

• THE UNIVERSITY OF NORTH CAROLINA
**APPENDIX B: REQUEST FOR AUTHORIZATION TO PLAN
 A NEW DOCTORAL OR FIRST PROFESSIONAL DEGREE PROGRAM**

Date: October 8, 2010

Constituent Institution: East Carolina University

School/College College of Nursing Department Graduate Program

Program Identification:

CIP Discipline Specialty Nursing

Title:

CIP Discipline Specialty Code: 51.3818 Level: D X 1st Prof.

Code:

Exact Title of the Proposed Degree: Doctor of Nursing Practice

Degree:

Exact Degree Abbreviation (EdD, PhD): DNP

Does the proposed program constitute a substantive change as defined by SACS? Yes No x

a) Is it at a more advanced level than those previously authorized? Yes No x

b) Is the proposed program in a new discipline division? Yes No x

Approximate date for submitting the request to establish proposal (must be within two years of date of authorization to plan): January 1, 2013

Proposed date to establish (month and year): Date should allow at least three months for review of the request to establish, once submitted. August 20, 2013

A. Describe the proposed new degree program.

1) Brief description of the program

The doctor of nursing practice (DNP) degree is a practice-focused terminal degree to prepare experts in specialized advanced nursing practice and leadership. The DNP focuses on developing experts in translating research findings into clinical practice rather than creating new knowledge. According to the American Association of Colleges of Nursing (AACN), "In response to changes in health care delivery and emerging health care needs, additional knowledge or content areas have been identified by practicing nurses. In addition, the knowledge required to provide leadership in the discipline of nursing is so complex and rapidly changing that additional or doctoral level education is needed" (AACN, 2004).

Based on this assessment, changes in the education of advanced practice nurses and nurse leaders have been proposed. The AACN recommends moving the current level of preparation necessary for advanced nursing practice roles from the master's degree to the doctoral level by the year 2015 (AACN, 2004). The National Organization of Nurse Practitioner Faculty (NONPF) which sets standards for Adult Nurse Practitioner (ANP) and Family Nurse Practitioner (FNP) programs has been particularly forceful in identifying the DNP as the entry level for advanced practice by 2015.

The response to the AACN mandate has been overwhelming. There are currently 120 DNP programs throughout the country (in 36 states and the District of Columbia) with more than 160 additional programs in various stages of planning. Faculty of the College of Nursing (CON) propose to develop a DNP degree which will provide a curriculum that prepares advanced practice nurses and leaders to meet the evolving needs of an increasingly complex health care environment.

The CON proposes to provide the DNP initially as an online post-master's program of study for advanced practice nurses and nurse leaders. In view of the national trend for preparation of advanced practice nurses at the doctoral level, the faculty anticipates a large demand for such a program from nurses who have already

earned the master's degree and nurse practitioner certification, but who wish to earn the doctoral degree. Entry into the postmaster's DNP will require a master's degree in nursing.

At such time as the DNP becomes a mandatory requirement for taking the national certification examination in a particular advanced nursing practice discipline and/or as student market demand for a BSN/DNP option increases, the faculty teaching the DNP courses will begin the transition to a BSN/DNP degree. Once the BSN/DNP program is in place, the master's degree in that particular advanced practice option will be eliminated. The entry level degree for the BSN/DNP program will be a bachelor of science in nursing. There will still be students in the concentrations of nursing leadership and nursing education who will need the MSN degree and the master's program will continue to be offered for these specialty areas. Currently there are approximately 200 students in these specialty areas.

2) Statement of educational objectives

The proposed online postmaster's DNP degree will be a 36-semester-hour program that builds upon the current College of Nursing master's level curriculum. The DNP curriculum includes advanced study in scientific underpinnings for practice, health care finance, policy, and leadership, as well as patient safety and risk management. The DNP program provides enhanced knowledge to improve nursing practice and patient outcomes as well as enhanced leadership skills to strengthen practice and health care delivery. A scholarly practice project serves as a cumulative outcome measure of the student's overall competence and achievement of the educational objectives. The student will gain greater depth of knowledge regarding policy issues, interdisciplinary models of health care delivery, techniques and models for influencing the health care system, particular problems of rural health populations, clinical scholarship to improve quality and safety, and translational research. The proposed DNP degree will address the following objectives in delivery of health care to the people of eastern North Carolina:

- Improve patient outcomes through enhanced knowledge of nursing research and practice.
- Strengthen nursing practice and health care delivery through enhanced leadership skills.
- Link research and practice through the process of translating research from "bench to bedside."
- Improve the health of citizens through the preparation of practitioners who deliver primary care in rural areas of the state.
- Enhance clinical nursing practice and improve patient outcomes through innovation in the clinical arena.

The proposed educational objectives for the DNP degree are to graduate a student who will:

- Assume leadership roles to advance clinical practice and health care delivery.
- Influence policy, care delivery, and systems for current and future health care needs.
- Translate scientific, theoretical, and ethical principles into health care for individuals, families, and populations.
- Implement new technologies and evidence-based practices to optimize health care outcomes, reduce risks, and promote patient safety.
- Develop partnerships with key stakeholders to address the unique health care needs of various groups.

B. The relationship of the proposed new program to the institutional mission and how the program fits into the institution's strategic plan and its response to UNC Tomorrow.

The proposed DNP program supports the strategic plans of both ECU and University of North Carolina (UNC) system. The UNC Tomorrow plan guides UNC to "proactively anticipate and identify the needs facing our state both now and into the future and, consistent with its mission, develop and implement responses to those needs" (2007). One of the greatest needs of North Carolina is to improve the health and wellness of citizens and this is a major strategic initiative found in the UNC Tomorrow plan. Improving health is a particularly important concern in eastern NC where infant mortality and morbidity and mortality from virtually all major diseases are particularly high (NC State Center for Health Statistics, 2010). The need for additional highly skilled practitioners is great. The DNP prepares nurses who can translate and implement evidence-based interventions into clinical practice. It is particularly challenging for busy clinicians to integrate research in their

daily practice, but the DNP offers an avenue for enabling this practice. The DNP graduate will serve as a critical link between researchers and practitioners who will focus on the process of translating research from “bench to bedside.” The DNP graduate will collaborate with nurse researchers in the College of Nursing PhD program as well as other researchers at ECU and throughout the nation to implement evidence-based care. The DNP program will promote outreach and engagement by placing students in rural areas where they can apply, translate, and communicate evidence-based practices and advance research that addresses the health concerns of the people of North Carolina.

The DNP program will also help achieve the strategic directions in the ECU Tomorrow plan. ECU is situated amid the largest military community in the state and serves some of the poorest counties in the state (Boston, 2008). ECU Tomorrow emphasizes engagement with these communities to advance health and economic prosperity (2007). The DNP program faculty and students will work with military facilities and personnel. Additionally, the DNP degree will directly lead to improved health in the people of NC by preparing practitioners to deliver primary care in rural areas of the state to a culturally diverse population. The degree will equip them to address the primary health concerns within the eastern part of the state, including cardiovascular diseases, diabetes, obesity, and mother/baby wellness. DNP graduates are prepared to focus extensively on the translation and application of evidence-based nursing. Graduates will be able to translate research into action and use clinical innovations to change nursing practice and patient outcomes.

Finally, the DNP program helps ECU advance its reputation as the Leadership University. ECU defines leadership as a relational process of inspiring, empowering, and influencing positive change. Nurses prepared with a doctorate in nursing practice will be able to collaborate with other disciplines to address needed changes in care processes and health care delivery. These graduates will be expertly prepared to assume leadership roles in quality initiatives, clinical program management and executive nursing.

C. The Relationship of the Proposed Program to Other Existing Programs in the Institution

The proposed DNP degree program complements a number of academic offerings at ECU. Within the College of Nursing, the DNP degree extends the current master’s program by providing students with expertise in policy, leadership and advocacy. Students in the DNP degree will work synergistically with students in the CON PhD program. While PhD students conduct research and develop new science, the DNP students will translate that research into best practices in the health care service delivery system. In addition to collaboration with our own PhD program students, DNP students will also develop collaborative relationships with students in other practice doctoral programs within the Health Sciences Division such as the Doctor of Physical Therapy, PhD in Communication Sciences and Disorders, PhD in Rehabilitation Counseling, Doctor of Audiology program, PhD in Medical Family Therapy, and the PhD in Health Psychology. Collaboration with students in the Brody School of Medicine and the School of Dental Medicine can also occur.

Students who are enrolled in campus-based programs and online programs use many of the same agencies for clinical practice and this facilitates collaboration among clinical disciplines. Students will collaborate as well when their clinical practice occurs on campus in areas such as the Student Health Service or in the acute care setting at Pitt County Memorial Hospital.

The DNP program also extends the work of a number of existing programs of research, community engagement, and service at ECU. Programs outside of the ECU CON where collaboration could be mobilized include the ECU Metabolic Institute, the East Carolina Heart Institute, the ECU Center for Health Disparities Research, and the Brody School of Medicine Regional Perinatal Center. Internally, the East Carolina Center for Nursing Leadership (ECCNL) and the Bariatric Nursing Consortium will provide opportunities for students to collaborate with faculty involved in research and community engagement. Additionally, the proposed DNP degree addresses specific priority outreach initiatives identified by ECU including the military population and the needs of vulnerable populations within this region.

Partnership Opportunities Within ECU

Faculty in the College of Nursing work closely with other health care providers in the East Carolina Heart Institute (ECHI). The ECHI encompasses both a research and education facility which is part of ECU and a clinical care facility associated with Pitt County Memorial Hospital. The latter is a \$160 million bed tower for

in-patients that houses 120 cardiovascular beds, six operating rooms, seven interventional laboratories and three electrophysiology labs. All are designed to create optimal patient care environments for patients of eastern North Carolina. Faculty and students in the DNP program will collaborate with ECHI to enhance the care of cardiovascular patients.

The ECU Metabolic Institute was established as a result of the work of physicians and scientists in the Brody School of Medicine working in the area of bariatric surgery. The Metabolic Institute now studies obesity as well as diabetes and related conditions and is comprised of researchers and scientists from many disciplines throughout the University. College of Nursing faculty are among its members and will facilitate interdisciplinary approaches to the management of these issues that are important to the health and quality of life in eastern North Carolina. DNP students will learn to partner and collaborate more effectively in addressing diabetes and its related syndromes by working with this Institute.

The ECU Center for Health Disparities Research was recently established at ECU to organize campus and community efforts with the goal of improving quality of life and eliminating health disparities in eastern North Carolina through research. For example, Dr. Elizabeth Jesse's research in the areas of clinical and translational research in rural health care has focused on racial/ethnic health disparities in perinatal depression and preterm birth. Dr. Kim Larson's research engages community partners in her community-based participatory research that focuses on the sexual risk among Latino adolescents in rural North Carolina. A DNP student interested in health disparities issues such as these may collaborate with these researchers to facilitate the implementation of evidence-based strategies for women and infants and Latino adolescents.

Other partners external to the College of Nursing are the College of Health and Human Performance, the College of Human Ecology, the Thomas Harriot College of Arts and Sciences, and the other departments within the Health Sciences Division.

Partnership Opportunities within the College of Nursing

The Bariatric Consortium, a nursing research group, was developed within the College of Nursing as a response to the growing national obesity epidemic. The consortium is composed of both nurse faculty and practice-based nurses from Pitt County Memorial Hospital (PCMH). Members of the Consortium have generated numerous publications and were instrumental in establishing the *Journal of Bariatric Nursing and Surgical Patient Care*, a peer-reviewed journal. The group founded the National Association of Bariatric Nurses, an organization which includes over 900 nurses devoted to improving the care of morbidly obese patients. In 2007, the work of the Bariatric Nursing Consortium resulted in PCMH receiving the Magnet Prize for development of this new nursing specialty. DNP students will work with this research group to conduct translational research that mobilizes best practices in the care of obese patients.

The East Carolina Center for Nursing Leadership (ECCNL) is another vehicle for transforming research findings in the practice setting. Approximately one-half of the nurses in director or executive nursing leadership positions in eastern NC are educated only at the associate degree in nursing level. Developing the DNP program to educate clinicians in leadership, financial competence, and policy development will advance ECCNL's mission to prepare nurses to lead and partner with communities to improve health. Initially funded by a grant from the Robert Wood Johnson Foundation, the focus of the ECCNL is improving the leadership skills of nurses and nursing students. The center works with rural communities to stimulate dialogue, interest and attention regarding nursing leadership capacity and competence in regional health care organizations.

The College of Nursing has extensive relationships with rural hospitals and clinical agencies throughout the eastern part of the state. These agencies provide opportunities for DNP students to practice. In addition the graduates of the DNP program will elevate the level of care as they move back into these rural agencies as DNPs. While didactic work is done totally online, clinical work is carried out in health care agencies such as hospitals, public health agencies, or other clinical sites.

A particularly important population in eastern North Carolina is military personnel and their families, and ECU recognizes and honors this commitment. ECU is a recipient of the 2010 Secretary of Defense Employer Support Freedom Award, the highest recognition given by the United States government to employers for their

outstanding support of their employees who serve in the National Guard and Reserve. ECU is one of only 15 employers selected to receive the honor from nearly 2,500 nominations submitted nationwide. The CON has an extensive network of educational affiliations with military personnel and facilities. The CON is surrounded by military bases in Goldsboro, Havelock, Cherry Point, and Fort Bragg. The CON has military students in its master's program and several students in our master's program also have clinical placements in area military hospitals. The CON also employs a number of retired officers from the Air Force, Navy and Army who mentor and develop future members of the military.

The CON currently is planning a new specialty option, psychiatric/mental health nurse practitioner, in response to a growing concern in our area about military personnel and their families. There is a great need for mental health services following multiple deployments. Development of this option will enable the College of Nursing to provide practitioners to these rural areas, particularly Onslow County, where the need is very high. The faculty anticipates opening this concentration within one year. DNP students can focus in psychiatric/mental health and develop extensive projects to address military health care needs in local communities. A DNP student interested in mental health will be able to collaborate with personnel in clinical settings to facilitate the implementation of evidence-based strategies for military personnel and their families experiencing deployment stress and post traumatic stress. Thus, development of the DNP will accomplish ECU's commitment to military families and patients as well.

D. Special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.

Three factors in particular position the ECU CON as a unique, desirable and appropriate place to initiate a DNP degree. The first factor is the excellence and national recognition of the College itself. Secondly, the CON's geographical location and history of relationships with the state's military population make this program particularly appropriate. Finally, the CON and its advance practice nurses offer services to the poorest region of the state where the need for additional practitioners is critical.

The College of Nursing offers the largest variety of MSN concentrations in the state, including nurse practitioners, clinical nurse specialists, nurse midwives, nurse anesthetists, nurse educators and nurse leaders. Currently, there are over 500 students in the master's concentrations. Graduates of these concentrations have high pass rates on national examinations for licensure and certification. All of these concentrations, with the exception of nurse anesthesia, are offered online. Online programs provide educational access for many who otherwise would be unable to pursue graduate study.

The College of Nursing has received national recognition as a Center of Excellence by the National League for Nursing for its innovative programming and student friendly environment. In 2009, the CON was ranked eighth in the country for online graduate programs by *US News and World Report*. These national recognitions attest not only to the size of the graduate programs in the College, but also to the quality.

Faculty members have expertise in online teaching/learning formats and are supported by a very knowledgeable and skilled technical team. The majority of students in the MSN program are from the eastern region of the state. Many of the students in the DNP program also will come from this area of the state and will provide services to the eastern region while in school and upon graduation. Because the CON is the main source of advanced practice nurses for the eastern part of the state, it is important that we offer the DNP program so that we can maintain our current enrollment. Certification and accreditation requirements are moving toward mandating the DNP for advanced practice; this is particularly true for family and adult nurse practitioners. There are approximately 135 students currently enrolled in our adult nurse practitioner and family nurse practitioner concentrations. The majority of these students will graduate and practice in eastern North Carolina. If this proposed entry level becomes mandatory it is critical that these students are able to obtain this degree at ECU so that the CON can meet the needs of these students as well as patients in eastern North Carolina.

The CON enjoys an excellent relationship with military bases and military personnel. Our commitment and demonstrated effectiveness in addressing the needs of military personnel is unique and important in the consideration of establishing a DNP program in North Carolina. No other nursing school in North Carolina has

both the geographic proximity and history of collaboration with so many military bases. Because of this, a DNP program at the CON at ECU will serve as both a regional and national model of collaboration for meeting the needs of military personnel.

Finally, development of a DNP program at ECU is particularly important for eastern North Carolina, particularly the minority and disadvantaged populations. Twenty-nine counties in eastern North Carolina have the highest ratio of vulnerable populations in the state. The focus of the CON graduate programs is on the needs of these particular groups. Further, the online nature of the DNP program and the fact that students can attend the program on a part-time basis means that the program does not deprive the rural communities of their health care providers while they are in doctoral study but keeps them in their communities where they are already rendering care.

In summary, the DNP program is extremely important to the CON, ECU and eastern North Carolina. The DNP is needed if the CON is to remain at the forefront of nursing education and enhance access to care.

2. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program.

The only DNP programs in North Carolina are currently at Duke University and Gardner Webb University.

3. Estimate the number of students that would be enrolled in the program during the first year of operation.

| | | | |
|-----------|-------|-----------|-------|
| Full-time | 0 | Part-time | 60 |
| | _____ | | _____ |

Estimate the number of students that would be enrolled in the program when it is fully operational.

| | | | |
|-----------|-------|-----------|-------|
| Full-time | 0 | Part-time | 180 |
| | _____ | | _____ |

4. Estimate the current and projected demand for graduates of the proposed new degree program. Provide documentation about the sources of data used to estimate demand.

The expected enrollment target for five years is 180 students. During the first year after receipt of authorization to establish the program, the College will enroll 60 students. These may be recent ECU MSN graduates as well as applicants from eastern North Carolina already holding the MSN degree and desiring the DNP.

During the second year of operation, the previously enrolled 60 students will still be in the program. In addition the program anticipates accepting 80 additional students, bringing the total to 140 students. These new students would be approximately 60 students finishing the ECU MSN program, plus 20 additional students holding the MSN and desiring the DNP.

During the third year of operation the original 60 students would be expected to graduate from the postmaster's DNP program. The previously enrolled 80 students would still be in the program. The remaining 60 students from the existing MSN nurse practitioner program would be accepted into the program. In addition the faculty would initiate the BSN to DNP program at this point and accept a class of 80 students. Thus the total enrollment in the postmaster's and the BSN-DNP program in the third year would be 220 students.

During the fourth year enrollment would peak at 240 students. The nurse practitioner MSN students would have completed the transition and this program would be closed. The second cohort of 80 students who entered the postmaster's program in year two would still be enrolled. The 80 students who entered the BSN-DNP program also would still be enrolled and 80 additional students would be accepted into the BSN-DNP program.

In year five the enrollment would be expected to stabilize at 180 students. The program would enroll the majority of students in the BSN-DNP program but would also accept approximately 20 students who already hold the MSN into the postmaster's program.

There is ample indication that the proposed program will attract quality students. The demand for the College of Nursing master's program is very strong. The FNP and ANP concentrations, for example, have many more highly qualified applicants than can be accepted for each class cohort. This past year there were 113 qualified applicants for 30 slots. Thirty students were accepted, but the college was forced to reject the applications of another 83 students, many of whom were extremely strong and well-qualified. To date, one student studying at ECU withdrew from the Family Nurse Practitioner concentration to enroll in a DNP program. Online programs provide educational access for many who otherwise would be unable to pursue graduate study. Demand also is strong for the PhD in nursing program. Currently there are 30 PhD students in the program, which is the targeted enrollment goal for that program.

During summer of 2008, the college surveyed registered nurses to assess their interest in various educational program offerings. Surveyed were nurses from Mecklenburg, Pitt, and Forsyth counties. Respondents were asked whether they had an interest in the DNP degree and 51.3% responded positively.

The college anticipates a strong demand from our own graduate students and alumni as well. In preparing this document, current students and graduates from the last five years were surveyed in order to assess their interest in the DNP degree. They were asked, "If we were to receive permission to plan and implement an online DNP program, would you have an interest in enrolling within the next five years?" There were 144 responses to this item, of which 59% responded positively.

EAHEC recently surveyed approximately 4000 nurses at all levels of educational preparation seeking information about their desire for further education in the field. Approximately 580 nurses responded to the survey. Of these, 458 responded to the question asking what type of educational program they sought. Ten percent of respondents named the DNP.

5. If there are plans to offer the program away from campus during the first year of operation

a) briefly describe these plans, including potential sites and possible method(s) of delivering instruction.

The program will be totally online, therefore there are no plans to offer the program on off-campus sites.

b) indicate any similar programs being offered off-campus in North Carolina by other institutions (public or private).

The Duke program and the Gardner Webb program are the only two DNP programs offered in North Carolina at this time. The former is offered online, and the latter is a mix of online and campus instruction. Neither program offers an off-campus program.

c) estimate the number of students that would be enrolled in the program during the first year of operation.

There are no plans to offer the program away from campus as this program will be totally online. Thus, no students will be enrolled in an off-campus program in the first or subsequent years.

6. Describe the procedures that will be used to plan the proposed program. List the names, titles, e-mail addresses, and telephone numbers of the person(s) responsible for planning the proposed program.

The planning committee reviewed the curricula and web site materials of approximately 12 DNP programs around the country and had additional personal communication with several directors of these programs. The committee also interviewed current CON faculty members who are enrolled in DNP programs to understand their experiences and what they sought in a program. Then, the planning committee formulated the curriculum for the proposed program and identified ways in which it would be articulated with the strategic priorities of the university and the College of Nursing. A subset of the committee completed the proposed curriculum in broad

outline and another subset worked out administrative matters such as proposed budget. Current students and alumni were surveyed to assess the degree of interest in the proposed program. These documents are the result of that work.

Planning committee:

- *Dr. Mary Ann Rose, professor and chair, Department of Graduate Nursing Science* rosem@ecu.edu
252 744 6437
- *Mr. Bobby Lowery, clinical assistant professor and director, FNP/ANP concentration* lowerybo@ecu.edu
252 744 6363
- *Dr. Rebecca Benfield, nurse midwife, associate professor, and clinical researcher in pain and uterine contractility* benfieldr@ecu.edu 252 744 6459
- *Dr. Garris Conner, associate professor and director, neonatal nurse practitioner concentration* connerg@ecu.edu 252 744 6397
- *Dr. Elizabeth Jesse, nurse midwife, associate professor and clinical researcher in maternal depression* jessed@ecu.edu 252 744 6384
- *Dr. Linda Mayne, associate professor and director of the core course concentration* maynel@ecu.edu
252 744 6425
- *Dr. Elaine Scott, associate professor and director of the nursing leadership concentration* scottel@ecu.edu 252 744 6383
- *Dr. Susan Williams, associate professor and director, clinical nurse specialist concentration* williamssus@ecu.edu 252 744 6472
- *Dr. Martha Engelke, professor, associate dean for research and scholarship and Richard R. Eakin Distinguished Professor of Nursing* engelkem@ecu.edu 252 744 6436
- *Dr. Maura McAuliffe, professor and director of the nurse anesthesia concentration* mcauliffem@ecu.edu
252 744 6443
- *Dr. Carol Winters-Moorhead, professor and director of the nursing education concentration* wintersmoorheadc@ecu.edu 252 744 6505

7. Describe the method of financing the proposed new program (e.g., potential sources of funding). Indicate the extent to which additional state funding may be required.

State support is requested for three principal activities. They are faculty recruitment and hiring, faculty support, and student support.

A. Faculty Recruitment and Hiring

Although the CON has a group of faculty who have developed this proposal and will be prepared to teach in the DNP program, additional faculty members will be required over the first five years (implementation period) to establish the program. This includes a program director and 11 faculty members. Although the UNC funding formula generates 50 positions for a program of this size, the faculty recognizes the difficult economic times and will manage with only seven additional faculty members for a total of 12 program faculty (\$100,000 for the program director and \$85,000 per faculty member).

Recruitment for a program director and teaching faculty positions will be carried out on a national level through major professional meetings, such as the National Organization of Nurse Practitioner Faculty. The CON faculty members attend these meetings regularly and will recruit at these meetings.

Available positions will be announced as well in journals that potential DNP faculty would be most likely to read. Since the proposed program will be totally online there will be email announcements sent to other schools of nursing in the hopes of attracting DNP graduates of their programs as potential faculty members. The travel budget requested is \$2,000 per position for recruitment of these positions. The College of Nursing should receive \$42,000 in one-time operating dollars for seven additional faculty positions (2 additional faculty per year in Years 1-3). In addition, \$2,000 per faculty is requested for travel annually.

B. Faculty Support

Once new faculty members are hired they must be supported through salary and benefits and these costs are budgeted through state support. Although the proposed program will be offered totally online, additional funding is not required for computer resources with the exception of one technician position funded at \$50,000 to assist in the development and offering of online courses, web site development for the program, etc. Administrative support for the program is budgeted as one FTE (funded at \$38,000).

Current faculty members have planned this program and are continuing to develop the curricula, but they are fully utilized in current programs within the CON. In order to begin the DNP additional faculty would be required. These additional faculty members would initiate the program, admit the first cohort of students, and teach the initial classes. As the demand for the BSN-DNP program develops, existing faculty members currently teaching in the MSN program would transition to the BSN- DNP program. The expectation of the faculty is that the master's programs in the advanced practice concentrations would eventually be eliminated as the faculty transition to BSN-DNP.

C. Student Support

The experience of the CON is that the majority of PhD students are not interested in Graduate Assistantships because these students hold full-time positions in hospitals or other health care facilities. The educational program is completed on a part-time basis. The CON PhD program currently is allocated 2.5 Graduate Teaching Assistantships and this is generally sufficient.

The expectation of the faculty is that the same will hold true for students in the proposed DNP program. Nevertheless, since this will be a much larger program than the PhD program, the faculty anticipates the possible need for two graduate/research assistants (\$7,500 each) and two graduate teaching assistants with corresponding tuition remission (\$40,000). The graduate assistants will teach courses at the master's level, such as the beginning core courses, or at the undergraduate level and thus free regular faculty to teach in the DNP curriculum. Funding for these assistantships is not budgeted until year two because at that point the enrollment will be larger and the need will be more likely to develop.

A consultant is also budgeted from state funds at \$5,000 with additional requests of \$15,000 for contracted services (total= \$20,000 for 5 year period). The CON has used the services of a consultant in assisting with preparation of this proposal. This individual is herself director of a fully accredited DNP program and will continue to assist the faculty in course development and implementation of the program.

The faculty recognizes that additional funding may be necessary to provide the experiences needed for this doctoral level program. As the faculty members are awaiting permission to implement the program they will begin preparation of grants to HRSA and other relevant federal and state agencies requesting additional funding. Such grants may be submitted when the program has received approval. Such funding can be used to subsidize faculty salaries and to support faculty and doctoral student travel to professional meetings. Funds would be requested in addition to enhance minority recruitment for the program, develop additional practice sites in rural eastern North Carolina, and enhance the cultural competency of the faculty. The CON has been successful in generating such grants in the past for the advanced practice master's programs and anticipates that this program would be attractive to such funding agencies in the future as well.

Budget for Proposed DNP

This program will generate 60 students in year one and grow to 240 students in year four and level off to 180 in year five. This will ultimately generate \$4,324,805 in year four and \$3,243,604 in year five, based upon the state funding model. It will also generate 50 faculty members by the state funding model. It should be noted at this point that the College of Nursing administration feels it can successfully deliver this program with fewer

faculty than the funding model suggests. Also, several faculty, who are currently teaching in the master's program, will move to the DNP.

The College of Nursing receives approximately \$120,000 per year in traineeship funds from HRSA for master's and doctoral students; approximately one-third or \$40,000 will be made available to help support students in this program.

Three non-faculty positions will be needed to support the program in year one. These include a full-time computer technician, an administrative assistant, and a clinical coordinator. Salary for these three will come to \$128,000. In year one, the program will need one graduate assistant for \$7500 annually. In years two to five, two graduate assistants will be needed costing \$15,000 annually.

Funds for faculty development and travel will range from \$8,000 in year one to \$40,000 in year four and \$30,000 in year five. Funds for supplies will range from \$1,000 in year one to \$4,000 in years three through five.

The budget includes \$20,000 for research start-up packages in year one, \$40,000 in year two, and \$40,000 in year three for a total of \$100,000 in the first three years. It is anticipated that there will not be a need for start-up packages for faculty in years four and five. Equipment and technology expenses come to \$10,000 in year one, \$25,000 in years two and three and \$30,000 in years four and five, totaling \$120,000 over the five year period.

This intent to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor _____ **Date:** _____

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