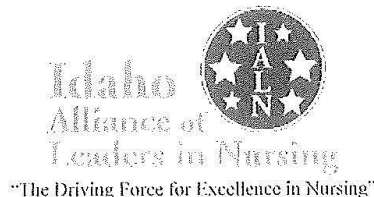
Sincerely,


Joanne T. Clavelle MS, RN, NEA – BC, FACHE
VP Patient Care Services/CNO


David C. Pate, M.D., J.D.
President and Chief Executive Officer
St. Luke's Health System


Chris Roth
Chief Executive Officer, Treasure Valley

DCP/dm



Margaret Henbest
Executive Director

2011 Board of Directors:

Beth Gray
St. Luke's McCall
President

Sherry Park
Saint Alphonsus
President Elect

Sharon Kensinger
St. Luke's Wood River
Past President

Charlene Godec
Providence Sacred Heart
Secretary

Noreen Davis
NJD Innovations
Treasurer

Claudia Miewald
Kootenai Medical Center
Region 1

Deena Rauch
Gritman Medical Center
Region 2

Lisa Looney
Weiser Memorial Hospital
Region 3

Marty Downey
Boise State
Region 4

Tammy Peterson
College of Southern ID
Region 5

Judy Moore
Bingham Memorial Hospital
Region 6

Dianna Johnston
Hearts for Hospice
Region 7

Lori Stinson
Lewis Clark State College
CNEL President

November 9, 2011

Dr. Tim Dunnagan
Boise State University
1910 University Dr.
Boise, ID 83725-1800

Dear Dr. Dunnagan,

The Idaho Alliance of Leaders in Nursing's (IALN) mission is to advance Idaho's nursing workforce which is accomplished by providing scholarship support for graduate and undergraduate nursing students, and through its collaborative support of nursing workforce data collection. The IALN is guided by a Board of Directors who represents nursing education and practice statewide and includes faculty from Boise State University. IALN is also the co-lead of a state effort to implement the recommendations of the recent Institute of Medicine (IOM), Future of Nursing report released in October of 2010.

IALN strongly supports BSU's development of a Masters in Nursing Adult Nurse Practitioner degree program and a Doctor of Nursing Practice (DNP) degree program. The most recent Idaho nursing workforce report, published in January by the Idaho Department of Labor reveals a significant and on-going shortage of Advanced Practice Registered Nurses (APRN) statewide. In addition, the recent passage of the Affordable Care Act is predicted to place significant demands on the primary care workforce across the nation as insurance coverage is made available to some 30 million Americans. Along with physicians and physician's assistants, nurse practitioners licensed as APRN's will help meet these demands for improved access to quality health care services.

BSU has been thoughtful and deliberate in its planning of these two programs. Though there is an effort in nursing education nationally to establish the DNP as the terminal degree for nurse practitioner preparation by 2015, national APRN certifying bodies have not yet adopted this requirement. BSU's community partners are strongly supportive of its proposal to initially establish the Master's level nurse practitioner program which will then seamlessly progress to a DNP degree should the master's graduate choose to do this, and subsequently if certifying entities require it. In the meantime, master prepared adult nurse

615 North Seventh Street, Boise, ID 83702
208-367-1171 www.nurseleaders.org

Practitioner graduates from BSU will expeditiously be available to help meet primary care workforce needs across Idaho. One of the key messages of the IOM report on the Future of Nursing is that nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression. By offering both degree options and knitting them together, BSU is accomplishing this recommendation.

Thank you for identifying and pursuing this critical educational opportunity for Idaho nurses. Please do not hesitate to contact me if I can assist you in any way with this process.

Sincerely,

A handwritten signature in black ink, appearing to read "Margaret Henbest", with a stylized flourish at the end.

Margaret Henbest
Executive Director
Idaho Alliance of Leaders in Nursing



November 28, 2011

Idaho State Board of Education
c/o Dr. Tim Dunnagan
Boise State University
1910 University Drive
Boise Idaho 83725-1800

Dear Dr. Dunnagan:

The Idaho Hospital Association (IHA) and its member hospitals, Idaho's community hospitals, have a strong relationship with the Boise State University College of Health Sciences and the School of Nursing. As an organization, we are supportive of Boise State University's intent to develop a Masters level nurse practitioner program and a Doctorate of Nursing Practice (DNP) program.

As the one of the largest, if not the largest nursing program in the Idaho, Boise State graduates play a pivotal role in meeting the needs for nurses in this region and the entire state. IHA member hospitals from all over the state continue to hire graduates from Boise State University School of Nursing.

Data from the Idaho Department of Labor indicates the nursing shortage has eased a bit in many areas in the state. This is **not** true for the Treasure Valley. (Neither is it a permanent easing.) The data indicates that the Treasure Valley has significant shortages of registered nurses and an even greater need for advanced practice nurses (nurse practitioners). The program being proposed by Boise State will help meet the needs of the citizens in the Treasure Valley and beyond. It is imperative that Boise State University begin these programs now so that the needed practitioners are available and ready to practice to meet the health needs of our communities.

The nursing profession is quickly moving to the doctoral level of preparation for advance practice nurses. Development of the Doctorate of Nursing Practice (DNP) program will ensure Boise State can prepare nurse practitioners in compliance with the certification board requirements.

Please let me know if I can provide other information related to support for Boise State University and the development of these new nursing programs.

Sincerely,

 A handwritten signature in black ink, appearing to read "Steven A. Millard".

Steven A. Millard
President/CEO

P.O. Box 1278, Boise, ID 83701 - Phone: 208.338.5100 - Fax: 208.338.7800 - www.teamiha.org

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BOISE STATE UNIVERSITY

SUBJECT

Approval of Proposal for a New Online, Self-Support Adult-Gerontology Nurse Practitioner Program

REFERENCE

June 2012 Board Approved the Memorandum of Understanding (MOU)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. 4 and 5

BACKGROUND/DISCUSSION

Boise State University (BSU) and Idaho State University (ISU) Schools of Nursing entered into a Memorandum of Understanding (MOU) that outlines graduate education for the two schools. The MOU was presented to the Board and approved at their June 2012 meeting. In accordance with that MOU, BSU is bringing forth a proposal to create a new online, self-support, Master of Adult-Gerontology Nurse Practitioner (AGNP) and two (2) graduate certificates in Adult-Gerontology Nurse Practitioner – Acute Care and Adult-Gerontology Nurse Practitioner – Primary Care.

Entry into the master's AGNP program will require a current Registered Nurse (RN) license and a Bachelor's degree in nursing. Entry into the certificate programs will require a current RN license and national certification as an advanced practice nurse in the role of a nurse practitioner. The AGNP will admit a cohort 20 students to begin each spring. The certificate programs will admit an estimated six (6) students total.

The Master of Adult-Gerontology Nurse Practitioner (AGNP) will have two tracks (acute care and primary care) and will serve students who have a current RN license and a bachelor's degree in nursing, but who are not yet certified nurse practitioners.

The two graduate certificates will serve students who are already certified nurse practitioners, but who wish to develop the skills necessary for a specialty in adult gerontology. For example, the acute care certificate would enable a Family Nurse Practitioner to specialize in acute care, and would allow for privileging and credentialing to practice in medical centers.

A recent report from the Institute of Medicine and Robert Wood Johnson Foundation, *Future of Nursing*, called for nursing leaders to achieve higher levels of education and be able to act as full partners in the redesign efforts of the

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013

health care system. It is important, therefore, that nursing graduate education focus on competencies that include advanced practice, leadership, health policy, system improvement, evidence-based practice, and research.

In 2008, the organization of Advanced Practice Registered Nurses (APRN) and the National Council of State Boards of Nursing APRN Advisory Committee developed the "*Consensus Model for APRN Regulation: Licensure, Accreditation, and Certification & Education*," which describes the emergence of new roles and population foci, and presents strategies for implementation.

The program will focus on advanced practice nursing with emphasis on evidenced-based practice which, in turn, will enhance the development of interventions that will impact health outcomes in complex healthcare systems.

The curriculum of the proposed program will be focused on the development of knowledge, skills, and competencies that will allow the graduate to function as an advanced practice nurse with a specialty in adults and gerontology. In addition, the program will develop the skills necessary to direct the care needs of populations in acute care and primary care settings, and will thereby address the pressing issues and challenges in today's health care arena.

Over the last year, members of BSU's School of Nursing advisory board have expressed the need for advanced practice nurses for acute and primary care settings with advanced nursing knowledge who can provide evidence-based, patient centered care across multiple settings. These advanced practice nurses would be able to examine and assess the needs of their institutions and implement changes that would align their institutions with the complex regulations needed to meet the guidelines for health care reform.

ISU offers a master's level Family Nurse Practitioner program. The proposed program will differ from ISU's program because of the population focus. According to the APRN consensus model, advanced practice nurse competencies focus on population and specialty. The ISU FNP program has a focus on family and individuals across the lifespan, whereas the AGNP's focus is adults from late adolescence to end of life. As the population in Idaho ages, the need for advanced practice nurses that focus on the adult and the older adult will be in demand, especially as an acute care health care provider.

IMPACT

Local funds will be used during the startup phase, and will be repaid by the end of the third year of the program consistent with Board Policy V.R. The proposed self-support program will assess students a fee of \$600 per credit. These fees are comparable to other institutions in the area offering online graduate nursing programs. The \$600/credit is all inclusive; no additional fees will be imposed. Necessary library resources are fully available via online. Additional equipment is needed for the advanced practice nurse practitioner program especially for the

acute care track. BSU plans to purchase items such as central line trainers and will increase their utilization of standardized patients in the simulation center with their program.

ATTACHMENTS

Attachment 1 – Proposal

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University proposes to create a master's program and two (2) graduate certificate programs in Adult-Gerontology Nurse Practitioner (AGNP). The master's and certificate programs will be self-support and offered online. The Master's AGNP will admit a cohort 20 students to begin each spring. The certificate programs will admit an estimated 6 students total.

The AGNP program will be designed as a part-time program. The Master's program will consist of 47 credits in nine (9) semesters including summers (approximately three (3) years part-time). Students will also be required to complete 700 clinical hours. The certificate program will consist of 16 credits in four (4) semesters and students will be required to complete a minimum of 500 supervised clinical/practicum hours.

ISU offers a master's level Family Nurse Practitioner (NP) program. However, ISU is in the process of transitioning to a BSN-to-DNP Family Nurse Practitioner program, which will eliminate the NP as a master level degree. Otherwise, there is no other AGNP program in Idaho. BSU is proposing a master's-level program because credentialing agencies continue to allow certification at the master's level, and regional stakeholders have requested an AGNP at the master's level until such time that credentialing agencies require a higher-level degree.

There are several bordering institutions that offer an AGNP program. Seattle Pacific University offers an Adult Primary Care Advanced Nurse Practitioner; University of Washington is transitioning to a Doctor in Nursing Practice and is not admitting students to their master's level adult advanced nurse practitioner program; Oregon Health Science University offers a Family Nurse Practitioner DNP; University of Portland offers a Family Nurse Practitioner DNP; Montana State University offers a Family Nurse Practitioner at the master's level. Utah does not offer a master's level advanced practice nursing degree.

The AGNP program and certificates will be offered as an online, asynchronous program utilizing Blackboard. Staff wanted to note that students will be expected to come to campus for approximately three onsite intensive course workshops over the course of three years of part-time instruction.

BSU's request to create a new online, self-support master's in Adult Gerontology Nursing Practice and two associated graduate certificates is consistent with their Five-Year Plan for the delivery of academic programs in the Southwest region.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21, 2013

Pursuant to III.Z, BSU and ISU share the Statewide Program Responsibility for Nursing.

BSU also requests approval to assess a self-support fee consistent with Board Policy V.R.3.b.(v). Based on the information for self-support fees provided in the proposal, staff finds that the criteria have been met for this program.

Board staff and CAAP recommend approval as presented.

BOARD ACTION

I move to approve the request by Boise State University to create a new online, self-support Master of Adult-Gerontology Nurse Practitioner, Graduate Certificate in Adult-Gerontology Nurse Practitioner - Acute Care, and Graduate Certificate in Adult-Gerontology Nurse Practitioner - Primary Care programs.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate a self-support fee for the Master of Adult-Gerontology Nurse Practitioner, Graduate Certificate in Adult-Gerontology Nurse Practitioner - Acute Care, and Graduate Certificate in Adult-Gerontology Nurse Practitioner - Primary Care programs.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

RECEIVED
11/14/2012

Idaho State Board of Education

Proposal for Graduate and Doctoral Degree Program

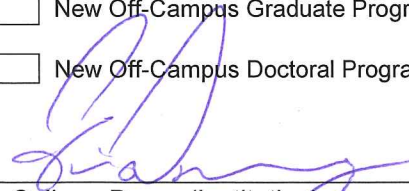
Date of Proposal Submission:	November 18, 2012
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Health Sciences
Name of Department(s) or Area(s):	School of Nursing

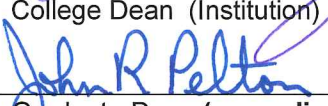
Program Identification for Proposed New, Modified, or Discontinued Program:

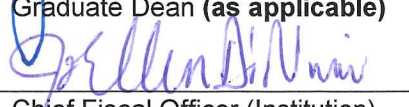
Title:	Adult-Gerontology Nurse Practitioner
Degree:	(i) Master of Adult-gerontology Nurse Practitioner (AGNP) (ii) Graduate certificate in Adult-Gerontology Nurse Practitioner - Acute Care (iii) Graduate Certificate in Adult-Gerontology Nurse Practitioner - Primary Care
Method of Delivery:	Online
CIP code (consult IR /Registrar)	53.3818
Proposed Starting Date:	Fall 2013
Indicate if the program is:	<input checked="" type="checkbox"/> Regional Responsibility

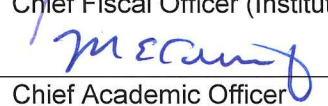
Indicate whether this request is either of the following:


- | | |
|--|---|
| <input checked="" type="checkbox"/> New Graduate Program | <input type="checkbox"/> Contract Program/Collaborative |
| <input type="checkbox"/> New Doctoral Program | <input type="checkbox"/> Expansion of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Graduate Program | <input type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input type="checkbox"/> Discontinuation of an existing Graduate/Doctoral Program |


 College Dean (Institution) 11/14/12
 Date


 Graduate Dean (as applicable) 11/14/12
 Date


 Chief Fiscal Officer (Institution) 11/14/12
 Date


 Chief Academic Officer (Institution) 11/21/12
 Date


 President 11/20/12
 Date

Vice President for Research (as applicable) Date

Academic Affairs Program Manager Date


 Chief Academic Officer, OSBE 1/22/13
 Date

SBOE/OSBE Approval Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

- 1. Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Boise State University proposes to create a master's program and two graduate certificate programs, all of which will be wholly online and self support: (i) Master of Adult-Gerontology Nurse Practitioner (AGNP) (ii) Graduate Certificate in Adult-Gerontology Nurse Practitioner - Acute Care, and (iii) Graduate Certificate in Adult-Gerontology Nurse Practitioner - Primary Care.

The proposed program is part of a broader set of existing and proposed graduate programs at Boise State University and Idaho State University, as described in an attached Memorandum of Understanding (Appendix A). Boise State University will have the following set of graduate programs:

- Existing MS in Nursing and Master of Nursing
- New Master's level degree in Adult-Gerontology Nurse Practitioner and two new graduate certificates in Adult-Gerontology Nurse Practitioner - Acute Care and in Adult-Gerontology Nurse Practitioner - Primary Care (this proposal).
- New Doctor of Nursing Practice (DNP; separate proposal)

Idaho State University has submitted proposals for a new PhD in Nursing and a new DNP that will be offered as they phase out their existing Master's-level nurse practitioner programs.

In 2008, the organization of Advanced Practice Registered Nurses (APRN) and the National Council of State Boards of Nursing APRN Advisory Committee developed the "Consensus Model for APRN Regulation: Licensure, Accreditation, and Certification & Education." This consensus document "... defines APRN practice, describes the APRN regulatory model, identifies the titles to be used, defines specialty, describes the emergence of new roles and population foci, and presents strategies for implementation" (APRN Consensus Model, 2008).

AGNP program

The proposed master's level AGNP program will contribute to the emergence described by APRN. The program will focus on advanced practice nursing with an emphasis on evidenced-based practice which, in turn, will enhance the development of interventions that will impact health outcomes in complex healthcare systems. The curriculum of the program will develop the skills necessary to direct the care needs of populations in acute care and primary care settings, and will thereby address the pressing issues and challenges in today's health care arena. There will be two tracks to the AGNP program, one in acute care and one in primary care. The tracks will be offered on separate years and students will choose one track or the other.

Entry into the master's AGNP program (either the acute or primary care track) will require a current RN license and a Bachelor's degree in nursing. The AGNP will admit a cohort 20 students to begin each spring into either a primary or acute care track. The program will be designed as a part-time program, as determined appropriate by a community assessment. The program will consist of 47

credits in 9 semesters including summers (approximately 3 years part-time) and at least 700 clinical hours.

Certificate programs

The proposed graduate certificates also will contribute to the emergence described by APRN. The certificates will provide nurses who are already certified nurse practitioners with the opportunity to develop skills necessary for a specialty in adult-gerontology. As an example, the acute care certificate would be helpful for Family Nurse Practitioners who wish to specialize in acute care and will allow for privileging and credentialing of these individuals to practice in medical centers.

Entry into the certificate programs will require a current RN license and national certification as an advanced practice nurse in the role of a nurse practitioner. The certificate programs will admit an estimated six students total. The certificate program will be a part-time program (as indicated by a community assessment) consisting of 16 credits in 4 semesters and at least 500 clinical hours.

- 2. List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The Essentials of Masters Education in Nursing & the Essentials for Doctoral Education for Advanced Nursing Practice (AACN, 2011 & AACN 2008) outline core foundational curricular elements and competencies specific to the master's prepared advanced practice nursing graduate. These essentials address the core foundational competencies for all advanced practice nursing and apply to the AGNP program and both certificates. The depth and focus of the core curriculum is based upon the specialty focus for which the student is preparing. The curriculum of the proposed program will be focused on the development of knowledge, skills, and competencies that will allow the graduate to function as an advanced practice nurse with a specialty in adults and gerontology so as to achieve the essential elements described by the AACN. Program Objectives are as follows:

Clinical Reasoning and Critical Inquiry

1. Synthesize from a broad perspective theoretical and evidence-based knowledge for advanced nursing practice.
2. Demonstrate refined analytic skills for advanced nursing practice.
3. Integrate theory into advanced nursing practice.

Communication

1. Evaluate the effectiveness of professional communication strategies through multiple modalities in advanced nursing roles.
2. Articulate evidence-based viewpoints and positions in advanced nursing roles.

Experiential Learning

1. Synthesize knowledge, skills, methodologies, and learning tools for impacting health care delivery and outcomes.
2. Demonstrate sustainable engagement in interdisciplinary, collaborative partnerships that impact health care delivery and outcomes.
3. Integrate civic engagement, advocacy, and policy development roles into advanced nursing practice.
4. Execute advanced practice nursing skills within multiple clinical settings.

Global Worldview

1. Critique the value of advanced nursing roles in addressing global health issues.
2. Distinguish the effects of global health issues on nursing education, research, administration, and practice.

3. Integrate cultural sensitivity and advocacy in advanced nursing roles with diverse populations.

Professionalism and Leadership

1. Integrate professional values in advanced nursing leadership roles in health care.
2. Design advanced nursing leadership roles in health care using an enhanced theoretical and research base.

Advanced Practice with Diverse Populations

1. Apply clinical investigative skills to improve health outcomes.
2. Analyze clinical guidelines for individualized application into practice.
3. Demonstrate the highest level of accountability for professional practice.
4. Provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.

3. **Briefly describe how the institution will ensure the quality of the program**(i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The following measures will ensure the high quality of the proposed program and certificates:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self study (including outcome assessments) and a comprehensive review and site visit by external evaluators.

Graduate College: The program will adhere to all policies and procedures of the Graduate College, which is assigned broad institutional oversight of all graduate degree and certificate programs.

Specialized Accreditation: The BSU Graduate Nursing program has received National League for Nursing Accrediting Commission (NLNAC) accreditation indicating a strong quality master's program. Accreditation review focuses on assessment of six NLAC standards. The AGNP program will be developed around the NLNAC standards, as well as the American Association of Colleges of Nursing (AACN) Master's & DNP essentials, to ensure high-level education for our graduates. Advanced practice nursing education is also held to guidelines of the National Organization of Nurse Practitioner Faculties (NONPF). NONPF is devoted to promoting quality in advanced nursing education. NONPF develops and maintains resources for Advanced Nurse Practice (ANP) programs and has developed a set of core competencies expected of every ANP graduate. With the guidance of experienced ANP educators, these guidelines and competencies will be used to develop and maintain the BSU AGNP curriculum.

By March of 2013, we will submit to NLNAC a substantive change report indicating how we will implement the new program and certificates and how we will continue to meet the six standards. We

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anticipate no problems with continuing our existing accreditation with NLNAC. The new program and certificates will be accredited as a substantive change to our current accredited master's program.

Program outcome data and methods of data collection are outlined in our Systematic Evaluation Plan (SEP). The SEP is a dynamic document used in the School of Nursing to provide the blueprint for ongoing data collection, as well as to define specific program outcomes that will be assessed.

Outcome data specific to the new AGNP program will be added to the SEP document so as to ensure program quality, and to provide a method of assuring program integrity is achieved and maintained.

- 4. List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

AGNP program

- A. NURS 518 HEALTH ASSESSMENT FOR THE ADVANCED PRACTICE NURSE (2-0-2)(F/S/SU).** Holistic assessment of all human systems using advanced assessment techniques, concepts, and approaches. Advanced assessment skills integrated with principles of differential diagnosis and clinical decision-making skill building. PREREQ: NURS 502 and NURS 510.
- B. NURS 519 HEALTH ASSESSMENT FOR THE ADVANCED PRACTICE NURSE CLINICAL (0-3-1)(F/S/SU).** Development and application of skills in advanced, Holistic-assessment of all human systems in clinical/laboratory settings. PREREQ: NURS 502 and NURS 510.
- C. NURS 520 PROFESSIONAL ROLE FOR THE ADVANCED PRACTICE NURSE (3-0-3)(F/S/SU).** Appraises advanced practice nursing roles, scope of practice, legal and ethical principles of advanced practice and health care policy. PREREQ: NURS 502 and NURS 510.
- D. NURS 532 LEADERSHIP FOR ADVANCED NURSING PRACTICE (3-0-3)(F/S/SU).** Formulates leadership, management, and negotiation skills for advanced practice nurses to achieve improved health outcomes for individuals, communities, and systems. PREREQ: NURS 502.
- E. NURS 534 DIAGNOSIS AND MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS (3-0-3)(F/S/SU).** Integrates broad principles of scientific and nursing principles of therapeutic decision-making to assess, diagnose, and manage common health issues across the adult lifespan with emphasis on needs and care of geriatric and diverse populations. PREREQ: NURS 518, NURS 519, and NURS 520.
- F. NURS 535 DIAGNOSIS AND MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS CLINICAL (0-8-2)(F/S/SU).** Integrates theory with therapeutic decision-making for adult populations across the lifespan with common health conditions within acute or primary health care settings. PREREQ/COREQ: NURS 534.
- G. NURS 536 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I (4-0-4)(F/S/SU).** Advances student's knowledge and therapeutic decision-making skills to assess, diagnose, and manage care for adult and geriatric populations with complex acute, critical, and chronic health conditions in the acute care setting using evidence-based, patient-centered care management. PREREQ: NURS 534 and NURS 535, or PERM/INST.
- H. NURS 537 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I CLINICAL (0-8-2)(F/S/SU).** Fosters development and application of expanded therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric

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populations with complex acute, critical, and chronic health conditions in the acute care setting. PREREQ/COREQ: NURS 536.

- I. NURS 538 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II (4-0-4)(F/S/SU).** Synthesis of therapeutic skills to assess, diagnose, and manage care for adult and geriatric populations with complex acute, critical, and chronic health conditions in the acute care setting using evidence-based, patient-centered care management. PREREQ: NURS 536 and NURS 537.
- J. NURS 539 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II CLINICAL (0-8-2)(F/S/SU).** Synthesis and application of advanced therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric populations with complex, acute, critical, and chronic health conditions in the acute care setting. PREREQ/COREQ: NURS 538.
- K. NURS 541 ACUTE CARE CLINICAL RESIDENCY (0-12-3)(F/S/SU).** Theoretical, clinical, and scientific principles are synthesized and implemented in acute care setting. Provides comprehensive adult-geriatric health and illness care, therapeutic interventions, and evaluation of patients with complex, acute, critical, and chronic illness problems. PREREQ: NURS 538 and NURS 539.
- L. NURS 542 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I (4-0-4)(F/S/SU).** Advances student's knowledge and therapeutic decision-making skills to assess, diagnose, and manage care for adult and geriatric populations in the primary care setting using evidence-based, patient-centered care management of stable, chronic, and acute episodic illness. PREREQ: NURS 534 and NURS 535, or PERM/INST.
- M. NURS 543 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I CLINICAL (0-8-2)(F/S/SU).** Fosters development and application of expanded therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric populations with stable, chronic, and acute episodic illness, in the primary care setting. PREREQ/COREQ: NURS 542.
- N. NURS 544 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II (4-0-4)(F/S/SU).** Synthesis of therapeutic skills to assess, diagnose, and manage care for adult and geriatric populations in the primary care setting using evidence-based, patient-centered care management of stable, chronic, and acute episodic illness. PREREQ: NURS 542 and NURS 543.
- O. NURS 545 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II CLINICAL (0-8-2)(F/S/SU).** Synthesis and application of advanced therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric populations with stable, chronic, and acute episodic illness in the primary care setting. PREREQ: NURS 542 and NURS 543. PREREQ/COREQ: NURS 544.
- P. NURS 547 PRIMARY CARE CLINICAL RESIDENCY (0-12-3)(F/S/SU).** Theoretical, clinical, and scientific principles of adult-gerontology nurse practitioner practice are synthesized and implemented. Provides comprehensive adult-geriatric health and illness care, therapeutic interventions, and evaluation of patients in primary care settings. PREREQ: NURS 544 and NURS 545.
- Q. NURS 549 ACUTE CARE PROCEDURES AND DIAGNOSTICS FOR THE ADVANCED PRACTICE NURSE (0-3-1)(F/S/SU).** Development and application of advanced acute care procedure and diagnostic skills in clinical/laboratory settings. PREREQ: NURS 534 and NURS 535, or PERM/INST.

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- R. NURS 551 PRIMARY CARE PROCEDURES AND DIAGNOSTICS FOR THE ADVANCED PRACTICE NURSE (0-3-1)(F/S/SU).** Development and application of advanced primary care procedure and diagnostic skills in clinical/laboratory settings. PREREQ: NURS 534 and NURS 535, or PERM/INST.
- S. NURS 560 SCHOLARLY SYNTHESIS (2-0-2)(F/S/SU).** Synthesis of current knowledge focused in clinical area of study. PREREQ/COREQ: NURS 541 or NURS 547.

AGNP Acute Care Certificate courses

- A. NURS 536 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I (4-0-4)(F/S/SU).** Advances student's knowledge and therapeutic decision-making skills to assess, diagnose, and manage care for adult and geriatric populations with complex acute, critical, and chronic health conditions in the acute care setting using evidence-based, patient-centered care management. PREREQ: NURS 534 and NURS 535, or PERM/INST.
- B. NURS 537 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I CLINICAL (0-8-2)(F/S/SU).** Fosters development and application of expanded therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric populations with complex acute, critical, and chronic health conditions in the acute care setting. PREREQ/COREQ: NURS 536.
- C. NURS 538 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II (4-0-4)(F/S/SU).** Synthesis of therapeutic skills to assess, diagnose, and manage care for adult and geriatric populations with complex acute, critical, and chronic health conditions in the acute care setting using evidence-based, patient-centered care management. PREREQ: NURS 536 and NURS 537.
- D. NURS 539 ACUTE CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II CLINICAL (0-8-2)(F/S/SU).** Synthesis and application of advanced therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric populations with complex, acute, critical, and chronic health conditions in the acute care setting. PREREQ/COREQ: NURS 538.
- E. NURS 541 ACUTE CARE CLINICAL RESIDENCY (0-12-3)(F/S/SU).** Theoretical, clinical, and scientific principles are synthesized and implemented in acute care setting. Provides comprehensive adult-geriatric health and illness care, therapeutic interventions, and evaluation of patients with complex, acute, critical, and chronic illness problems. PREREQ: NURS 538 and NURS 539.
- F. NURS 549 ACUTE CARE PROCEDURES AND DIAGNOSTICS FOR THE ADVANCED PRACTICE NURSE (0-3-1)(F/S/SU).** Development and application of advanced acute care procedure and diagnostic skills in clinical/laboratory settings. PREREQ: NURS 534 and NURS 535, or PERM/INST.

AGNP Primary Care Certificate Courses

- A. NURS 542 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I (4-0-4)(F/S/SU).** Advances student's knowledge and therapeutic decision-making skills to assess, diagnose, and manage care for adult and geriatric populations in the primary care setting using evidence-based, patient-centered care management of stable, chronic, and acute episodic illness. PREREQ: NURS 534 and NURS 535, or PERM/INST.
- B. NURS 543 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS I CLINICAL (0-8-2)(F/S/SU).** Fosters development and application of expanded therapeutic and interventional skills to assess, diagnose, and manage care for adult

and geriatric populations with stable, chronic, and acute episodic illness, in the primary care setting. PREREQ/COREQ: NURS 542.

- C. NURS 544 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II (4-0-4)(F/S/SU).** Synthesis of therapeutic skills to assess, diagnose, and manage care for adult and geriatric populations in the primary care setting using evidence-based, patient-centered care management of stable, chronic, and acute episodic illness. PREREQ: NURS 542 and NURS 543.
- D. NURS 545 PRIMARY CARE MANAGEMENT OF ADULT/GERIATRIC HEALTH AND ILLNESS II CLINICAL (0-8-2)(F/S/SU).** Synthesis and application of advanced therapeutic and interventional skills to assess, diagnose, and manage care for adult and geriatric populations with stable, chronic, and acute episodic illness in the primary care setting. PREREQ: NURS542 and NURS 543. PREREQ/COREQ:NURS 544.
- E. NURS 547 PRIMARY CARE CLINICAL RESIDENCY (0-12-3)(F/S/SU).** Theoretical, clinical, and scientific principles of adult-gerontology nurse practitioner practice are synthesized and implemented. Provides comprehensive adult-geriatric health and illness care, therapeutic interventions, and evaluation of patients in primary care settings. PREREQ: NURS 544 and NURS 545.
- F. NURS 551 PRIMARY CARE PROCEDURES AND DIAGNOSTICS FOR THE ADVANCED PRACTICE NURSE (0-3-1)(F/S/SU).** Development and application of advanced primary care procedure and diagnostic skills in clinical/laboratory settings. PREREQ: NURS 534 and NURS 535, or PERM/INST.

4. **Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix B.** *For discontinuation requests, will courses continue to be taught?*

AGNP program curriculum

Credit hours required:	47
Credit hours in required electives:	0
Credit hours for thesis or dissertation:	0
Total credit hours required for completion:	47

The master's AGNP program will be designed as a part-time, self support program to parallel our existing master's program. The AGNP program will consist of 9 semesters (including summers), part-time 3-6 credits per semester, for a total of 47 credits. As an advanced practice nursing program, the lower per semester credits for part-time students allows the student time to complete the 1:4 contact to credit hours ratio. Anticipated enrollment for year one (2014) is 20 students.

Certificates (either acute or primary care)

Credit hours required:	16
Credit hours required in support courses:	0
Credit hours in required electives:	0
Credit hours for thesis or dissertation:	0
Total credit hours required for completion:	16

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The Acute and Primary care certificates will be designed as part-time self-support options to parallel the AGNP program. As an advanced practice nursing program, the lower credits for part-time students allows the student time to complete the 1:4 contact to credit hours ratio. Anticipated enrollment for year one (2014) is 6 students.

6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. *This question is not applicable to requests for discontinuance.*

AGNP Program

In order to meet the AACN Essentials and the NONPF guidelines for advanced practice nursing, the student needs a minimum of 500 supervised clinical/practicum hours of direct clinical care to individuals, families, and populations specific to their population focused area. The student will accrue at least 700 supervised practice hours throughout the program focused on the adult and geriatric client.

The graduate certificates do not have a practice hour requirements; however, to maintain high quality graduates from the certificate programs, students will be required to complete at least 500 supervised clinical/practicum hours.

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. *If the proposed request is similar to another state program, provide a rationale for the duplication.*

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU Master of Nursing Master of Science in Nursing (proposed) Master of Adult-Gerontology Nursing Practice and associated graduate certificates	Masters	Nursing care of populations: focus on prevention, assessment, intervention, and evaluation of population-based programs. Advanced practice role as direct care providers. Focus on prevention, diagnosis, and treatment using nursing frameworks.	Nursing of populations Adult-Gerontology in acute and primary care settings
CSI			
CWI			
EITC			
ISU	Master's	Family Nurse Practitioner (changing to DNP level) Clinical Nurse Specialist (changing to DNP level) Clinical Nurse Leader (stop offering)	Family health

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		Nursing Education	
		Nursing Leadership	
LCSC			
NIC			
UI			

At this time, ISU offers a master's level Family Nurse Practitioner program. However, ISU is in the process of transitioning to a BSN-to-DNP Family Nurse Practitioner program, which will eliminate the NP as a master level degree.

There is no AGNP program within the state of Idaho. We propose a master's-level program because credentialing agencies continue to allow certification at the master's level, and our regional stakeholders have requested an AGNP at the master's level until such time that credentialing agencies require a higher-level degree. The proposed program will differ from ISU's Family Nurse Practitioner program because of the population focus. According to the APRN consensus model, advanced practice nurse competencies focus on population and specialty. The ISU FNP program has a focus on family and individuals across the lifespan, whereas the AGNP's focus is adults from late adolescence to end of life. As the population in Idaho ages, the need for advanced practice nurses that focus on the adult and the older adult will be in demand, especially as an acute care health care provider.

Programs offered in our bordering states:

Washington: Seattle Pacific University – Adult Primary Care Advanced Nurse Practitioner; University of Washington is transitioning to a Doctor in Nursing Practice and is not admitting students to their master's level adult advanced nurse practitioner program

Oregon: Oregon Health Science University offers a Family Nurse Practitioner DNP; University of Portland offers a Family Nurse Practitioner DNP

Montana: Montana State University offers a Family Nurse Practitioner at the master's level

Utah: Does not offer a master's level advanced practice nursing degree

These programs do not offer the Adult-Gerontology Nurse Practitioner at the master's level. The tuition and fees for the bordering states are high and most require on ground face-to-face participation and attendance.

8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix C**. *This question is not applicable to requests for discontinuance.*

Enrollment projections are based on the following two lines of evidence, which together indicate that there will be sufficient demand and market to meet our enrollment projections of 15 new students per year:

1. The Boise State University School of Nursing holds semi-annual advisory board meetings with multiple stakeholders within the Treasure Valley and regionally. Over the last year, advisory board members have expressed the need for advanced practice nurses for acute and primary care settings with advanced nursing knowledge who can provide evidence-based, patient centered care across multiple settings. These advanced practice nurses would be able to examine and assess the needs of their institutions and implement changes that would align their institutions with the complex regulations needed to meet the guidelines for health care reform. One organization has stated they have 54 RNs who are in need of continued advanced

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education. We have received over 15 inquiries specific to a Nurse Practitioner program since January 2012. At least eight of our current master's students have indicated that they would be interested in a nurse practitioner program. In addition, both regional medical centers in the Treasure Valley have requested the Acute Care certificate to assist with credentialing of nurse practitioners who wish to practice in acute care. This data denotes specific interest in an advanced practice nursing program at BSU and will be supported by nurses within the Treasure Valley and beyond.

2. Estimates of market and of workforce needs are difficult because of lack of differentiation in the state and federal forecasts as to the educational level of registered nurses. Federally, 10% hold master's degrees and 43% hold bachelor's degrees. Because educational levels in nursing are rapidly increasing, we will use the following figures in our calculations: 15% of registered nurses at the master's level and 50% at the bachelor's level. The market for the proposed AGNP program will be considered to be the pool of bachelor's prepared nurses. In the state of Idaho in 2008, we had 10,504 registered nurses, projected to grow to 13,337 in 2018. Fifty percent of those numbers yield an Idaho market of 5,252 potential students, growing to 6,669 in 2018. Nationally, there were 2,737,4000 registered nurses in 2010, projected to grow to 3,447,300 in 2020. Fifty percent of those numbers yields a national market of 136,870 in 2010 growing to 172,465 in 2020.

9. **Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU Current MSN/MN AGNP-proposed	28 20 proposed per cohort	21	16	3 approx. 14 per cohort	3	4	~4/yr ~14/yr
ISU - Family nurse practitioner	93	83	81	38	27	26	~32/yr
ISU - Clinical nurse specialist	10	11	11	4	5	3	~5/yr
ISU - Clinical nurse leader	1	1	2	1	0	1	~1/yr
ISU - Education	11			2	7		~5/yr
ISU - Leadership	7			6	9		~7/yr
LCSC							

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UI							
CSI							
CWI							
EITC							
NIC							

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

This program will be an expansion of our existing master's program. Given the specific differences in focus of degree tracks, the likelihood of this new degree decreasing our existing enrollment is unlikely.

11. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3
Local (Regional) (estimated as ½ of state numbers)	117	117	117
State	233	233	233
Nation	603,000	603,000	603,000

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix D**.

The following are Idaho State Department of Labor projections for employment opportunities for registered nurses in Idaho. These projections do not distinguish by degree level, however.

Idaho State Data Occupational Title	2008 Employment	2018 Employment	Net Change	Percent Change	Annual Growth	Annualized Growth	Annual Replacements	Annual Openings**
Registered Nurses	10,504	13,337	2,833	26.97%	283	2.42%	184	467

US Labor Data	Employment (in thousands)		Employment change, 2010-20 (in thousands)		Job openings due to growth and replacement needs, 2010-20 (in thousands)
	2010	2020	Number	Percent	
Registered Nurses	2,737.4	3,449.3	711.9	26.0	1,207.4

Workforce projections can be roughly estimated as the number of master's prepared nurses, which will be calculated as 15% of the number of registered nurses. In Idaho, the workforce is therefore

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estimated at 1,575 in 2008 and 2,000 in 2018. Nationally, the workforce is therefore estimated at 41,061 in 2010 and 51,740 in 2020. Workforce needs are estimated based on the estimated annual openings for master's prepared nurses: those numbers are approximately 235 annually in Idaho and 60,000 nationally.

Across the country we are experiencing a shortage of not only registered nurses, but advanced practice nurses who are prepared with the skills necessary to lead healthcare initiatives that will improve health care and advance the nursing profession. The Tri-Council for Nursing stated that RNs should advance their education to enhance quality & safety across healthcare settings. Idaho regional hospital managers reported the need for advanced practice nurses that could function within an acute care setting and assess specific populations to develop interventions that will impact determinants of health.

The Idaho Department of Labor (2009 report) stated "Graduate-level nursing demand combines demand for educators with demand by practice setting employers. In this case, growth and replacement in both these areas put the expected need for graduate level nurses at 630. Chronic vacancies for this group currently stand at 85. By the end of the decade, the cumulative demand for graduate level nurses stands at roughly 715. Over the next decade annual demand is projected to grow from roughly 140 in 2007 to nearly 160 by 2016." The Department of Labor used a projected growth rate of 21% in graduates which due to the economy Idaho has not been realized. The report stated however, "the growth rate of 21 percent per year fails to address the rising demand for graduate-level nurses in Idaho. The Department of Labor provided regional data related to nursing. Region 3(including Ada and Canyon counties) showed the most significant gap between supply and demand for nurses prepared with a graduate degree. This region is growing and Boise State University has an obligation to increase our nursing graduate programs to meet the needs of our service region.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Health care is changing rapidly and with it comes the need for advanced practice nurses with the ability to address the complexities of health care systems. The recent passage of the Affordable Care Act will place strong demands on the health care workforce in Idaho. Approximately 100,000 new patients will need to be seen by the healthcare workforce in Idaho. We will need advanced practice nurses who will be able to use current evidence to support practice and decision making within multiple health care settings.

Although it is not expected that nurses with advanced education will create new jobs, by supplying the need for advanced practice nurses, it is likely that interventions to increase the health of specific populations will improve productivity and therefore help improve the state of the economy.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

AGNPs will be able to address complex healthcare issues in multiple settings using translational research and evidenced-based practice. A recent Institute of Medicine and Robert Wood Johnson Foundation report, *Future of Nursing*, calls for nurses to achieve higher levels of education and be able to act as full partners in the redesign efforts of the health care system. Therefore, nursing graduate education needs to focus on competencies that include advanced practice, leadership, health policy,

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system improvement, evidence-based practice and research.

As well as a shortage of advanced practice nurses, we are experiencing a shortage of nurse educators. From the 2009 Faculty Vacancy Survey conducted by the AACN, 56% of schools reported faculty vacancies. Within those schools reporting vacancies, there was 9.7% vacancy rate. The highest rate of vacancies (10.8%) was found in the western U.S. This shortage will continue as existing nurse educators age and retire. The BSU Nursing Advisory Board stated that knowledgeable advanced nurse educators are needed to instruct the next generation of nurses regarding the increasing complexities of our health care systems. The need to produce high-quality nurse educators for both practice and academia is imperative in order to continue to supply Idaho with nursing coverage. The AGNP degree holder will not only be an expert in determining needs within a patient population, but able to aid in the education of new nurses within the state and maintain high levels of education for existing nurses working with various patient populations.

12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

This AGNP program and certificates will be offered as an online, asynchronous program utilizing the learning platform Blackboard. Over the course of the three-year part-time instruction, students will be expected to come to campus for approximately three onsite intensive course workshops. These workshops will allow students to know their professors and to learn group interaction imperative for the health care work environment. This time on campus will allow students the opportunity to learn hands-on skills specific to the advanced practice nurse and allow faculty to confirm students have achieved the high-level performance required of program graduates. eCampus resources will be utilized to assist with the design & development of the multiple courses delivered via Blackboard learning systems.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

SBOE Strategic Plan	Relevance of proposed program
GOAL 1: A WELL EDUCATED CITIZENRY: The educational system will provide opportunities for individual advancement.	The proposed program will produce highly qualified nurse practitioners who will be highly valuable members of our health care system.
Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. Objective C: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system.	The program will provide increased access for individuals to enhance their level of nursing in education.
GOAL 2: CRITICAL THINKING AND INNOVATION: The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are	Students will be expected to complete an original scholarly project focused on a healthcare system assessment, program development& evaluation.

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<p>creative.</p> <p>Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.</p> <p>Objective B: Innovation and Creativity – Educate students who will contribute creative and innovative ideas to enhance society.</p>	
<p>GOAL 3: Effective and Efficient Delivery Systems – Ensure educational resources are used efficiently.</p> <p>Objective A: Cost Effective and Fiscally Prudent – Increased productivity and cost-effectiveness.</p> <p>Objective B: Data-driven Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.</p> <p>Objective C: Administrative Efficiencies – Create cross institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.</p>	<p>The program will be offered using a self support model.</p> <p>A key attribute of graduates of the program will be their ability to ensure effective and efficient working of our health care system.</p>

The highlighted portions of Boise State University's mission statement are especially relevant to the proposed program:

*Boise State University is a public, metropolitan research university offering an array of undergraduate and **graduate degrees** and experiences that **foster student success, lifelong learning, community engagement, innovation and creativity**. Research and creative activity advance new knowledge and benefit students, the community, the state and the nation. **As an integral part of its metropolitan environment the university is engaged in professional and continuing education programming, policy issues, and promoting the region's economic vitality and cultural enrichment.***

The highlighted portions of Boise State University's Core Theme Two are especially relevant to the proposed program:

CORE THEME TWO: GRADUATE EDUCATION

*Our university provides **access to graduate education that is relevant to the educational and societal needs of the community and state, is meaningful within national and global contexts, is respected for its high quality, and is delivered within a supportive graduate culture.***

***Core Objective 2.1: Access.** We provide students of all backgrounds with access to graduate educational opportunities in formats that are appropriate, flexible, accessible, and affordable.*

***Core Objective 2.2: Relevance.** Our graduate students develop skills, knowledge, and experiences that are relevant and valuable locally, regionally, nationally, and globally.*

***Core Objective 2.3: Quality.** Our graduate programs are composed of advanced and integrated learning experiences that provide disciplinary depth and interdisciplinary connections, and that reinforce the overall scholarly output of the university.*

14. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic PlanMission	Proposed Program Plans to Achieve the Goal
1. Create a trademark, high-quality educational experience for all students	The proposed program will be a high quality program, will be NLNAC accredited, and will use the AACN indicators of quality and relevance.
2. Facilitate the timely attainment of educational goals of our diverse student population	The program will be available online to practicing master's-prepared nurses.
3. Elevate our research, creative activity, and graduate programs to higher levels of excellence.	Students will be expected to complete an original scholarly project focused on a healthcare system assessment, program development& evaluation.
4. Align university programs and activities with community needs	Graduates will develop skills necessary to be nurse leaders and nurse educators who can address the pressing issues and challenges in today's complex health care arena by directing the care needs of multiple populations.

15. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes x No

16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

1. Our community partners (see letters of support) have committed to refer their staff in need of advanced degrees to our program. We will work with their education departments to assure that written materials and face-to-face time with potential students are available.
2. BSU and the School of Nursing will continue to use multiple methods of marketing strategies such as printed and web based materials, career fairs, and advising students from within the institution.
3. Students will be recruited from health care institutions across the Treasure Valley and southwest Idaho using on site BSU personnel as well as having printed material available to the institutional educators and researchers.
4. Faculty members and recruiters knowledgeable about the program will visit regional institutions that employ RNs to describe and distribute materials related to the AGNP program.
5. The School of Nursing has received multiple inquiries about the opening of this program and we will use this database to contact potential students.
6. Recent graduates of our current master's program will be contacted and sent materials related to the program.
7. Other possibilities include but are not limited to (considering budgetary limitations):
 - a. Advertisements in regional nursing journals and newsletters.
 - b. Regional press releases to announce the opening of the program.
 - c. Informational activities held for regional health care institutions and educational institutions that employ RNs.

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17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix E**.

NA

18. **Program Resource Requirements.** Using the **Excel spreadsheet** provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. Planned Student Enrollment													
(FTE calculated as 1 FTE = 12 credit hours per semester for graduate programs)													
		FY 14		FY 15		FY 16		FY 17		FY 18		Cumulative Totals	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New Enrollments		5.00	20	21.75	20 to 38	33.08	35 to 53	37.75	49 to 53	37.8	49 to 53	135	173 to 207
B. Shifting Enrollments		0	0	0	0	0	0	0	0	0	0	0	0
II. REVENUES													
		FY 14		FY 15		FY 16		FY 17		FY 18		Cumulative Totals	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated-Reallocation												\$0	0
2. Appropriated new												\$0	0
3. Federal												\$0	0
4. Tuition												\$0	0
5. Student Fees			\$72,000		\$313,200		\$476,400		\$543,600		\$543,600	\$0	\$1,948,800
6. Other (local funds)			\$57,500		-\$1,854		-\$55,646					\$0	\$0
TOTAL Revenue		\$0	\$129,500	\$0	\$311,346	\$0	\$420,754	\$0	\$543,600	\$0	\$543,600	\$0	\$1,948,800
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>													
<i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>													
		FY 14		FY 15		FY 16		FY 17		FY 18		Cumulative Totals	
II. Expenditures		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs													
1. FTE			1.30		3.76		5.81		6.71		6.71		24
2. Faculty			\$41,000		\$83,000		\$82,500		\$156,500		\$156,500		\$519,500
3. Administrators			\$12,500		\$26,000		\$26,000		\$28,000		\$28,000		\$120,500
4. Adjunct Faculty			\$0		\$38,250		\$68,625		\$66,375		\$66,375		\$239,625
5. Instructional Assistants													\$0
6. Research Personnel													\$0
7. Support Personnel			\$21,000		\$42,000		\$76,000		\$76,000		\$76,000		\$291,000
8. Fringe Benefits			\$24,240		\$52,905		\$69,053		\$91,628		\$91,628		\$329,453
8. Other													\$0
TOTAL Personnel Costs			\$98,740		\$242,155	\$0	\$322,178	\$0	\$418,503	\$0	\$418,503		\$1,500,078
B. Operating Expenses												Cumulative Totals	
1. Travel			\$2,000		\$2,000		\$6,000		\$8,000		\$8,000		\$26,000
2. Professional Services			\$6,500		\$6,500								\$13,000
3. Other services			\$6,500		\$8,625		\$11,875		\$12,625		\$13,750		\$53,375
9. Materials and Goods for manufacture and resale													\$0
10. Miscellaneous			\$6,400		\$11,350		\$18,710		\$19,510		\$19,510		\$75,480
TOTAL OPERATING EXPENSES			\$21,400		\$28,475	\$0	\$36,585	\$0	\$40,135	\$0	\$41,260		\$167,855
C. Capital Outlay		FY 14		FY 15		FY 16		FY 17		FY 18		Cumulative Totals	
1. Library resources			\$0		\$0		\$0		\$0		\$0		\$0
2. Equipment			\$0		\$0		\$0		\$0		\$0		\$0
TOTAL Capital Outlay			\$0		\$0		\$0		\$0		\$0		\$0
D. Physical Facilities Construction			\$0		\$0		\$0		\$0		\$0		\$0
E. Indirect Costs			\$9,360		\$40,716		\$61,932		\$70,668		\$70,668		\$253,344
Total Expenditures			\$129,500		\$311,346	\$0	\$420,695	\$0	\$529,306	\$0	\$530,431		\$1,921,277
Net Income (Deficit)			\$0	\$0	\$0	\$0	\$60	\$0	\$14,295	\$0	\$13,170	\$0	\$27,524

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Budget notes:

- II.A. The large increase in total personnel cost, but relatively modest increase in personnel FTE, between FY2016 and FY2017 is a result of a shift of workload to a new tenure-track faculty member and away from adjunct faculty members.
- III.B.2. Professional services consist of course development fees paid to the Division of Extended Studies.
- III.B.3. Other Services consist of simulation lab fees and equipment fees.
- III.B.10. Miscellaneous consists of liability insurance & credit card fees & miscellaneous.
- III.E. Indirect Costs consist of the following: University: 6% of revenue. College of Health Sciences: 3% of revenue. School of Nursing: 4% of revenue.

a. Personnel Costs**Faculty and Staff Expenditures**

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

FY2014	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Name, Position & Rank				
NP Faculty	\$70,000	.38	72	3
NP Clinical Coordinator	\$55,000	.25	38	2
FY2015	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Name, Position & Rank				
NP Faculty	\$70,000	.75	156	6.5
NP Clinical Coordinator	\$55,000	.5	104	4.3
Adjuncts	N/A	1.15	240	10
FY2016	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Name, Position & Rank				
NP Faculty	\$70,000	.75	165	6.9
NP Clinical Coordinator	\$55,000	.5	110	4.6
Adjuncts	N/A	2.2	486	20.2

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

FY2014	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Name, Position & Rank			
AGNP Coordinator	\$70,000	.13	\$8,750
NP Chair	\$75,000	.05	\$3,750

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FY2015	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Name, Position & Rank			
AGNP Coordinator	\$70,000	.25	\$17,500
NP Chair	\$75,000	.1	\$7,500
Dept Chair	\$75,000	.01	\$1,000
FY2016	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Name, Position & Rank			
AGNP Coordinator	\$70,000	.25	\$17,500
NP Chair	\$75,000	.1	\$7,500
Dept Chair	\$75,000	.01	\$1,000

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Operating expenses will include office expenses and travel. Faculty will stay current in professional areas via webinars and attendance at professional conferences.

c. Capital Outlay

(1) Library resources

- Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.
- Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
- For off-campus programs, clearly indicate how the library resources are to be provided.

Necessary library resources are fully available via online means.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

Additional equipment is needed for this advanced practice nurse practitioner (NP) program, especially for the acute care track. We will purchase items such as central line trainers and we will increase our utilization of standardized patients in the simulation center with our NP program.

d. Revenue Sources

- If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Not applicable. The proposed program will be self support.

- If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Local funds will be used during the startup phase, and will be repaid by the end of the third year of the program. The proposed program will be self support.

- If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

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Not applicable. The proposed program will be self support.

- (4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable. The proposed program will be self-support

- (5) Provide estimated fees for any proposed professional or self-support program.

Students will pay a fee of \$600 per credit. These fees are comparable to other institutions in the area offering online graduate nursing programs. The \$600/credit is all inclusive; no additional fees will be imposed.

Appendix A: MOU with Idaho State University
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PREAMBLE TO MEMORANDUM OF UNDERSTANDING

The 2010 Institute of Medicine (IOM) report, *The Future of Nursing, Leading Change and Advancing Health* states nurses will play an expanded role in the provision of health care in the future. The report calls for nurses to practice at the full extent of their education and to achieve higher levels of education through effective education systems. The Schools of Nursing at Idaho State University and Boise State University are committed to further developing systems for graduate nursing education in the State of Idaho.

The State of Idaho has limited resources to provide access to graduate nursing education, yet Idaho has a great need for nursing professionals with advanced degrees in all areas of the State. The citizens of Idaho deserve competent, qualified nurses with access to quality and accessible graduate nursing education vital to meeting the health care needs of Idaho citizens. Idaho State University and Boise State University commit to work together to provide access to quality graduate nursing education throughout the State of Idaho, avoiding duplication of programs and effectively utilizing resources, including collaboration of doctorally prepared educators in the state.

The Idaho State University School of Nursing is proposing an expansion of the graduate program to offer the Doctor of Philosophy (Ph.D.) degree in Nursing. This will be the first doctoral nursing program in the State of Idaho. The Ph.D. in Nursing is a research-focused degree, and is designed to prepare nurse scholars to advance the art, science and practice of the discipline through a career in research, education, and/or practice.

Both the BSU and ISU Schools of Nursing are proposing to expand their graduate programs to include the Doctor of Nursing Practice (DNP) degree. In 2006, the American Association of Colleges of Nursing (AACN) published a position statement regarding indicators of quality in practice-focused doctoral programs in nursing. The AACN report provides the foundation of DNP degree programs and sets the expectations for faculty, programs of study, resources, and students. The AACN recommends by 2015 that the DNP degree be offered as the primary advanced practice nursing degree for all graduate-level nursing programs. The DNP program of study is grounded in evidence-based practice within a changing health care system.

The Schools of Nursing at Idaho State University and Boise State University are preparing to meet the health system needs through expansion of graduate nursing education.

The Schools of Nursing at Idaho State University and Boise State University have jointly agreed to provide the nursing programs summarized in Table I.

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Together, they will:

1. Develop clear and concise curricula for graduate nursing education for Idaho.
2. Develop courses that can be taken by students at both institutions.
3. Obtain graduate faculty status for nursing faculty at both institutions.
4. Share faculty across both institutions to allow faculty to teach and complete research in their respective areas of expertise.

Table I. Summary of Nursing Programs

Boise State University	Idaho State University
<p>Boise State University School of Nursing currently offers:</p> <ul style="list-style-type: none"> • BS pre-licensure • RN-BS completion • MS in nursing care of populations with emphasis areas in clinical, education, and leadership 	<p>Idaho State University College of Technology currently offers:</p> <ul style="list-style-type: none"> • Associate Degree in Nursing <p>Idaho State University School of Nursing currently offers:</p> <ul style="list-style-type: none"> • BS pre-licensure <ul style="list-style-type: none"> ○ Traditional ○ Accelerated (Meridian) • RN-BS completion • MS in Nursing Education • MS in Nursing Leadership • MS in Family Nurse Practitioner (FNP) <ul style="list-style-type: none"> ○ Students are prepared to complete the standardized national certification examination as a Family Nurse Practitioner • MS in Clinical Nurse Specialist <ul style="list-style-type: none"> ○ Students are prepared to complete the standardized national certification examination as a Clinical Nurse Specialist in Adult Health • Post Master's Certificate Program <ul style="list-style-type: none"> ○ Certificate program available in all options for nurses with a master's degree who seek advanced preparation in a specialty.

Table I (cont.)

<p>Boise State University plans to offer:</p> <ul style="list-style-type: none"> • MS in Adult-Gerontology NP <ul style="list-style-type: none"> ○ Students will be prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles. ○ Certification by the American Nurses Association Credentialing Center (AACN) will be available after 2013. • Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. <ul style="list-style-type: none"> ○ BS to DNP ○ Adult-Gerontology NP program will be transitioned to DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs. 	<p>Idaho State University plans to offer:</p> <ul style="list-style-type: none"> • BS to DNP <ul style="list-style-type: none"> ○ Family Nurse Practitioner • BS to DNP <ul style="list-style-type: none"> ○ Clinical Nurse Specialist -Adult • BS to DNP <ul style="list-style-type: none"> ○ Psych-Mental Health NP (2014) • MS to DNP <ul style="list-style-type: none"> ○ Post Master's DNP with emphasis in clinical practice (NP and CNS) • PhD in Nursing
	<p>Idaho State University plans to delete:</p> <ul style="list-style-type: none"> • MS in Family Nurse Practitioner • MS in Clinical Nurse Specialist

MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT, effective the 11th day of April, 2012 by and between IDAHO STATE UNIVERSITY (ISU), and BOISE STATE UNIVERSITY (BSU).

WHEREAS, the Idaho State Board of Education, (the Board) has directed that ISU retain the primary healthcare educational role and mission in the State of Idaho; and

WHEREAS, the Board's eight year plan states that ISU and BSU have a shared emphasis in graduate programs in nursing in Southwest Idaho; and

WHEREAS, there is a manifest need for graduate nursing programs throughout the State of Idaho; and

WHEREAS, the Board has directed the institutions under its governance to avoid duplication of programs, where possible; and

WHEREAS, ISU and BSU desire to support a common vision and understanding of graduate nursing education on a statewide basis with development of core curricula; and

WHEREAS, there are changing roles and functions in advanced nursing practice and education; and

WHEREAS, the parties mutually desire to establish a framework of graduate nursing education, administrative structures, and core curricula for graduate nursing education to be made available on a statewide basis.

NOW THEREFORE, subject to any required approvals, including by the Idaho State Board of Education Council of Academic Standards and the Council of Academic Affairs and Programs and the Board, ISU and BSU hereby agree to act in accordance with the following:

1. The administration and nursing faculties of ISU and BSU will develop and agree upon a common core graduate nursing curricula. This will include developing a schedule of core nursing courses in which both universities will participate. The schedule of core courses will enhance availability of graduate nursing education to students statewide and will eliminate unnecessary duplication of graduate nursing courses. ISU will take the leadership and coordination role in this effort.
2. A primary objective of the joint effort of the parties is agreement to offer the graduate nursing curricula through an online format available to all eligible nurses throughout the state.
3. BSU and ISU agree to develop nursing and interprofessional graduate courses to share between institutions.

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4. ISU and BSU support the proposals to develop the following new programs:

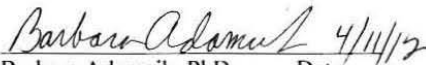
Boise State University	Idaho State University
<ul style="list-style-type: none"> • MS in Adult-Gerontology Nurse Practitioner (NP) <ul style="list-style-type: none"> ○ Students will be able prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles ○ Certification by the American Nurses Association Credentialing Center (AACN) will be available after 2013. • Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. <ul style="list-style-type: none"> ○ BS to DNP Will transition Adult-Gerontology NP program to the DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs. 	<ul style="list-style-type: none"> • BS to DNP <ul style="list-style-type: none"> ○ Family Nurse Practitioner • BS to DNP <ul style="list-style-type: none"> ○ Clinical Nurse Specialist - Adult • BS to DNP <ul style="list-style-type: none"> ○ Psych-Mental Health NP (2014) • MS to DNP <ul style="list-style-type: none"> ○ Post Master's DNP with emphasis in clinical practice (NP and CNS) • PhD in Nursing

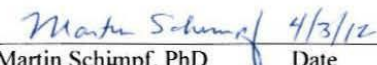
5. As the common curricula are developed as set forth above, the institutions will also develop agreement upon administrative issues such as professional fees, tuition, workload adjustment allocation, transfer credit, and other issues related to jointly enrolled students or collaborative courses between institutions. Details will be facilitated by the Associate Dean/Directors of the Schools of Nursing.
6. ISU and BSU will work in concert to not offer duplicative graduate nursing education/programs. Nursing leadership and graduate nursing faculty from BSU and ISU will meet at least semi-annually to discuss graduate education needs and requests for new or enhanced graduate nursing programs. New course offerings related to graduate nursing programs will be submitted with the institution's respective plans in accordance with Idaho State Board of Education policy.


7. BSU and ISU will secure graduate faculty status for graduate nursing faculty at both institutions and share faculty across institutions to enhance availability of and access to faculty experts for teaching and research.
8. ISU and BSU agree to collaborate in developing and managing clinical placements for graduate nursing students throughout the State. BSU and ISU will designate clinical coordinators for graduate nursing education. ISU and BSU nursing clinical coordinators will work with the clinical coordinator for ISU's Physician Assistant (PA) program to assure high-quality clinical placements for students from both institutions. Both ISU and BSU will provide office space so that coordinators from both nursing schools and the PA program can have office space in both locations. Both institutions commit to their coordinators having routine meetings each semester to coordinate student placement.
9. BSU and ISU and their respective administrators, staff and faculty will work jointly in good faith to address issues that may arise in the implementation of this agreement.
10. ISU and BSU agree to use the Consensus Model for Advanced Practice Registered Nurse (APRN) education, certification and practice materials to develop clear and concise education, role descriptions, and practice opportunities for graduate nursing education for advanced practice nurses in the State of Idaho.
11. This agreement will remain in force until terminated by either party on 90 days written notice.

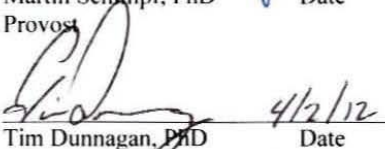
IDAHO STATE UNIVERSITY

BOISE STATE UNIVERSITY

 4/11/12
 Barbara Adamcik, PhD Date
 Interim Provost

 4/3/12
 Martin Schimpf, PhD Date
 Provost

 4/6/12
 Linda Hatzenbuehler, PhD Date
 Executive Dean, College of Sciences
 Vice President, Division of Health Sciences

 4/2/12
 Tim Dunnagan, PhD Date
 Dean, College of Health Sciences

March 26, 2012

6

Appendix B: Coursework Scheduling for Proposed AGNP Program at Boise State University

Master of Nursing, Adult Gerontology Nurse Practitioner	
Course Number and Title	Credits
NURSING CORE	
NURS 502 Foundation of Knowledge and Theory for Advanced Nursing	3
NURS 508 Advanced Research and Scholarly Inquiry for Nursing	3
NURS 522 Concepts of Population Nursing in Health Systems	3
NURSE PRACTITIONER CORE	
NURS 510 Advanced Physiology & Pathophysiology	3
NURS 516 Advanced Pharmacotherapeutics	3
NURS 518 Health Assessment for the Advanced Practice Nurse	2
NURS 519 Health Assessment for the Advanced Practice Nurse Clinical	1
NURS 520 Professional Role for the Advanced Practice Nurse	3
NURS 532 Leadership for Advanced Nursing Practice	3
NURS 534 Diagnosis and Management of Adult/Geriatric Health and Illness	3
NURS 535 Diagnosis and Management of Adult/Geriatric Health and Illness Clinical	2
NURS 560 Scholarly Synthesis	2
Total	31
Adult-Gerontology Nurse Practitioner Acute Care Option	
Nursing core and Adult-Gerontology Nurse Practitioner Core	31
Course Number and Title	Credits
NURS 536 Acute Care Management of Adult/Geriatric Health and Illness I	4
NURS 537 Acute Care Management of Adult/Geriatric Health and Illness I Clinical	2
NURS 538 Acute Care Management of Adult/Geriatric Health and Illness II	4
NURS 539 Acute Care Management of Adult/Geriatric Health and Illness II Clinical	2
NURS 541 Acute Care Clinical Residency	3
NURS 549 Acute Care Procedures and Diagnostics for the Advanced Practice Nurse	1
Total	47
Adult-Gerontology Nurse Practitioner Primary Care Option	
Nursing Core and Adult-Gerontology Nurse Practitioner Core	31
Course Number and Title	Credits
NURS 542 Primary Care Management of Adult/Geriatric Health and Illness I	4
NURS 543 Primary Care Management of Adult/Geriatric Health and Illness I Clinical	2
NURS 544 Primary Care Management of Adult/Geriatric Health and Illness II	4
NURS 545 Primary Care Management of Adult/Geriatric Health and Illness II Clinical	2
NURS 547 Primary Care Clinical Residency	3
NURS 551 Primary Care Procedures and Diagnostics for the Advanced Practice Nurse	1
Total	47

Graduate Certificate, Adult-Gerontology Nurse Practitioner-Acute Care	
Course Number and Title	Credits
NURS 536 Acute Care Management of Adult/Geriatric Health and Illness I	4
NURS 537 Acute Care Management of Adult/Geriatric Health and Illness I Clinical	2
NURS 538 Acute Care Management Adult/Geriatric Health and Illness II	4
NURS 539 Acute Care Management of Adult/Geriatric Health and Illness II Clinical	2
NURS 541 Acute Care Clinical Residency	3
NURS 549 Acute Care Procedures and Diagnostics for the Advanced Practice Nurse	1
Total	16

Graduate Certificate, Adult-Gerontology Nurse Practitioner-Primary Care	
Course Number and Title	Credits
NURS 542 Primary Care Management of Adult/Geriatric Health and Illness I	4
NURS 543 Primary Care Management of Adult/Geriatric Health and Illness I Clinical	2
NURS 544 Primary Care Management of Adult/Geriatric Health and Illness II	4
NURS 545 Primary Care Management of Adult/Geriatric Health and Illness II Clinical	2
NURS 547 Primary Care Clinical Residency	3
NURS 551 Primary Care Procedures and Diagnostics for the Advanced Practice Nurse	1
Total	16

Appendix E: Letters of supportAppendix E: Letters of support



November 10, 2011

Idaho State Board of Education
c/o Dr. Tim Dunnagan
Boise State University
1910 University Drive
Boise, ID 83725-1800

Dear Dr. Dunnagan:

Boise State University has an outstanding School of Nursing. St. Luke's Health System values our service academic partnership and enjoys a rich and fruitful relationship with the School. We write to support Boise State's intent to begin a new track (Adult Nurse Practitioner) to their already successful Masters program and to support the development of a DNP program. We are pleased to see Boise State respond to our request for these programs.

It is important to St. Luke's to have Boise State develop and implement these programs. The St. Luke's Health System has a close relationship with Boise State and we are looking forward to partnering with Boise State in the development of these programs. There are many graduate nursing programs available to our staff nurses, but we support having high quality local programs from Boise State as part of our partnership with the University. St. Luke's Treasure Valley employs a large percentage of the Boise State Nursing graduates. We find the graduates to be excellent practitioners who excel in their ability to offer compassionate, patient-centered care.

The St. Luke's Health System is committed to providing clinical placement for the students in our in-patient, ambulatory, and clinic facilities, sending our employees to these programs, and continuing to support joint appointment faculty for their programs.

The St. Luke's Boise/Meridian campuses recently revised the privileges for nurse practitioners allowing nurse practitioners to admit, discharge, write orders and prescriptions, and collaborate with our physicians to manage patients. This, combined with changes in our care delivery models as we position for accountable care will increase the demand for high quality nurse practitioners in the

St. Luke's Health System
David C. Pate, MD, JD
President and CEO
420 West Idaho Street
Boise, Idaho 83702
P (208) 381-1831

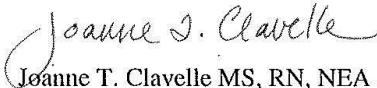
stlukesonline.org

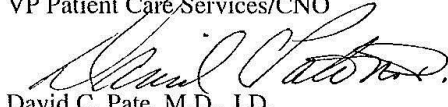
Treasure Valley and we strongly support Boise State developing this program to meet the needs in the Treasure Valley.

As a profession, the Doctorate of Nursing Practice (DNP) is quickly becoming the standard for nursing advanced practice, both in direct and in-direct caregiver roles. St. Luke's Boise/Meridian supports Boise State University in developing a local DNP program (both as a MS to DNP and as a BS to DNP).

Please let us know if we can provide other information related to our support for Boise State University and the development of these new nursing programs.

Sincerely,


Joanne T. Clavelle MS, RN, NEA – BC, FACHE
VP Patient Care Services/CNO


David C. Pate, M.D., J.D.
President and Chief Executive Officer
St. Luke's Health System


Chris Roth
Chief Executive Officer, Treasure Valley

DCP/dm



November 23, 2011

Idaho State Board of Education
c/o Dr. Tim Dunnagan
Boise State University
1910 University Drive
Boise Idaho 83725-1800

Dear Dr. Dunnagan:

Saint Alphonsus Health System has an outstanding relationship with the Boise State University School of Nursing. We are closely involved with preparation of the graduates from the School, and we are pleased Boise State University has responded to our request to develop a nurse practitioner and Doctorate of Nursing Practice (DNP) program.

Saint Alphonsus Health System is in strong support of Boise State's intent to begin a new track: Adult Nurse Practitioner, adding to its already successful Masters program, and to support the development of a DNP program. We are pleased to see Boise State continue to increase the quality of the nursing profession in the Treasure Valley and help to meet the health care needs in the Treasure Valley.

It is important to Saint Alphonsus Health System to have Boise State University develop and implement these programs. Boise State has an exceptional School of Nursing, and Saint Alphonsus has played an important role in the development of the program. It is important to us that we have a high quality local program that we can be part of developing and implementing. Saint Alphonsus Health System is committed to partnering with the Boise State University School of Nursing by providing clinical placement for the students in our in-patient and clinic facilities, sending our employees to these programs, and continuing to assist with faculty for their programs.

Saint Alphonsus Regional Medical Center has long utilized advanced practice nurses in the care model for the hospital and our clinics. We expect a significantly increased need for nurse practitioners and strongly support Boise State developing this program to meet the needs in the Treasure Valley.

1055 North Curtis Road
Boise, ID 83706
Phone: (208) 367-2000 | Fax: (208) 367-3966
www.saintalphonsus.org

A MEMBER OF TRINITY HEALTH

Dr. Tim Dunnagan
November 23, 2011
Page 2

As a profession, the Doctorate of Nursing Practice (DNP) is quickly becoming the standard for nursing advanced practice, both in direct and indirect roles. Saint Alphonsus Regional Medical Center has worked with Boise State to develop a local DNP program (both as a MS-to-DNP and as a BS-to-DNP). Please let us know if we can provide other information related to our support for Boise State University and the development of these new nursing programs.

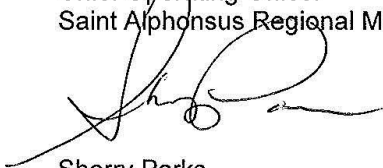
Sincerely,



Sally E. Jeffcoat
President & CEO
Saint Alphonsus Regional Medical Center and
Saint Alphonsus Health System



Rodney D. Reider
Chief Operating Officer
Saint Alphonsus Regional Medical Center

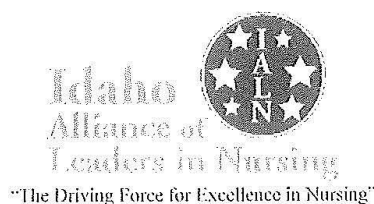


Sherry Parks
Chief Nursing Officer
Saint Alphonsus Regional Medical Center

SP/bl

1055 North Curtis Road
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A MEMBER OF TRINITY HEALTH



Margaret Henbest
Executive Director

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Hearts for Hospice
Region 7

Lori Stinson
Lewis Clark State College
CNEL President

November 9, 2011

Dr. Tim Dunnagan
Boise State University
1910 University Dr.
Boise, ID 83725-1800

Dear Dr. Dunnagan,

The Idaho Alliance of Leaders in Nursing's (IALN) mission is to advance Idaho's nursing workforce which is accomplished by providing scholarship support for graduate and undergraduate nursing students, and through its collaborative support of nursing workforce data collection. The IALN is guided by a Board of Directors who represents nursing education and practice statewide and includes faculty from Boise State University. IALN is also the co-lead of a state effort to implement the recommendations of the recent Institute of Medicine (IOM), Future of Nursing report released in October of 2010.

IALN strongly supports BSU's development of a Masters in Nursing Adult Nurse Practitioner degree program and a Doctor of Nursing Practice (DNP) degree program. The most recent Idaho nursing workforce report, published in January by the Idaho Department of Labor reveals a significant and on-going shortage of Advanced Practice Registered Nurses (APRN) statewide. In addition, the recent passage of the Affordable Care Act is predicted to place significant demands on the primary care workforce across the nation as insurance coverage is made available to some 30 million Americans. Along with physicians and physician's assistants, nurse practitioners licensed as APRN's will help meet these demands for improved access to quality health care services.

BSU has been thoughtful and deliberate in its planning of these two programs. Though there is an effort in nursing education nationally to establish the DNP as the terminal degree for nurse practitioner preparation by 2015, national APRN certifying bodies have not yet adopted this requirement. BSU's community partners are strongly supportive of its proposal to initially establish the Master's level nurse practitioner program which will then seamlessly progress to a DNP degree should the master's graduate choose to do this, and subsequently if certifying entities require it. In the meantime, master prepared adult nurse

615 North Seventh Street, Boise, ID 83702
208-367-1171 www.nurseleaders.org

Practitioner graduates from BSU will expeditiously be available to help meet primary care workforce needs across Idaho. One of the key messages of the IOM report on the Future of Nursing is that nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression. By offering both degree options and knitting them together, BSU is accomplishing this recommendation.

Thank you for identifying and pursuing this critical educational opportunity for Idaho nurses. Please do not hesitate to contact me if I can assist you in any way with this process.

Sincerely,



Margaret Henbest
Executive Director
Idaho Alliance of Leaders in Nursing



November 28, 2011

Idaho State Board of Education
c/o Dr. Tim Dunnagan
Boise State University
1910 University Drive
Boise Idaho 83725-1800

Dear Dr. Dunnagan:

The Idaho Hospital Association (IHA) and its member hospitals, Idaho's community hospitals, have a strong relationship with the Boise State University College of Health Sciences and the School of Nursing. As an organization, we are supportive of Boise State University's intent to develop a Masters level nurse practitioner program and a Doctorate of Nursing Practice (DNP) program.

As the one of the largest, if not the largest nursing program in the Idaho, Boise State graduates play a pivotal role in meeting the needs for nurses in this region and the entire state. IHA member hospitals from all over the state continue to hire graduates from Boise State University School of Nursing.

Data from the Idaho Department of Labor indicates the nursing shortage has eased a bit in many areas in the state. This is **not** true for the Treasure Valley. (Neither is it a permanent easing.) The data indicates that the Treasure Valley has significant shortages of registered nurses and an even greater need for advanced practice nurses (nurse practitioners). The program being proposed by Boise State will help meet the needs of the citizens in the Treasure Valley and beyond. It is imperative that Boise State University begin these programs now so that the needed practitioners are available and ready to practice to meet the health needs of our communities.

The nursing profession is quickly moving to the doctoral level of preparation for advance practice nurses. Development of the Doctorate of Nursing Practice (DNP) program will ensure Boise State can prepare nurse practitioners in compliance with the certification board requirements.

Please let me know if I can provide other information related to support for Boise State University and the development of these new nursing programs.

Sincerely,

 A handwritten signature in cursive script, appearing to read "Steven A. Millard".

Steven A. Millard
President/CEO

P.O. Box 1278, Boise, ID 83701 - Phone: 208.338.5100 - Fax: 208.338.7800 - www.teamiha.org

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