

**Agendum  
Oakland University  
Board of Trustees Formal Session  
February 13, 2017**

**DOCTOR OF NURSING PRACTICE-NURSE – NURSE ANESTHESIA TRACK  
A Recommendation**

1. **Division and Department:** School of Nursing
2. **Introduction:** Oakland University (OU) proposes a new program in nurse anesthesia at the doctoral level. The Doctor of Nursing Practice degree with a specialization track in Nurse Anesthesia will be offered in the School of Nursing (SON).

In 2004, the American Association of Colleges of Nursing issued a white paper with the position that by 2015, all current advanced practice registered nurse (APRN) programs transition to a "practice-focused doctoral degree". In a 2005 report titled *Advancing the Nation's Health Needs: NIH Research Training Programs*, the National Academy of Sciences called for nursing to develop a non-research clinical doctorate to prepare expert practitioners who can also serve as clinical faculty. In addition, many authorities including the Institute of Medicine, Joint Commission, and the Robert Wood Johnson Foundation have called for a reconceptualization of the educational programs that prepare today's health professionals.

In response to this call for change, the practice doctorate has been mandated by the American Association of Nurse Anesthetists (AANA), and the national accreditor of nurse anesthesia programs, the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). There is widespread consensus that advanced practice educational programs must prepare nurses to achieve higher levels of education and training to respond to increasing demands. The changing demands of this nation's complex healthcare environment require the highest level of scientific knowledge and practice expertise to assure quality patient outcomes. In order to comply with the mandate, set forth by the AANA and the COA, Oakland University's SON is proposing a program that will merge courses from the Post-MSN Doctor of Nursing Practice program with the MSN-Nurse Anesthesia track resulting in the achievement of a terminal doctoral degree: Doctor of Nursing Practice with a specialization track in Nurse Anesthesia.

School of Nursing faculty currently teaching in the MSN level nurse anesthesia program and the post MSN Doctor of Nursing Practice level courses comprise a strong group of nursing educators with expertise in requisite areas including the art and science of anesthesia, research, leadership, management, quality and safety and population health. The SON faculty meet all required qualifications according to criteria outlined in the standards for accreditation put forth by both the COA and the Commission on Collegiate Nursing Education (CCNE).

**Doctor of Nursing Practice-Nurse Anesthesia Track**  
**Oakland University**  
**Board of Trustees Formal Session**  
**February 13, 2017**  
**Page 2**

With shared authority and joint ownership, Oakland University and Beaumont Hospital operate the nurse anesthesia program. The physical resources for the nurse anesthesia program are already established and sufficient to support the continued needs of the program.

We seek approval by the Board of Trustees for this Doctor of Nursing Practice degree – Nurse Anesthesia Track, so that the program can welcome its first students in the Fall 2018 semester.

3. **Previous Board Action:** None

4. **Budget Implications:** Tuition for the Nurse Anesthesia program will continue to cover the costs of the program, including increases in faculty costs. (Proforma budget – Attachment B)

5. **Educational Implications:** The proposed move from the MSN to the Doctor of Nursing Practice degree with a focus in Nurse Anesthesia will enable an already successful program to move to the level required by COA. Like the MSN, the Doctor of Nursing Practice curriculum will continue to prepare future nurse anesthetists as practice experts in the specialty of anesthesia. Moving the program to the Doctor of Nursing Practice will also prepare the graduates as transformational leaders with an understanding of the growing needs of populations, system management theories, quality improvement strategies and the ability to evaluate and apply best evidence into practice. This is of the highest importance during this time of rapid changes in healthcare.

6. **Personnel Implications:** Current faculty and staff who either teach in or support the current MSN Nurse Anesthesia Track and post-MSN Doctor of Nursing Practice program will continue to teach students enrolled in the Doctor of Nursing Practice-Nurse Anesthesia Track once it is implemented.

7. **University Reviews/Approvals:** The proposal for a Doctor of Nursing Practice degree – Nurse Anesthesia Track was reviewed and approved by the SON Faculty Assembly, SON Graduate Committee on Instruction, SON Dean Judy Didion, RN, PhD, Oakland University Graduate Council, Oakland University Senate, and the Senior Vice President for Academic Affairs and Provost.

8. **Recommendation:**

WHEREAS, the Doctor of Nursing Practice – Nurse Anesthesia Track is consistent with objectives contained in Oakland University's Institutional Priorities; and

WHEREAS, the Doctor of Nursing Practice – Nurse Anesthesia Track program will produce competent graduates eligible to take the National Certification Examination administered by the National Board of Certification and Recertification for Nurse Anesthetists. Successful candidates will earn the designation Certified Registered Nurse Anesthetist and increase the CRNA workforce in the state of Michigan and the nation; now, therefore, be it

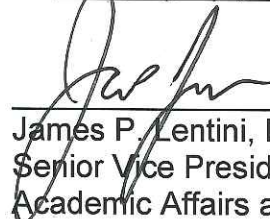
RESOLVED, that the Board of Trustees authorizes the School of Nursing to offer a Doctor of Nursing Practice degree – Nurse Anesthesia Track; and, be it further

RESOLVED, that the Senior Vice President for Academic Affairs and Provost will complete annual reviews of the Doctor of Nursing Practice – Nurse Anesthesia Track program to evaluate academic quality and fiscal viability to determine whether the program should be continued.

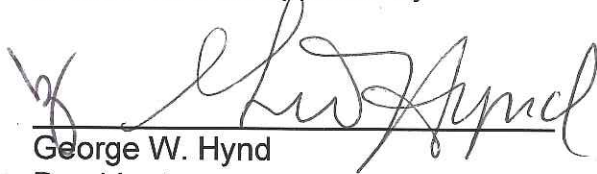
9. **Attachments:**

- A. Proposal for the Doctor of Nursing Practice degree – Nurse Anesthesia Track
- B. Doctoral CRNA Pro Forma Draft 01/27/17

Submitted to the President  
on 2-6-17, 2017 by

  
James P. Lentini, D.M.A.  
Senior Vice President for  
Academic Affairs and Provost

Recommended on 2/6, 2017  
to the Board for approval by

  
George W. Hynd  
President

# **Oakland University**

## **GRADUATE COUNCIL**

### **Degree Program Title**

**Degree: Doctor of Nursing Practice (DNP)**

**Name of Degree Program Director: Anne Hranchook CRNA, DNP**

**Requested Implementation Term: Fall 2018**

### **School or College Governance**

**Name of Department: Nursing**

**Graduate Committee on Instruction**

**Date Approved: February 5, 2015**

**Faculty Assembly SON**

**Date Approved: March 26, 2015**

### **University Governance**

**Graduate Council**

**Date Approved: January 6, 2016**

**Senate**

**Date Approved: December 15, 2016**

**Board of Trustees**

**Date Submitted: February 3, 2017**

**Date Approved**

**Presidents Council**

Date Submitted Date Approved

## **Abstract**

In 2007, the American Association of Nurse Anesthetists (AANA) in collaboration with the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) unanimously voted to adopt the position that all nurse anesthesia (NA) educational programs be moved to the doctoral level no later than 2025.<sup>1,2</sup> The rapidity with which today's healthcare environment is changing and the need for nurse anesthetists to keep pace by continually expanding their knowledge base and skill set provided the foundation for this position. Since that time, COA has taken key steps in facilitating this transition. These include notification to accredited programs that: (1) COA will not consider any new master's degree programs for accreditation beyond 2015; (2) students accepted into an accredited program on January 1, 2022 and thereafter must graduate with doctoral degrees; (3) doctoral degrees will be required for CRNA program administrators and assistant administrators in all doctoral programs by 2018. All degrees must be awarded by a college or university that is accredited by a nationally recognized institutional accreditor.

Oakland University's School of Nursing (SON) has developed a Doctor of Nursing Practice (DNP) program in such a way that makes it economical to offer multiple tracks under this one degree program. The DNP degree program offers shared courses in addition to specialty courses that are unique to each track. Currently the Nurse Anesthesia (NA) Track is the first to transition to the Post Baccalaureate Doctor of Nursing Practice.

Therefore, the SON is proposing the formation of a NA Track that allows students entering with a Bachelor's of Science in Nursing (BSN) to achieve a DNP through rigorous clinical and didactic course work. The proposed DNP NA Track was originally proposed as a modification but following approval by Graduate Council it was determined to be a new degree, therefore, the proposal was changed using the new degree guidelines.

<b>Table of Contents</b>	<b>Page</b>
<b>Title Page</b>	<b>1</b>
<b>Abstract</b>	<b>2</b>
<b>Rationale</b>	
Institutional Role and Mission	<b>4</b>
Program Need	<b>4</b>
Goals and Objectives	<b>9</b>
Comparison with other programs	<b>10</b>
<b>Current Status of Academic Unit</b>	
Goals of Unit	<b>11</b>
Existing Staff Support	<b>11</b>
Faculty Qualifications	<b>11</b>
Impact on Current Resources	<b>12</b>
<b>Program Plan</b>	
Admission Requirements	<b>12</b>
Degree Requirements	<b>13</b>
Curriculum	<b>14</b>
Plan of Study	<b>20</b>
Academic Progress	<b>21</b>
Academic Direction and Oversight	<b>21</b>
Interdisciplinary Programs	<b>21</b>
Accreditation	<b>21</b>
Program Description	<b>22</b>
Source of Students	<b>22</b>
Enrollment	<b>22</b>
Recruitment Plan	<b>22</b>
Advising Students	<b>23</b>
Retention Plan	<b>23</b>
Employers	
<b>Off Campus Delivered Programs</b>	<b>23</b>
<b>Needs and Costs of the Program</b>	<b>23</b>
New Resources	<b>23</b>
Source of New Resources	<b>23</b>
5-year budget and Revenue	<b>24</b>
Library	<b>24</b>
Classroom, Laboratory space needs	<b>24</b>
Equipment	<b>24</b>
<b>Appendix A Syllabi</b>	<b>25</b>
<b>Appendix B Proforma &amp; Explanation</b>	<b>62</b>
<b>Appendix C Letters of Support</b>	<b>69</b>
<b>Appendix D SON Evaluation Plan</b>	<b>74</b>



## The Proposal

### I. Rationale

#### a. How the program will help promote the role and mission of the university

**OU Mission:** Oakland University is a preeminent metropolitan university that is recognized as a student-centered, doctoral research institution with a global perspective. We engage students in distinctive educational experiences that connect to the unique and diverse opportunities within and beyond our region.

Through faculty-driven and student-engaged research, scholarship, and creative activity, Oakland University advances knowledge and art in a diverse and inclusive environment.

Oakland University is an active community partner providing thriving civic, cultural, and recreational opportunities and valuable public service.

The School of Nursing (SON) offers graduate programs that meet the high standards of both *The American Association of Colleges of Nursing* and *American Association of Nurse Anesthetists*. Faculty strive to offer programs that are congruent with advances in nursing education by moving the MSN nurse anesthesia (CRNA) program to the level of the post-BSN Doctor of Nursing Practice (DNP) level that is the recommended level of education for advanced nursing practice.

#### b. Need for the program –unique or distinctive aspects

Use appropriate national, state, local, professional and disciplinary resources. Workforce Demand: What evidence is there of need or workforce demand in Michigan for graduates of this field?

Oakland University's School of Nursing (SON) has developed a Doctor of Nursing Practice (DNP) program in such a way that makes it economical to offer multiple tracks under this one degree program. The DNP degree program offers shared courses in addition to specialty courses that are unique to each track. Currently the Nurse Anesthesia (NA) Track is the first to transition to the Post Baccalaureate Doctor of Nursing Practice.

Therefore, the SON is proposing the formation of a NA Track that allows students entering with a Bachelor's of Science in Nursing (BSN) to achieve a DNP through rigorous clinical and didactic course work. The proposed DNP NA Track was originally proposed as a program modification, however, it was later determined that it is a new program, therefore, the proposal was reformatted using the new degree program guidelines.

Following approval of the proposal and implementation, the DNP degree program will consist of two admission possibilities, Post-Baccalaureate and the current Post-MSN options:

- A Post-Master's version (currently offered) for students admitted with a MSN seeking to advance their education to the doctoral level (Post-MSN DNP).
- A post Baccalaureate version for students entering with BSN seeking an education in the advanced practice specialty of nurse anesthesia (DNP NA Track)

The proposed DNP NA program will have an increase in credit hour allocation as follows:

Program	Current MSN Credits	DNP Credits	Proposed Credit Hour Increase
Nurse Anesthesia	58	87	29

The Post-MSN DNP is a program that is currently offered to qualified nursing graduates who have achieved a Master's degree offering them the opportunity to obtain a doctoral degree. The program credits will remain the same (38 credits).

The NA Track is a specialty track within the DNP degree program. Qualified nursing applicants seeking to become a nurse anesthetist and who meet the criteria for admission will be eligible for consideration for acceptance into the DNP NA Track.

There is provision for students entering the NA Track with an MSN to receive transfer credit for two prerequisite courses if course equivalency has been approved: NRS 595: Statistics in Advanced Nursing Practice and NRS 505 Theory and Translational Research Advanced Practice. The remainder of the courses are specialty specific and/or offered at the doctoral level and must be taken by all students accepted into the program.

#### 1. Describe the reason(s) for the proposed change.

In the United States, advanced practice registered nurses (APRNs) are crucial providers of care who by education and clinical training are prepared to meet the complex healthcare needs of society. The title APRN is the licensing title to be used for the subset of nurses prepared with advanced, graduate-level nursing knowledge to provide direct patient care in one of four roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS), and certified nurse practitioner (NP).<sup>3</sup>

The AACN issued a white paper in 2004 with the position that by 2015, all current APRN programs transition to a "practice-focused doctoral degree".<sup>4</sup> In a 2005 report titled *Advancing the Nation's Health Needs: NIH Research Training Programs*, the National Academy of Sciences called for nursing to develop a non-research clinical doctorate to prepare expert practitioners who can also serve as clinical faculty.<sup>5</sup> The Institute of Medicine, Joint Commission, Robert Wood Johnson Foundation, and other authorities have called for a reconceptualization of the educational programs that prepare today's health professionals.<sup>6,7</sup>

In response to this call for change, the practice doctorate has been mandated by the AANA and the COA.<sup>1,2</sup> There is widespread consensus that APRN educational programs must prepare nurses to achieve higher levels of education and training to respond to increasing demands. The changing demands of this nation's complex healthcare environment require the highest level of scientific knowledge and practice expertise to assure quality patient outcomes. In order to comply with the mandate, set forth by the AANA and the COA, Oakland University's School of Nursing is proposing a program that will merge courses from the Post-MSN DNP program with the MSN-NA track resulting in the achievement of a terminal doctoral degree.

### **Historical Movements**

Publications by the Institute of Medicine (2001, 2003) identified core competencies that all health care providers should possess.<sup>8,9</sup> These competencies include a focus on patient-centered care, an interdisciplinary approach to health care management, the use of evidence-based practice, continuous quality improvement, and the incorporation of informatics to manage and understand the wealth of data available to clinicians. Members of the AACN, an organization composed of deans and directors that establish quality standards for nursing education programs, responded to the Institute of Medicine and other reports citing a need for changes in education of health professionals. In October 2004, the AACN endorsed the Position Statement on the Practice Doctorate in Nursing.<sup>4</sup> This document recommended that advanced practice nursing education move from the master's degree to the doctorate level (DNP) by the year 2015. The DNP requires additional skills and competencies that are directly applicable to advanced practice nursing and would address many of the changing demands.

The DNP movement received further support in 2005 when the National Research Council of the National Academies (2005) issued the report *Advancing the Nation's Health Needs*.<sup>5</sup> The report called for a distinction between "the educational needs and goals of nursing as a practice profession that require practitioners with clinical expertise from nursing as an academic discipline and science that requires independent researchers and scientists to build the body of knowledge".<sup>5</sup> It further stated that "the need for doctorally prepared practitioners and clinical faculty would be met if nursing could develop a new non-research clinical doctorate. In the United States, there has been a transition of many non-physician health care roles to the practice doctorate that has been driven by national health care policy in an effort to reduce medical errors, mediate health care costs, and improve quality and outcomes for patients. The non-nursing health professions that have already made this transition include pharmacy, optometry, audiology, and physical therapy.

The growing complexity of health care, burgeoning growth in scientific knowledge, and increasing sophistication of technology have necessitated master's degree programs that prepare APRNs to expand the number of didactic and clinical clock hours far beyond the requirements of master's education in virtually any other field. The certifying bodies that regulate NA programs such as the COA and the AACN have progressively added content area.<sup>10,11</sup> The impact has been expansion of credit hour requirements in areas such as practice management, health policy, use of

information technology, risk management, evaluation of evidence, and advanced physical assessment, diagnosis and management.

What follows is a brief overview of the historical movement to support the practice doctorate as the terminal degree for NA's and APRNs as proposed by the AACN, AANA and COA.

### **AACN: American Association of Colleges in Nursing**

In 2004, the same year that the AACN published their *Position Statement on the Practice Doctorate in Nursing*, member schools affiliated with the AACN voted to endorse the position which called for moving the level of preparation necessary for advanced nursing practice from the master's degree to the doctorate by the target year of 2015. Over the last 10 years, the nation's nursing schools have made great strides in moving towards this target. Currently, the majority of schools with APRN programs, the largest subset of all advanced nursing practice programs, either offer or are planning to offer a DNP at the post baccalaureate and/or post-master's level.<sup>12</sup>

To better understand the issues facing schools moving to the DNP, the AACN Board of Directors commissioned the RAND Corporation to conduct a national survey of nursing schools with APRN programs to identify the barriers and facilitators to offering a post-baccalaureate DNP. The Board requested a report that includes recommendations for next steps that the AACN can take to help schools accelerate programmatic change and overcome challenges. On October 28, 2014, the AACN released findings from this national study titled *The DNP by 2015: A Study of the Institutional, Political, and Professional Issues that Facilitate or Impede Establishing a Post-Baccalaureate Doctor of Nursing Practice Program*.<sup>12</sup>

A mixed methodology approach was used to complete the study. The authors conducted a national survey of 400 nursing schools offering APRN programs, which elicited a 63% response rate (n=345), and qualitative interviews with 29 deans/directors (7% of the total population of schools with APRN programs). Key findings of this study follow:

- Schools of nursing have made great progress in transitioning to the DNP by the target date of 2015. Currently, DNP programs, either at the post-baccalaureate (BSN-DNP) or post-master's (MSN-DNP) level, are offered at more than 250 schools nationwide.
- The report authors found near "universal agreement" among nursing's academic leaders regarding the value of DNP education in preparing nurses to serve in one of the four APRN roles, specifically Nurse Practitioners, Clinical Nurse Specialists, Certified Registered Nurse Anesthetists, and Certified Nurse-Midwives.
- Though the master's degree remains the dominant route into APRN practice at this point in time, the educational landscape is changing. Approximately 30% of nursing

schools with APRN programs now offer the BSN-DNP, and this proportion will climb to greater than 50% within the next few years.

- Student demand is strong for DNP programs that prepare APRNs.
- The national movement toward offering the BSN-DNP and closing master's level APRN programs is expected to accelerate. Currently, between 11-14% of schools with APRNs programs only offer the BSN-DNP as their entry-level option into advance practice. An additional 27% of schools with or planning a BSN-DNP intend to close their master's level APRN programs within the next few years.
- AACN's endorsement of the practice doctorate was cited as a strong motivator to schools in their decision-making to offer the DNP.

As a result of the membership vote to adopt the recommendation that the nursing profession establish the DNP as its highest practice degree, the AACN Board of Directors, in January 2005, created the Task Force on the Essentials of Nursing Education for the Doctorate of Nursing Practice and charged this task force with development of the curricular expectations that will guide and shape DNP education. Using a national consensus-based process, the AACN led the development of *The Essentials of Doctoral Education for Advanced Nursing Practice*.<sup>11</sup>

*The Essentials of Doctoral Education for Advanced Nursing Practice* outline competency expectations for graduates of DNP programs.<sup>11</sup> Using these documents, schools of nursing are able to ensure they adhere to the highest standards for their educational programs and meet accreditation guidelines as set by the Commission on Collegiate Nursing Education (CCNE). CCNE is the nationally recognized nursing accrediting agency established in 1998 by vote of the AACN membership. This membership action established CCNE as an autonomous arm of AACN, the national organization representing baccalaureate and graduate nursing education programs. CCNE is recognized by the U.S. Department of Education for the accreditation of baccalaureate, master's, and doctoral programs in the United States and its territories.<sup>13</sup> Nursing programs offered at the Baccalaureate, Masters and Doctoral level by Oakland University's School of Nursing are accredited by CCNE. The current and proposed NA program curriculum follows the appropriate Essentials established by the AACN as well as the Standards of Accreditation put forth by the CCNE.<sup>14</sup>

### **AANA and the COA: Nurse Anesthesia Education**

Educational requirements have continued to increase since the establishment of a national organization for nurse anesthetists in the early 20th century. Schools of anesthesia have moved from apprenticeships at hospitals to programs affiliated with institutions of higher education offering graduate degrees. Official positions taken by the COA and the AANA have facilitated this movement including support for nurse anesthesia program applicants to possess baccalaureate degrees, support for the education of nurse anesthetists at the post-baccalaureate level, transition of programs to the master's degree level, and more recently to the doctoral degree level.<sup>1, 2, 10</sup>

The first COA requirement for degree programs was published in the 1990 standards for all nurse anesthesia programs to transition from awarding certificates to awarding master's degrees. By October 1, 1998, all accredited nurse anesthesia programs were offering master's level education. Exploring doctoral level education for nurse anesthetists has been a methodical, deliberate process. In 1996, the AANA appointed a Doctoral Task Force to study the feasibility of doctoral degrees for nurse anesthetists. This task force found little support for the idea at that time. However, the COA published standards for optional practice-oriented and research-oriented doctoral degrees in 2004 because of the continued interest in and movement toward doctoral education for nurse anesthetists.<sup>10</sup>

The AANA convened a summit in June 2005 to re-explore doctoral preparation of nurse anesthetists. Pursuant to its summit, the AANA appointed the Task Force on Doctoral Preparation for Nurse Anesthetists (DTF). The DTF held meetings between December 2005 and February 2007 for the purpose of developing options for the doctoral preparation of nurse anesthetists. The DTF provided its report to the AANA Board of Directors in April 2007. In June 2007, the AANA Board unanimously adopted a position statement to support doctoral education for entry into nurse anesthesia practice by 2025.<sup>1</sup> The COA subsequently explored the accreditation ramifications of the AANA position statement regarding doctoral education. In January 2009, the COA voted to require nurse anesthesia educational programs to transition to a doctoral framework no later than January 1, 2022. All entry-into-practice graduates from nurse anesthesia educational programs will be required to possess a doctoral degree as of January 1, 2025.<sup>2, 10</sup>

Nurse Anesthetists are recognized as one of four highly respected advanced practice nursing specialties that are collectively titled as APRN's. Major authorities such as the AACN, IOM, Robert Wood Johnson Foundation, and the National Academy of Sciences have called for a transformational change in the educational preparation of APRNs.<sup>4, 5, 6, 7, 8</sup> These authorities offer unparalleled support for APRNs to be educated at the doctoral level. Nurse Anesthesia, unlike other APRN groups, has been mandated by their national professional association and national accreditor (the AANA and the COA) to make this change by 2022 in order to confer doctoral degrees to all NA graduates by 2025.<sup>1, 2, 10</sup> Many NA programs in the nation (27% and growing) have already complied. The SON is responding by requesting approval to convert the MSN-NA program to the DNP.

The current DNP program was started in 2006 as a post-MSN program only. Upon approval of the DNP NA Track and matriculation of all students currently enrolled in the MSN-NA track, the latter will be eliminated, however the post-MSN DNP will continue. The DNP NA track will admit an average of 23 students per year.

## References

1. American Association of Nurse Anesthetists, (2007). *AANA position on doctoral preparation of nurse anesthetists*.
2. The Council on Accreditation of Nurse Anesthesia Educational Programs, (2014). *Standards for accreditation of nurse anesthesia educational programs* (p. 34-45). Available at: [http://home.coa.us.com/accreditation/Documents/Standards%20for%20Accreditation%20of%20Nurse%20Anesthesia%20Education%20Programs\\_January%202014.pdf](http://home.coa.us.com/accreditation/Documents/Standards%20for%20Accreditation%20of%20Nurse%20Anesthesia%20Education%20Programs_January%202014.pdf). Accessed November 14, 2014
3. APRN Consensus Work Group & National Council of State Boards of Nursing. (2008). *Consensus model for APRN regulation: Licensure, accreditation, certification & regulation*. Available at: <http://www.aacn.nche.edu/education-resources/APRNReport.pdf> . Accessed November 14, 2014.
4. American Association of College of Nursing. (2004). *Position statement on the practice doctorate in nursing*. Washington, DC. Available at: <http://www.aacn.nche.edu/dnp/position-statement> . Accessed November 14, 2014.
5. National Academy of Sciences. (2005). *Advancing the nation's health needs: NIH research training programs*. Washington, DC.
6. Institute of Medicine. (2003a). *Health professions education: A bridge to quality*. Washington, DC: The National Academies Press.
7. The Joint Commission, (2010). *Robert Wood Johnson Foundation initiative on the future of nursing, at the Institute of Medicine*. Available at: [http://www.jointcommission.org/assets/1/18/RWJ\\_Future\\_of\\_Nursing.pdf](http://www.jointcommission.org/assets/1/18/RWJ_Future_of_Nursing.pdf) . Accessed November 14, 2014.
8. Institute of Medicine. (2001). *Crossing the quality chasm: A new health system for the 21st century*. Washington, DC: National Academies Press.
9. Institute of Medicine. (2003). *Health professions education: A bridge to quality*. Washington, DC: National Academies Press.
10. The Council on Accreditation of Nurse Anesthesia Educational Programs, (2014). *Standards for accreditation of nurse anesthesia educational programs: Practice doctorate trial standards*. Available at: [http://home.coa.us.com/accreditation/Documents/Practice%20Doctorate%20Standards%20Trial%20Standards\\_May%202014.pdf](http://home.coa.us.com/accreditation/Documents/Practice%20Doctorate%20Standards%20Trial%20Standards_May%202014.pdf) . Accessed November 14, 2014.

11. American Association of College of Nursing. (2006). *The essentials of doctoral education for advanced nursing practice*. Washington, DC.
12. Auerbach, D. I., Martsolf, G., Pearson, M. L., Taylor, E. A., Zaydman, M., Muchow, A., & Dower, C. (2014). *The DNP by 2015: A study of the institutional, political, and professional issues that facilitate or impede establishing a post-baccalaureate doctor of nursing practice program*. Available at: <http://www.aacn.nche.edu/DNP/DNP-Study.pdf>. Accessed on November 14, 2014.
13. Commission on Collegiate Nursing Education. (2009). *Achieving excellence in accreditation: The first 10 years of CCNE*. Washington, DC
14. Commission on Collegiate Nursing Education. (2013). *Standards for accreditation of baccalaureate and graduate nursing programs*, Washington DC

c. List the goals and objectives of the program

The goals, objectives and learning outcomes should lend themselves to subsequent review and assessment of program accomplishments.

### DOCTOR OF NURSING PRACTICE PROGRAM OBJECTIVES

Building on the foundation of the master's program, the post-master's DNP program will prepare the student for the highest level of clinical nursing practice. The DNP graduate will:

1. Integrate the science and theory of nursing practice with scientific and theoretical knowledge from other disciplines to improve nursing practice and patient outcomes (Essentials I, III, V, VII, and VIII).
2. Integrate knowledge of effective communication and leadership skills based on professional standards to work as an effective member of an inter-professional team in the provision of safe, high quality, patient-centered care (Essentials II, V, VI, and VIII).
3. Demonstrate the appropriate and ethical use of information technology and research methods to improve practice and the practice environment (Essentials III, IV, VII, and VIII).

d. Comparison to other similar programs –State/Regional/National

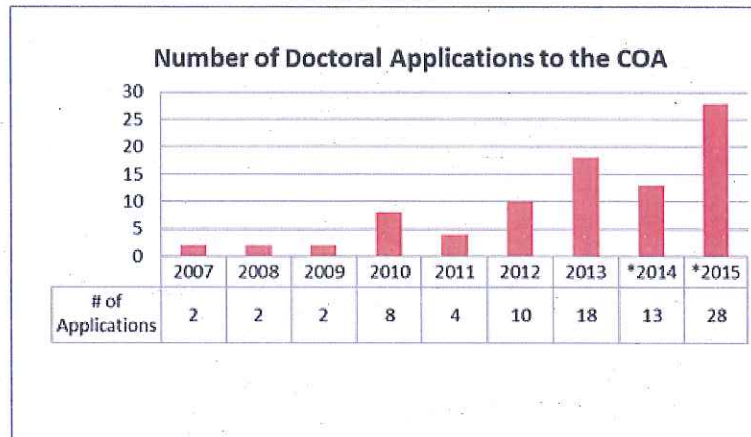
Describe any overlaps with other programs at O.U. or other Michigan public universities and justify any duplication of programs or extensive course offerings.

Across the United States, schools of nursing are making the decision to transition their NA programs to the doctoral level in increasing numbers annually. Within Oakland University's own community of students enrolled in or applying for the current MSN-NA programs, there is increasing interest in when the SON will begin offering a DNP specifically for the NA programs. The following information demonstrates further support for the SON's decision to move the NA program to the DNP:

- Both the COA and the AANA have mandated that all programs that educate nurse anesthetists must transition to the practice doctorate no later than 2025.<sup>1,2</sup>
- The COA has mandated that by January 1, 2022 all students accepted into an accredited nurse anesthesia program must graduate with a doctoral degree.<sup>2</sup>
- As of July 31, 2015 there are 115 accredited nurse anesthesia programs in the United States. Of the 115 programs, 37 (32%) of them offer the practice doctorate as the degree

for entry into practice. This number is up from 19 programs offering the practice doctorate for entry into practice when assessed in February of 2014.<sup>15 (p 3)</sup>

- As depicted in the following table, the COA reports that 28 NA programs will submit applications for doctoral programs in 2015.



- In the July 2015 Program Director's Update, the COA made the following statement: "Programs are strongly encouraged to start the transition to award doctoral degrees. Based on experience, the time required to obtain approval by university, state authorities, and possibly regional accreditors often takes longer than expected."<sup>15 (p 3)</sup>
- Demand for the Oakland University-Beaumont Graduate Program of Nurse Anesthesia has been unwavering. Annually the program receives approximately 150-200 completed applications.
- There are five NA programs in the State of Michigan. Currently, none of them offer the practice doctorate for nurse anesthesia; however, Wayne State's NA program is in the beginning phase of developing a doctoral program.
- Faculty interviewing students for the NA program noted that the majority of the applicants for 2014 and 2015 asked when the Oakland University-Beaumont Graduate Program of Nurse Anesthesia will transition to the DNP. These applicants were knowledgeable about the requirements put forward by the COA mandating all NA programs to make this transition by 2022 in order to achieve the outcome that by 2025 all graduates will receive a doctoral degree upon graduation.
- According the RAND study, the following statistics demonstrate that many Colleges and Schools of Nursing are transitioning their APRN programs to the doctoral level.<sup>12</sup>

- Between 11-14% of schools surveyed with APRNs programs only offer the BSN-DNP as their entry-level option into advance practice.
- An additional 27% of schools with or planning a BSN-DNP intend to close their master's level APRN programs within the next few years.
- It is expected that in just a few years, 38-41% of all schools with APRN programs will offer only the BSN-DNP and in time more can be expected to follow suite.
- Transitioning the NA program within the School of Nursing to the practice doctorate will fulfill the mandate put forth by the AANA and the COA and will place Oakland University in the lead of this growing national trend.

## II. Academic Unit

### a. How the goals of the unit are served by the program?

The proposed change from the MSN in NA to the BSN to DNP in NA will enable an already successful program to move to the level required by COA. This will allow the program to continue at the same high quality and attract quality students to a valued specialty within health care.

### b. How existing staff will support the proposed program?

The courses that are being combined to form the BSN-to-DNP NA program are courses that are currently being taught in the MSN in NA and the Post-MSN Doctor of Nursing Practice (DNP) program. These courses are being combined to award the DNP as a post-baccalaureate degree. The post-MSN DNP is being retained.

### c. Faculty qualifications - current scholarly activity of the faculty in the proposed program.

Faculty currently teaching both the MSN level and DNP level courses are qualified according to criteria outlined in the standards for accreditation by both accreditation CCNE and COA.

### d. Current Resources and how will the new program impact existing resources.

Current faculty and staff who either teach in or support the MSN and post-MSN DNP programs will continue in the same capacity once the BSN-DNP in NA is implemented. There is no impact on existing resources except to continue with current teaching assignments and processes.

## III. Program Plan

### a. Admission Requirements

- Preparatory undergraduate course requirements for admission to the program
- GPA required for regular admission to the program

- Any required degree, certificate or licensing
- Academic term(s) and deadlines for applications for admission
- Specific admission requirements such as additional letters of recommendation, statement of objectives, personal interview, or special exams.

### **Application requirements**

To be considered for graduate admission, applicants must submit all Graduate Application Requirements and additional department requirements by the published application deadlines:

1. **Graduate Application Requirements**
2. **Additional department application requirements**

Two **School of Nursing Supplemental Application forms**: one for the School of Nursing and one for the Nurse Anesthesia program

- **Requirements for recommendations:**  
The two recommendations (above) must be from healthcare professionals (prefer letters from nurses in leadership/education) who are able to attest to the applicant's nursing skills and/or abilities. Program applicants must have one recommendation from their current nurse manager.
- Official Graduate Record Examination (GRE) results for those applicants whose overall undergraduate GPA's are between 3.0-3.5.
  - Satisfactory achievement on the Graduate Record Examination (GRE) (V>400, Q>400, A.3.0 for tests taken prior to August 2011; V> 146, Q> 140, A >3.0 for tests after August 2011).
- For applicants with undergraduate GPAs of 3.5 or greater, the GRE is not required.
- Professional statement of 500 to 1,000 words. The professional statement should focus on the applicant's career goals after completion of the program; how recent clinical experiences have prepared them for advanced practice role; and plans for professional development. The professional statement will be evaluated on content and appropriate use of grammar, style, spelling and rhetoric.
- Proof of BLS and ACLS certification.
- Applicants for admission to the Doctor of Nursing Practice program must have completed a Bachelor of Science in Nursing degree with an overall undergraduate cumulative grade point average of 3.0 or above from an institution accredited by the National League for Nursing or the Commission on Collegiate Nursing Education.
- Applicants must have a valid RN license for the state in which the assigned clinical agency is located.
- Applicants must have completed an undergraduate physical assessment course.
- Undergraduate physiology and pathophysiology courses must be within seven years of applying to the program. Undergraduate anatomy, pharmacology and either organic chemistry or biochemistry must be within 10 years of applying to the program. Grades in each of these courses must be at or above a 3.0.

- A minimum of one year of experience must be obtained in a critical care area within the United States, its territories, or a U.S. military hospital outside the United States. During this experience, the registered professional nurse is to have developed critical decision making and psychomotor skills, competency in patient assessment, and the ability to use and interpret advanced monitoring techniques. A critical care area is defined as one where, on a routine basis, the registered professional nurse manages one or more of the following: invasive hemodynamic monitors (such as pulmonary artery catheter, CVP, arterial); cardiac assist devices, mechanical ventilation; and vasoactive drips. The critical care area includes intensive care units. Intensive Care Unit (ICU) experience must have occurred within two years of the application deadline. Emergency room, recovery room and step-down units typically do not satisfy the ICU requirement. This experience must be completed at the time of application.
- Qualified applicants will be selected to attend an interview and complete a brief evaluation of their critical care nursing knowledge and skills.

#### **Admission review and assessment**

Admission to graduate study at Oakland University is selective. In making admission recommendations to Graduate Study and Lifelong Learning, each department assesses the potential of applicants for success in the program by examining their undergraduate records, goal statement, letters of recommendation, prerequisite courses and any other admission requirements established by the academic department.

#### **b. Degree requirements.**

- Courses, credit hours and course prerequisite requirements
- Identify new courses to be added and % of a course distance delivered

Students are admitted to the program in the fall semester one year prior to starting under "Limited Standing". From the time they are admitted until they start the following fall, they are expected to take two prerequisite courses and pass them with a minimum of a 3.0 or higher. The two courses are NRS 505: Translational Research and Theory for Advanced Practice and NRS 595: Statistics in Advanced Practice Nursing.

Students accepted into the DNP NA Track will be permitted to repeat one non-specialty related course if a minimum of 3.0 is not achieved. Prerequisite courses are non-specialty courses and thus a maximum of one prerequisite course may be repeated. Students failing a prerequisite course would be able to start classes in the fall and repeat the failed class when next offered.

**Please provide a sample program under the proposed requirements.**

#### **Proposed DNP NA Track (87 credits)**

All graduate students must take NRS 505 (4 cr) and NRS 595 (4 cr) as program pre-requisites. \*\* are new courses

**Rationale for prerequisite courses:**

**Rigor:** These courses must be taken in the first year to prepare students for the research sequence. Adding 7 credits would increase the credit hour load substantially making an already rigorous curriculum even more difficult.

**Competition:** The majority of nurse anesthesia programs in the United States offering a practice doctorate are 36 months in length. A longer program would be less attractive to prospective students.

**Student Finances:** The program is demanding requiring a minimum of 64 hours per week commitment between class, clinical and study time. Students are unable to work. Extending the program length beyond 36 months increases the amount of time students cannot be gainfully employed.

**NA Graduate Core (9 cr)**

BIO 501 (3cr) Advanced Physiology/Pathophysiology I  
BIO 502 (3cr) Advanced Physiology/Pathophysiology II  
BIO 503 (3cr) Gross Anatomical Dissection

**Advanced Practice Nursing Core (3 cr)**

NRS 643 (3) Professional Role Development

**DNP Core (11 cr)**

NRS 800 (3cr) Advanced Nursing Theory  
NRS 810 (3cr) Health Systems Policy & Regulation  
NRS 830 (3cr) Nursing Informatics  
NRS 841 (2cr) Clinical Immersion Practicum

**Research Sequence (15 cr)**

NRS 890 (4cr) Advanced Research Methods  
NRS 892 (3cr) Epidemiology  
NRS 899 (8cr) DNP Final Project

**Specialty Core (49 cr)**

NRS 605 (4 cr) Advanced Pharmacology I  
NRS 602 (1cr) Advanced Health Assessment I  
NRS 607 (3cr) Introduction to NA Practice  
NRS 615 (4cr) Nurse Anesthesia Practice II  
NRS 617 (1cr) NA Clinical Internship I  
NRS 618 (2cr) Biophysics for Nurse Anesthesia  
NRS 622 (2cr) Advanced Health Assessment II  
NRS 625 (4cr) Nurse Anesthesia Practice III

NRS 627 (1cr) NA Clinical Internship II  
 NRS 635 (3cr) Regional Anesthesia & Pain Management  
 NRS 637 (1cr) NA Clinical Internship III  
 NRS 647 (1cr) NA Clinical Internship IV  
 NRS 651 (4cr) Advanced Pharmacology II  
 NRS 652 (3cr) Advanced Pharmacology III  
 NRS 657 (2cr) NA Clinical Internship V  
 NRS 667 (2cr) NA Clinical Internship VI  
 \*\*NRS 6XX (2cr) NA Clinical Internship VII  
 \*\*NRS 6XY (2cr) NA Clinical Internship VIII  
 \*\*NRS 705 (1 cr) Leadership & Collaboration in NA Practice  
 \*\*NRS 706 (1 cr) Seminar I  
 \*\*NRS 707 (1 cr) Seminar II  
 \*\*NRA 708 (2 cr) Seminar III  
 \*\*NRS 896 (2 cr) Cumulative Review

Please note that an asterisk preceding the word deleted (\*Deleted) signifies a course that will be deleted only from the MSN-NA track. These courses will continue to be offered for the MSN Forensics, MSN-Adult Gero Nurse Practitioner, Family Nurse Practitioner programs and students matriculating through the Nurse Educator, Clinical Nurse Specialist, and Clinical Nurse Leader programs. Courses identified simply as deleted without an asterisk preceding (Deleted) will be eliminated as they are part of the MSN-NA tracks only.

#### **NA TRACK**

<b>Course</b>	<b>Title</b>	<b>Credits</b>	<b>Prerequisite</b>	<b>Equivalent</b>	<b>New or delete</b>	<b>Rationale for Course</b>
NRS 505	Translational Research And Theory For Advanced Practice.	4	None	None	New	Preparatory for the Doctoral level theory and research course.
NRS 6XX	NA Clinical Internship VII	2	NRS 667	None	New	Satisfy the Council on Accreditation (COA) number of ♦clinical hours and anesthesia cases. ♦See elaboration below

NRS 6XY	NA Clinical Internship VIII	2	NRS 6XX NA Clin Int VII	None	New	Same as above. ♦See elaboration below
NRS 705	Leadership & Collaboration in NA Practice	1	NRS 800, 810	None	New	Interactive course that socializes and immerses students into new doctoral advanced practice roles and provides opportunities for interprofessional collaboration. ♦♦See elaboration below
NRS 706	Advanced Practice Seminar for NAs I	1	NRS 705, 800, 810, 890, 841 Co-req 899	None	New	Same as above. ♦♦See elaboration below
NRS 707	Advanced Practice Seminar for NAs II	1	NRS 706 Co-req 899	None	New	Same as above. ♦♦See elaboration below
NRS 708	Advanced Practice Seminar for NAs III	2	NRS 707 Co-req 899	None	New	Same as above. ♦♦See elaboration below
NRS 896	Cumulative Review for NAs	2	NRS 708	None	New	Prep course for taking National Board Certification Exam
NRS 500	Theoretical Foundations of Advanced Nursing Practice	3			*Deleted	NRS 5XX combined Theory and Research as a preparatory course.

NRS 521	Diversity and Social Issues	2			*Deleted	Integrated content in clinical courses and Epidemiology course.
NRS 531	Research in Advanced Nursing Practice	4			*Deleted	NRS 5XX combined Theory and Research as preparatory course.
NRS 610	Health Policy and Finance	3			*Deleted	Duplicate course in the DNP curriculum (NRS 810).
NRS 687	Graduate Research: Project	1			*Deleted	Duplicate course in the DNP curriculum (NRS 899).

◆ Each clinical internship is 1-2 credits with clinical time ranging from 16 to 32 hours/week. Students are assigned a preceptor daily (non-OU faculty) that is a CRNA and/or an Anesthesiologists working in the clinical area the student is assigned to.

- Per the COA, clinical oversight of graduate students in the clinical area must not exceed 2 graduate students to 1 CRNA or 2 graduate students to 1 anesthesiologist. The majority of clinical sites affiliated with the program provide 1:1 oversight of students in the clinical area.
- Per the COA Standards for Accreditation of Nurse Anesthesia Programs for the Practice Doctorate (October, 2015):
  - The COA requires students matriculating into programs as of January 1, 2015 to achieve a minimum of 2000 clinical hours.
    - Clinical hours are defined by COA as time spent in the actual administration of anesthesia (i.e., anesthesia time).

◆◆NRS 705-708: These courses are sequential and contain leveled content providing students with the opportunity to explore advanced clinical topics through the synthesis of theory and evidence based practice strategies across the lifespan and within complex health care systems. The courses will include essential content required by the accrediting bodies (AACN and COA). Example

content required: integration/clinical correlation, leadership and management, ethical and multicultural healthcare issues, business of anesthesia/practice management,

The following table identifies whether new courses are didactic or clinical and who will teach the courses:

<b>Course</b>	<b>Course Type</b>	<b>Instructor</b>
NRS 505	Academic	This course replaces NRS 500 and NRS 531 currently taught as part of MSN curriculum. Only 1 instructor will be needed versus 2. Instructors currently teaching NRS 500 or 531 can teach this course.
NRS 6XX NA Clinical Internship VII	Clinical	Beaumont Hospital and Affiliate Site Clinical Faculty: teaching is part of service contribution to the employer
NRS 6XY NA Clinical Internship VIII	Clinical	Beaumont Hospital and Affiliate Site Clinical Faculty: teaching is part of service contribution to employer
NRS 705-NRS708 Leadership and Advanced Practice Seminars	Academic	Current DNP/PhD faculty teaching masters level non-credit seminars that will be replaced and elevated to doctoral level with new seminars. In addition, part time/adjunct faculty from Beaumont will assist.
NRS 896 Cumulative Review for NAs	Academic	Beaumont Clinical Coordinator/Adjunct faculty

Please see Appendix A for the 3-year plan-of-study (POS) for DNP NA track.

- [Exit option \(thesis, dissertation, project, internship, etc\)](#)

The exit option for the DNP program is an 8 credit DNP project that is supervised by a DNP project team composed of the student and two doctorally prepared Oakland SON faculty. The project is usually completed over the course of two or more semesters. A content expert, with a minimum of a master's degree or MD degree can also serve as a team member.

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. (refer to *Policy- PhD Minimum Degree Requirements* on the Graduate Study website)

This is a clinical doctoral degree and has no requirement for a qualifying exam or dissertation.

c. Curriculum Overview

- Provide typical Plan of Study for students enrolled full-time in the program.

Academic Year	Courses to be Completed* Effective Fall 20**	Fall	Winter	Summer
FA 20** WI 20** SU 20**	<b><u>Courses</u></b>  <b><u>Graduate Nursing Core (9 credits)</u></b> BIO 501 Advanced Physiology and Pathophysiology I ( 3 credits) BIO 502 Advanced Physiology and Pathophysiology II ( 3 credits) BIO 503 Gross Anatomical Dissection (3 credits)	BIO 501 (3) NRS 605 (4) NRS 607 (3) NRS 618 (2) <b>12 credits</b>	BIO 502 (3) NRS 651 (4) NRS 615 (4) NRS 617 (1) <b>12 credits</b>	BIO 503 (3) NRS 602 (1) NRS 625 (4) NRS 627 (1) <b>9 credits</b>
FA 20** WI 20** SU 20**	<b><u>Advanced Practice Nursing Core (3 credits)</u></b> NRS 643 Interprofessional Role Development, Leadership, & <b>Ethics</b> in Advanced Nursing Practice (3 credits)	NRS 800 (3) NRS 892 (3) NRS 635 (3) NRS 637 (1) <b>10 credits</b>	NRS 890 (4) NRS 841 (2) NRS 622 (2) NRS 647 (1) <b>9 credits</b>	NRS 810 (3) NRS 899 (2) NRS 705 (1) NRS 657 (2) <b>8 credits</b>
FA 20** WI 20** SU 20**	<b><u>DNP Core (11 credits)</u></b> NRS 800 Advanced Nursing Theory (3 credits) NRS 810 Health Systems Policy & Regulation (3 credits) NRS 830 Nursing Informatics (3 credits) NRS 841 Introduction to Clinical Immersion (2 credits)	NRS 643 (3) NRS 830 (3) NRS 899 (2) NRS 706 (1) NRS 667 (2) <b>11 credits</b>	NRS 652 (3) NRS 899 (2) NRS 707 (1) NRS 6XX (2) <b>8 credits</b>	NRS 708 (2) NRS 899 (2) NRS 896 (2) NRS 6XY (1) <b>8 credits</b>
	<b><u>Research Sequence (15 credits)</u></b> NRS 890 Advanced Research Methods (4 credits) NRS 892 Epidemiology (3 credits) NRS 899 Final Project (8 credits)			
	<b><u>Specialty Core (49 credits)</u></b> NRS 605 Advanced Pharmacology for NA Practice I (4 credits)			

NRS 602 Advanced Health Assessment I (1 credit) NRS 622 Advanced Health Assessment II (2 credits) NRS 607 Introduction to NA Practice I (3 credits) NRS 615 NA Practice II (4 credits) NRS 617 NA Clinical Internship I (1 credit) NRS 618 Biophysics for NA (2 credits) NRS 625 NA Practice III (4 credits) NRS 627 NA Clinical Internship II (1 credit) NRS 635 Regional Anesthesia & Pain Management (3 credits) NRS 637 NA Clinical Internship III (1 credit) NRS 651 Advanced Pharmacology for NA Practice II (4 credits) NRS 652 Advanced Pharmacology for NA Practice III (3 credits) NRS 647 NA Clinical Internship IV (1 credit) NRS 657 NA Clinical Internship V (2 credit) NRS 667 NA Clinical Internship VI (2 credit) NRS 6XX NA Clinical Internship VII (2 credit) NRS 6XY NA Clinical Internship VIII (2 credit) NRS 705 Leadership & Collaboration for NA Practice (1 credit) NRS 706 Advanced Practice Seminar for NA I (1 credit) NRS 707 Advanced Practice Seminar for NA II (1 credit) NRS 708 Advanced Practice Seminar for NA III (2 credit) NRS 896 Cumulative Review for NA (2 credits)  <b>Total 87 credits</b>			
---	--	--	--

- Provide course descriptions or syllabi for all new courses in the program **Appendix A**

d. **Academic Progress – Probation – Dismissal**

- Provide criteria by which a student is evaluated on academic progress
- Explain the steps that lead to probation and dismissal from the program

The NA Student handbook can be found at the following link. NA students are evaluated on clinical performance both daily and at the end of the semester. In addition, all didactic courses receive a numeric grade. The Handbook delineates specific criteria for satisfactory progress and steps open to student not meeting these criteria.

<https://wwwp.oakland.edu/Assets/Oakland/nursing/files-and-documents/STUDENT-HANDBOOK/CRNA%20STUDENT%20HANDBOOK.pdf>

e. **Academic direction and oversight for the program**

- Provide the name and position (or title) of the individual who will be responsible for the success of this program, and give the percentage of this individual's time that will be dedicated to the program.

Anne Hranchook CRNA, DNP is an Assistant Professor in the SON and has been the Director of the NA program for 5 years. She is responsible for maintaining the quality of the program, negotiating clinical contracts and appointing support faculty at WBH.

f. **Interdisciplinary programs**

- **Participating academic units** No other units are involved with this program.
- **Academic home -primary college/school and department home for the program.**  
School of Nursing
- **Statement of support from the Deans and department chairs with responsibility for providing courses and faculty for the program.**

See Support letter from the Interim Dean Moore

- **Process for recommending and proposing program changes**

The SON follows the accepted governance process within the university. Program modifications or new programs are proposed by faculty ➤ SON Graduate Committee on Instruction ➤ SON Faculty Assembly ➤ Graduate Council ➤ Senate committees if appropriate ➤ Senate ➤ BOT if appropriate.

g. **Accreditation**

- **If the program is in an area in which professional or specialized accreditation is available, identify the name of the accreditation agency; indicate the timetable and the resource commitments needed to achieve accreditation.**

All SON programs are accredited by CCNE. The NA program is also accredited by COA. Both CCNE and COA must be informed of any substantive changes to the current accredited programs, and these changes do qualify as a substantive change. Since most of these changes are being made to comply with CCNE and COA accreditation criteria, we don't anticipate any difficulty from CCNE nor COA.

The NA program has achieved the highest level of accreditation since the inception of the program in 1991. The next formal programmatic review is due in 2022; however, the NA program will be required to notify and receive approval from the COA to offer the DNP prior to the review. The COA is responsible for establishing the standards for accreditation of nurse anesthesia educational programs, subject to consideration of the revisions by the communities of interest. The practice doctorate standards address: (A) conducting institutions, (B) faculty, (C) students, (D) graduates, (E) curriculum, (F) clinical sites, (G) policies, and (H) evaluation.

Compliance with the standards forms the basis for the accreditation decisions. Based on the NA program's history of repeated success in achieving full COA accreditation, it is expected that the DNP NA track will also be accredited without difficulty.

h. **Prepare a brief description of the program**

Oakland's School of Nursing, in collaboration with nationally renowned Beaumont Health System, has the only accredited nurse anesthesia program in Oakland County. The collaborative initiative began in 1991 to address the nurse anesthesia shortage as well as provide an exceptional educational environment for educating Certified Registered Nurse Anesthetists. The average class size is 20 students. Over the last five years, the attrition rate is 6.4%, first time certification exam pass rate is 92% and 100% of graduates gained employment within three months of completing the program. Graduates are employed in all practice models, ranging from rural and independent practice to team models in major academic medical centers across the country.

**i. Source of Students**

The current MSN-NA program draws applicants from across the country and generally receives 125-150 applications each year for 20-25 slots in the program. In the last round of interviews applicants were asking when the DNP program would begin and expressed preference for the DNP when available.

**j. Recruitment Plan**

No change in recruitment is planned.

**k. Planned Program Enrollment**

Class size is limited to 20-25 students each admission cycle each fall.

**l. Advising students**

Current advising structure include Patrina Carper, Academic Adviser for all graduate programs, Darlene Schott-Baer, Director of the Graduate Programs in the SON, and Anne Hranchook, Track Director for the NA program.

**m. Retention Plan**

The retention plan is the same as is currently in place for students in the NA program. Faculty work with students on remediation and added clinical experiences in areas of weaknesses.

**n. Provide list of businesses that would likely employ graduates of the program.**

Graduates of the OU SON NA program have been hired in all local and regional health care systems. Students from out of state return home and obtain employment in their local areas.

**IV. Off Campus or Distance Delivered Programs**

Address the quality, access and cost considerations for off campus or distance delivered program proposals.

**a. A site is a place where instruction is taking place and students can do one or more of the following:**

**i. Complete 50% or more of the courses leading to a degree program;**

- ii. Complete a full degree program (degree site); OR
- iii. Complete 50% or more of the courses leading to a Title IV eligible graduate certificate

Several of the courses in the NA BSN-DNP program are shared with the 38-credit post-MSN DNP program. Faculty teaching the DNP 800 level courses can opt to teach the course online or hybrid. Students have expressed the desire to have class with faculty face-to-face (not every week) at least part of the time. NRS 800 is the only 800 level class that is currently taught fully online. All others have moved to hybrid, some with intensive sessions. All anesthesia specific courses are considered face-to-face. Using equipment at the Beaumont Hospital Royal Oak campus anesthesia classes are delivered over distance technology that is considered face-to-face as all students are present with the instructor in real time.

- b. **Distance Delivered Courses** are defined as courses in which all or the vast majority (75% or more) of the instruction and interaction occurs via electronic communication, correspondence or equivalent mechanisms, with the faculty and students physically separated from each other.

See previous description of delivery method.

- c. **Distance Delivered Programs** are defined as graduate certificate or degree programs in which 50% or more of the required courses are taken as distance-delivered courses (defined above).

See above.

## V. Needs and Costs of the Program

- a. **New Resources Needed for the Program**

Current resources are sufficient to support the current MSN in NA and the DNP program.

- b. **Source of New Resources**

No new resources are required.

- c. **Proforma and 5-Year Budget for Program Appendix B**

- d. **Library – Include library assessment report**

Current ongoing resources are sufficient to support both the NA clinical and DNP portions of the program. In addition to resources at Oakland students have access to the Beaumont medical library via *Inside Beaumont Online* and medical libraries at clinical sites as needed.

- e. **Classroom, Laboratory, Space needs**

No additional classroom or lab space is required. This is an existing program.

f. **Equipment Needs**

No new equipment is required. This is an existing program.

**VI. Program Assessment Plan**

Provide student learning outcomes for program, i.e., what students are expected to know and to be able to do upon completion of the program.

The format recommended by the Assessment Committee includes citation of appropriate goals from the University mission statement, specification of the program's goals, identification of student learning outcomes linked to program goals, delineation of the measures for student learning outcomes, clarification of the "feedback loop," and designation of the program faculty responsible for assessment activities. The SON Evaluation Plan is in **Appendix D** and was approved by the University Assessment Committee.

**VII. Appendices**

- a. Detailed New Course Descriptions or Syllabi
- b. Proforma Budget
- c. Support Letters
- d. Graduate Assessment Plan (SON Evaluation Plan)

# **Oakland University School of Nursing**

## **Theoretical Foundations of Advanced Nursing Practice**

**Part A**

**NRS 505**

**CRN #**

**Faculty:**

**Fall 2016**

**COURSE NUMBER:** NRS 505 – CRN #

<b>CREDIT &amp; HOUR</b>	<b>Credits</b>	<b>Hrs/Wks</b>	<b>Total Hours Semester</b>
--------------------------	----------------	----------------	---------------------------------

<b>ALLOCATION:</b>	<u>4</u>		
--------------------	----------	--	--

**COURSE TITLE:** Theory and Translational Research for Advanced Nursing Practice

**CLASS TIME & LOCATION:** September 3, 2015 – December 15, 2015  
Online

**FCULTY OF RECORD:** \_\_\_\_\_  
\_\_\_\_\_  
Office: Human Health Building (HHB)  
Office Telephone: (248) 364-  
Office Hours: By Appointment Only  
Email : \_\_\_\_\_

### COURSE OVERVIEW

This course will link critical components of theory and research s they apply to advanced nursing practice. The history of scientific theory development in nursing and its relationship to research will be explored. Relevant theories and concepts from basic, applied, social, and interdisciplinary sciences will be examined as well as research processes (research design, data gathering, and data analysis) within quantitative and qualitative and research into nursing practice using different forms of information technology will be examined. An emplaces will be placed on analysis, evaluation, and use of best evidence to improve health outcomes for diverse groups within a global environment.

### COURSE OBJECTIVES

1. Evaluate theories used as the basis for advanced nursing practice.
2. Discuss critical components of scientific theory in nursing and other relevant disciplines.
3. Examine concepts related to the scientific method and evidence-based nursing practice.
4. Analyze current research methodologies for relevance to advanced nursing practice.
5. Distinguish the relationships among theory, research, and advanced nursing practice.
6. Integrate theory, evidence, clinical judgment, research, and inter-professional perspectives using translational research processes and information technology to improve nursing practice and associates health outcomes for diverse patient groups.

## **ESSENTIAL CONTENT**

- Components of nursing and other relevant theories
- Criteria for theory analysis and evaluation
- Research designs and methodologies
- Conducting evidence based literature reviews
- Research ethics and principles for protection of human subjects
- Quality improvement strategies for outcome/risk management of populations
- Utilizing translational research to improve to improve patient outcomes
- Integration of nursing research and evidence based practice
- Relationships among theory, research, and practice

## **TECHNICAL REQUIREMENTS**

All e-Learning courses at Oakland University are delivered using a learning management system called Moodle that allows instructors to design entire courses online or to enhance a classroom-based course. The Moodle software resides on a server allowing students to access it via a web browser, e.g. Mozilla, Firefox. Each course is uniquely designed by the instructor who may include some of the following components in his/her web-based or web enhanced course: course syllabus, course material/content, course assignments, quizzes/tests, hyperlinks to other websites on the Internet and/or other OU web pages, discussion boards, Internal email, and the course grade book.

### **Logging into Moodle**

Students login to Moodle with their NetID (oakland.edu email) account password. Please remember that anytime you change your NetID password, it will be reflected in your Moodle login.

- Open the Moodle Login page: <https://moodle.oakland.edu>
- Log-in using the first part of your NetID username and password, e.g. if your email is [jwilson3@oakland.edu](mailto:jwilson3@oakland.edu) then:
  - Username: jwilson3
  - Password: whatever your Oakland University email password is

## **TECHNICAL REQUIREMENTS (cont'd.)**

If you have any problems/issues with Moodle, you need to contact or fill out a help desk request form for e-Learning and Instructional Support.

To view course materials in MOODLE you will need the latest version of Adobe Reader that can be downloaded free of charge at [www.adobe.com](http://www.adobe.com)

### **ACADEMIC CONDUCT**

Students are expected to practice and uphold standards of academic integrity as outlined in the Oakland University Undergraduate and Graduate catalogs under the section titled "Academic Conduct". Academic dishonesty may result in a numerical grade of 0.0 for this course.

In addition to the Oakland University Academic Conduct policy, students in the School of Nursing are expected to complete all course-related assignments independently, except in the specific circumstance when the assignment requires group effort.

### **AMERICANS WITH DISABILITIES ACT (1990)**

The Office of Disability Support Services (DSS) is the campus office responsible for verifying that students have disability-related needs for academic accommodations and for planning student appropriate accommodations. Students with learning, psychological, or physical disabilities who require academic accommodations should contact DSS at: 103A North Foundation Hall, Phone: [248-370-3266](tel:248-370-3266); TTY: [248-370-3268](tel:248-370-3268).

Students may request to meet with Linda Sisson, the DSS Director, privately to discuss specific accommodation needs. Please contact DSS at [248-370-3266](tel:248-370-3266) to arrange an appointment.

### **STUDENT PERCEPTION OF FACULTY TEACHING EFFECTIVENESS**

Students will be provided the opportunity to evaluate this course and faculty toward the end of the semester. The information students provide regarding the course and faculty is extremely valuable to both the School of Nursing faculty and administration. Student feedback is especially useful for faculty as they continue to revise and refine course content and teaching strategies. Please take the time to complete the evaluation forms. We appreciate your time and attention to this important matter.

### **STUDENT NURSE PROFESSIONALISM EXPECTATIONS**

Students in the School of Nursing (SON) are educated in classroom, laboratory, simulation, and clinical settings that constitute professional learning environments. The American Nurses Association (2015) Scope and Standards of Practice are the standards of the nursing profession and identify behaviors that are expected of every registered nurse. As part of the student nurse's development, it is imperative that these behaviors be demonstrated in all professional settings as part of becoming a baccalaureate prepared registered nurse.

(Please refer to the student handbook for the entire document.)

# Oakland University

## School of Nursing

### Title of Course

#### Part A

NRS 6XX-Clinical VII

CRN #XXXX

*Faculty:*

**Anne Hranchook, CRNA, DNP**

**Semester and year**

COURSE NUMBER: NRS XXX – CRN #XXXXX

Total Hours

CREDIT & HOUR  
Semester

Credits

Hrs/Wks

ALLOCATION: 2 32 X 14 448

COURSE TITLE: Nurse Anesthesia Clinical Internship VII

CLASS TIME  
& LOCATION: Day of week and times if on campus otherwise semester dates  
Online

FACULTY OF RECORD: Faculty Name and credentials  
Title  
Office: XXXX Human Health Building (HHB)  
Office Telephone: (248) 364-XXXX  
Office Hours: By Appointment Only  
Email : xxxx@oakland.edu

### PREREQUISITES and/or CO-REQUISITES

Prerequisites: NRS 667

Co-requisites: NRS 707

### COURSE OVERVIEW

Clinical Internship VII is the seventh in a series of eight clinical internships which build upon the knowledge gained in previous internships. Students will continue rotations through the specialty surgical services and rural affiliate sites. Students will apply best evidence guidelines to the utilization of a wide variety of anesthetic agents, techniques and technology. Students will continue to synthesize the doctoral curriculum while expanding their practice knowledge base required for safe nursing practice and quality patient care delivery and outcomes. Learning will continue to be supported in the simulation laboratory as needed. Clinical experiences correlate closely with principles covered in NRS 707, Advanced Practice Seminar for NA III. Clinical evaluations, care plans and clinical record keeping will be required. Students will continue to be assigned to varying clinical shifts during this internship. Daily Clinical Commitment: 4 Days

### COURSE OBJECTIVES

In addition to objectives from previous clinical internships, the student will meet will meet Clinical Internship VII objectives.

1. Incorporate concepts and theories from nursing, the specialty of anesthesia and related disciplines into advanced nursing practice.
2. Exercise clinical judgment in the provision of advanced nursing care to vulnerable populations with complex health problems in a variety of settings in accordance with the AANA Standards for Nurse Anesthesia Practice and the ANA Standards of Care.
3. Exemplify in practice the AANA Standards for Nurse Anesthesia Practice and the ANA Standards of Care.

## **ESSENTIAL CONTENT**

TBA

## **TECHNICAL REQUIREMENTS**

All e-Learning courses at Oakland University are delivered using a learning management system called Moodle that allows instructors to design entire courses online or to enhance a classroom-based course. The Moodle software resides on a server allowing students to access it via a web browser, e.g. Mozilla, Firefox. Each course is uniquely designed by the instructor who may include some of the following components in his/her web-based or web enhanced course: course syllabus, course material/content, course assignments, quizzes/tests, hyperlinks to other websites on the Internet and/or other OU web pages, discussion boards, Internal email, and the course grade book.

### **Logging into Moodle**

Students login to Moodle with their NetID (oakland.edu email) account password. Please remember that anytime you change your NetID password, it will be reflected in your Moodle login.

- Open the Moodle Login page: <https://moodle.oakland.edu>
- Log-in using the first part of your NetID username and password, e.g. if your email is [jwilson3@oakland.edu](mailto:jwilson3@oakland.edu) then:
  - Username: jwilson3
  - Password: whatever your Oakland University email password is

If you have any problems/issues with Moodle, you need to contact or fill out a help desk request form for e-Learning and Instructional Support.

To view course materials in MOODLE you will need the latest version of Adobe Reader that can be downloaded free of charge at [www.adobe.com](http://www.adobe.com)

## **ACADEMIC CONDUCT**

Students are expected to practice and uphold standards of academic integrity as outlined in the Oakland University Undergraduate and Graduate catalogs under the section titled "Academic Conduct". Academic dishonesty may result in a numerical grade of 0.0 for this course.

In addition to the Oakland University Academic Conduct policy, students in the School of Nursing are expected to complete all course-related assignments independently, except in the specific circumstance when the assignment requires group effort.

## **AMERICANS WITH DISABILITIES ACT (1990)**

The Office of Disability Support Services (DSS) is the campus office responsible for verifying that students have disability-related needs for academic accommodations and for planning student appropriate accommodations. Students with learning, psychological, or physical disabilities who require academic accommodations should contact DSS at: 103A North Foundation Hall, Phone: [248-370-3266](tel:248-370-3266); TTY: [248-370-3268](tel:248-370-3268).

Students may request to meet with Linda Sisson, the DSS Director, privately to discuss specific accommodation needs. Please contact DSS at [248-370-3266](tel:248-370-3266) to arrange an appointment.

## **STUDENT PERCEPTION OF FACULTY TEACHING EFFECTIVENESS**

Students will be provided the opportunity to evaluate this course and faculty toward the end of the semester. The information students provide regarding the course and faculty is extremely valuable to both the School of Nursing faculty and administration. Student feedback is especially useful for faculty as they continue to revise and refine course content and teaching strategies. Please take the time to complete the evaluation forms. We appreciate your time and attention to this important matter.

## **STUDENT NURSE PROFESSIONALISM EXPECTATIONS**

Students in the School of Nursing (SON) are educated in classroom, laboratory, simulation, and clinical settings that constitute professional learning environments. The American Nurses Association (2010) Scope and Standards of Practice are the standards of the nursing profession and identify behaviors that are expected of every registered nurse. As part of the student nurse's development, it is imperative that these behaviors be demonstrated in all professional settings as part of becoming a baccalaureate prepared registered nurse (refer to the Student Handbook for specifics).

## **GRADE CONVERSION CHART (See Part B)**



# Oakland University

## School of Nursing

### Title of Course

#### Part A

NRS 6XY -Clinical VIII

CRN #XXXX

*Faculty:*

**Anne Hranchook, CRNA, DNP**

**Semester and year**

**COURSE NUMBER:** NRS **XXY** – CRN #**XXXXXX**

**Total Hours**

**CREDIT & HOUR  
Semester**

**Credits**

**Hrs/Wks**

**ALLOCATION:**

2

32 X 14

448

**COURSE TITLE:**

Nurse Anesthesia Clinical Internship VIII

**CLASS TIME  
& LOCATION:**

Day of week and times if on campus otherwise semester dates

Online

**FACULTY OF RECORD:**

Faculty Name and credentials

Title

Office: **XXXX** Human Health Building (HHB)

Office Telephone: (248) 364-**XXXX**

Office Hours: By Appointment Only

Email : **xxxx@oakland.edu**

**PREREQUISITES and/or CO-REQUISITES**

Prerequisites: NRS 6XX Clinical Internship VII

Co-requisites: NRS 708

**COURSE OVERVIEW**

Clinical Internship VIII is the eighth and final clinical internship which build upon the knowledge gained in previous internships. Students will continue rotations through the specialty surgical services and rural affiliate sites. Students will apply best evidence guidelines to the utilization of a wide variety of anesthetic agents, techniques and technology. Students will continue to synthesize the doctoral curriculum while expanding their practice knowledge base required for safe nursing practice and quality patient care delivery and outcomes. Learning will continue to be supported in the simulation laboratory as needed. Clinical experiences correlate closely with principles covered in NRS 708, Advanced Practice Seminar for NA IV. Clinical evaluations, care plans and clinical record keeping will be required. Students will continue to be assigned to varying clinical shifts during this internship. Daily Clinical Commitment: 4 Days

## **COURSE OBJECTIVES**

In addition to objectives from previous clinical internships, the student will meet will meet Clinical Internship VIII objectives.

4. Incorporate concepts and theories from nursing, the specialty of anesthesia and related disciplines into advanced nursing practice.
5. Exercise clinical judgment in the provision of advanced nursing care to vulnerable populations with complex health problems in a variety of settings in accordance with the AANA Standards for Nurse Anesthesia Practice and the ANA Standards of Care.
6. Exemplify in practice the AANA Standards for Nurse Anesthesia Practice and the ANA Standards of Care.

## **ESSENTIAL CONTENT**

TBA

## **TECHNICAL REQUIREMENTS**

All e-Learning courses at Oakland University are delivered using a learning management system called Moodle that allows instructors to design entire courses online or to enhance a classroom-based course. The Moodle software resides on a server allowing students to access it via a web browser, e.g. Mozilla, Firefox. Each course is uniquely designed by the instructor who may include some of the following components in his/her web-based or web enhanced course: course syllabus, course material/content, course assignments, quizzes/tests, hyperlinks to other websites on the Internet and/or other OU web pages, discussion boards, Internal email, and the course grade book.

### **Logging into Moodle**

Students login to Moodle with their NetID (oakland.edu email) account password. Please remember that anytime you change your NetID password, it will be reflected in your Moodle login.

- Open the Moodle Login page: <https://moodle.oakland.edu>
- Log-in using the first part of your NetID username and password, e.g. if your email is [jwilson3@oakland.edu](mailto:jwilson3@oakland.edu) then:
  - Username: jwilson3
  - Password: whatever your Oakland University email password is

If you have any problems/issues with Moodle, you need to contact or fill out a help desk request form for e-Learning and Instructional Support.

To view course materials in MOODLE you will need the latest version of Adobe Reader that can be downloaded free of charge at [www.adobe.com](http://www.adobe.com)

### **ACADEMIC CONDUCT**

Students are expected to practice and uphold standards of academic integrity as outlined in the Oakland University Undergraduate and Graduate catalogs under the section titled "Academic Conduct". Academic dishonesty may result in a numerical grade of 0.0 for this course.

In addition to the Oakland University Academic Conduct policy, students in the School of Nursing are expected to complete all course-related assignments independently, except in the specific circumstance when the assignment requires group effort.

### **AMERICANS WITH DISABILITIES ACT (1990)**

The Office of Disability Support Services (DSS) is the campus office responsible for verifying that students have disability-related needs for academic accommodations and for planning student appropriate accommodations. Students with learning, psychological, or physical disabilities who require academic accommodations should contact DSS at: 103A North Foundation Hall, Phone: [248-370-3266](tel:248-370-3266); TTY: [248-370-3268](tel:248-370-3268).

Students may request to meet with Linda Sisson, the DSS Director, privately to discuss specific accommodation needs. Please contact DSS at [248-370-3266](tel:248-370-3266) to arrange an appointment.

### **STUDENT PERCEPTION OF FACULTY TEACHING EFFECTIVENESS**

Students will be provided the opportunity to evaluate this course and faculty toward the end of the semester. The information students provide regarding the course and faculty is extremely valuable to both the School of Nursing faculty and administration. Student feedback is especially useful for faculty as they continue to revise and refine course content and teaching strategies. Please take the time to complete the evaluation forms. We appreciate your time and attention to this important matter.

### **STUDENT NURSE PROFESSIONALISM EXPECTATIONS**

Students in the School of Nursing (SON) are educated in classroom, laboratory, simulation, and clinical settings that constitute professional learning environments. The American Nurses Association (2010) Scope and Standards of Practice are the standards of the nursing profession and identify behaviors that are expected of every registered nurse. As part of the student nurse's development, it is imperative that these behaviors be demonstrated in all professional settings as part of becoming a baccalaureate prepared registered nurse (refer to the Student Handbook for specifics).

**GRADE CONVERSION CHART (See Part B)**

# **Oakland University**

## **School of Nursing**

***Leadership & Collaboration  
for Nurse Anesthesia  
Practice***

***NRS 705***

***CRN #***

**Faculty:**

**Anne Hranchook, CRNA, DNP**  
**Assistant Professor**  
**Nurse Anesthesia Program Director**

Semester and year  
COURSE NUMBER

NRS 705 – CRN #

CREDITS & HOUR  
ALLOCATION:

	Credits	Wks/Hrs	Total Hours
Seminar	1	2 x 14	14

COURSE TITLE:

Leadership & Collaboration for NA

CLASS TIME  
& LOCATION:

XXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXX

FACULTY OF RECORD: Name and credentials

Title

Office: TBA

Office Telephone: TBA

Office Hours: By Appointment Only

E-mail: [xxxxxxxx@oakland.edu](mailto:xxxxxxxx@oakland.edu)

### PREREQUISITES and/or CO-REQUISITES

Prerequisites: NRS 800

Co-requisites: NRS 810

This course focuses on nursing leadership incorporating theory and research as it applies to the role of the Doctor of Nursing Practice in a variety of settings. The foundation of the course is a belief that leadership begins with exploration of the self, branches out to interactions with others, and finally impacts the organization. Theories imbedded in the course will focus on social-psychological concepts, emotional intelligence, power and influence skills, change management and transformational leadership.

### COURSE OBJECTIVES

1. Explore leadership theory by studying Emotional Intelligence (Goleman, Boyatzi and McKee) and The Five Practices of Exemplary Leadership (Kouzes and Posner)
2. Analyze the concepts of emotional intelligence and transformational leadership and identify how the DNP prepared nurse anesthetists can apply these concepts when leading teams.
3. Evaluate yourself and your leadership style, define individual leadership goals and develop a personal leadership brand.

4. Write a paper that explores how a leader exemplifies the five practices of leadership and what lessons can be learned from the leader's example.

## **ESSENTIAL CONTENT**

Leadership Theory

Emotional intelligence

Power and influence

Developing a vision

Discovering the leader within

Deep change

Team leadership

## **TECHNICAL REQUIREMENTS**

All e-Learning courses at Oakland University are delivered using a learning management system called Moodle that allows instructors to design entire courses online or to enhance a classroom-based course. The Moodle software resides on a server allowing students to access it via a web browser, e.g. Mozilla, Firefox. Each course is uniquely designed by the instructor who may include some of the following components in his/her web-based or web enhanced course: course syllabus, course material/content, course assignments, quizzes/tests, hyperlinks to other websites on the Internet and/or other OU web pages, discussion boards, Internal email, and the course grade book.

### **Logging into Moodle**

Students login to Moodle with their NetID (oakland.edu email) account password. Please remember that anytime you change your NetID password, it will be reflected in your Moodle login.

- Open the Moodle Login page: <https://moodle.oakland.edu>
- Log-in using the first part of your NetID username and password, e.g. if your email is [jwilson3@oakland.edu](mailto:jwilson3@oakland.edu) then:
  - Username: jwilson3
  - Password: whatever your Oakland University email password is

If you have any problems/issues with Moodle, you need to contact or fill out a help desk request form for e-Learning and Instructional Support.

To view course materials in MOODLE you will need the latest version of Adobe Reader that can be downloaded free of charge at [www.adobe.com](http://www.adobe.com)

### **ACADEMIC CONDUCT**

Students are expected to practice and uphold standards of academic integrity as outlined in the Oakland University Undergraduate and Graduate catalogs under the section titled "Academic Conduct". Academic dishonesty may result in a numerical grade of 0.0 for this course.

In addition to the Oakland University Academic Conduct policy, students in the School of Nursing are expected to complete all course-related assignments independently, except in the specific circumstance when the assignment requires group effort.

### **AMERICANS WITH DISABILITIES ACT (1990)**

The Office of Disability Support Services (DSS) is the campus office responsible for verifying that students have disability-related needs for academic accommodations and for planning student appropriate accommodations. Students with learning, psychological, or physical disabilities who require academic accommodations should contact DSS at: 103A North Foundation Hall, Phone: [248-370-3266](tel:248-370-3266); TTY: [248-370-3268](tel:248-370-3268).

Students may request to meet with Linda Sisson, the DSS Director, privately to discuss specific accommodation needs. Please contact DSS at [248-370-3266](tel:248-370-3266) to arrange an appointment.

### **Student Perception of FACULTY TEACHING EFFECTIVENESS**

Students will be provided the opportunity to evaluate this course and faculty toward the end of the semester. The information students provide regarding the course and faculty is extremely valuable to both the School of Nursing faculty and administration. Student feedback is especially useful for faculty as they continue to revise and refine course content and teaching strategies. Please take the time to complete the evaluation forms. We appreciate your time and attention to this important matter.

### **STUDENT NURSE PROFESSIONALISM EXPECTATIONS**

Students in the school of nursing (SON) are educated in classroom, laboratory, simulation, and clinical settings that constitute professional learning environments. The American Nurses Association (2010) scope and standards of practice are the standards of the nursing profession and identify behaviors that are expected of every registered nurse. As part of the student nurse's development, it is imperative that these behaviors be demonstrated in all professional settings as part of becoming an Advanced Practice Registered Nurse with a Doctoral degree (refer to the student handbook for specifics).

## **STUDENT NURSE PROFESSIONALISM EXPECTATIONS**

### **GRADUATE**

Students in the School of Nursing (SON) are educated in classroom, laboratory, and clinical settings that constitute a professional learning environment. The ANA Scope and Standards of Practice (2010) are the standards of the profession and identify sixteen behaviors that are expected of every registered nurse. As part of the student nurse's development, it is imperative that these behaviors be demonstrated in all professional settings as part of becoming/being registered nurses.

(Please refer to the student handbook for the entire document.)

# **Oakland University**

## **School of Nursing**

***NRS 706***

### **Advanced Practice Seminar for NA I**

***CRN #***

**Faculty:**

**Anne Hranchook, CRNA, DNP  
Assistant Professor  
Nurse Anesthesia Program Director**

**Semester and year**

<b>COURSE NUMBER</b>	<u>NRS 706 – CRN #</u>		
<b>CREDITS &amp; HOUR ALLOCATION:</b>	<u>Credits</u>	<u>Wks/Hrs</u>	<u>Total Hours</u>
	<u>Seminar 1</u>	<u>1 x 14</u>	<u>14</u>
<b>COURSE TITLE:</b>	<u>Advanced Practice Seminar for NA I</u>		
<b>CLASS TIME &amp; LOCATION:</b>	<u>XXXXXXXXXXXXXXXXXXXXXXX</u>		
	<u>XXXXXXX</u>		
<b>FACULTY OF RECORD:</b>	<u>Name and credentials</u>		
	<u>Title</u>		
	<u>Office: TBA</u>		
	<u>Office Telephone: TBA</u>		
	<u>Office Hours: By Appointment Only</u>		
	<u>E-mail: <a href="mailto:xxxxxxxx@oakland.edu">xxxxxxxx@oakland.edu</a></u>		

#### **PREREQUISITES and/or CO-REQUISITES**

Prerequisites: NRS 705, NRS 800, NRS 810, NRS 890, NRS 841  
Co-requisites: NRS 899

#### **COURSE OVERVIEW**

This is the first of three scholarly and clinically related seminar courses that critically engages students while immersing them into the specialty of nurse anesthesia practice. The objectives and essential content will be covered through examination of a variety of topics over the course of four semesters. The emphasis will be on preparing doctoral nurse anesthesia students who will be able to transition from learner to a certified registered nurse anesthetist whose practice is evidence based. Students will explore advanced clinical topics through the synthesis of theory and evidence-based practice strategies across the lifespan and within complex health care systems.

#### **COURSE OBJECTIVES**

This course will prepare graduates to:

- a. translate evidence-based knowledge into practice to improve patient care outcomes while collaborating with inter-professional teams.
- b. analyze established data bases to generate evidence that supports clinical practice goals of improving patient care outcomes.

- c. Integrate science-based concepts, nursing theories, and cognate theories to develop and evaluate health care practices.

### **ESSENTIAL CONTENT**

Scientific Underpinnings for Practice

Quality Improvement Processes within Healthcare Systems and Systems Thinking

Clinical Scholarship and Analytical Methods for Evidence-Based Practice

Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

Principles of fiduciary responsibility and practice techniques

Inter-professional Collaboration for Improving Patient and Population Health Outcomes

Advanced Nursing Practice

### **TECHNICAL REQUIREMENTS**

All e-Learning courses at Oakland University are delivered using a learning management system called Moodle that allows instructors to design entire courses online or to enhance a classroom-based course. The Moodle software resides on a server allowing students to access it via a web browser, e.g. Mozilla, Firefox. Each course is uniquely designed by the instructor who may include some of the following components in his/her web-based or web enhanced course: course syllabus, course material/content, course assignments, quizzes/tests, hyperlinks to other websites on the Internet and/or other OU web pages, discussion boards, Internal email, and the course grade book.

#### **Logging into Moodle**

Students login to Moodle with their NetID (oakland.edu email) account password. Please remember that anytime you change your NetID password, it will be reflected in your Moodle login.

- Open the Moodle Login page: <https://moodle.oakland.edu>
- Log-in using the first part of your NetID username and password, e.g. if your email is [jwilson3@oakland.edu](mailto:jwilson3@oakland.edu) then:
  - Username: jwilson3
  - Password: whatever your Oakland University email password is

If you have any problems/issues with Moodle, you need to contact or fill out a help desk request form for e-Learning and Instructional Support.

To view course materials in MOODLE you will need the latest version of Adobe Reader that can be downloaded free of charge at [www.adobe.com](http://www.adobe.com)

### **ACADEMIC CONDUCT**

Students are expected to practice and uphold standards of academic integrity as outlined in the Oakland University Undergraduate and Graduate catalogs under the section titled "Academic Conduct". Academic dishonesty may result in a numerical grade of 0.0 for this course.

In addition to the Oakland University Academic Conduct policy, students in the School of Nursing are expected to complete all course-related assignments independently, except in the specific circumstance when the assignment requires group effort.

### **AMERICANS WITH DISABILITIES ACT (1990)**

The Office of Disability Support Services (DSS) is the campus office responsible for verifying that students have disability-related needs for academic accommodations and for planning student appropriate accommodations. Students with learning, psychological, or physical disabilities who require academic accommodations should contact DSS at: 103A North Foundation Hall, Phone: [248-370-3266](tel:248-370-3266); TTY: [248-370-3268](tel:248-370-3268).

Students may request to meet with Linda Sisson, the DSS Director, privately to discuss specific accommodation needs. Please contact DSS at [248-370-3266](tel:248-370-3266) to arrange an appointment.

### **Student Perception of FACULTY TEACHING EFFECTIVENESS**

Students will be provided the opportunity to evaluate this course and faculty toward the end of the semester. The information students provide regarding the course and faculty is extremely valuable to both the School of Nursing faculty and administration. Student feedback is especially useful for faculty as they continue to revise and refine course content and teaching strategies. Please take the time to complete the evaluation forms. We appreciate your time and attention to this important matter.

### **STUDENT NURSE PROFESSIONALISM EXPECTATIONS**

Students in the school of nursing (SON) are educated in classroom, laboratory, simulation, and clinical settings that constitute professional learning environments. The American Nurses Association (2010) scope and standards of practice are the standards of the nursing profession and identify behaviors that are expected of every registered nurse. As part of the student nurse's development, it is imperative that these behaviors be demonstrated in all professional settings as part of becoming an Advanced Practice Registered Nurse with a Doctoral degree (refer to the student handbook for specifics).

## **STUDENT NURSE PROFESSIONALISM EXPECTATIONS**

### **GRADUATE**

Students in the School of Nursing (SON) are educated in classroom, laboratory, and clinical settings that constitute a professional learning environment. The ANA Scope and Standards of Practice (2010) are the standards of the profession and identify sixteen behaviors that are expected of every registered nurse. As part of the student nurse's development, it is imperative that these behaviors be demonstrated in all professional settings as part of becoming/being registered nurses.

(Please refer to the student handbook for the entire document.)

# **Oakland University**

## **School of Nursing**

***NRS 707***

### **Advanced Practice Seminar for NA II**

***CRN #***

**Faculty:**

**Anne Hranchook, CRNA, DNP  
Assistant Professor  
Nurse Anesthesia Program Director**

**Semester and year**

<b>COURSE NUMBER</b>	<u>NRS 707 – CRN #</u>		
<b>CREDITS &amp; HOUR ALLOCATION:</b>	<u>Credits</u>	<u>Wks/Hrs</u>	<b>Total Hours</b>
	<u>Seminar 1</u>	<u>1 x 14</u>	<u>14</u>
<b>COURSE TITLE:</b>	<u>Advanced Practice Seminar for NA I</u>		
<b>CLASS TIME &amp; LOCATION:</b>	<u>XXXXXXXXXXXXXXXXXXXXXXX</u>		
	<u>XXXXXXX</u>		
<b>FACULTY OF RECORD:</b>	<u>Name and credentials</u>		
	<u>Title</u>		
	<u>Office: TBA</u>		
	<u>Office Telephone: TBA</u>		
	<u>Office Hours: By Appointment Only</u>		
	<u>E-mail: <a href="mailto:xxxxxxxx@oakland.edu">xxxxxxxx@oakland.edu</a></u>		

**PREREQUISITES and/or CO-REQUISITES**

Prerequisites: NRS 706  
Co-requisites: NRS 899

**COURSE OVERVIEW**

This is the second of three scholarly and clinically related seminar courses that critically engages students while immersing them into the specialty of nurse anesthesia practice. The objectives and essential content will be covered through examination of a variety of topics over the course of four semesters. The emphasis will be on preparing doctoral nurse anesthesia students who will be able to transition from learner to a certified registered nurse anesthetist whose practice is evidence based. Students will explore advanced clinical topics through the synthesis of theory and evidence-based practice strategies across the lifespan and within complex health care systems.

**COURSE OBJECTIVES**

This course will prepare graduates to:

- d. translate evidence-based knowledge into practice to improve patient care outcomes while collaborating with inter-professional teams.
- e. analyze established data bases to generate evidence that supports clinical practice goals of improving patient care outcomes.

- f. Integrate science-based concepts, nursing theories, and cognate theories to develop and evaluate health care practices.

### **ESSENTIAL CONTENT**

Scientific Underpinnings for Practice

Quality Improvement Processes within Healthcare Systems and Systems Thinking

Clinical Scholarship and Analytical Methods for Evidence-Based Practice

Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

Principles of fiduciary responsibility and practice techniques

Inter-professional Collaboration for Improving Patient and Population Health Outcomes

Advanced Nursing Practice

### **TECHNICAL REQUIREMENTS**

All e-Learning courses at Oakland University are delivered using a learning management system called Moodle that allows instructors to design entire courses online or to enhance a classroom-based course. The Moodle software resides on a server allowing students to access it via a web browser, e.g. Mozilla, Firefox. Each course is uniquely designed by the instructor who may include some of the following components in his/her web-based or web enhanced course: course syllabus, course material/content, course assignments, quizzes/tests, hyperlinks to other websites on the Internet and/or other OU web pages, discussion boards, Internal email, and the course grade book.

#### **Logging into Moodle**

Students login to Moodle with their NetID (oakland.edu email) account password. Please remember that anytime you change your NetID password, it will be reflected in your Moodle login.

- Open the Moodle Login page: <https://moodle.oakland.edu>
- Log-in using the first part of your NetID username and password, e.g. if your email is [jwilson3@oakland.edu](mailto:jwilson3@oakland.edu) then:
  - Username: jwilson3
  - Password: whatever your Oakland University email password is

If you have any problems/issues with Moodle, you need to contact or fill out a help desk request form for e-Learning and Instructional Support.

To view course materials in MOODLE you will need the latest version of Adobe Reader that can be downloaded free of charge at [www.adobe.com](http://www.adobe.com)

### **ACADEMIC CONDUCT**

Students are expected to practice and uphold standards of academic integrity as outlined in the Oakland University Undergraduate and Graduate catalogs under the section titled "Academic Conduct". Academic dishonesty may result in a numerical grade of 0.0 for this course.

In addition to the Oakland University Academic Conduct policy, students in the School of Nursing are expected to complete all course-related assignments independently, except in the specific circumstance when the assignment requires group effort.

### **AMERICANS WITH DISABILITIES ACT (1990)**

The Office of Disability Support Services (DSS) is the campus office responsible for verifying that students have disability-related needs for academic accommodations and for planning student appropriate accommodations. Students with learning, psychological, or physical disabilities who require academic accommodations should contact DSS at: 103A North Foundation Hall, Phone: [248-370-3266](tel:248-370-3266); TTY: [248-370-3268](tel:248-370-3268).

Students may request to meet with Linda Sisson, the DSS Director, privately to discuss specific accommodation needs. Please contact DSS at [248-370-3266](tel:248-370-3266) to arrange an appointment.

### **Student Perception of FACULTY TEACHING EFFECTIVENESS**

Students will be provided the opportunity to evaluate this course and faculty toward the end of the semester. The information students provide regarding the course and faculty is extremely valuable to both the School of Nursing faculty and administration. Student feedback is especially useful for faculty as they continue to revise and refine course content and teaching strategies. Please take the time to complete the evaluation forms. We appreciate your time and attention to this important matter.

### **STUDENT NURSE PROFESSIONALISM EXPECTATIONS**

Students in the school of nursing (SON) are educated in classroom, laboratory, simulation, and clinical settings that constitute professional learning environments. The American Nurses Association (2010) scope and standards of practice are the standards of the nursing profession and identify behaviors that are expected of every registered nurse. As part of the student nurse's development, it is imperative that these behaviors be demonstrated in all professional settings as part of becoming an Advanced Practice Registered Nurse with a Doctoral degree (refer to the student handbook for specifics).



## **STUDENT NURSE PROFESSIONALISM EXPECTATIONS**

### **GRADUATE**

Students in the School of Nursing (SON) are educated in classroom, laboratory, and clinical settings that constitute a professional learning environment. The ANA Scope and Standards of Practice (2010) are the standards of the profession and identify sixteen behaviors that are expected of every registered nurse. As part of the student nurse's development, it is imperative that these behaviors be demonstrated in all professional settings as part of becoming/being registered nurses.

(Please refer to the student handbook for the entire document.)

# **Oakland University**

## **School of Nursing**

***NRS 708***

### **Advanced Practice Seminar for NA III**

***CRN #***

**Faculty:**

**Anne Hranchook, CRNA, DNP  
Assistant Professor  
Nurse Anesthesia Program Director**

**Semester and year**

<b>COURSE NUMBER</b>	<u>NRS 708 – CRN #</u>		
<b>CREDITS &amp; HOUR ALLOCATION:</b>	<u>Credits</u>	<u>Wks/Hrs</u>	<b>Total Hours</b>
	<u>Seminar 2</u>	<u>2 x 14</u>	<u>28</u>
<b>COURSE TITLE:</b>	<u>Advanced Practice Seminar for NA I</u>		
<b>CLASS TIME &amp; LOCATION:</b>	<u>XXXXXXXXXXXXXXXXXXXXXXX</u>		
	<u>XXXXXXX</u>		
<b>FACULTY OF RECORD:</b>	<u>Name and credentials</u>		
	<u>Title</u>		
	<u>Office: TBA</u>		
	<u>Office Telephone: TBA</u>		
	<u>Office Hours: By Appointment Only</u>		
	<u>E-mail: <a href="mailto:xxxxxxx@oakland.edu">xxxxxxx@oakland.edu</a></u>		

#### **PREREQUISITES and/or CO-REQUISITES**

Prerequisites: NRS 707  
Co-requisites: NRS 899

#### **COURSE OVERVIEW**

This is the third of three scholarly and clinically related seminar courses that critically engages students while immersing them into the specialty of nurse anesthesia practice. The objectives and essential content will be covered through examination of a variety of topics over the course of four semesters. The emphasis will be on preparing doctoral nurse anesthesia students who will be able to transition from learner to a certified registered nurse anesthetist whose practice is evidence based. Students will explore advanced clinical topics through the synthesis of theory and evidence-based practice strategies across the lifespan and within complex health care systems.

#### **COURSE OBJECTIVES**

This course will prepare graduates to:

- g. translate evidence-based knowledge into practice to improve patient care outcomes while collaborating with inter-professional teams.
- h. analyze established data bases to generate evidence that supports clinical practice goals of improving patient care outcomes.

- i. Integrate science-based concepts, nursing theories, and cognate theories to develop and evaluate health care practices.

### **ESSENTIAL CONTENT**

Scientific Underpinnings for Practice

Quality Improvement Processes within Healthcare Systems and Systems Thinking

Clinical Scholarship and Analytical Methods for Evidence-Based Practice

Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

Principles of fiduciary responsibility and practice techniques

Inter-professional Collaboration for Improving Patient and Population Health Outcomes

Advanced Nursing Practice

### **TECHNICAL REQUIREMENTS**

All e-Learning courses at Oakland University are delivered using a learning management system called Moodle that allows instructors to design entire courses online or to enhance a classroom-based course. The Moodle software resides on a server allowing students to access it via a web browser, e.g. Mozilla, Firefox. Each course is uniquely designed by the instructor who may include some of the following components in his/her web-based or web enhanced course: course syllabus, course material/content, course assignments, quizzes/tests, hyperlinks to other websites on the Internet and/or other OU web pages, discussion boards, Internal email, and the course grade book.

#### **Logging into Moodle**

Students login to Moodle with their NetID (oakland.edu email) account password. Please remember that anytime you change your NetID password, it will be reflected in your Moodle login.

- Open the Moodle Login page: <https://moodle.oakland.edu>
- Log-in using the first part of your NetID username and password, e.g. if your email is [jwilson3@oakland.edu](mailto:jwilson3@oakland.edu) then:
  - Username: jwilson3
  - Password: whatever your Oakland University email password is

If you have any problems/issues with Moodle, you need to contact or fill out a help desk request form for e-Learning and Instructional Support.

To view course materials in MOODLE you will need the latest version of Adobe Reader that can be downloaded free of charge at [www.adobe.com](http://www.adobe.com)

### **ACADEMIC CONDUCT**

Students are expected to practice and uphold standards of academic integrity as outlined in the Oakland University Undergraduate and Graduate catalogs under the section titled "Academic Conduct". Academic dishonesty may result in a numerical grade of 0.0 for this course.

In addition to the Oakland University Academic Conduct policy, students in the School of Nursing are expected to complete all course-related assignments independently, except in the specific circumstance when the assignment requires group effort.

### **AMERICANS WITH DISABILITIES ACT (1990)**

The Office of Disability Support Services (DSS) is the campus office responsible for verifying that students have disability-related needs for academic accommodations and for planning student appropriate accommodations. Students with learning, psychological, or physical disabilities who require academic accommodations should contact DSS at: 103A North Foundation Hall, Phone: [248-370-3266](tel:248-370-3266); TTY: [248-370-3268](tel:248-370-3268).

Students may request to meet with Linda Sisson, the DSS Director, privately to discuss specific accommodation needs. Please contact DSS at [248-370-3266](tel:248-370-3266) to arrange an appointment.

### **Student Perception of FACULTY TEACHING EFFECTIVENESS**

Students will be provided the opportunity to evaluate this course and faculty toward the end of the semester. The information students provide regarding the course and faculty is extremely valuable to both the School of Nursing faculty and administration. Student feedback is especially useful for faculty as they continue to revise and refine course content and teaching strategies. Please take the time to complete the evaluation forms. We appreciate your time and attention to this important matter.

### **STUDENT NURSE PROFESSIONALISM EXPECTATIONS**

Students in the school of nursing (SON) are educated in classroom, laboratory, simulation, and clinical settings that constitute professional learning environments. The American Nurses Association (2010) scope and standards of practice are the standards of the nursing profession and identify behaviors that are expected of every registered nurse. As part of the student nurse's development, it is imperative that these behaviors be demonstrated in all professional settings as part of becoming an Advanced Practice Registered Nurse with a Doctoral degree (refer to the student handbook for specifics).

## **STUDENT NURSE PROFESSIONALISM EXPECTATIONS**

### **GRADUATE**

Students in the School of Nursing (SON) are educated in classroom, laboratory, and clinical settings that constitute a professional learning environment. The ANA Scope and Standards of Practice (2010) are the standards of the profession and identify sixteen behaviors that are expected of every registered nurse. As part of the student nurse's development, it is imperative that these behaviors be demonstrated in all professional settings as part of becoming/being registered nurses.

(Please refer to the student handbook for the entire document.)

# **Oakland University**

## **School of Nursing**

### ***NRS 896***

### **Cumulative Review**

### **for NA**

*CRN #*

**Faculty:**

**Anne Hranchook, CRNA, DNP**  
**Assistant Professor &**  
**Director**  
**Nurse Anesthesia Program**

**Semester and year**

**COURSE NUMBER** NRS 896 – CRN #

<b>CREDITS &amp; HOUR</b>	<b>Credits</b>	<b>Wks/Hrs</b>	<b>Total Hours</b>
<b>ALLOCATION:</b>	<b>Seminar</b>	<b>2</b>	<b>2 x 14</b>
<u>28</u>			

**COURSE TITLE:** Cummulative Review for NA

**CLASS TIME & LOCATION:** XXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXX

**FACULTY OF RECORD:** Name and credentials  
Title  
Office: TBA  
Office Telephone: TBA  
Office Hours: By Appointment Only  
E-mail: [xxxxxxx@oakland.edu](mailto:xxxxxxx@oakland.edu)

### **PREREQUISITES and/or CO-REQUISITES**

Prerequisites: NRS 607, NRS 615, NRS 625, NRS XX (clinical internship VII)  
Co-requisites: NRS 6XY (clinical internship VIII), NRS 708

### **COURSE OVERVIEW**

This course provides a comprehensive review of knowledge, skills and abilities necessary for successful initial certification and entry-level nurse anesthesia practice. The course content mirrors the test content outline provided in the National Certifying Exam (NCE) candidate handbook.

### **COURSE OBJECTIVES**

This course will prepare graduates to:

- j. validate their mastery of knowledge necessary for entry-level nurse anesthesia practice.
- k. integrate knowledge across the spectrum of nurse anesthesia practice.
- l. Achieve a passing score on the NCE offered by the National Board of Certification and Recertification for Nurse Anesthesia (NBCRNA).

### **ESSENTIAL CONTENT**

**Basic Sciences**

Anatomy. Physiology. Pathophysiology  
Pharmacology  
Applied chemistry, biochemistry, physics

**Equipment & Instrumentation**

Anesthetic delivery systems  
Airway equipment  
Monitoring devices

**Basic principles of anesthesia**

Preop assessment & preparation of the patient  
Positioning  
Interpretation of data  
Airway management  
Local/regional anesthesia  
Monitored anesthesia care/conscious sedation  
Pain management  
Post anesthesia care/respiratory care

**Advanced Principles of Anesthesia**

Surgical procedures and procedures related to organ systems  
Pediatrics  
Obstetrics  
Geriatrics  
Obesity

**TECHNICAL REQUIREMENTS**

All e-Learning courses at Oakland University are delivered using a learning management system called Moodle that allows instructors to design entire courses online or to enhance a classroom-based course. The Moodle software resides on a server allowing students to access it via a web browser, e.g. Mozilla, Firefox. Each course is uniquely designed by the instructor who may include some of the following components in his/her web-based or web enhanced course: course syllabus, course material/content, course assignments, quizzes/tests, hyperlinks to other websites on the Internet and/or other OU web pages, discussion boards, Internal email, and the course grade book.

**Logging into Moodle**

Students login to Moodle with their NetID (oakland.edu email) account password. Please remember that anytime you change your NetID password, it will be reflected in your Moodle login.

- Open the Moodle Login page: <https://moodle.oakland.edu>
- Log-in using the first part of your NetID username and password, e.g. if your email is [jwilson3@oakland.edu](mailto:jwilson3@oakland.edu) then:
  - Username: jwilson3
  - Password: whatever your Oakland University email password is

If you have any problems/issues with Moodle, you need to contact or fill out a help desk request form for e-Learning and Instructional Support.

To view course materials in MOODLE you will need the latest version of Adobe Reader that can be downloaded free of charge at [www.adobe.com](http://www.adobe.com)

### **ACADEMIC CONDUCT**

Students are expected to practice and uphold standards of academic integrity as outlined in the Oakland University Undergraduate and Graduate catalogs under the section titled "Academic Conduct". Academic dishonesty may result in a numerical grade of 0.0 for this course.

In addition to the Oakland University Academic Conduct policy, students in the School of Nursing are expected to complete all course-related assignments independently, except in the specific circumstance when the assignment requires group effort.

### **AMERICANS WITH DISABILITIES ACT (1990)**

The Office of Disability Support Services (DSS) is the campus office responsible for verifying that students have disability-related needs for academic accommodations and for planning student appropriate accommodations. Students with learning, psychological, or physical disabilities who require academic accommodations should contact DSS at: 103A North Foundation Hall, Phone: [248-370-3266](tel:248-370-3266); TTY: [248-370-3268](tel:248-370-3268).

Students may request to meet with Linda Sisson, the DSS Director, privately to discuss specific accommodation needs. Please contact DSS at [248-370-3266](tel:248-370-3266) to arrange an appointment.

### **Student Perception of FACULTY TEACHING EFFECTIVENESS**

Students will be provided the opportunity to evaluate this course and faculty toward the end of the semester. The information students provide regarding the course and faculty is extremely valuable to both the School of Nursing faculty and administration. Student feedback is especially useful for faculty as they continue to revise and refine course content and teaching strategies. Please take the

time to complete the evaluation forms. We appreciate your time and attention to this important matter.

### **STUDENT NURSE PROFESSIONALISM EXPECTATIONS**

Students in the school of nursing (SON) are educated in classroom, laboratory, simulation, and clinical settings that constitute professional learning environments. The American Nurses Association (2010) scope and standards of practice are the standards of the nursing profession and identify behaviors that are expected of every registered nurse. As part of the student nurse's development, it is imperative that these behaviors be demonstrated in all professional settings as part of becoming an Advanced Practice Registered Nurse with a Doctoral degree (refer to the student handbook for specifics).

### **STUDENT NURSE PROFESSIONALISM EXPECTATIONS** **GRADUATE**

Students in the School of Nursing (SON) are educated in classroom, laboratory, and clinical settings that constitute a professional learning environment. The ANA Scope and Standards of Practice (2010) are the standards of the profession and identify sixteen behaviors that are expected of every registered nurse. As part of the student nurse's development, it is imperative that these behaviors be demonstrated in all professional settings as part of becoming/being registered nurses.

(Please refer to the student handbook for the entire document.)

## APPENDIX B

### Proforma & Explanation of Budget for DNP Nurse Anesthesia (NA) Track

The Oakland University - Beaumont Nurse Anesthesia program (NA) began in 1991 as a collaborative initiative between Oakland University School of Nursing and Beaumont Hospital. The program was approved at Oakland University in 1990 and the first students started coursework in 1991. With shared authority and joint ownership, Oakland University and Beaumont Hospital operate the program. The NA program enjoys full accreditation by the *Council on Accreditation of Nurse Anesthesia Educational Programs* for the maximum number of years possible and the *Council on Colligate Nursing Education*. There are 115 graduate nurse anesthesia programs in the U.S., and this program is ranked 17th in the nation in *US News and World Report's* special edition of American's Best Graduate Schools.

In 2011, the tuition model was changed to a flat rate of \$6,800.00 per semester following approval by the Board of Trustees of Oakland University. This differential payment model was in keeping with the precedent set for other specific high quality but generally more expensive programs at Oakland University, (the Medical School and the Executive MBA program). On June 8, 2015 approval was obtained by the Board of Trustees of Oakland University to increase the tuition to \$7650.00 for students starting fall of 2015. The Board of Trustees also authorized that the differential tuition will be increased each year at no more than the percentage increase to graduate tuition. The proposed increase in tuition for DNP NA track students would bring the total cost of the 36 month program to \$68,850.00. This is in line with other NA programs that are highly ranked by *US News and World Report's* special edition of American's Best Graduate Schools. See table below:

2014 Program Costs For Top 20 DNP Nurse Anesthesia Programs Ranked by U.S. News & World Report			
	Rank	Program length	Total Cost
VCU	#1	36 mo	\$71,452.44
Rush	#3	40 mo	\$113,610
Baylor	#5	36 mo	\$74, 630
Duke	#11	36 mo	\$129,046
University of Iowa	#11	36 mo	\$62, 676
University of Buffalo	#17	36 mo	\$111,888
University of Maryland	#17	36 mo	\$74, 704

This budget reflects a plan to continue a shared authority model with Beaumont Hospital. The University carries the majority of the financial responsibility for the program with Beaumont Hospital continuing as the primary clinical site and offering the following in-kind expenses: office space, classrooms, student study areas, simulation, equipment, and miscellaneous items.

The first two years of the proposed five-year budget includes the matriculating students in the MSN-NA track. The proposed DNP NA track tuition rate will be \$7,650.00 with additional percentage increases at the same rate as graduate tuition. The table below indicates the number of students projected to enroll in the DNP NA track and the students matriculating from the MSN-NA track following implementation of the program. Beginning in the academic year 2017-18, the MSN-NA track will no longer accept new students. In the same academic year, twenty-three students are projected to be admitted into the proposed DNP NA track while 43 MSN-NA track students will be matriculating to completion of their plans-of-study. By the next academic year 2018-19, the remaining 23 MSN-NA track students will complete their plans-of-study and 23 more DNP NA students will be admitted.

#### 5-YEAR TOTAL HEAD COUNTS WITH CORRESPONDING CREDITS

	2017-18		2018-19		2019-20		2020-21		2021-22	
<b>DNP-NA</b>	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits
1 <sup>st</sup> Yr.	23	33	23	26	23	33	23	33	23	33
2 <sup>nd</sup> Yr.	0	0	23	26	23	26	23	26	23	26
3 <sup>rd</sup> Yr.	0	0	0	0	23	27	23	27	23	27
<b>MSN-NA</b>	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits
1 <sup>st</sup> Yr.	0	0	0	0	0	0	0	0	0	0
2 <sup>nd</sup> Yr.	23	22	0	0	0	0	0	0	0	0
3 <sup>rd</sup> Yr.	20	3	23	3	0	0	0	0	0	0



		Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
<b>Revenue Variables:</b>						
<sup>1</sup> Total Headcount		66	69	69	69	69
MSN		43	23	0	0	0
DNP		23	46	69	69	69
<b>Total Credit Hours</b>		<b>1720</b>	<b>1720</b>	<b>1720</b>	<b>1720</b>	<b>1720</b>
MSN		1060	540	0	0	0
DNP		660	1180	1720	1720	1720
<b>Total FYES</b>		<b>71.67</b>	<b>71.67</b>	<b>71.67</b>	<b>71.67</b>	<b>71.67</b>
MSN		44.17	22.50	0.00	0.00	0.00
DNP		27.50	49.17	71.67	71.67	71.67
<b>Total FTE</b>		<b>143.33</b>	<b>143.33</b>	<b>143.33</b>	<b>143.33</b>	<b>143.33</b>
MSN		14.72	7.50	0.00	0.00	0.00
DNP		9.17	16.39	23.89	23.89	23.89
<sup>2</sup> Tuition Rate Per Semester						
MSN/DNP		\$7,650	\$7,650	\$7,650	\$7,650	\$7,650
<b>Income</b>						
Tuition		\$1,193,400	\$1,231,650	\$1,583,550	\$1,583,550	\$1,583,550
<sup>3</sup> Total Income		<b>\$1,193,400</b>	<b>\$1,231,650</b>	<b>\$1,583,550</b>	<b>\$1,583,550</b>	<b>\$1,583,550</b>
<b>Expenses</b>	<b>ACCT</b>					
<i>Salaries/Wages</i>						
<sup>4</sup> Faculty Salaries	6101	\$360,321	\$360,321	\$360,321	\$360,321	\$360,321
AP (F/T) - Advising	6201	\$0	\$0	\$0	\$0	\$0
<sup>5</sup> AP (P/T) - Program Support	6201	\$31,615	\$31,615	\$31,615	\$31,615	\$31,615
Faculty Inload (Replacement Costs)	6301	\$0	\$0	\$0	\$0	\$0
Faculty Coordinator	6301	\$0	\$0	\$0	\$0	\$0
<sup>6</sup> Faculty Summer Pay	6301	\$47,093	\$47,093	\$47,093	\$47,093	\$47,093
<sup>7</sup> Part-time Faculty	6301	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
Graduate Assistant	6311	\$0	\$0	\$0	\$0	\$0
Wages	6401	\$0	\$0	\$0	\$0	\$0
Student	6501	\$0	\$0	\$0	\$0	\$0
<i>Total Salary Expenses</i>		<i>\$479,029</i>	<i>\$479,029</i>	<i>\$479,029</i>	<i>\$479,029</i>	<i>\$479,029</i>
<sup>8</sup> Fringe Benefits	6701	\$176,820	\$176,820	\$176,820	\$176,820	\$176,820
<i>Total Compensation Expenses</i>		<i>\$655,848</i>	<i>\$655,848</i>	<i>\$655,848</i>	<i>\$655,848</i>	<i>\$655,848</i>
<b>Operating Expenses</b>						
Graduate Assistant Tuition	7101	\$0	\$0	\$0	\$0	\$0
<sup>9</sup> Supplies and Services	7101	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000

<sup>10</sup> Contract Services	7101	\$433,112	\$446,105	\$459,488	\$473,273	\$487,471
Repairs and Maintenance	7111	\$0	\$0	\$0	\$0	\$0
<sup>11</sup> Travel	7201	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000
<sup>12</sup> Library	7401	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
<sup>13</sup> Equipment	7501	\$11,000	\$11,000	\$11,000	\$11,000	\$11,000
<b>Total Operating Expenses</b>		<b>\$485,112</b>	<b>\$498,105</b>	<b>\$511,488</b>	<b>\$525,273</b>	<b>\$539,471</b>
<b>Total Expenses</b>		<b>\$1,140,960</b>	<b>\$1,153,953</b>	<b>\$1,167,336</b>	<b>\$1,181,121</b>	<b>\$1,195,319</b>
<b>Net Income/Loss</b>		<b>\$52,440</b>	<b>\$77,697</b>	<b>\$416,214</b>	<b>\$402,429</b>	<b>\$388,231</b>

The Proforma Budget includes:

1. Total Headcount-consists of 43 Master-NA students and 23 DNP NA students in academic year 2017-2018, 23 Master-NA students and 46 DNP NA students in academic year 2018-2019 and 69 DNP-NA students in academic year 2019-2020 and each year thereafter.
2. Tuition Rate Per Semester-this reflects the projected revenue as a result of student tuition from the combined tracks of Nurse Anesthesia (NA) using the current graduate differential flat tuition of \$7,650.00 for Master-NA students.
3. Total Income-this revenue line represents the tuition income for the Nurse Anesthesia program for the Masters and Doctoral tracks: year 1- \$ 1,193,400.00; year 2- \$ 1,231,650.00; year 3 through 5- \$ 1,583,550.00.
4. Faculty Salaries-this represents two existing full-time faculty (Director and Assistant Director) to teach and oversee the administration, development, and implementation of the Oakland University-Beaumont Graduate Program of Nurse Anesthesia in accordance with the requirements and policies of Oakland University, Beaumont Hospitals, and the Council on Accreditation of Nurse Anesthesia Educational Programs.

5. Administrative Professional Program Support-This represents an existing part-time Program Support position (32 hours/week at \$18.99/hour with fringes 60%) who provides support to directors with management of the program at a rate of \$31,615.00 annually. Job responsibilities include: scheduling interviews for program applicants, generating and maintaining student files, ordering books and supplies for the program, generating and maintaining program syllabi, assisting with reporting of evaluation measures, scheduling of conferences/seminars, scheduling/arranging student activities, etc.
6. Faculty Summer Pay-faculty in the School of Nursing are on a nine month teaching contract (Fall and Winter). This expense line represents the faculty (Director/Assistant Director) that will be teaching a total of 15 credits during the summer semester resulting in \$47,093 in summer pay calculated using the current faculty salary in the summer pay formula.
7. Part-Time Faculty-this represents part-time faculty that provide supplement teaching in Specialty Content Areas. Part-faculty may provide lecture assistance and/or participate in clinical site visits. Examples include part-time faculty who serve as subject matter experts holding credentials and certifications in areas such as pharmacology, regional anesthesia, and pain management. As a result, the part-time costs for faculty \$40,000.00.
8. Fringe Benefits-this expense line represents the cost of fringe benefits associated with the program calculated by the university fringe benefit composite rates. The faculty salaries cost is 42.6% of \$360,321 (\$153,497), part-time administrative professional is 60% of \$31,615 (\$18,969), faculty summer pay is 2.45% of \$47,093 (\$1,154), and part-time faculty cost is 8% of \$40,000 (\$3,200) totaling \$176,820.
9. Supplies-the \$25,000 budget amount is designated for the NA program will be used to purchase supplies such as simulation task-trainers, books, software, paper, printer ink, Scranton forms and other instructional supplies needed for faculty to teach courses, scholarship recognition, accreditation fees, maintenance contracts for distance-learning equipment, and Typhon software.

10. Contract Services-three (3) clinical coordinators at 1.8 FTE per contract agreement with Beaumont Health System at 3% increase each year: Year one = \$433,112.00; Year two \$446,105.00; Year Three \$459,488.00; Year four \$473,273.00; Year five \$487,471.00. Beaumont is on a calendar year. Invoice reflects projected costs for fiscal year July 1<sup>st</sup>, 2016 through June 30, 2017.
11. Travel-this portion of the budget will help support the cost for NA faculty travel expenses and attendance at professional conferences. Of importance is to maintain the program's national recognition as a ranked program in the U.S. News & World Report. It is essential for faculty to travel to professional conferences locally, nationally, and internationally to assist with networking, marketing, and program development. This has been calculated to be \$14,000 annually. For example, the cost to attend a week-long conference this year is itemized as follows: Travel (airfare, taxi, parking, baggage) - \$712; Conference fee- \$500; Hotel- \$150 x 5 nights- \$750; Food- \$60/day x 5 days- \$300= \$2,262/attendee. Travel also includes faculty travel to clinical and distance learning sites.
12. Library-this amount is paid annually to the library for services and resources.
13. Equipment-this expense line reflects the equipment costs needed to support the NA program (distance learning, digital camera, simulators, and mannequins). A fund of \$11,000/year has been allocated to cover the cost associated with purchasing additional, upgrades, replacement or new tools

(Beaumont Invoice for Contract Services)

Calendar Year		
Beaumont		2016 Budget
80101 - Salaries and Wages	1.8 FTE	\$333,063
80105 - Overtime		\$801
80106 - Shift Differential		\$523
80101 - Contingent		\$0
80120 - Temporary Help		\$0
80201 - FICA		\$73,145
		<hr/>
		\$407,532

## **Appendix C**

### **Letters of Support**

April 9<sup>th</sup>, 2014

To: Gary Moore, Associate Dean, School of Nursing  
Stephanie Vallie, Assessment Representative, School of Nursing

From: Robert Nehmer, Chair  
University Assessment Committee

Subject: Reply to the School of Nursing Assessment Mapping Submitted February 12, 2014

Thank you for submitting the School of Nursing assessment mapping dated February 12, 2014. The University Assessment Committee (UAC) has reviewed and accepted the mapping. You will not need to submit another mapping until either the Higher Learning Commission's requirements change or your accrediting body changes its standards. Until that time, we ask that you send us a copy of the re-accreditation letter after each of your accreditation visits. In doing so, your program(s) will remain in compliance with the UAC requirements on accreditation of programs with external accreditation.

*2012 letter  
sent 4-10-14*

The UAC does note that the School of Nursing's accrediting body has developed new standards. Please review those standards in light of the existing map. If changes are necessary, please send a new map to the UAC before your next reaccreditation visit.

The UAC appreciates the time and effort that you have put into the assessment process, and commends you for the good work you are doing in using assessment to improve your program.

Representatives of the University Assessment committee are available to work with your faculty. The Committee representatives for your program are:  
Robert Nehmer (nehmer@oakland.edu) or Rajeev Singhal (singhal@oakland.edu).

If you have any other questions or comments, please contact me. We thank you for your report, and we look forward to working with you and your faculty in your continuing assessment activities.

For information purposes, we are sending a copy of this to Dean Schuiling and Provost Lentini.



## Beaumont

---

Beaumont Hospital – Royal Oak  
3601 West 13 Mile Road  
Royal Oak, MI 48073

11/24/15

George Hynd, PhD  
President  
Oakland University  
204 Wilson Hall  
2200 N. Squirrel Road  
Rochester, MI 48309-4401

Dear Dr. Hynd,

This letter affirms Beaumont's continued commitment and support for the Oakland University-Beaumont Graduate Program of Nurse Anesthesia as it transitions the curriculum from a Master of Science in Nursing to a Doctor of Nursing Practice (DNP) degree. The advancement of the curriculum to the doctoral level is a mandate put forth by the accreditor of nurse anesthesia programs, the Council on Accreditation of Nurse Anesthesia Educational Programs, and in line with Beaumont's mission of nursing.


At Beaumont, the mission of nursing is to maintain excellence in professional nursing practice, service, quality and research while promoting the needs of the patients and communities we serve. The mission is exemplified through Beaumont, Royal Oak and Troy being designated as Magnet Hospitals by the American Nurses Credentialing Center. Hospitals that have earned Magnet recognition serve as a model for other hospitals through the demonstration of achievement of excellence in standards that address nursing practice at all levels. These standards are personified in the role of the DNP. Consequently, Beaumont acknowledges that there is great benefit from the presence of DNP graduates in a variety of positions within the hospital system.

The rapidity with which today's healthcare environment is changing and the need for advanced practice registered nurses such as Certified Registered Nurse Anesthetists to keep pace by continually expanding their knowledge base and skill has provided the foundation for this position. As a shared authority partner, Beaumont is in full support of the Oakland University-Beaumont Graduate Program of Nurse Anesthesia as it advances the curriculum to the DNP.

Sincerely,



Shane Cerone, MA  
President  
Beaumont Hospital  
Royal Oak, Michigan, 48073



Maureen Bowman, MA, BSN, RN, NEA BC  
Vice President and Chief Nursing Officer  
Beaumont Hospital  
Royal Oak, Michigan, 48073



February 23, 2016

Dr. James Lentini  
Senior Vice President for Academic Affairs and Provost  
Oakland University  
Rochester, MI 48309-4401

Dr. Lentini,

This letter is in support for the BSN to DNP nursing program in Nurse Anesthesia (BSN-DNP). This proposal represents two years of hard work and thoughtful consultation on the part of the faculty and staff of the Nurse Anesthesia program in collaboration with the Graduate Committee on Instruction (GCOI). I am pleased to have been serving as the Interim Dean during the formation and development of this program. As Interim Dean, I have gained an appreciation of the major impact that Advanced Practice Registered Nurses have on the overall quality of health care in the United States. I have also been witness to the movement to advance nursing education for these valuable health care team members to the doctoral level; giving them the in-depth knowledge of clinical science, advance their leadership skills, and give them a strong background in health policy. In addition, I have participated in the conversations of our professional associations to advance this education agenda.

The American Association of Nurse Anesthetists has made a strong statement about the educational requirements for nurse anesthesia in the future. This includes the requirement that entry-level nurse anesthesia practice be at the doctoral level. This position is the driving force behind the proposal before you for the BSN-DNP program. This program will propel the Nurse Anesthesia program at Oakland University to the next level and meet the requirements for accreditation now and in the future. The Nurse Anesthesia program staff has worked hard to see that all required material is included in the curriculum and that a strong research and theoretical threads are brought through the entire program. In addition, I believe that this proposal includes all of the necessary components to make this program one that can be nationally competitive.

I strongly support this program. It will enhance the quality of the Nurse Anesthesia program and serve as a template for the future development of similar proposals for our Nurse Practitioner programs. Finally, I feel that the budget is sound and the program is sustainable.

If you require additional information, please do not hesitate to contact me at your convenience.

Sincerely,

A handwritten signature in dark ink, appearing to read "Gary Moore".

Gary Moore, PhD, RN  
Interim Dean

Agendum  
Oakland University  
Board of Trustees Formal Session  
June 8, 2015

**AUTHORIZATION TO INCREASE TUITION DIFFERENTIAL FOR THE  
OAKLAND UNIVERSITY - BEAUMONT NURSE ANESTHESIA PROGRAM**

**A Recommendation**

1. **Divisions and Departments:** Academic Affairs, School of Nursing.

2. **Introduction:** The Oakland University - Beaumont Graduate Program of Nurse Anesthesia (OUBGPNA) began in 1991 as a collaborative initiative between the Oakland University School of Nursing (SON) and Beaumont Hospital. The Nurse Anesthesia Program was approved at Oakland University in 1990 and the first students started coursework in 1991. The Nurse Anesthesia Program enjoys full accreditation by the *Council on Accreditation of Nurse Anesthesia Educational Programs* for the maximum number of years possible and the *Council on Collegiate Nursing Education*. The Nurse Anesthesia Program is twenty-eight months in duration, 58 credits and has graduated over 450 students. The Nurse Anesthesia Program boasts a national certification pass rate of 92% compared to a national pass rate of 86%.

Oakland University and Beaumont Hospitals operate the program together. Students take foundational courses and specialty courses which are taught by the SON faculty. Classrooms, conference rooms, labs, offices, and clinical rotations are provided by Beaumont Hospital.

There is great diversity across universities in their tuition rates for students. Local Michigan universities charge from \$42,992 to \$56,476 for the program while other out of state programs charge from \$43,769 to \$98,878. The OUBGPNA currently charges \$6,800 per semester or \$47,600.

The proposed tuition of \$7,650 per semester (\$53,550) will be charged to all current and incoming students. The Nurse Anesthesia Program admits approximately 22 students per year.

3. **Previous Board Action:** None.

4. **Budget Implications:** By increasing the tuition rate to a flat fee of \$7,650 per semester, for seven semesters, the Nurse Anesthesia Program will generate sufficient revenue to cover the academic expenses of the program. Beaumont Hospital will continue to collaborate with the SON and provide clinical rotations and space allocations.

Authorization to Increase Tuition Differential for the  
Oakland University - Beaumont Nurse Anesthesia Program  
Oakland University  
Board of Trustees Formal Session  
June 8, 2015  
Page 2

5. Educational Implications: None.

6. Personnel Implications: None.

7. University Reviews/Approvals: The Oakland University - Beaumont Nurse Anesthesia proposal was developed by the SON and reviewed by the Senior Vice President for Academic Affairs and Provost, and the President.

8. Recommendation:

WHEREAS, the Oakland University - Beaumont Nurse Anesthesia Program will respond to industry demand for nurse anesthetists in Michigan and across the country, and that the anesthesia major is consistent with Oakland University's Strategic Plan; now, therefore, be it

RESOLVED, that the Board of Trustees authorizes the President to assess a tuition differential for the Nurse Anesthesia Program in the amount of \$7,650/semester or \$53,550 for the program, and be it further

RESOLVED, that the tuition differential will be increased each year at no more than the percentage increase to graduate tuition rates, as approved by the Board of Trustees.

9. Attachments: None

Submitted to the President  
on 6/11/2015, 2015 by

  
James P. Lentini, D.M.A.  
Senior Vice President for  
Academic Affairs and Provost

Recommended on 6/11, 2015  
to the Board for approval by

  
George W. Hynd  
President

## Appendix D

### SON Evaluation Plan

Standard 1. Program Quality: Mission and Governance	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
I-A. The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	<p>School of Nursing (SON) Mission statement</p> <p>OU Mission statement</p> <p>SON Undergraduate (UG), Graduate and Doctor of Nursing Practice (DNP) program outcomes/objectives.</p> <p>American Association of Colleges of Nursing (AACN) Baccalaureate, Master's, and DNP Essentials.</p> <p>American Nurses Association (ANA) (2015) Scope and Standards of Practice (3<sup>rd</sup> ed.)</p> <p>Commission on Collegiate Nursing Education (CCNE)</p>	<p>Dean</p> <p>Associate Dean</p> <p>Faculty Assembly (FA)</p>	<p>The FA compares SON Mission, program outcomes/objectives, and expected student outcomes to OU mission and relevant professional nursing standards every five (5) years.</p> <p>2018-2019 2023-2014</p>	<p>Expected outcome: The SON Mission and program outcomes/objectives are congruent with OU and with relevant professional nursing standards and guidelines.</p>	<p>The Dean/Associate Dean presents findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.</p>

	<p>accreditation standards (2013)</p> <p>Criteria for Evaluation of Nurse Practitioner (NP) Programs</p> <p>National Organization of Nurse Practitioner Faculties (NONPF) standards</p> <p>Council on Accreditation (COA) standards.</p> <p>OU UG and Graduate Catalogs</p> <p>SON UG, Graduate/Nurse Anesthesia (NA), and DNP student handbooks</p>				
--	--	--	--	--	--

Standard 1. Program Quality: Mission and Governance	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:</p> <ul style="list-style-type: none"> <li>-professional nursing standards and guidelines;</li> <li>-the needs and expectations of the communities of interest</li> </ul> <p>The SON defines the communities of interest as:</p> <p>A) SON clinical partners</p> <p>B) Public</p> <ul style="list-style-type: none"> <li>• SON Board of Visitors</li> </ul> <p>C) Faculty at OU teaching pre-requisite courses</p>	<p>SON Mission statement</p> <p>SON UG, Graduate, and DNP program outcomes/objectives</p> <p>Criteria for Evaluation of Nurse Practitioner Programs</p> <p>CCNE (2013) accreditation standards</p> <p>NONPF standards</p> <p>COA standards</p> <p>SON Faculty and student handbooks (UG, Graduate/NA, and DNP)</p>	<p>Associate Dean</p> <p>FA</p>	<p>FA reviews the SON Mission, and UG, Graduate, and DNP program outcomes/objectives every 5 years: 2018-2019 2023-2024</p> <p>Associate Dean develops survey questions. Method of inquiry will be decided by Evaluation Committee. Schedule to assess the communities of interest is as follows:</p> <p>SON clinical partners every 3 years: 2016-2017 2019-2020</p>	<p>Expected outcome: The SON Mission and program outcomes/objectives reflect professional nursing standards and guidelines, and the needs and expectations of the communities of interest.</p>	<p>Associate Dean analyzes survey data and presents report to the Evaluation Committee who presents the findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.</p>

D) Students			SON alumni every 3 years: 2017-2018 2020-2021		
E) SON alumni			SON Board of Visitors every 5 years: 2018-2019 2023-2024		
			OU faculty who teach pre-requisite courses every 5 years: 2018-2019 2023-2024		

Standard 1. Program Quality: Mission and Governance	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
I-C. Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty and are congruent with the institutional expectations.	<p>University Standards for Re-employment, Promotion and Tenure</p> <p>SON Criteria and Procedures for Re-employment, Tenure and Promotion</p> <p>SON Faculty handbook</p>	NCAP	<p>NCAP reviews the SON Criteria and Procedures for Re-employment, Tenure and Promotion every three years for congruence with the University Standards for Re-employment, Promotion and Tenure</p> <p>2015-2016 2019-2020</p>	Expected outcome: SON expected faculty outcomes are written and are congruent with OU expectations.	NCAP presents findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.

<b>Standard 1. Program Quality: Mission and Governance</b>	<b>OU/SON Documents</b>	<b>Responsible Group/Person</b>	<b>Procedure &amp; Timeframe</b>	<b>Expected Outcome or Benchmark</b>	<b>Feedback Loop</b>
I-D. Faculty and students participate in program governance.	Annual Faculty Report UCOI Committee minutes GCOI Committee minutes	Dean  Associate Dean	Dean's office sends e-mail during winter semester reminding faculty to submit Annual Faculty Report (with due date), ANNUALLY  UCOI and GCOI report on student participation in committee work at Spring Evaluation meeting, ANNUALLY  If faculty and/or student participation is not evident, the respective	Expected outcome: Faculty and student participation in SON governance is evident.	Dean/Associate Dean presents findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.

			committee informs the Executive Committee who may replace the member per SON Constitution.		
--	--	--	--	--	--

<b>Standard 1. Program Quality: Mission and Governance</b>	<b>OU/SON Documents</b>	<b>Responsible Group/Person</b>	<b>Procedure &amp; Timeframe</b>	<b>Expected Outcome or Benchmark</b>	<b>Feedback Loop</b>
I-E. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.	SON UG, Graduate/NA, and DNP student handbooks  SON Faculty Handbook  OU UG and Graduate catalogs  SON website  SON brochures, flyers, and publications	Associate Dean  SON UG & Graduate Program Directors  NA, NP, and Forensic Nursing Track Directors	Associate Dean, Program Directors, and/or NA/NP/Forensic Nursing Track Directors review SON documents, brochures, flyers, website, and publications, including SON section in the OU UG and Graduate catalogs; SON UG, Graduate/NA, and DNP student handbooks; and the Faculty Handbook for accuracy, ANNUALLY.  Student handbooks are uploaded to the SON website, ANNUALLY.	Expected outcome: SON documents, brochures, flyers, website, and publications are accurate.	Associate Dean, Program Directors, and/or NA/NP/Forensic Nursing Track Directors discuss the issues/bring issues to the respective COI and revise the documents and publications as needed.

--	--	--	--	--	--

<b>Standard 1. Program Quality: Mission and Governance</b>	<b>OU/SON Documents</b>	<b>Responsible Group/Person</b>	<b>Procedure &amp; Timeframe</b>	<b>Expected Outcome or Benchmark</b>	<b>Feedback Loop</b>
<p>I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are:</p> <ul style="list-style-type: none"> <li>-fair, equitable;</li> <li>-published and accessible; and</li> <li>-reviewed and revised as necessary to foster program improvement.</li> </ul>	<p>SON UG, Graduate/NA, and DNP student handbooks</p> <p>SON website</p> <p>OU UG and Graduate catalogs</p> <p>SON Faculty handbook</p> <p>SON Mission &amp; Vision statements</p>	<p>Associate Dean</p> <p>SON UG and Graduate Program Directors</p> <p>NA, NP, and Forensic Nursing Track Directors</p>	<p>Associate Dean, UG and Graduate Program Directors, and NA, NP, Forensic Nursing Track Directors review the SON website, Undergraduate, Graduate/NA, and DNP student handbooks, and the OU UG and Graduate catalogs for congruency with OU policies,</p>	<p>Expected Outcome: SON academic policies are congruent with OU academic policies and support achievement of the SON Mission and the respective program outcomes and/or objectives.</p>	<p>SON Associate Dean, Program Directors and/or NA/NP/Forensic Nursing Track Directors discuss the issues/bring issues to the respective COI as needed.</p>

			ANNUALLY.		
--	--	--	-----------	--	--

Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.</p>	<p>SON budget</p> <p>Annual Faculty Reports</p>	<p>Dean</p> <p>Associate Dean</p> <p>Assistant Dean of Finance and Administration (F &amp; A)</p>	<p>SON budget reviewed and updated by the Dean and Assistant Dean of F &amp; A, ANNUALLY</p> <p>Associate Dean reviews and analyzes survey data from Annual Faculty Reports, ANNUALLY.</p>	<p>Expected outcomes: The SON budget and resources are sufficient for the SON to fulfill its mission and expected outcomes.</p> <p>Mean scores on relevant Annual Faculty Report questions will be 2.0 or lower on a 5-point Likert scale.</p>	<p>Dean, Associate Dean and/or Assistant Dean of F &amp; A present findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.</p>

Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	<p>Skyfactor Benchworks Assessments Student satisfaction surveys</p> <p>Survey data from Annual Faculty Reports</p> <p>SON budget for current and previous 2 years</p>	<p>Dean</p> <p>Associate Dean</p> <p>UG and Graduate Program Directors</p> <p>NA, NP, and Forensic Nursing Track Directors</p> <p>Assistant Dean of F &amp; A</p>	<p>Associate Dean collects student satisfaction data from UG, Graduate, and DNP students every 3 years. 2016-2017 2019-2020</p> <p>UG and Graduate Program Directors coordinate Skyfactor Benchworks Assessments for UG and DNP students and report results at Spring Evaluation Meeting, ANNUALLY.</p>	<p>Expected outcomes: The academic support services are adequate to ensure quality based on student and program needs and projections.</p> <p>Mean scores on relevant Annual Faculty Report questions will be 2.0 or lower on a 5-point Likert scale.</p> <p>Student satisfaction and Skyfactor Benchworks Assessments scores will be 3.0 or higher on a 5-point Likert scale.</p>	<p>Associate Dean, Assistant Dean of F &amp; A, UG and Graduate Program Directors, and/or NA/NP/Forensic Nursing Track Directors present data regarding academic support services at Spring Evaluation Meeting with motions for change taken to FA.</p>

			<p>NA, NP, Forensic Nursing Track Directors collect exit survey data for Graduate program and present findings to Graduate Program Director, ANNUALLY.</p> <p>SON budget is reviewed and updated by the SON Dean and Assistant Dean of F &amp; A, ANNUALLY.</p> <p>Associate Dean reviews and analyzes data from Annual Faculty Reports, ANNUALLY.</p>		
--	--	--	--	--	--



<b>Standard 2. Program Quality: Institutional Commitment and Resources</b>	<b>OU/SON Documents</b>	<b>Responsible Group/Person</b>	<b>Procedure &amp; Timeframe</b>	<b>Expected Outcome or Benchmark</b>	<b>Feedback Loop</b>
<p>II-C. The chief nurse administrator:</p> <ul style="list-style-type: none"> <li>-is a registered nurse (RN);</li> <li>-holds a graduate degree in nursing;</li> <li>-holds a doctoral degree in nursing if the unit offers a graduate program in nursing;</li> <li>-is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes;</li> <li>-is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and</li> <li>-provides effective leadership to the nursing unit in achieving its</li> </ul>	<p>SON Constitution</p> <p>Dean CV</p> <p>SON Mission</p> <p>UG, Graduate, and DNP program outcomes and/or objectives</p>	Provost/VPAA	Provost conducts Decanal review every five years	<p>Expected outcome: The SON Dean provides effective leadership, is academically and experientially qualified, and is vested with administrative authority to accomplish SON Mission and expected program outcomes.</p>	Provost provides Decanal review report to SON faculty.

mission, goals, and expected program outcomes.					
--	--	--	--	--	--

Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>II-D. Faculty members are:</p> <ul style="list-style-type: none"> <li>-sufficient in number to accomplish the mission, goals, and expected program outcomes;</li> <li>-academically prepared for the areas in which they teach; and</li> <li>-experientially prepared for the areas in which they teach.</li> </ul>	<p>SON Faculty CVs</p> <p>Annual Faculty Reports</p> <p>2015-2020 OU-AAUP faculty agreement</p> <p>University Standards for Re-employment, Promotion and Tenure</p> <p>SON Criteria and Procedures for Re-employment, Tenure and Promotion</p>	<p>Dean</p> <p>Associate Dean</p> <p>UG and Graduate Program Directors</p> <p>NA, NP, and Forensic Nursing Track Directors</p>	<p>Associate Dean reviews faculty credentials to ensure goodness of fit with SON teaching needs, ANNUALLY</p> <p>UG and Graduate Program Directors, &amp; NA/NP/Forensic Nursing Track Directors provide input to the Dean/Associate Dean on the adequacy of faculty in their respective program(s) to support SON and program outcomes/objectives, ANNUALLY</p> <p>Dean and Associate Dean review SON</p>	<p>Expected outcome: Faculty members are sufficient in number and academically and experientially qualified to accomplish SON Mission and program outcomes/objectives.</p>	<p>Dean and/or Associate Dean present findings at the Spring Evaluation Meeting with motions for change taken to FA.</p>

			faculty needs and communicate needs to Provost/VPAA, ANNUALLY.		
--	--	--	---	--	--

Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>II-E. Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.</p>	<p>BSN pre-licensure Clinical Preceptor Verification form</p> <p>BSN pre-licensure Evaluation of Clinical Preceptor form</p> <p>NA/NP/Forensic Nursing Preceptor Survey completed by students and faculty.</p>	<p>Associate Dean</p> <p>Undergraduate and Graduate Program Directors</p> <p>NA, NP, and Forensic Nursing Track Directors</p>	<p>Undergraduate Program Director, in consultation with NRS 473/485 FOR, collects data regarding pre-licensure preceptor qualifications and reports findings to Associate Dean, ANNUALLY.</p> <p>Graduate Program Director, in consultation with NA/NP/Forensic Nursing Track Directors, collects data regarding Graduate level preceptor qualifications and reports findings to Associate Dean, ANNUALLY.</p>	<p>Expected outcome: 100% of SON UG and Graduate preceptors will be academically and experientially qualified to serve.</p> <p>Mean score for all preceptor evaluations will be 3.0 or higher on a 5-point Likert scale. A mean score below 3.0 will trigger re-evaluation of preceptor appointment by the Associate Dean and/or NA/NP/Forensic Nursing Track Directors.</p>	<p>UG and Graduate Program Directors will present preceptor evaluation data at Spring Evaluation Meeting with motions for change taken to FA.</p>



Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.</p>	<p>Annual Faculty Reports</p> <p>2015-2020 OU-AAUP faculty agreement</p> <p>SON Constitution</p> <p>University Standards for Re-employment, Promotion and Tenure</p> <p>SON Criteria and Procedures for Re-employment, Tenure and Promotion</p> <p>SON Mission &amp; Vision statements</p>	<p>Dean</p> <p>Associate Dean</p>	<p>Dean's office sends e-mail to SON faculty during winter semester reminding them to submit Annual Faculty Report (with due date), ANNUALLY</p> <p>Associate Dean reviews and analyzes survey data from Annual Faculty Reports, ANNUALLY.</p>	<p>Expected outcome: OU and SON provide and support an environment that encourages faculty teaching, scholarship, service, and practice.</p> <p>Mean scores on the Faculty Annual Report questions will be 2.0 or lower on a 5-point Likert scale.</p>	<p>Associate Dean presents findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.</p>

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission, goals, and with the role for which the program is preparing its graduates.	SON UG, Graduate/NA, and DNP student handbooks  UG, Graduate, and DNP course syllabi  SON Mission & Vision statements  AACN Baccalaureate, Master's, and DNP Essentials  UG, Graduate, and DNP program outcomes/objectives	UG and Graduate Program Directors  NA, NP, and Forensic Nursing Track Directors  UCOI  GCOI	UG and Graduate Program Directors, NA/NP/Forensic Nursing Track Directors in collaboration with UCOI and GCOI, review the SON UG, Graduate, and DNP curricula/plans of study/syllabi, ANNUALLY. (refer to I-A & I-B)	Expected outcome: The UG, Graduate, and DNP curricula reflect the respective program objectives and the role for which the program is preparing its graduates.	UG and Graduate Program Directors present findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
III-B. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, and within the expected student outcomes (individual and aggregate).	<p>AACN Baccalaureate, Master's, and DNP Essentials</p> <p>UG, Graduate, and DNP Course syllabi</p> <p>UG ATI Comprehensive Predictor exam data</p> <p>UG, Graduate, and DNP program outcomes/objectives</p> <p>UG, Graduate, and DNP program cross-walk tables</p> <p>Criteria for Evaluation of NP Programs</p> <p>COA standards</p>	<p>Associate Dean</p> <p>UG and Graduate Program Directors</p> <p>NA, NP, and Forensic Nursing Track Directors</p> <p>UCOI</p> <p>GCOI</p>	<p>Associate Dean, UG &amp; Graduate Program Directors, and NA, NP, Forensic Nursing Track Directors review AACN Baccalaureate, Master's, and DNP Essentials, as well as the COA and NONPF standards, ANNUALLY.</p> <p>UCOI and GCOI review the UG and Graduate course syllabi (course overview, course objectives, and</p>	<p>Expected outcomes: 100% of pre-licensure students pass the ATI Comprehensive Predictor exam with a score at or above the SON benchmark on the first attempt.</p> <p>SON NCLEX pass rate will be 88% or higher on the first attempt.</p> <p>UG curriculum/syllabi align with program outcomes and/or objectives.</p> <p>UG curriculum cross-walk tables (ASD, Basic-BSN, and RN-BSN) are</p>	<p>UG and Graduate Program Directors present findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.</p>

			<p>essential content) on a rotating schedule so that at the end of every 3 year cycle all syllabi have been reviewed for congruency with the respective program outcomes and/or objectives, AACN Essentials, COA standards, and NONPF standards: 2015-2016 2018-2019</p> <p>UG Program Director reports NCLEX-RN pass rates to FA twice/year.</p>	<p>congruent with the AACN Baccalaureate Essentials.</p> <p>Graduate and DNP curricula/syllabi align with program outcomes and/or objectives.</p> <p>Graduate (NA, NP, and Forensic Nursing) and DNP curriculum cross-walk tables are congruent with the AACN Master's and DNP Essentials, NONPF standards, and COA standards.</p> <p>NA, NP, Forensic Nursing certification exam pass rates will be 90% or higher on the first attempt.</p>	
--	--	--	---	--	--

			UG, Graduate, and DNP cross- walk tables are reviewed every 3 years to reflect current curricula and respective AACN Essentials: 2016-2017 2019-2020		
--	--	--	---	--	--

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>III-C. The curriculum is logically structured to achieve expected student outcomes.</p> <p>-The baccalaureate curricula build upon a foundation of the arts, sciences, and humanities.</p> <p>-Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge.</p> <p>-DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.</p> <p>-Post graduate APRN certificate programs build on graduate level nursing</p>	<p>OU General Education requirements</p> <p>SON UG program prerequisite courses</p> <p>SON course syllabi</p> <p>UG, Graduate, and DNP curriculum crosswalk tables</p> <p>UG, Graduate, and DNP program outcomes/objectives</p>	<p>UG and Graduate Program Directors</p> <p>NA, NP, and Forensic Nursing track Directors</p> <p>UCOI</p> <p>GCOI</p>	<p>UCOI, and GCOI, in consultation with the UG and Graduate Program Directors and NA, NP, and Forensic Nursing track Directors review UG, Graduate, and DNP cross-walk tables for congruency with AACN Essentials and evidence of leveling across programs, every 3 years:</p> <p>2016-2017 2019-2020</p>	<p>Expected outcome: The UG, Graduate, and DNP curricula facilitate student attainment of program outcomes and/or objectives and show evidence of leveling across programs.</p>	<p>UCOI and GCOI present findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.</p>

competencies and knowledge base.					
----------------------------------	--	--	--	--	--

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
III-D. Teaching-learning practices and environments support the achievement of expected student outcomes.	<p>Undergraduate ATI Comprehensive Predictor exam student data</p> <p>Skyfactor Benchworks Assessments</p> <p>NCLEX-RN pass rates</p> <p>NA/NP/Forensic Nursing certification exam pass rates</p> <p>UG, Graduate, and DNP program outcomes/objectives</p> <p>NA/NP/Forensic Nursing track exit survey data</p>	<p>Associate Dean</p> <p>UG and Graduate Program Directors</p> <p>NA, NP, and Forensic Nursing Track Directors</p>	<p>UG Pre-licensure faculty who administer ATI exams review the results and present findings to the UG Program Director every semester.</p> <p>UG and Graduate program Directors coordinate Skyfactor Benchworks Assessments</p>	<p>Expected Outcome:</p> <p>100% of UG pre-licensure students obtain the SON benchmark for the ATI Comprehensive Predictor exam.</p> <p>Expected outcome: Pre-licensure student NCLEX-RN pass rate is 88% or higher on the first attempt.</p> <p>NA/NP/Forensic Nursing certification exam pass rate is 90% or</p>	<p>UG and Graduate Program Directors present findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.</p>

		<p>for UG and DNP programs, ANNUALLY</p> <p>NA, NP, and Forensic Nursing Track Directors collect exit survey data for Graduate program and present findings to Graduate Program Director, ANNUALLY</p> <p>UG Program Director reports NCLEX-RN pass rates to FA twice/year.</p> <p>Graduate Program Director reports NA, NP, Forensic Nursing</p>	<p>higher on the first attempt.</p> <p>Mean scores on Skyfactor Benchworks Assessments will be 3.0 or higher on a 5-point Likert scale for graduates of the UG and DNP programs.</p>	
--	--	---	--	--

			certification exam pass rates to FA, ANNUALLY		
--	--	--	--	--	--

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
III-E. The curriculum includes planned clinical practice experience that: -enable students to integrate new knowledge and demonstrate attainment of program outcomes; and -are evaluated by faculty.	SON course syllabi  OU UG and Graduate catalogs  Skyfactor Benchworks Assessments  NA/NP/Forensic Nursing exit survey data  Clinical Site Evaluations  NA Outcome Criteria  Preceptor Evaluation forms  UG/NA/NP/Forensic Nursing Clinical Evaluation Tool  DNP student practice experience documents	UG and Graduate Program Directors  NA, NP, and Forensic Nursing Track Directors  UCOI  GCOI	UG and Graduate Program Directors, NA, NP, Forensic Nursing Track Directors, along with UCOI and GCOI, review UG, Graduate, and DNP curricula and clinical practice experiences, ANNUALLY.  UG and Graduate Program Directors, and NA, NP, and Forensic Nursing Track Directors review outcome data related to	Expected outcome: The UG, Graduate, and DNP curricula demonstrate the inclusion of planned clinical practice experiences that are evaluated by SON faculty.  Mean score on Skyfactor Benchworks Assessments will be 3.0 or higher on a 5-point Likert scale for graduates of the UG and DNP programs.  Mean score for all preceptor evaluations will be 3.0 or higher on a 5-point Likert scale.	UG and Graduate Program Directors present findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.

			<p>clinical practice experiences, ANNUALLY.</p>	<p>A mean score below 3.0 will trigger re-evaluation of preceptor appointment by the Associate Dean and/or NA/NP/Forensic Nursing Track Directors.</p> <p>Mean score for all clinical site evaluations will be 3.0 or higher on a 5-point Likert scale. A mean score below 3.0 will trigger re-evaluation of preceptor appointment by the Associate Dean and/or NA/NP/Forensic Nursing Track Directors.</p>	
--	--	--	---	---	--

				DNP student practice experience documents show evidence of required hours being met and program outcome attainment.	
--	--	--	--	---	--

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	<p>SON UG, Graduate, and DNP student handbooks</p> <p>OU UG and Graduate Catalogs</p> <p>SON UG, Graduate, and DNP course syllabi</p>	Associate Dean	<p>Associate Dean develops survey to query communities of interest. The following schedule will be used to assess the communities of interest:</p> <p>Clinical agencies every 3 years: 2016-2017 2019-2020</p> <p>SON alumni every 3 years: 2017-2018 2020-2021</p> <p>Board of Visitors every 5 years: 2018-2019 2023-2024</p> <p>OU faculty who teach pre-</p>	Expected outcome: There is evidence that the SON curriculum and teaching-learning practices consider the needs and expectations of the SON communities of interest.	Associate Dean presents findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.

			requisite courses every 5 years: 2018-2019 2023-2024		
--	--	--	---	--	--

<b>Standard 3. Program Quality: Curriculum and Teaching-Learning</b>	<b>OU/SON Documents</b>	<b>Responsible Group/Person</b>	<b>Procedure &amp; Timeframe</b>	<b>Expected Outcome or Benchmark</b>	<b>Feedback Loop</b>
III-G. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	SON course syllabi  SON UG, Graduate/NA and DNP student handbooks SON Faculty Handbook	UCOI  GCOI	UCOI and GCOI review SON grading policies every 3 years. 2016-2017 2019-2020	Expected outcome: SON grading policies are clearly defined and consistently applied.	UCOI/GCOI present findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
III-H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.	<p>AACN Baccalaureate, Master's, and DNP Essentials</p> <p>CCNE (2013) Standards of Accreditation</p> <p>Skyfactor Benchworks Assessments</p> <p>Student satisfaction surveys</p>	<p>Associate Dean</p> <p>UG and Graduate Program Directors</p> <p>NA, NP, and Forensic Nursing Track Directors</p> <p>UCOI</p> <p>GCOI</p>	<p>UCOI and GCOI review UG, Graduate, and DNP curricula and perform syllabus review on a 3-year rotating cycle (see III-B).</p> <p>Associate Dean collects student satisfaction data from UG, Graduate and DNP students every 3 years. 2016-2017 2019-2020</p> <p>UG and Graduate Program Directors coordinate</p>	<p>Expected Outcome: UG, Graduate, and DNP curricula are congruent with the AACN Baccalaureate, Master's, and DNP Essentials and are pedagogically sound.</p>	<p>UG and Graduate Program Directors present findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.</p>

			<p>Skyfactor Benchworks Assessments for UG and DNP students, ANNUALLY.</p> <p>NA, NP, and Forensic Nursing Track Directors collect exit survey data for Graduate program and present findings to Graduate Program Director, ANNUALLY</p>		
--	--	--	--	--	--

Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
IV-A. A systematic process is used to determine program effectiveness.	SON Evaluation Plan	Dean  Evaluation Committee	Evaluation Committee under the direction of the SON Dean implements the SON Evaluation Plan and evaluates its congruence with CCNE (2013) Standards of Accreditation, ANNUALLY.	Expected outcomes: SON Evaluation Plan is implemented, demonstrates congruence with CCNE Standards, and is used to determine program effectiveness.	Evaluation Committee presents findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
IV-B. Program completion rates demonstrate program effectiveness.	Graduation/attrition data for all SON academic programs (UG, Graduate, and DNP) from OU Office of Assessment	Associate Dean  UG and Graduate Program Directors  NA, NP, and Forensic Nursing Track Directors	UG and Graduate Program Directors and NA, NP, and Forensic Nursing Track Directors collect graduation and attrition data, ANNUALLY.	Expected outcomes:  Graduation Benchmark UG Program: Basic-BSN 75% ASD 75% RN-BSN 70%  Graduation Benchmark Graduate and Post-APRN Certificate Programs: 70%  Graduation Benchmark DNP Program: 70%.	UG and Graduate Program Directors present findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.

<b>Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes</b>	<b>OU/SON Documents</b>	<b>Responsible Group/Person</b>	<b>Procedure &amp; Timeframe</b>	<b>Expected Outcome or Benchmark</b>	<b>Feedback Loop</b>
IV-C. Licensure and certification pass rates demonstrate program effectiveness.	NCLEX-RN pass rates  NA/NP/Forensic Nursing certification exam pass rates	UG and Graduate Program Directors  NA, NP, and Forensic Nursing Track Directors	UG Program Director collects NCLEX-RN pass rates for pre-licensure tracks and reports at FA twice/year.  Graduate Program Director collects NA, NP, and Forensic Nursing certification exam pass rates and reports results at FA twice/year.	Expected outcome: Pre-licensure NCLEX-RN pass rate is 88% or higher on the first attempt.  NA, NP, and Forensic Nursing certification exam pass rates are 90% or higher on the first attempt.	UG and Graduate Program Directors present findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.

<b>Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes</b>	<b>OU/SON Documents</b>	<b>Responsible Group/Person</b>	<b>Procedure &amp; Timeframe</b>	<b>Expected Outcome or Benchmark</b>	<b>Feedback Loop</b>
IV-D. Employment rates demonstrate program effectiveness.	<p>Employment data for pre-licensure graduates, (Basic-BSN and Accelerated Second Degree), BSN degree completion graduates, Graduate and Post-APRN Certificate program graduates, and DNP graduates from Skyfactor Benchworks Assessments and NA/NP/Forensic Nursing exit surveys.</p> <p>OU Office of Assessment data</p>	<p>Associate Dean</p> <p>Undergraduate and Graduate Program Directors</p> <p>NA, NP, and Forensic Nursing Track Directors</p>	<p>UG and Graduate Program Directors and NA, NP, and Forensic Nursing Track Directors collect employment data for their respective programs and report it to Associate Dean, ANNUALLY.</p>	<p>Expected outcome: 90% of SON graduates (UG, Graduate, Post-APRN Certificate, and DNP) will be employed in nursing at six months post-graduation.</p>	<p>Associate Dean presents findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.</p>

Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
IV-E. Program outcomes demonstrate program effectiveness.	SON Evaluation Plan  NCLEX-RN pass rates  NA/NP/Forensic Nursing Certification exam pass rates  Skyfactor Benchworks Assessments  UG, Graduate/Post-graduate-APRN, and DNP graduation/attrition data from the OU Office of Assessment  NA/NP/Forensic Nursing exit surveys  Employment data (refer to IV-D)  Alumni survey data	Associate Dean  UG and Graduate Program Directors  NA, NP, and Forensic Nursing Track Directors	Refer to IV A-D	Expected outcome:  Refer to IV A-D	Associate Dean, UG and Graduate Program Directors, and NA/NP/Forensic Nursing Track Directors present findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.

<b>Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes</b>	<b>OU/SON Documents</b>	<b>Responsible Group/Person</b>	<b>Procedure &amp; Timeframe</b>	<b>Expected Outcome or Benchmark</b>	<b>Feedback Loop</b>
IV-F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.	<p>Annual Faculty reports</p> <p>University Standards for Re-employment, Promotion and Tenure</p> <p>SON Criteria and Procedures for Re-employment, Tenure and Promotion</p> <p>SON Faculty Handbook</p> <p>SON student evaluations of faculty teaching/teaching effectiveness</p> <p>SON Mission &amp; Vision statements</p>	<p>Dean</p> <p>Associate Dean</p> <p>NCAP</p> <p>Faculty Search Committee</p>	<p>Associate Dean reviews and analyzes survey data from Annual Faculty Reports, ANNUALLY.</p> <p>NCAP reviews full-time faculty using the criteria in the University Standards for Re-employment, Promotion and Tenure and the SON Criteria and Procedures for Re-employment, Tenure and Promotion</p>	<p>Expected Outcome: Faculty outcomes demonstrate program effectiveness.</p>	<p>Associate Dean, NCAP, and Faculty Search Committee present findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.</p>

			Faculty Search committee recruits new SON faculty based on identified faculty need as determined by SON Dean/Associate Dean and the OU Provost's Office.		
--	--	--	--	--	--

<b>SON Evaluation Plan</b>	<b>OU/SON Documents</b>	<b>Responsible Group/Person</b>	<b>Procedure &amp; Timeframe</b>	<b>Expected Outcome or Benchmark</b>	<b>Feedback Loop</b>
IV- G. The program defines and reviews formal complaints to establish policies.	SON grievance procedure in the Undergraduate, Graduate/NA, and DNP student handbooks  SON Faculty Handbook  OU UG and Graduate catalogs	Associate Dean	Associate Dean reviews formal complaint data for trends, ANNUALLY.	Expected Outcome: SON has written procedures related to formal complaints and uses data from formal complaints to foster on-going program improvement.	Associate Dean presents findings and recommendations at the Spring Evaluation Meeting with motions for change taken to FA.

<b>SON Evaluation Plan</b>	<b>OU/SON Documents</b>	<b>Responsible Group/Person</b>	<b>Procedure &amp; Timeframe</b>	<b>Expected Outcome or Benchmark</b>	<b>Feedback Loop</b>
IV-H. Data analysis is used to foster ongoing program improvement.	All OU/SON documents/data sources described in the SON Evaluation Plan	Dean  Associate Dean  UG and Graduate Program Directors  NA, NP, and Forensic Nursing Track Directors  Evaluation Committee  All SON faculty	Data related to SON effectiveness is collected, analyzed, and evaluated, as outlined in the SON Evaluation Plan.	Expected Outcome:  Data analysis is evident and is used to foster ongoing program improvement.	SON Spring Evaluation Meeting is held at the end of the Winter semester, ANNUALLY, with motions for change taken to FA.



## Attachment B

Doctoral CRNA Pro Forma Draft 01/27/17

		2017-18	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-2023
<b>Revenue Variables:</b>							
<sup>1</sup> <b>Total Headcount</b>		65	73	75	75	75	75
MSN		65	48	25	0	0	0
DNP		0	25	50	75	75	75
<b>Total Credit Hours</b>		1720	1720	1720	1720	1720	1720
MSN		1060	540	0	0	0	
DNP		660	1180	1720	1720	1720	1720
<b>Total FYES</b>		71.67	71.67	71.67	71.67	71.67	71.67
MSN		44.17	22.50	0.00	0.00	0.00	0.00
DNP		27.50	49.17	71.67	71.67	71.67	71.67
<b>Total FTE</b>		143.33	143.33	143.33	143.33	143.33	143.33
MSN		14.72	7.50	0.00	0.00	0.00	0.00
DNP		9.17	16.39	23.89	23.89	23.89	23.89
<sup>2</sup> <b>Tuition Rate Per Semester</b>							
MSN/DNP		\$ 7,880	\$ 8,116	\$ 8,359	\$ 8,610	\$ 8,868	\$ 9,135
<b>Income</b>							
Tuition		\$ 1,268,599.50	\$ 1,404,048.11	\$ 1,462,888	\$ 1,937,282	\$ 1,995,401	\$ 2,055,263
<sup>3</sup> <b>Total Income</b>		\$ 1,268,600	\$ 1,404,048	\$ 1,462,888	\$ 1,937,282	\$ 1,995,401	\$ 2,055,263
<b>Expenses</b>	ACCT						
<b>Salaries/Wages</b>							
<sup>4</sup> Faculty Salaries	6101	\$ 360,321	\$ 369,329	\$ 378,562	\$ 388,026	\$ 397,727	\$ 407,670
AP (F/T) - Advising	6201	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<sup>5</sup> AP (P/T) - Program Support	6201	\$ 31,615	\$ 32,405	\$ 33,216	\$ 34,046	\$ 34,897	\$ 35,769
Faculty Inload (Replacement Costs)	6301	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty Coordinator	6301	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<sup>6</sup> Faculty Summer Pay	6301	\$ 47,093	\$ 48,270	\$ 49,477	\$ 50,713	\$ 51,981	\$ 53,281
<sup>7</sup> Part-time Faculty	6301	\$ 40,000	\$ 105,000	\$ 107,625	\$ 110,316	\$ 113,074	\$ 115,900
Graduate Assistant	6311	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Wages	6401	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student	6501	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Salary Expenses</b>		\$ 479,029	\$ 555,004	\$ 568,879	\$ 583,101	\$ 597,679	\$ 612,621
<sup>8</sup> Fringe Benefits	6701	\$ 170,996	\$ 180,391	\$ 184,901	\$ 189,524	\$ 194,262	\$ 199,118
<b>Total Compensation Expenses</b>		\$ 650,025	\$ 735,395	\$ 753,780	\$ 772,625	\$ 791,940	\$ 811,739
<b>Operating Expenses</b>							
Graduate Assistant Tuition	7101	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<sup>9</sup> Supplies and Services	7101	\$ 25,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000
<sup>10</sup> Contract Services	7101	\$ 428,907	\$ 437,485.08	\$ 446,235	\$ 623,346	\$ 635,813	\$ 648,529
Repairs and Maintenance	7111	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<sup>11</sup> Travel	7201	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000
Library	7401	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Equipment	7501	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000
<b>Total Operating Expenses</b>		\$ 480,907	\$ 499,485	\$ 508,235	\$ 685,346	\$ 697,813	\$ 710,529
<b>Total Expenses</b>		\$ 1,130,932	\$ 1,234,880	\$ 1,262,015	\$ 1,457,970	\$ 1,489,753	\$ 1,522,268
<b>Net Income/Loss</b>		\$ 137,668	\$ 169,168	\$ 200,873	\$ 479,312	\$ 505,648	\$ 532,995

**Proposal:**  
**Doctor of Nursing Practice -**  
**Nurse Anesthesia Track**

OU School of Nursing  
Presentation to the Board of Trustees  
February 13, 2017

# **Doctor of Nursing Practice with Specialization in Nurse Anesthesia (DNP – NA Track)**

The School of Nursing (SON) has an established Doctor of Nursing Practice (DNP) program that is designed in such a way that makes it economical to offer multiple tracks under this one degree program.

The current DNP program offers a track for students entering with a MSN seeking to advance their education to the doctoral level: Post-MSN DNP.

# **DNP – NA Track**

The SON is proposing the formation of a new track that allows students entering with a BSN to achieve a DNP with a specialty focus in NA.

The new DNP program track will offer shared courses in addition to specialty courses that are unique to NA.

# **DNP – NA Track**

The proposed degree will be formed through:

- modification of the MSN-NA specialty curriculum (addition of 8 new courses, deletion of 5 courses)
- sharing or merger of curriculum with the Post-MSN DNP program (sharing 8 courses)

The new plan of study will be completed in 36 months as compared with 28 for the MSN-NA.

# Credit Hour Allocation Comparison MSN versus DNP

Program	Current MSN Credits	DNP Credits	Proposed Credit Hour Increase
Nurse Anesthesia	58	87	29

# Rationale for Nursing to Move to the Practice Doctorate

Demand for increased knowledge in core competencies, growth in scientific knowledge and increasing sophistication of technology have necessitated certifying bodies that regulate advanced practice nursing programs to progressively add content area.

**Result:** Master's degree programs that prepare APRNs have had to *expand the number of didactic and clinical clock hours far beyond the requirements of master's education* in virtually any other field.

# National Organizations Call for Change

**2003** – IOM published *Health Professions Education: A Bridge to Quality* identifying 5 core competencies that all health care providers should possess: *delivering patient-centered care, working as part of interdisciplinary teams, practicing evidence-based medicine*, focusing on quality improvement, information technology.

**2004** - American Association of Colleges of Nursing issued a white paper with the position that by 2015, all current APRN programs transition to a “*practice-focused doctoral degree*”.

**2010**-IOM and the Robert Wood Johnson Foundation published *The Future of Nursing: Leading Change, Advancing Health*.

# **AANA & COA Mandate Doctoral Level Education for CRNAs by 2025**

2007: The American Association of Nurse Anesthetists (AANA) in collaboration with the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) unanimously voted to adopt the position that all NA educational programs move to doctoral level no later than 2025.

# COA: Key Steps to Implementation of Mandate

- (1) COA will not consider any new master's degree after 2015;
- (2) students accepted into an accredited program on January 1, 2022 and thereafter must graduate with doctoral degrees;
- (3) doctoral degrees will be required for CRNA program administrators and assistant administrators in all doctoral programs by 2018.

# **Oakland University's SON Responds**

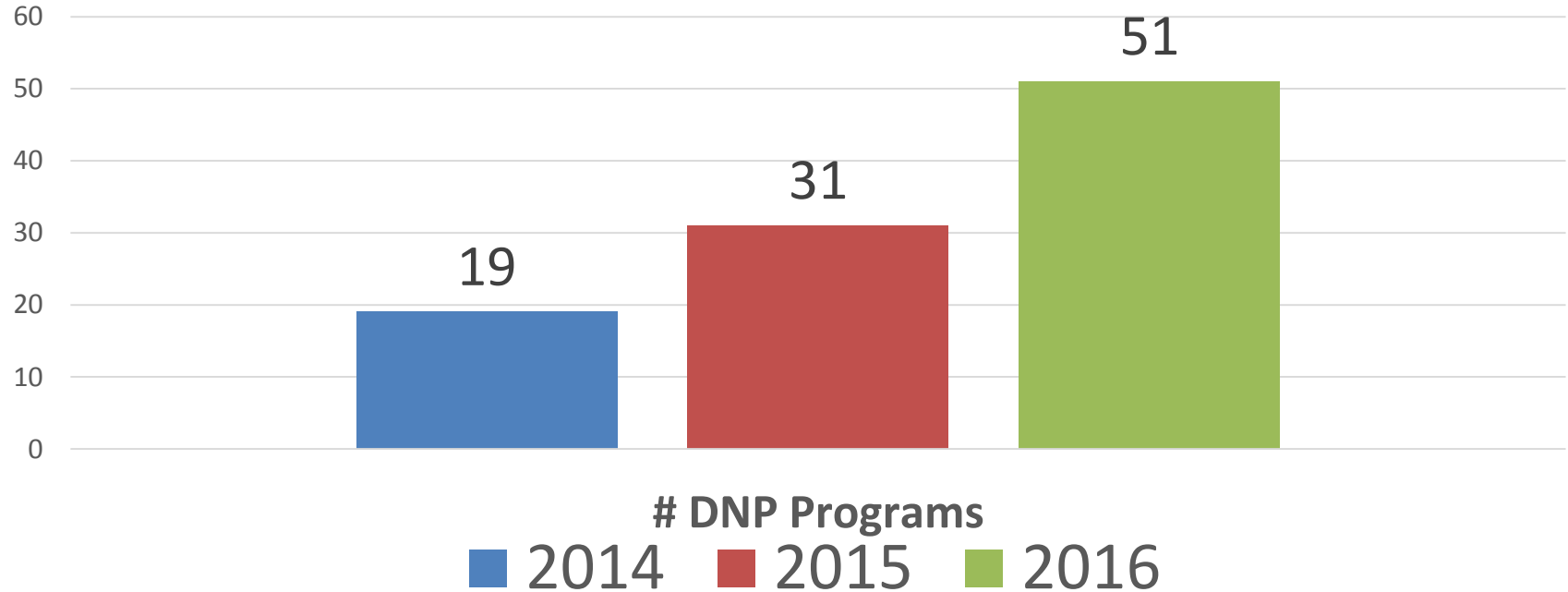
In order to comply with the mandate set forth by the AANA and the COA, Oakland University's SON is proposing a modification that will merge courses from the Post-MSN DNP program with the MSN- NA track resulting in the achievement of a terminal doctoral degree: DNP – NA Track.

# **Current State of Programs Converting to the Doctorate**

As of August, 2016 there are 115 accredited nurse anesthesia programs in the United States.

Of the 115 programs, 51 (44%) of them offer the practice doctorate as the degree for entry into practice.

# Growth of NA Programs in the U.S. offering DNP as Entry Level Degree



# **Program Interest**

**Demand for the OU-Beaumont Graduate Program of Nurse Anesthesia has been unwavering: 150-200 completed applications annually**

**Of the 5 NA programs in Michigan, currently none offer a practice doctorate for entry into practice**

- however, U of M Flint offers a Post-Masters doctorate and Wayne State is in the beginning phase of developing a Post-Masters doctoral program.

**Applicant interviews for 2015 and 2016:**

- majority asked when the NA program will transition to the DNP
- applicants are knowledgeable about the COA mandate
- most would prefer a program offering a doctorate over a masters

# Program Reputation

The NA program has enjoyed the highest level of accreditation awarded by the *COA* for the maximum number of years possible since it's inception.

Out of 115 graduate nurse anesthesia programs in the U.S., the program is ranked 18th in the nation by *US News and World Report's* special edition of American's Best Graduate Schools.

# **DNP NA Resources**

With shared authority and joint ownership, Oakland University and Beaumont Hospital operate the program.

Current faculty and staff who either teach in or support the current MSN-NA and post-MSN DNP programs will continue to teach students that enroll in the DNP-NA program once it is implemented.

Over 20 additional clinical partners to provide students with a wide range of experiences in a variety of practice settings.

# **Program Revenue**

In academic year 2011-2012, the nurse anesthesia program moved to a flat rate tuition of \$6,800.00 per semester.

For academic year 2015-2016, the tuition was increased to \$7,650.00, which continues to cover the cost of the program, including faculty salaries.

# Educational Implications of the Program

The proposed move to the DNP will enable an already successful program to move to the level required by COA.

Like the MSN, the DNP- NA curriculum will continue to prepare future NA's as practice experts in the specialty of anesthesia.

Graduates will fulfill the SON Mission by becoming transformational leaders with an understanding of the growing needs of populations, system management theories, quality improvement strategies and the ability to evaluate and apply best evidence into practice.