

ADD, CHANGE OR DELETE UNIT, PROGRAM REQUIREMENTS, OR ACADEMIC POLICIES

Complete this form consistent with the instructions in Academic Policy 1622.20. Use the form to add, change, or delete a program or unit or to change program policies. Proposed additions and changes must be consistent with Academic Policies 1100.40 and 1621.10 and any other policies which apply.

SECTION I: Approvals

<u>Ray B. Bell</u> Department / Program Chair	<u>9/5/2012</u> Date Submitted	_____ Graduate Council Chair	_____ Date
_____ College Dean	_____ Date	_____ Faculty Senate Chair	_____ Date
_____ Honors College Dean	_____ Date	_____ Provost	_____ Date
_____ Core Curriculum Committee	_____ Date	_____ Board of Trustees Approval/Notification Date	
_____ University Course and Programs Committee	_____ Date	_____ Arkansas Higher Education Coordinating Board Approval/Notification Date	

SECTION II: Profile Data - Required Information and Name Change Information

Academic Unit: Major/Field of Study Minor Other Unit _____ Policy

Level: Undergraduate Graduate Law Effective Catalog Year _____

Program changes are effective with the next available catalog. See Academic Policy Series 1622.20

Current Name _____

College, School, Division EDHP Department Code _____

Current Code (6 digit Alpha) _____ Proposed Code (6 digit Alpha) _____

Interdisciplinary Program Prior approval from the Office of the Registrar is required.

CIP Code 51.3801
Prior assignment from Office of Institutional Research is required.

Proposed Name _____
When a program name is changed, enrollment of current students reflects the new name.

SECTION III: Add a New Program/Unit

For new program proposals, complete Sections II and VII and use as a cover sheet for a full program proposal as described in 'Criteria and Procedures for Preparing Proposals for New Programs in Arkansas.' ADHE
http://www.adhe.edu/divisions/academicaffairs/Pages/aa_academicproposals.aspx

Program proposal uses courses offered by another academic college, and that college dean's office has been notified. The signature of the dean of that academic college is required here: _____

SECTION IV: Eliminate an Existing Program/Unit

Code/Name _____ Effective Catalog Year _____

No new students admitted to program after Term: ____ Year: _____

Allow students in program to complete under this program until Term: ____ Year: _____

SECTION V: Proposed Changes to an Existing Program or Program Policies

Insert here a statement of the exact changes to be made: _____

Check if either of these boxes apply and provide the necessary signature:

- Program change proposal adds courses offered by another academic college, and that college dean's office has been notified. The signature of the dean of that academic college is required here: _____
- Program change proposal deletes courses offered by another academic college, and that college dean's office has been notified. The signature of the dean of that academic college is required here: _____

Check all the boxes that apply and complete the required sections of the form:

- Change of Name and Code (Complete only sections I, II, V and VII.)
- Change Course Requirements: (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change Delivery Site/Method (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change Total Hours (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change in Program Policies

SECTION VI: Justification

Justify this change and state its likely effect on any other degree program (including those outside the school or college). Identify any program or program components (other than courses) to be eliminated if this program is implemented. (Program and course change forms must also be submitted for such related changes.)

The proposed program is a practice-focused terminal degree developed to comply with changing national standards (American Association of Colleges of Nursing). By year 2015 it is project that current master's preparation for advanced nursing degrees (nurse practitioner, clinical nurse specialist, nurse midwife, and nurse anesthetist) will only be offered at the doctoral level. The current master's specialization of adult/geriatric CNS offered by EMSON will be enhanced with additional courses, clinical hours, and a capstone project to meet the requirements of the DNP degree. A second specialization for acute care adult/geriatric nurse practitioner will also be added to the proposed DNP degree program. These two specialization will enable graduates to take a more active role in proposing health policy changes and models of care delivery that affect a large number of adult/geriatric populations - the populations with the most health risks and deaths by acute and chronic illnesses. Two entry levels - post BSN and post MSN - will be offer to educate the future advanced practice nurses and upgrade the skills and knowledge of the current advanced practice nurses with master's preparation.

SECTION VII: Catalog Text and Format

In the box below, insert the current catalog text which is to be changed, with changes highlighted with the color yellow. Include all proposed changes identified in Section V. Only changes explicitly stated in Section V will be considered for approval by the University Course and Programs Committee, the Graduate Council and the Faculty Senate. If you are proposing a new program, give proposed text with all of the elements listed below. If you are proposing modified text, include these elements as appropriate.

Include the following elements, in order, in the catalog text for proposed undergraduate program(s) or program changes:

- State complete major/program name
- Briefly define or describe the major/program or discipline.
- Identify typical career goals or paths for graduates. (Optional)
- State admission requirements (if any) for entry or entry into upper/advanced level of major/program.
- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements.
- State course requirements in the major and any allied areas, giving number of hours and specific courses; specify electives or elective areas and give numbers of hours and courses in elective pools or categories; identify any other course requirements.
- State any other requirements (required GPA, internship, exit exam, project, thesis, etc.).
- Identify name and requirements for each concentration (if any).
- Specify whether a minor or other program component is allowed or required and provide details.
- State eight-semester plan requirements

For minors, state requirements in terms of hours, required courses, electives, etc.

For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.

For Law School program/units, prepare text consistent with current catalog style.

For centers, prepare text consistent with current catalog style.

Nursing (NURS)

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Associate Professors Barta, Smith-Blair

Assistant Professors Emory, Jarrett, Lee, Odell Osborne

Clinical Instructors Lee, **Montgomery**, Miller, Sharp-McHenry, Sisson

Degrees Conferred:

M.S. in Nursing (MSN) and **Doctorate in Nursing Practice (DNP)**

MSN: The Eleanor Mann School of Nursing Graduate Program expands on the philosophy of the undergraduate nursing program and contributes to the mission of the College of Education and Health Professions and the University of Arkansas. The online MSN program prepares students as Clinical Nurse Specialists (CNS) who are eligible to take national certification exams and apply for licensure as Advanced Practice Nurses and as Nurse Educators. Program objectives focus on the roles of expert clinician, consultant, educator, manager, and researcher. The skills necessary for life-long learning, including self-assessment, goal setting, active learning, and evidence-based practice are integrated throughout the curriculum. Graduates are prepared to function independently or in a collaborative role on an interdisciplinary team as change agents to affect nursing practice. Graduate education at the master's level builds on the foundation of baccalaureate education to prepare students to assume responsibility for addressing complex health needs of patients in a variety of settings. Graduates are prepared to provide clinical leadership for evidence-based practice and to contribute to the development of nursing science through practice, evaluation, and outcomes research. The faculty recognizes the uniqueness of individual students as adult learners and strives to provide flexible opportunities for learning. The Graduate Nursing Core provides students with the foundation of the science of nursing and health policy; evidence-based practice, and the complex health needs of diverse populations. The Nurse Educator Core and specialty development courses prepare Nurse Educator students to assume roles in various educational settings. The Advanced Practice Core provides students with the advanced knowledge and skills for a comprehensive approach to the management of client problems. The Thesis or Research Project allows students to contribute to new knowledge in nursing through original research, replication studies, dissemination efforts, and utilization projects. The thesis or scholarly project requirement also prepares graduates for further study in a doctoral program. The Capstone experience, a written comprehensive exam, will provide students the opportunity to demonstrate their ability to synthesize knowledge from the cores areas and communicate their ideas effectively.

Upon the completion of the program of studies the graduate will be able to:

1. Promote evidence-based practice through problem identification and the critique of research findings.
2. Collaborate in policy development, resource management, and cost-effective care delivery.
3. Apply legal/ethical principles to promote a values-based professional practice.
4. Effect health care outcomes through advanced roles of clinician, teacher, manager, researcher, and consultant.

5. Utilize theories from nursing and other disciplines for decision making.
6. Advocate for access to quality health care for diverse populations.
7. Collaborate with other disciplines to design, deliver, and evaluate health care services for diverse populations.
8. Provide leadership in education in a variety of clinical and academic settings.

Areas of Concentration: Clinical nurse specialist; nurse educator. **Following the approval of the DNP degree program, students will no longer be admitted into the MSN-CNS concentration.**

DNP: The Doctor of Nursing Practice provides the terminal degree for nurses who will assume leadership roles as practitioners or specialists in the field of nursing. There are two entry levels for students: 1) post completion of the baccalaureate degree in nursing and licensure as a registered nurse (RN), or 2) post completion of a master's degree in nursing that has resulted in national certification as an advanced practice nurse (nurse practitioner, clinical nurse specialist, nurse midwife, or nurse anesthetist). The online program is built upon the standards set forth by the American Association of Colleges of Nursing's *Essentials of Doctoral Education for Advanced Nursing Practice* (2004), and incorporates specialty standards of the Acute Care Nurse Practitioner Competencies (2004), and the National Association of Clinical Nurse Specialists (2009). As such, students completing the BSN to DNP program of study will be eligible to sit for either the ACNP national certification examination or the adult/geriatric CNS certification exam offered by the American Nurses Credentialing Center (ANCC). Students in both entry levels must complete a capstone project and 1000 clinical hours while enrolled in a graduate program. Current advanced practice nurses who enter the program as a post-master's student must complete clinical hours to supplement clinical hours taken in their master's program. A variety of distance learning methods will be used to expedite clinical requirements. However, the student should anticipate at least one visit to the main campus during their program of study.

Upon completion of the program graduates will be able to:

1. Evaluate and utilize and advanced knowledge and theories from nursing and related disciplines to solve complex health issues for individuals, aggregates, populations, and systems.
2. Design, implement, and evaluate strategies that promote and sustain quality improvement at the organizational and policy levels.
3. Provide leadership in the transformation of health care through intra-professional collaboration, application of technology, and policy development.
4. Incorporate evidence-based clinical prevention and health services for individuals, aggregates, and populations.
5. Demonstrate clinical expertise, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Areas of Concentration: Adult/Geriatric Acute Care Nurse Practitioner, Adult/Geriatric Clinical Nurse Specialist

Primary Areas of Faculty Research: Cardiopulmonary physiology; placement, recruitment and retention of advanced practice nurses; attrition and retention of nursing students; nurse educator leadership; professional development; older adults and dementia and international perinatal epidemiology, evidence-based practice; health policy.

Admission Requirements for MSN and DNP students: 1) Admission to the University of Arkansas Graduate School; 2) Completion of a baccalaureate degree in nursing from an NLNAC or CCNE accredited program; 3) current unencumbered license to practice as a registered nurse; 4) APN licensure – if required by student's state of residence – and certification as an APN for post-master's DNP students; 5) Completion of a basic health assessment course (academic or continuing education); 6) Completion of a basic-level statistics course with a grade of "C" or above and graduate level health policy course; 7) Basic computer and library skills including the use of electronic databases. Qualified applicants will be admitted on a space available basis.

Following admission to the program, Prior to enrolling in NURS 5111 – Advanced Health Assessment, the student must:

- Complete a background check by Dead Day of the previous semester in which they will enroll in the clinical course.
- Provide EMSON with HepB, TB, CPR, MMR, Td, health insurance by Dead Day of the previous semester in which they will enroll in the clinical course.
- Provide evidence of a current license to practice as a registered nurse in the state where precepted hours will be provided by Dead Day of the previous semester in which they will enroll in the clinical course.
- Provide evidence of national certification and licensure as an advanced practice nurse – if their state of residency requires licensure – for post-MSN students in the DNP program.

Complete a drug screen within a two week time period prior to the first day of class or the semester in which the student is enrolled in the clinical course.

Provide any other requirements requested by the clinical institution.

Requirements for the Master of Science in Nursing Degree, Clinical Nurse Specialist Concentration: In addition to the general requirements of the Graduate School, students must complete a minimum of 41 credits (44 credits with thesis option) including the following courses: Graduate Nursing Core Courses: NURS 5003, 5043, 5053, 5063; Advanced Practice Core courses: NURS 5033, 5143, 5102, 5111, 5123; Clinical Specialist Core Courses: NURS 5212, 5225, 5232, 5245. Students complete a total of 500 hours of clinical practicum. Student who select the thesis option complete a minimum of six credits of thesis that will count toward the degree. As an alternative to completing a thesis, students may elect the scholarly project option and are required to complete a three-credit independent study. Students who intend to pursue doctoral preparation are strongly encouraged to select the thesis option. All candidates for the Master of Science in Nursing (MSN) must successfully complete a comprehensive written exam.

Requirements for the Master of Science in Nursing Degree, Nurse Educator Concentration: In addition to the general requirements of the Graduate School, students must complete a minimum of 39 credits (42 credits with thesis option) including the following courses: Graduate Nursing Core courses: NURS 5003, 5043, 5053, 5063; As an alternative to completing a thesis, students may elect the scholarly project option and are required to complete a three-credit independent study. Students who intend to pursue doctoral preparation are strongly urged to select the thesis option. All candidates for the Master of Science in Nursing (MSN) must successfully complete a comprehensive written exam.

Requirements for the post-BSN Doctorate of Nursing Practice: In addition to the general requirements of the Graduate School, students must complete a minimum of 79 credits (72 credits with a capstone project) including the following Core Courses: ESRM 6403; NURS 5003, 5033, 5043, 5053, 5102, 5111, 5143, 6613, 5123, 5523, 6123, 5063, 6263, 6233; Clinical Courses: 5271, 5272 OR 5282, 5443, 5454, 5463, 5475, 6224, 6244, 628V; and Capstone Courses: 7113, 7122, 7132, and 7142.

Requirements for the post-MSN Doctorate of Nursing Practice: Students must complete a minimum of 18 credits of Core Courses: ESRM 6403; NURS 6613, 5523, 6263, 6123, 6233; and 9 credits for Capstone Courses: 7113, 7122, 7132, and 7142. For Specialization courses NURS 6224, 6244, and 626V will be required to supplement the 1000 clinical hours not fulfilled in the student's previous MSN program to prepare them as an advanced practice nurse.

Course Requirements:

5003 Theoretical & Scientific Foundations for Nursing Practice (Fall): Examines elements of nursing knowledge, including identification of the links between theory and empirical indicators. Concepts and theories are analyzed for application in advanced practice to solve problems and improve health outcomes. Theoretical knowledge from biophysical, social and organizational sciences is integrated with nursing science to guide advanced nursing practice.

NURS 5033 Role Development (Fall): Examines role development of advanced practices in nursing and the evolution of the Doctorate of Nursing Practice. Concepts include role development, interdisciplinary communication and collaborative strategies, patient advocacy and serving as change agent for role implementation.

NURS 5043 Concepts of Health Promotion within Diverse Populations (Fall): Provides a theoretical base for health promotion, risk reduction and disease prevention at the individual, family and community levels. Identifies a cross-disciplinary approach to achieve or preserve health. Addresses the factors contributing to morbidity and mortality in diverse populations. Provides opportunity to develop, implement, and evaluate interventions for selected clients.

NURS 5053 Evidence-based Practice and Innovation in Nursing (Spring): Examines models and strategies for leadership in evidence-based practice and innovation, outcomes management, and translational scholarship. The emphasis of this course is on problem identification, information retrieval, critical appraisal, and synthesis of a body of evidence. It provides the student with the foundation for the DNP evidence-based practice project.

NURS 5063 Health Care Policy (Summer): Provides knowledge and understanding needed to participate in policy development analysis and implementation. Provides an overview of the political process, health care policy,

advocacy, leadership roles, legislative and regulatory issues, health care financing, and evaluating outcomes. Access, cost, and quality of health care are major foci in this course.

NURS 5102 Advanced Health Assessment, Physical Examination, and Diagnostic Reasoning (Spring): Applies health assessment, physical examination techniques, clinical decision making, and diagnostic reasoning to formulate a culturally-sensitive, individualized plan of care, which includes health promotion and disease prevention.

NURS 5111 Clinical Practicum: Advanced Health Assessment, Physical Examination, and Diagnostic Reasoning (Spring): Focus is on the application of skilled critical thinking, clinical decision making, diagnostic reasoning, and advanced physical examination techniques to develop differential diagnoses, problem list, and a plan of care for individual clients.

NURS 5123 Pharmacotherapeutics (Summer): Provides advanced concepts and application of pharmacology for broad categories of agents used in disease management. Establishes the relationship between pharmacologic agents and physiologic/pathologic responses. It assists students with the development of knowledge and skills to prescribe and manage a client's health in a safe, high quality, and cost-effective manner.

NURS 5143 Advanced Pathophysiology (Spring): Provides a comprehensive understanding of normal physiologic and pathologic mechanisms of disease that serves as a foundation for clinical assessment, decision making, and management of individuals. Includes mechanisms of disease, genetic susceptibility, and immune responses in selected disorders. This course includes concepts of pathophysiology across the lifespan.

NURS 5272 Clinical Practice: Interpretive Diagnostic Reasoning and Advanced Skill Acquisition (Summer): Application of principles of pathologic mechanisms of disease, pharmacotherapeutics, and pharmacokinetics to refine and synthesize skills for history taking, physical examination, clinical assessment, diagnostic reasoning, and decision making for adult and geriatric individuals. Includes advanced clinical skills in acute and critical care.

NURS 5282 Clinical Practice: Interpretive Diagnostic Reasoning and Spheres of Influence (Summer): Application of principles of pathologic mechanisms of disease, pharmacotherapeutics, and pharmacokinetics to refine and synthesize skills for history taking, physical examination, clinical assessment, diagnostic reasoning, and decision making for adult and geriatric individuals. Incorporates the three spheres of influence, with emphasis on benchmarking, patient and nurse-sensitive outcomes.

NURS 5443 Chronic Health Problems in Adult and Geriatric Populations (Fall): Explores evidence-based models for the management of selected chronic conditions, focusing on the holistic assessment and treatment of individuals and families. Utilizes advanced theories, concepts, knowledge, and skill in the care of diverse adult and geriatric populations with complex chronic health problems.

NURS 5454 Adult-Geriatric (Chronic) Clinical I (Fall): Focuses on the management of individuals with complex, chronic health problems. Emphasis is on the application of theoretical concepts, assessment skills, critical thinking, and evidence-based standards to formulate differential diagnoses, clinical impressions, treatment, and evaluation plans in the acute or out-patient setting.

NURS 5463 Acute and Critical Illness in Adult and Geriatric Populations (Spring): Provides an in-depth knowledge of management of acutely and critically ill adults. Emphasis is on the use of evidence-based knowledge to formulate differential diagnoses, diagnoses, treatment and evaluation plans, and outcome parameters for adults who have complex acute or critical health problems, or are at high risk for developing complications.

NURS 5475 Adult-Geriatric (Acute/Critical) Clinical II (Spring): Experiences allow the student to apply safe, scientifically sound, cost effective, legal and ethical management strategies to the care of adults with complex acute and critical illness. Emphasis is on the development of advanced clinical skills in acute and critical care settings.

NURS 5523 Healthcare Informatics (Spring): Explores standards and principles for selecting, using, and evaluating information systems. Discusses the application of computer programs relevant to nursing administration,

education, research, and practice. Assists the student in managing individual and aggregate information, and assessing the efficacy of patient care technology appropriate to a specialized area of nursing practice.

NURS 6123 Evaluation Methods and Translational Research for Evidence-based Practice (Fall): The translation of evidence into practice, including theoretical and practical challenges, is analyzed through the use of case studies and proposals. Uses methods of inquiry for systematic appraisal of nursing practice or healthcare programs to identify practice outcomes and create an environment to support and sustain changes.

NURS 6224 Specialty Practice Clinical III (Summer): Provides an opportunity to synthesize advanced knowledge and role behaviors within a specialty concentration. Designed to apply nursing theory, translational research, epidemiologic principles, ethical/legal principles, outcome evaluations, healthcare systems thinking, and economics into a specialized clinical practice role and setting. **(Depending upon specialty and experience, may require travel to campus).**

NURS 6233 Healthcare Economics and Finance (Spring): Provides advanced economic, financial, and business knowledge and skills required for a leadership role in financial planning and decision making within healthcare delivery systems.

NURS 6244 Specialty Practice Clinical IV (Fall): Allows for the continuation of specialty role development and a more refined and advanced approach to care delivery, systems thinking, and leadership. Allows for the total number of practice hours required for certification and/or degree.

NURS 6263 Organizational Management and Systems Leadership (Summer): Facilitates understanding of how to lead, advocate, and manage innovative responses to organizational needs and challenges. Emphasizes development and evaluation of care delivery models that meet the needs of targeted patient populations by enhancing accountability for effective and efficient healthcare, quality improvement, and patient safety.

NURS 628V (3- 4 credits) Specialty Practice Clinical V (Spring): Allows for the continuation of specialty role development and a more refined and advanced approach to care delivery, systems thinking, and leadership. Allows for the total number of practice hours required for certification and/or degree.

ESRM 6403: Educational Statistics and Data Processing: Theory and Application of frequency, distribution, graphical methods, central tendency, variability, simple regression and correlation indexes, chi-square, sampling, and parameter estimation, and hypothesis testing. Use of the computer for the organization, reduction, and analysis of data (required for doctoral candidates). Prerequisite: EDFD 5013 or equivalent.

NURS 6613 Epidemiology (Fall): Focuses on principles and methods of epidemiology used to assess determinants, distribution, and deterrents of disease in populations. Includes conceptual and analytical skills required to measure risk, incidence, and prevalence of morbidity and mortality and its impact on healthcare delivery.

NURS 7113 Capstone Seminar I (Fall): Designed to unify and organize the student's field of inquiry for the final Capstone Project. Emphasis is on the application of an evidence-based intervention suitable to their area of focus that involves appropriate methodology and application with the goal for change in practice or outcome analysis.

NURS 7122 Capstone Implementation in Practice Setting I (Fall): Provides necessary support and elements for students to begin execution of the Capstone Project in collaboration with the sponsoring site.

NURS 7132 Capstone Seminar II (Spring): Focuses on data exploration and analysis for the organization and refinement of all aspects of Capstone Project, emphasizing implementation and evaluation of the evidence-based intervention. Allows student to finalize the scholarly written and oral report for dissemination of results.

NURS 7142 Capstone Implementation in Practice Setting II (Spring): Provides an avenue for students to showcase the Final Capstone Project. Allows students the opportunity to synthesize and demonstrate the ability to employ effective communication and collaboration skills, leadership roles, influence healthcare quality and safety, evaluate practice, and successfully negotiate change in healthcare delivery for individuals, families, populations, or systems.

Other Requirements: One or more campus visits may be required for skills acquisition in NURS 5272 or 5282.

Name/Requirement of each Concentration: For post-BSN students: Adult/Geriatric Acute Care Nurse Practitioner; Adult/Geriatric Clinical Nurse Specialist; no concentration for post-MSN students.

No minor or additional program component is required.

Eight semester plan of study: N/A

SECTION VIII: Action Recorded by Registrar's Office

PROGRAM INVENTORY/DARS

PGRM _____ SUBJ _____ CIP _____ CRTS _____

DGRE _____ PGCT _____ OFFC&CRTY VALID _____

REPORTING CODES

PROG. DEF. _____ REQ. DEF. _____
Initials _____ Date _____

Distribution

Notification to:

- (1) College
- (2) Department
- (3) Admissions
- (4) Institutional Research
- (5) Continuing Education
- (6) Graduate School
- (7) Treasurer
- (8) Undergraduate Program Committee

5/12/08