

## UH Hilo: Doctor of Nursing Practice

### Section I: Institutional and Program Overview

#### A. Program Overview

1. Name of proposed degree program.

Doctorate of Nursing Practice

2. Initial date of offering.

Fall 2012.

3. Percent of the program being offered via distance education and/or off-campus, if applicable.

All didactic coursework is delivered online. Three of these courses will include a two- to three-day on-campus segment. In addition, students will complete practica in clinical settings near their place of residence.

#### B. Descriptive Background, History, and Context

1. Provide a brief description of the institution(s), including the broader institutional context in which the new program will exist. Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution(s).

The University of Hawaii at Hilo is part of the State-supported ten-campus University of Hawaii system, along with UH Manoa, UH West O`ahu, and seven community colleges. UH Hilo includes five degree-granting colleges, including the College of Arts and Sciences, of which the School of Nursing is a unit. The university presently offers a PhD in Hawaiian and Indigenous Language and Culture Revitalization (HILCR), one Doctor of Pharmacy (PharmD), six master's degrees, 33 baccalaureate degrees and 24 academic subject certificates. The PhD in Pharmaceutical Science was approved by the Board of Regents in February 2011 and reviewed by the WASC substantive change committee in April 2011. [

Since 2002, when the current Strategic Plan was completed, the University's primary mission has been to "offer high quality undergraduate liberal arts and professional programs. Selected graduate degree programs are also offered where need warrants and the university has strong expertise." In the ensuing years, many changes have occurred at the university, including addition of all of our graduate programs.

*The University of Hawai'i for the 21<sup>st</sup> Century* brochure outlines UH system President Greenwood's initiatives to ensure a strong educational and economical future for Hawaii by "meeting Hawaii's crucial workforce needs, generating jobs, and contributing to a brighter economic future."

2. If this is a joint program, identify the roles and responsibilities of each institution in developing, delivering, and assessing the program.

This is not a joint program.

3. List the number, variety and longevity of other doctoral programs currently being offered, including student enrollment and projected time to graduation, if applicable, for each doctoral program. At least three and no more than five years of data should be provided. If this is a joint doctoral program, provide this data for each institution.

UH Hilo has offered the PhD in Hawaiian and Indigenous Language and Culture Revitalization (HILCR) through the College of Hawaiian Language (Ka Haka `Ula O Ke`elikōlani) since Fall 2006. This program has enrolled the same five students since its inception. Of these, two have graduated, and the remaining three are working on their dissertations. The program is adding to its faculty, refining its curriculum and assessment plan, and will not accept new students until Fall 2012.

The College of Pharmacy offers the Doctor of Pharmacy (PharmD) degree. The first class entered in Fall 2007 and will graduate in May 2011. Ninety students are admitted to each class; there are currently 339 students in the three classes. The first class will graduate with a retention rate of 94%.

4. If any part of the program will be offered via distance education, describe the institution's prior experience offering distance education. For joint programs, provide this information for each institution.

Since 2004, School of Nursing faculty have offered sections of eight online theory courses through the RN to BSN program and as electives for face-to-face BSN students. Courses rely on the UH system's Lulima course management system, a fully developed adaptation of the widely used open source Sakai system.

Faculty have received training in Lulima in both workshop and individual sessions from the UH Hilo office of Instructional Technology and User Services, formerly called the office of Technology and Distance Learning; and from the online course design specialist in the College of Continuing Education and Community Service. Within the school, experienced faculty serve as mentors for faculty less experienced with Lulima.

5. If the institution currently offers a joint doctorate(s) in this discipline, indicate whether the program(s) will continue and provide details on how the proposed program fits into the strategic plan of the institution. If the joint program will be discontinued, refer to Section VI on teach-out requirements.

UH Hilo does not offer any joint doctorate programs.

### **Institutional Accrediting History Relevant to Substantive Change**

1. Provide a brief response to issues noted in prior substantive change reviews since the institution's last comprehensive review. If this is a joint program, provide this information for each institution.

The last comprehensive WASC review of the University of Hawai'i at Hilo (UH Hilo) was completed in 2004. Since then, UH Hilo has successfully submitted three substantive proposals: for the PhD in Hawaiian and Indigenous Language and Culture Revitalization (HILCR) and MA in Indigenous Language and Culture Education, discussed in detail below; for the Doctor of Pharmacy program, also discussed below; and the proposal for

a 1+2+1 dual degree program involving four departments at UH Hilo and a group of Chinese universities. The only recommendations for action for the 1+2+1 program involved the university's progress in student learning assessment and its progress in establishing a more efficient governance system. Both issues were addressed to the satisfaction of the October 2009 WASC special visit site team, as indicated in the commission's March 2010 action letter.

2. Provide the institutional response to issues relevant to doctoral level education noted in the last Commission or Interim Report Committee letters or in related team reports. If this is a joint program, provide this information for each institution.

In its February 2007 action letter, the Commission approved UH Hilo's proposal to offer the Doctor of Pharmacy degree. Since it opened its doors in Fall 2007, the College has continued to refine its assessment practices and expand physical resources. The institution's substantive change proposal for the PhD in Pharmaceutical Sciences is in process, with the conference call scheduled for April 27, 2011.

Regarding the Ph.D. in HILCR, the Commission's 2008 action letter raised noncompliance issues; the university responded promptly to these concerns. The January 2010 action letter commended the university for its response and urged that the college continue to develop its strategies for "assessment of student learning, with data, analysis, and results."

3. If the proposed program is within a school accredited by a professional accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year accredited, and attach a copy of the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation and when the review will be completed.

The University of Hawaii at Hilo's School of Nursing is accredited by the National League for Nursing Accrediting Commission. The most recent re-accreditation occurred in October 2007 with an approval of the full eight years. Please see the attached "NLN Accreditation Summary 2007."

**Attachments**  [1.NLNAC\\_Accreditation\\_Summary\\_2007.pdf](#)

## **Section II: Program Need and Approval**

### **A. Program Need**

1. Identify the program need/rationale framed by the institution's mission and strategic goals. Local program need should be documented in addition to any national or statewide need. For joint programs, provide this information for each institution. See Section I.B.1 for a discussion of the place of the DNP in the mission and goals of UH Hilo and the UH system.

The American Association of Colleges of Nursing (AACN) has raised the minimum

education requirement for Advanced Practice Registered Nurses (APRN) from a master's degree to a practice doctorate (DNP), effective 2015. In 2012 the University of Hawaii at Hilo and the University of Hawaii at Manoa propose to begin offering the DNP. UH Hilo's DNP will focus on rural health care and transcultural nursing, while UH Manoa's DNP will focus on urban care. The memorandum of understanding signed by UH Hilo and UH Manoa regarding these parallel programs is attached.

The development of the DNP program will increase the number of primary care providers and experts in healthcare system design, finance, and policy development available to residents of Hawai'i. In 2009, the Governor of Hawai'i signed legislation granting Hawai'i's APRNs global signature authority, allowing access to full prescriptive authority (including controlled substances), medical equipment, and therapeutic regimens. In addition to earning prescriptive authority, DNP graduates will also be given the opportunity to focus on nurse leadership and organizational systems skills, positioning them for service in administrative leadership, research, clinical care delivery, patient outcome and systems management roles.

On the Big Island, there are only 76 APRNs, or 1 APRN per 2,252.5 residents, one of the lowest APRN ratios in the US (State of Hawai'i Board of Nursing Report, October, 2009). DNP graduates also will add to the pool of qualified nursing faculty candidates able to address the severe shortage of nursing faculty nationwide. The National League for Nursing (NLN) reports a direct correlation between the nursing shortage and the lack of adequate numbers of nursing faculty to teach our future nurses (NLN website, 2009). This shortage is expected to increase, with 1 in 5 nursing faculty members facing retirement in the next five years (NLN website, 2009).

Creation of a DNP program at UH Hilo will improve opportunities for professional advancement in nursing here in Hawai'i. Of UH Hilo BSN graduates, 18-35 percent plan to pursue advanced practice/DNP education within one to three years of obtaining their BSN. Of the 28 May 2009 BSN graduates, four immediately entered graduate studies. Because we had no UH Hilo School of Nursing (SON) options they had to leave the Island to pursue their academic goals at UH Manoa, Columbia, and Oregon Health Sciences Center. The UH Hilo SON currently has an educational pipeline allowing nursing graduates from the community college associate degree programs to complete the baccalaureate degree via online classes and clinical sites on Hawai'i Island as well as on the islands of Maui and Kaua'i. In a 2008 survey of Hawai'i associate degree and baccalaureate nursing program graduates, 20.2 percent of respondents indicated that a major factor that has prevented them from obtaining a higher education in nursing is that the an advanced degree in nursing program is not available locally (UH Hilo Department of Nursing, 2006).

The post-baccalaureate entry point of the proposed DNP will allow graduates of baccalaureate nursing programs to seamlessly enter an advanced degree program. The post-masters entry point will draw APRNs with MSNs desiring to complete the DNP at the post-masters level. The addition of the DNP would expand the pool of UH Hilo SON applicants, create a seamless pipeline from pre-nursing licensure to the terminal professional DNP degree and facilitate selection of those candidates who are academically prepared for the rigors of nursing education programs. The delivery format of the proposed program allows for greater diversity or geographic distribution throughout the state of Hawai'i HRSA (2008).

2. Describe the process and results used to establish the need. Please provide a summary of the findings, not the full study.

In Section II.A.1 above are reported the results of a 2009 survey of enrolled UH Hilo BSN students and a 2008 survey of Hawaii associate degree and baccalaureate nursing program graduates.

In addition, in July 2010 an island wide DNP survey was distributed to 325 professionals pertaining to the DNP program in July 2010. Out of the 325 surveys distributed, 139 were returned (43%). Of the respondents, 28% reported that they would be interested in pursuing a DNP. The methodology utilized was a questionnaire distributed to various hospitals and health care settings, a nursing conference, and other organizations where nurses worked. The surveys were returned via self-stamped envelopes. The results were obtained by calculating responses and identifying the percentages of responses.

3. What evidence (surveys, focus groups, documented inquiries, etc.) was used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels?

The enrollment of a cohort of 10 students per year was projected by evidence of the survey results, by student inquiry with advisors in the School of Nursing. In addition, based on the need for APRNs in Hawaii Island, a cohort of 10 appears to be a realistic cohort size. Finally, a cohort of 10 would be a good fit with a smaller SON faculty, such as the UH Hilo School of Nursing tenure-track faculty of 12, a cadre of expert adjunct lectures, and additional faculty added at the rate of one per year for the first three years of the program.

4. Attach the recruitment and/or marketing plan for the program. Describe the geographic scope of the program. (Note that all materials regarding this program should clearly state, "Pending WASC approval" prior to Commission approval.)

Attached are the marketing plan, which will be elaborated on over the summer for full launch in Fall 2012; and the fold-out brochure to be used when recruiting starts. Note that the brochure indicates "pending WASC approval" at the foot of three pages; this will be removed after WASC approval and before the brochure is distributed.

**Attachments**  [2.DNP\\_UHM\\_SON\\_MOU\\_signed.pdf](#),   
[2.Marketing\\_plan\\_for\\_DNP.pdf](#),  [2.DNP\\_brochure.pdf](#)

## **B. Planning/Approval Process**

1. Describe the planning and approval process within the institution(s), indicating how the faculty and other groups (administrators, trustees, stakeholders, etc.) were involved in the review and approval of the program. Include any campus established criteria for doctoral level work. Attach documentation of necessary approvals.

The proposed program has completed the campus planning and approval processes and is expected to have completed the system process in May 2011. Authorization to plan the program was recommended by the UH Hilo VCAA and Chancellor and granted by the UH system Council of Chief Academic Officers in August 2010. In October 2010, the program proposal was approved by the Dean of the College of Arts and Sciences; in November 2010 by the Graduate Council and the Campus wide Curriculum Committee; and in December 2010 by the faculty Congress and the Vice Chancellor for Academic Affairs. Following approval by the Chancellor, the proposal was submitted to the University Board of Regents, who approved the program on May 19, 2011.

2. If the institution(s) is/are part of a university system, describe the review process at the system level, including any system requirements for doctoral level work. Attach documentation of approval.

The attached UH Hilo graduate program proposal guidelines incorporate system requirements; see attachment "Grad-Program-Proposal-Guidelines-UHH\_DRAFT\_1-11-11-1".

Once a program proposal has been approved at the campus level, it is reviewed by the UH system's Council of Chief Academic Officers and the system Vice President for Academic Affairs. The proposal is returned to the campus for revision or passed on to the system Board of Regents for final review and approval.

The DNP was approved by the University of Hawaii BOR on May 19, 2011. An internal email announcement from the UH Hilo Media Relations Office is attached; a press release or other official announcement will be attached as soon as one becomes available. The BOR minutes for May will show the approval, but the minutes will not appear before the June 14 subchange conference call.

**Attachments**  [2.Grad-Program-Guidelines-UHH\\_DRAFT\\_1-11-11-1.pdf](#),  
 [DNP\\_approval\\_UH\\_Hilo\\_email\\_announcement.pdf](#)

### **C. Collaborative/Cooperative Agreements**

1. If the proposed program includes collaboration or cooperation with outside agencies, institutions or other entities, please describe the purpose and nature of the relationships. Attach relevant signed Memoranda of Agreement or other documentation. Please see WASC's [Policy for Contracts with Unaccredited Organizations](#).

II.C.1. The HHSC-UHH MOU is not signed or dated. Reviewers expect final, signed versions of all cooperative agreements.

Response: The signed MOU has been attached.

The schools of nursing at UH Hilo and UH Mānoa have signed a memorandum of understanding regarding the offering of programs leading to the Doctor of Nursing Practice. In brief, UH Hilo will specialize in rural and transcultural nursing and UH Mānoa in urban nursing. The memorandum, which allows for possible future collaboration between the two DPN programs, is attached. Also attached are MOUs with two of many organizations providing clinical sites: the Hawaii Health Systems Corp, which operates all twelve of the state's hospitals, and the State Veterans' Hospital located in Hilo.

**Attachments**  [2.State\\_Veterans\\_Hospital\\_MOU.pdf](#),   
[1.DNP\\_UHM\\_SON\\_MOU\\_signed.pdf](#),   
[DNP\\_UH\\_Hilo\\_HHSC\\_MOU\\_signed.pdf](#)

## Section III: Program Description and Evaluation

### A. Curriculum

1. Provide an overall description of the program including the alignment of the program philosophy, curricular design, pedagogical methods, and degree nomenclature selected. Identify the program's emphasis as a professional-practice (applied research, practice-oriented, or clinical) degree or a scholarly research-oriented degree.

The Doctor of Nursing Practice (DNP) is the practice-focused doctoral degree developed in response to the endorsement of the American Association of Colleges of Nursing (AACN) position paper recognizing the DNP as the credential for advanced nursing practice. By 2015, the DNP will be the credential for entry into advanced practice. The DNP is equivalent to professional degrees offered by other health care disciplines including Doctor of Medicine (MD), Doctor of Dental Surgery (DDS) and the Doctor of Pharmacy (PharmD).

The goals of the DNP Program at the University of Hawai`i at Hilo School of Nursing are to:

1. Provide doctoral level education utilizing scientific knowledge and clinical research of populations that is required for safe nursing practice in hospitals and communities and which addresses the growing concerns regarding the quality and safety of patient care and delivery.
2. Conduct community based research aimed at engaging community members to address health needs and concerns, health care finance, and policy development within a transcultural framework.
3. Educate and train primary health care providers (Family Nurse Practitioners) who are grounded in community on population-based health care and health promotion.
4. Educate and train graduates to address health disparities and improve community capacity.
5. Provide and develop organizational and leadership management skills to strengthen practice and health care delivery.
6. Provide education in Healthcare policy, development and education
7. Participate in interdisciplinary collaboration for improving patient and population health care outcomes.

These goals are derived in part from the DNP Essentials proposed by the American Association of Colleges of Nursing (AACN). As the attachment "AACN Essentials and DNP" indicates, the program outcomes and course design align well with AACN's essential outcomes.

The extraordinary intellectual, biological, and cultural diversity on the Island of Hawai`i represents the foundational aspects of the program. The second is the focus on rural health promotion, policy and leadership. Students will be prepared for roles in clinical practice, education, and health care leadership emphasizing delivery and design of primary health care for diverse populations across the lifespan within a rural context

The curriculum is designed to provide students with conceptual knowledge and practical experience balancing core didactic courses with clinical practice and leadership

opportunities culminating in a practice inquiry project. The curriculum is based on the AACN essentials of Doctoral education for Advanced Practice Nurses. Students will participate in lectures, seminars, laboratory simulations, and site visits to rural communities. Research methods and evidence based practice provide opportunities for data analysis, research critique, evidence-based presentations, formulation and evaluation of a capstone research project. At the conclusion of the program, all students will demonstrate competence in the eight essentials of doctoral education, be prepared for their specialty role as an individual health care provider, and be trained for leadership roles within the larger health care system.

2. If any part of the program will be offered via distance education, provide a detailed description of the modality and format being proposed (i.e., synchronous, asynchronous, online, correspondence, teleconference, video on demand, etc.).

The delivery of the DNP program is primarily on line with periodic planned face-to-face experiences in the form of intensive week-long sessions in executive format. Since 2004, UHHSO has offered courses in online formats through the on-campus BSN and online RN-BSN programs.

Two interactive web-based platforms will be used. The first is Lulima, the University of Hawaii's learning management system provides students and faculty with a variety of online tools to enhance teaching, learning, and collaboration. In addition to providing a repository for course resources, Lulima provides an asynchronous platform for conducting online courses that include: discussions, forums, tests, tasks, surveys, grading, course postings, announcements, and email communication.

The second platform is Elluminate Live!, an online collaboration system that allows for synchronous class sessions enabling students and faculty to communicate interactively using microphone chats, white boards, text messaging, and power point presentations. These two powerful programs will be used together to enhance the online experience. Further instruction will be facilitated using video programming through the University's Polycom system, video streaming of appropriate course materials, and related podcasts using UH Hilo's dedicated server.

Students will also participate in a week-long on-site campus and program orientation in August the week before classes begin. They will interact with faculty, current student cohorts (2<sup>nd</sup> & 3<sup>rd</sup> year students), technology specialists, and community leaders and participate in rural excursions and transcultural events.

At the end of the second semester, students will return to campus for an intensive week that will focus on two courses, Advanced Health Assessment (NURS 505) and Rural Health NURS 506. NURS 505 will culminate in the first two days of onsite session, while NURS 506 will begin with the last three days.

3. If any part of the program will be offered via distance education, describe how the curricular design and pedagogical approach has been adapted to the modality of the program.

Both synchronous (Elluminate Live!) and asynchronous (Lulima) learning platforms will be used in the program. Balancing the need between the students' desire for unconstrained access to learning and the instructors' desire for equivalents of face-to-

face interaction serves as the basis for the pedagogical approach to distance learning that incorporates active participation, social integration, and exploration, in which students actively discover, practice, and validate acquired knowledge.

4. If applicable, describe each track within the program being proposed including the capacity of the institution to support each track. Each track will be acted on independently.

At the post-baccalaureate entry point, students need the BSN from an accredited nursing program within an accredited institution. In the post-BSN program, these students will acquire credits in clinical and core courses that will bring them to the same level as that achieved by students who have earned the MSN. At the post-master's entry point, students will need the MSN from an accredited nursing program within an accredited institution.

5. Describe how a doctoral level culture will be established to support the proposed program, including such elements as doctoral level course requirements, nature of the research environment, balance between applied and research components of the degree, and type of culminating experience (full dissertation or a culminating project). Also include plans for faculty research, faculty hires, library resources, and peer and campus collaboration. Discuss how students (both full-time and part-time) will be integrated into the intellectual community of the department and institution. If this is a joint program, provide this information for each institution.

### Institutional Milieu

Establishment of a Doctoral level culture is a priority for the UHHSO and is supported by the University. The PhD in Hawaiian and Indigenous Language and Culture Revitalization has been in place since Fall 2006, and a second PhD in Pharmaceutical Sciences is under substantive change review with implementation planned for Fall 2011.

Interdepartmental-interdisciplinary camaraderie among faculty is cultivated in the frequent meetings of the Graduate Councils and its subcommittees. The small number of graduate programs and the newness of the doctoral-level programs foster a higher level of inter-departmental communication and informal interaction. The transcultural focus in the DNP meshes well with the inter-ethnic and international interests of the Hawaiian PhD program, which reaches out to all indigenous languages and cultures seeking preservation. DNP and Pharmaceutical Sciences doctoral students share core natural sciences foundations and professional interests. These are ideal conditions for interdisciplinary symposiums where faculty and students share their research.

Building faculty research is a priority of the department. Faculty research is strong in women's health, novel approaches to learning, team communication and cognitive aspects of aging. Moreover, there is a strong relationship between the UHHSO and health care agencies in the community, a rich repository for research and evidence based practice innovations. A SON research committee has been established to support individual and group research. A university wide research committee is in place for assistance. There are numerous departments available for interdisciplinary collaboration including psychology, sociology, kinesiology, pharmacology, and many other departments.

### Integrating Students into the Doctoral Level Culture

Students in the DNP program will only be on campus for a few weeks distributed over the several years of study. However, when they are on campus, UHHSON faculty can facilitate meetings, conferences, and one on one experiences between relevant faculty and community leaders depending upon student interest or faculty evaluation of students overall need or growth in a specific area.

Online classes will facilitate a culture of learning that is open, professional, respectful, independent, resourceful, and tolerant of multiple ideas, cultures, and geographical differences. Care will be taken to match student background with faculty interests early in the program so students can take advantage of face to face time with faculty advisors during on campus visits.

There is an balance between application and research in the DNP program. Clinical practice courses, which make up the requirements for the Family Nurse practitioner component of the program represent the applied components of the program and they are supported by the physiology-based courses (Pharmacology, Pathophysiology). All courses, including the practice inquiry project, promote competence in information literacy and research.

### Faculty Hires

Currently, the UH Hilo SON has ten faculty qualified to teach in the DNP program, as indicated in the attached CVs. Six faculty members who are NPs would be qualified to teach in the clinical advanced practice courses. In addition, adjunct faculty who are DNP faculty at other institutions have committed to offer specific program courses to be offered in the summer terms; their CVs are included. DNP students will have the opportunity to serve as teaching assistants, , preparing them for future academic roles and providing mentored clinical instructors for the undergraduate program.

The program will require the addition of one full-time faculty member for each of the first three initial years of the program. The additional faculty salaries will be covered by the --- grant described in more detail in section IV. A. Faculty Resources and IV. D. Financial Resources.

### Collaboration with Other DNP Programs

The MOU with UH Mānoa's SON (attached to section I) outlines a number of collaborative possibilities, including shared nursing courses, quarterly meetings on faculty development, a common curriculum committee to address articulation and other issues, and a commitment to share costs for a wide array of library resources. The two DPN programs are, however separate: the MOU provides that

- a. Each program shall offer its own DNP program curriculum and admission requirements. Shared nursing courses may be offered in the future upon mutual agreement between the two programs.
- b. Applicants may apply to either school, which becomes the student's "home" campus and that institution will award the degree.

6. Provide the student learning outcomes for the proposed program.

Upon successful completion of the DNP, students will demonstrate the ability to:

1. Locate, evaluate, and synthesize theoretical knowledge and research evidence in designing primary care delivery for diverse populations across the lifespan in rural contexts
2. Collaborate with multidisciplinary professions, multisectoral agencies and lay communities to influence social and health policies impacting rural population health
3. Assume leadership role in organizational systems to improve rural population health in local and regional communities
4. Promote adherence to professional and ethical-legal standards of practice by individual professionals and organizations
5. Integrate cultural competence and social justice in addressing health disparities in rural populations
6. Examine research evidence in design and implementation and evaluation of policies and programs for population health in rural communities
7. Use best practices and technology to improve care delivery for diverse individuals, families and communities within the continuum of primary, secondary and tertiary care
8. Create educational programs to develop culturally competent practice and education of the nursing workforce
9. Design educational programs and evaluation programs and evaluation to enhance rural community empowerment for health

As the attachment “AACN Essentials and DNP” indicates, the program outcomes and course design align well with AACN’s essential outcomes.

7. Attach a curricular map aligning program learning outcomes with course learning outcomes, and demonstrating the progression from introductory to advanced levels.

The curriculum map is attached.

8. Include a list of all courses in the program, identifying which are required.

Attached is a list of all required courses in the program. Tentative instructor assignments are indicated.

9. Describe the process by which syllabi are reviewed and approved to ensure that 1) course learning outcomes are described and are linked to program learning outcomes; 2) materials are current; and 3) pedagogy is appropriate for the modality of the course.

The curriculum was developed by faculty at UHHSO along with several consultants who were chosen for their program development expertise or for their content expertise in rural health and transcultural nursing. Once preliminary courses were developed, the curriculum committee reviewed each course to assure the quality of the course content, alignment with program and course learning objectives, and fitting assessments (examinations, projects, seminars, and practice) were embedded into each course. Syllabi were submitted for full faculty review and underwent additional consult review before they were reviewed by the UH curriculum review committee and UH graduate review committee. Final course approvals were given once all feedback was analyzed, supported or changed. Systematic review of the courses will be conducted by the curriculum committee at the end of the first cycle for each course. The purpose of the

cycle reviews is to assure quality improvement and enhancement of all courses.

10. Attach three sample syllabi and the syllabus for the dissertation or culminating experience, which are adapted to the modality of the course. Sample syllabi must demonstrate rigor appropriate to a doctoral-level course in terms of required reading, course content/topics, and assignments/grading policy. Course syllabi should reflect a learning outcomes orientation and be linked to program outcomes. Syllabi should demonstrate that extensive research, including applied research as applicable, is required.

The syllabi selected for inclusion with this report are:

1. Nurs 506 Rural Health Promotion
2. Nurs 507 Primary Care of Adults
3. Nurs 512 Evidence-Based Practice
4. Nurs 517 Practice Inquiry

11. Describe the clinical or internship requirements and monitoring procedures, if required.

Students must complete practica in a variety of settings including simulation laboratories, community agencies, outpatient clinics or inpatient areas. Practice enhances the didactic components of specific courses by allowing the student to have real time experience with

- decision making and treatment for a subset of patients
- involvement in community projects initiated for problem solving or policy development
- hands-on analysis of research generated data
- nurse practitioners/leaders expert in their fields
- other educational programs related to their program of study.

The practice hours are supervised by the faculty member of course record or the project inquiry faculty member and each student has an assigned preceptor at the site who is responsible for orientation, clinical or leadership practice, and initiation and supervision of any projects performed by the student while at the facility.

The practice hours are defined in DNP program development recommendations supported by the AACN. Students in the post- BSN track must complete a minimum of one thousand (1000) practice hours distributed over the course of the 3 three -year program with a substantive amount of hours assigned to the clinical courses (FNP) and the practice inquiry project. For post-MSN students, practice hours previously completed as a nurse practitioner, clinical leader, or nursing education student will apply to the 1000 hour minimum. Post-MSN students entering the DNP program with 1000 practice hours or more will acquire additional practice hours in the evidence-based practice courses, leadership courses and the practice inquiry project.

Monitoring and evaluation of the students in practice will be performed in five ways:

1. the faculty of record will provide written and oral feedback to the student at midterm and at end-of-semester site visits using the practice evaluation criteria (see

- attachment “Faculty-Preceptor-Student Graduate Handbook”).
2. the preceptor will provide written and oral feedback based on the practice evaluation criteria of student progress to the student and the course faculty member
  3. the student will perform a self evaluation of practice achievements and progress toward personal goals to be submitted to the preceptor and faculty member at midterm and end of semester evaluations
  4. students will submit a preceptor evaluation providing critical analysis of the ability to achieve practice and personal goals for the semester; and
  5. faculty will review the student-preceptor evaluations for continued use of practice site.

12. List any special requirements for graduation.

1. Successful completion of the required practice hours
2. Successful completion of the practice inquiry project

**Attachments**  3.DNP\_Curriculum\_map.pdf, 

3.AACN\_and\_DNP\_Essentials.pdf,  3.Course\_Descriptions\_w\_Faculty\_post-BSN\_MSN.pdf,  NURS\_506\_Rural\_Health\_Promotion.pdf,  Nurs\_507Primary\_Care\_of\_the\_Adult.pdf,  NURS\_512\_Evidence-based\_Practice-1.pdf,  NURS517\_Practice\_Inquiry.pdf

### **B. Schedule/Format Requirements**

1. Describe the length of time that the typical student is expected to complete all requirements for the program.

Time expectation for completing the post-BSN-DNP full time program is eight contiguous terms beginning in the Fall semester and progressing through the summer for the first two years. At year three, students are expected to have met the requirements for Spring graduation (2.5 years). Post-MSN students will complete full time course of study within 4 contiguous semesters (1.5 years) beginning in the Fall and finishing in December of the second Fall Semester. Overall the minimum number of credits to obtain the DNP for post BSN students is 73 credits and the post-masters is 34 credits.

2. Describe the cohort or open registration model being used. Provide the minimum attendance/participation requirements and provisions made for students to make up assignments or for students who withdraw and seek to re-enroll. Include a matrix showing the number of students per cohort throughout the first five years of the program and the faculty resources to support such estimates.

It is expected that a cohort of 10 post-BSN students will enter the program the first Fall semester. Another 10 students including post-MSN students will be admitted in each of subsequent Fall semesters. In that way there is gradual enrollment of 10 students each year with a total of 30 students at the end of year five years. This number could be increased if students have not completed their practice inquiry project or decreased if there is attrition during the five year interval. See the attachment “Student Cohort Faculty Matrix.”

The anticipated attrition rate is set at one student per cohort, or an attrition rate of 10%. See the attachment "DNP Enrollment Projection."

3. Describe the typical class size throughout the program.

Students will be admitted in cohorts of up to ten students each fall semester. This allows for a maximum class size of 10. Attrition and readmissions may cause class sizes to vary between 8-12.

4. Describe how timely and appropriate interactions between students and faculty, and among students will be assured, including detailed information for online courses. For programs being offered via distance education, describe the provisions available to faculty to ensure that the enrolled student is the student completing the coursework. See **Best Practice Strategies for Promoting Academic Integrity in Online Education**.

Students will meet with faculty face-to-face during on-campus sessions, establishing personal acquaintance. In order to submit assignments or engage in asynchronous discussions, students must use their unique username and password to access the Lulima course website. In some courses, students will interact via asynchronous discussion board with their professors and fellow classmates. Professors can also compare individual students' online discussion responses to their formal written assignments and can therefore to identify discrepancies or inconsistencies of style and level of discourse.

5. Explain the time frame of courses, i.e. accelerated, weekend, traditional, etc. (If the course time frame is abbreviated, an institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, and the accelerated nature of the curriculum.)

During the fall and spring semesters, each course runs for the full 15 weeks of the semester. Summer courses are 10 weeks long.

6. Provide a sample schedule of courses for a full cycle of the program, with faculty assignments if available.

A sample schedule of courses for a full cycle of the program, beginning with the first post-BSN cohort and running through the conclusion of the first post-MSN cohort, is attached as "Program Cycle." Faculty assignments are indicated in the attachment "Course Descriptions with Faculty."

**Attachments**  [3.Program\\_Cycle.pdf](#),   
[3.Student\\_cohort\\_faculty\\_matrix.pdf](#),   
[3.Course\\_Descriptions\\_w\\_Faculty\\_post-BSN\\_MSN.pdf](#),   
[DNP\\_Enrollment\\_Projections.pdf](#)

### C. Admissions Requirements

1. List the admissions requirements.

- Degree requirement: Post Bachelor's Professional Entry for individuals holding BSN or MSN-CNL degree in nursing from a program accredited by a national organization (NLNAC or CCNE) responsible for nursing accreditation

- Official Transcripts from every college/university attended Grade Point Average (GPA). Only applicants with cumulative GPA >3.0 based on all collegiate work or cumulative GPA of >3.2 earned during applicant's most recently completed degree program will be considered for admissions
  - RN License, a copy of currently-held, unencumbered Hawai'i RN license, or currently-held unencumbered authority-to-practice as RN via multi-state licensure compact, or RN license from another state, if all clinical work during academic program will take place in that state
  - Three completed recommendation forms: two should be completed by faculty members who can address your academic ability and one recommendation form should be completed by an employer or professional who can address your professional performance. (Recommendation form is attached.)
  - Certifications, current basic life support (CPR certification) are needed
  - Professional Goals Essay which describes career goals and interest in graduate study
  - An on-campus or telephone interview is a required part of admission process
  - Successful background check must be completed prior to enrollment
- III.C.1. Is there any difference in admissions requirements besides the level of nursing degree for the two entry points?

Response: There is no difference in admissions requirements other than the level of nursing degree. The post-BSN course requirements will bring students in the program to the same level in terms of core and clinical coursework as that achieved by students who have completed the MSN and are entering the post-MSN program.

2. Identify the type of student targeted and qualifications required for the program.

The UHHSON is targeting motivated and professional students who value independent thinking, have a strong curiosity about research and evidence based methods, have a passion for nursing and are committed to transcultural tenets and rural health promotion and care. Professional goals essay must be compatible with the philosophy and mission of UHHSON, demonstrate exceptional writing skills and outline a coherent and relevant path toward their goals. Professional references must demonstrate exceptional evidence of leadership, critical thinking, intellectual prowess and professional qualities. Work history should support professional and leadership activities.

Admission criteria are described above.

3. If any part of the program will be offered via distance education, describe how the student's ability to succeed in distance education programs will be addressed and linked to admissions and recruiting policies and decisions.

Announcements, including the brochure, inform students that all of the coursework is delivered via distance technology. Students who choose to enter the program, therefore, are likely to do so in part because they are able to complete coursework from their home or worksites rather than coming to campus. The orientation session will provide training in Laulima, Elluminate Live!, and discussion of time management and study skills that are needed for success in online study

4. Describe the residency requirements and policies on the number of credits that students may transfer into the program.

No more than six credits will be accepted from other programs, and courses must match the content and level of courses in the program. Students must come to campus for the short on-campus sessions described above.

5. Attach a sample brochure or admissions material. (Note that this material must clearly state, "Pending WASC approval" prior to Commission approval.)

The attached brochure will not be printed or distributed until after WASC approval. The designation "Pending WASC approval," seen on three pages of the brochure, will be removed prior to printing.

**Attachments**  [3.DNP\\_Application\\_LETTER\\_OF\\_REC.pdf](#),  [2.DNP\\_brochure.pdf](#)

## **Section IV: Educational Effectiveness**

### **A. Plan for Evaluating Educational Effectiveness**

Assessment should be described at three levels:

1. Annual assessment leading to the program review: Describe the annual assessment process for year one and subsequent years leading to the overall program review. Attach an assessment plan for the first several years of the program that describes how core faculty review the performance of the students in each cohort as it progresses annually to determine satisfactory progress. The assessment plan should include the review of student work and achievement of program learning outcomes as well as rubrics for assessment of the qualifying exam, dissertation, and clinical work, as applicable.

The attached assessment plan includes the program learning outcomes, sample course outcomes, descriptions of direct and indirect assessment, a schedule of direct assessment activities, and master rubrics.

2. Program review: Describe how and when this program will be incorporated into the department, school and institution's regular assessment and program review processes.

The University of Hawaii at Hilo has a seven-year cycle for program review, including external review. Units like the School of Nursing, which have external accreditation agencies, submit the self-study reports to the Vice Chancellor for Academic Affairs that were submitted to their external agency. These reports are submitted to the VCAA on the schedule set by the external agency, which in this case is with the National League for Nursing Accrediting Commission.

At the conclusion of its program review process, each campus academic unit meets with the VCAA and a memorandum of understanding is articulated that describes next steps for the unit and the administration in light of review results.

3. External review: Describe any plans for an external review of the program. (External review refers to the evaluation of the program by one or more evaluators unaffiliated with the institution. Please note that professional accreditation reviews can be included, but are not expected to be the sole source evaluating the effectiveness of the program.)

The UH Hilo School of Nursing has contacted the accrediting agency the Commission on Collegiate on Nursing Education as an additional reviewer. Plans are for an initial site visit after the second semester of implementation of the DNP program.

If the program will be offered via distance education:

4. How will the educational effectiveness of the program (including assessments of student learning outcomes, student retention, and student satisfaction) be evaluated? Include appropriate comparisons with campus-based programs.

See the attached assessment plan, which provides for both direct and indirect assessments. UH Hilo offers no comparable programs. Once a track record has been established, we will seek comparisons with other DNP programs

5. Describe procedures to evaluate teaching effectiveness in the distance education modality.

From the outset, the SON seeks to ensure that online DNP courses are designed to provide good learning environments for students. Thus before being offered, each course will be reviewed by the SON curriculum committee using the attached “Quality Online Course Checklist.” The ITUS instructional technology specialist or the CCECS online course design specialist will provide guidance and training as needed before the course is launched and during the semester as the course is being taught. Students complete online course evaluations at the end of each semester, with results compiled, analyzed, and reported by the UH Hilo Institutional Researcher.

Direct assessment of student performance in program courses will of course be crucial in gauging teaching effectiveness and indicating ways in which online pedagogy and curriculum can be improved.

**Attachments**  [4.Preceptor.Faculty.Student\\_HandbookKD4-16.pdf](#),   
[4.DL\\_Services.pdf](#),  [4.Student\\_faculty\\_preceptor\\_forms.pdf](#),   
[4.Assessment\\_plan\\_wasc-w-rubrics.pdf](#),   
[4.DNP\\_Surveys\\_Program\\_Assessment.pdf](#),   
[5.Quality\\_Online\\_Course\\_Design\\_Guidelines.pdf](#)

## Section V: Resources

### A. Faculty

1. List the number and type (full-time, part-time, tenured, non-tenured) of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness.

Currently, the UH Hilo School of Nursing has six faculty members who are certified APRNs and qualified to teach the clinical Advance Practice course work. There are an additional four faculty who are qualified to teach the non-clinical course work within the DNP. Because the baccalaureate program is small (by state and national standards),

reallocation of faculty resources will have minimal impact on the baccalaureate program. DNP faculty will include visiting scholars/adjunct faculty/lecturers for clinical courses, thereby enriching the current baccalaureate program. In addition to current fulltime faculty, creation of the DNP program will require one additional full-time faculty member to be added for each of the first 3 years of implementation of the program, and five select expert adjunct lecturers who have agreed to teach courses for lecture pay when needed. (See attached memos of commitment from adjunct experts.

2. Provide information about the balance of full- and part-time faculty members involved, and how that balance will ensure quality and consistency in instruction and advising.

In addition to utilizing current School of Nursing faculty, the DNP program will require the equivalent of one additional full-time faculty member to be added for each of the first three years of implementation of the program. Current economic conditions dictate that adjuncts will be hired instead. The online character of the program allows for recruitment of a variety nurse experts on the mainland. Advising is the responsibility of fulltime faculty.

3. Describe the plan to orient and mentor junior faculty to support their doctoral-level research, scholarship, and dissertation supervision responsibilities.

The experience of core faculty members and adjunct faculty spans advanced practice competence, research excellence, and content expertise. Each of these three areas is essential for faculty development in the DNP program. Based on their expertise, experienced faculty will mentor junior faculty to ensure their understanding of course delivery, research expectations, scholarly publications, graduate supervision, grant writing, and practice inquiry project production. The MOU with University of Hawaii, Manoa addresses further faculty development during quarterly meetings.

4. Provide an analysis of the impact that the proposed program will have on overall faculty workload, including teaching, research, and scholarship. Who will teach courses no longer being taught by the faculty reassigned to this doctoral program? How will units be assigned for dissertation work (i.e., how many for serving as the chair as opposed to serving on the committee)? What will be the maximum number of students that each faculty member can advise? Discuss the implication of the faculty resource matrix included in the program description section, particularly to show the workload implications when one cohort is in the dissertation phase and others are in the coursework phase of the program.

Typically, each faculty member associated with the program will teach a range of three to nine credit hours per year in the program as well as serve as project inquiry advisor. Over the course of a three year program, core faculty will serve as project inquiry advisor to no more than 6 students. See the attachment "Faculty Workload Distribution."

5. Describe the support/resources for faculty to develop a doctoral-level culture, engage in research, and if applicable, receive an orientation in order to chair dissertation committees.

UH Hilo's [Office of Research](#) and the [Research Services Office](#) of the University of Hawaii provide support for research, research proposals, and research grants. One

UHHSON faculty member has extensive experience in the creation, delivery and management of graduate programs. Faculty research addresses problems across the lifespan including breastfeeding, adolescent decision-making, HIV, communication, cultural care, dementia, brain injury, and cognition.

6. Describe each core faculty member's workload within and beyond this program.

See the attachment “Faculty Workload Distribution,” which displays the workload of each faculty in the DNP and the BSN programs.

7. Describe the faculty background and experience to engage in doctoral-level instruction. Attach abbreviated vitae (three to five pages) for core faculty, which include an overview of the key credentials, publications, and if applicable, prior experience supervising dissertation work. Vitae for core faculty should reflect a range of scholarship including theoretical research, applied research in the field, and practice, as relevant. Vitae should distinguish between peer-reviewed articles and non-peer-reviewed articles.

Faculty research addresses problems across the lifespan including breastfeeding, adolescent decision making, HIV, communication, cultural care, dementia, brain injury, and cognition. Several core faculty are positioned to engage in doctoral level instruction and supervision of the practice inquiry project. Plans for further faculty development in research are being implemented. Core faculty have also been successful in obtaining HRSA and NIH funding. See attached CVs.

8. If the program will be offered via distance education, describe the preparedness of faculty to support the modality of instruction. What faculty development opportunities are available? Include any faculty guidelines for online instruction.

The faculty are well versed in distance learning and, since 2004, various faculty have provided sections of eight courses in the online modality. In addition, the Office of Instructional Technology and User Services and the College of Continuing Education offer faculty development workshops and one-on-one training in instructional technology and course design.

Adjunct faculty will be mentored by senior faculty with guidance on teaching online within the Lulima platform. In addition, the UH system ITS provides prompt email assistance for Lulima users, and UH Hilo ITUS and CCECS instructional design staff will provide as-needed technical assistance and course improvement guidance. During the orientation period there will be opportunities for adjunct faculty to receive instruction in online teaching.

The SON Curriculum Committee will apply the Quality Online Course guidelines to ensure that any courses delivered by fulltime or adjunct faculty have the same elements as those by fulltime faculty.

Online course effectiveness will be evaluated utilizing an online teaching evaluation assessment that is administered at the end of each semester. The surveys are then collected and analyzed by UH Hilo Institutional research analyst; results are reviewed by the program.

**Attachments**  5.FACULTY\_CURRICULUM\_VITAE.pdf, 

- 5.DNP\_adjunct\_faculty\_commitments.pdf, 
- 5.Quality\_Online\_Course\_Design\_Guidelines.pdf, 
- 5.Faculty\_Workload\_Distribution.pdf

**B. Student Support Services**

1. Describe the support services available for doctoral-level students, such as financial aid, placement and research opportunities.

UH Hilo provides the full range of services to students, including doctoral students: Admissions, Records (includes registration), Counseling, and Financial Aid through the Division of Student Affairs: <http://hilo.hawaii.edu/studentaffairs> In addition, the UH Hilo DL Coordinator provides support to students admitted to online programs in the form of assistance with registering, identifying appropriate Student Affairs offices for students to communicate with, and arranging for proctoring and other services offered thru UH system university centers on all islands (see attachment “DL Services”).

Research opportunities for students are not part of the DNP program, which is a practice-centered program.

2. Identify the ongoing advising and academic support systems for students in the program.

All students enrolled in the program will have a primary advisor who will assist with the student’s academic progression through the program. In addition, the student will select a faculty member to guide them through the evidence- based project. All faculty members who teach doctoral level students are expected to act as informal advisors and mentors.

**C. Information Literacy and Resources**

1. Describe the information literacy competencies expected of graduates and how they will be evaluated.

Thorough competence in all aspects of information literacy underlies the entire program, but is the particular focus of following program learning outcomes:

- Locate, evaluate, and synthesize theoretical knowledge and research evidence in designing primary care delivery for diverse populations across the lifespan in rural contexts
- Examine research evidence in design and implementation and evaluation of policies and programs for population health in rural communities

The following courses will advance and exercise student competence in information literacy:

Course	Signature Assignments for Information Literacy
	Online Assignment Postings
<u>NURS 506 Rural Health Promotion Online Course Postings</u>	Annotated Bibilography
	Community Assessment

<u>NURS 512 Evidence Based Practice</u>	Online Assignment Postings Group EBP/PICO project Practice Inquiry Proposal
<u>NURS 517 Practice Inquiry/Project</u>	Practice Inquiry Project

2. Describe the staffing and instructional services that have been put in place, as well as the library and informational resources available to students and faculty in support of the new degree program.

See the attached "DNP Library Assessment," prepared by the University Librarian.

A full-time permanent Medical Librarian serves as liaison for the DNP and College of Pharmacy. The librarian develops and maintains a collection of information resources in pharmacy and biomedical sciences; helps select, evaluate, and monitor resources; and conducts training in library use. The librarian also provides support for accreditation review processes, new academic programs, and grant proposals.

The library has designated a librarian to provide support for all distance learning students and programs. The DL librarian maintains a webpage with links to tutorials and to UH system library services and resources as well as to UH Hilo online course reserve materials.

The library currently has access to 281 electronic journals in nursing, 39 titles on evidence based medicine, 240 titles on clinical medicine and several hundred in general medicine. Relevant databases the library currently subscribes to are: *Alt HealthWatch*, *CINAHL Full Text*, *Health Source: Nursing/Academic Edition*, *Lexi-Comp*, *MEDLINE*, *Medical Letter on Drugs and Therapeutics*, *Natural Medicines Comprehensive Database*, *Pharmacist's Letter*, *Prescriber's Letter*, *PubMed*, and *STAT!Ref Medical Text Books*.

Journal titles in UH Hilo's periodicals collection that will be useful for the DNP program include *Evidence Based Nursing*, *Nursing Research*, *American Journal of Nursing*, *Patient Care for the Nurse Practitioner*, *Journal of Nursing Education*, *Clinical Excellence for Nurse Practitioners*, *Journal of Advanced Nursing*, *International Journal of Nursing Practice*, *ACP Journal Club*, and *Prescribers Letter*.

3. Describe the access to library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and document delivery services for both faculty and students.

The Edwin H. Mookini library is a part of the Hawaii Library Consortium (HLC) and the Hawai'i-Pacific Chapter of the Medical Library Association (HPCMLA) and of the Hawai'i-Pacific Chapter of the Medical Library Association. The library plans on becoming a member of the National Network of Libraries of Medicine (NN/LM) to gain access to Loansome Doc, the NN/LM's inter-library loan services.

4. Describe staff and services available to students and faculty for instruction on how to use, access, and support information resources, both on-site and remotely.

See description of the duties of the university's medical librarian in section V.C.2 above.

5. Describe the availability of library staff to support research activity.

See description of the duties of the university's medical librarian in section V.C.2 above.

6. Describe the impact on the maintenance of the institution's library in terms of library and research support appropriate for doctoral-level research. For joint programs, provide this information for each institution.

In addition to the materials already in place as described in V.C.2., creation of the DNP program will require the purchase of some additional library journals and textbooks. Program specific software purchases are planned to include SPSS, n-Vivo, EndNotes, and NP-Tracker.

7. Explain the need for additional cooperative agreements with other institutions to supplement resources for doctoral work. Copies of the agreements should be attached.

The UH Hilo SON and the UH Mānoa SON have agreed to collaborate in such areas as faculty development and library resources in support of their DNP programs. The MOU between the two schools is attached.

**Attachments**  [5.DNP\\_Library\\_Assesment\\_12\\_2009.pdf](#),  [5.DNP\\_UHM\\_SON\\_MOU\\_signed.pdf](#)

#### **D. Technology**

1. Describe the institution's technological capacity to support teaching and learning in the proposed program. For joint programs, provide this information for each institution.

Through the Office of Campus Technology (OCT), UH Hilo offers a full range of technological services and support for faculty, staff, and students. Externally, the campus has 10 Gigabit communication capacity to UH system and beyond with Internet 2 capability. The entire campus enjoys excellent communication capacity with fiber connections throughout the campus and campus wide wireless access to the internet. All faculty and most staff have their own office computers, all classrooms have multimedia and internet access, and there are computers available for student use at multiple points around campus. Most faculty, staff and students have 100 Megabit to their desktops, with 1 Gigabit available to research-heavy users. OCT includes the offices of Instructional Technology and User Services, Academic Computing, and Publications. UH Hilo faculty have unlimited access to Elluminate Live!, the UH system's Lailima (Sakai) learning management system, and the system's broad range of instructional technology online resources. In addition to instructional use of technology, UH Hilo, as part of the UH system, has fully functional administrative and student services computer systems to handle a wide range of campus functions.

2. What level of technology proficiency is expected of students? How will students receive training on how to access required technology used in the program?

Students will be required to attend an orientation on site which will include an orientation to UH system's Lailima (Sakai) Learning Management System. The UH Hilo SON's computer lab facility is equipped with 30 computers that students may access for use and training.

Students will be trained on all pertinent clinical equipment used for clinical practice, including ophthalmoscopes, otoscopes simulation mannikens, etc. until they reach a mastery level. Training for specific course equipment or technology for example use of statistical software in the evidence base course will be provided in that course.

If any part of the program will be offered via distance education:

3. Describe the institution's provisions for students in the proposed program to gain full access to course materials. For joint programs, provide this information for each institution.

Each course has a dedicated site on the Laulima system that is managed by the faculty of record. This comprehensive online platform has a multitude of capabilities including sections for posting course material, task, surveys where student assignments are posted, test can be generated and taken on line, class discussions can be posted and responses shared, communication can be facilitated through the email or announcement sites.

UH Hilo has unlimited user access to Elluminate Live! through a license shared with several UH system campuses. This program offers synchronous class interaction with associated functions, the option to record and post lectures and embedded discussions, and send and receive files.

In addition, as indicated in section V.4. above, students have access to multiple data bases and library support.

4. Describe how the institution will ensure business continuity during system failures (major or minor) or scheduled service interruptions. For joint programs, provide this information for each institution.

At the campus level, continuity and safeguarding of network services are assured by provision of two network paths to each building. Externally, the network connects to the UH system through the university fiber system and through the state fiber system separately. In addition, all internal communication systems and servers are on Uninterrupted Power Supply (battery back-up) to ensure safe power-down if there is power disruption. Scheduled service interruptions occur after 10pm or on weekends and are announced to the campus community.

### **E. Physical Resources**

1. Describe the physical resources provided to support the proposed program(s) and the impact of the proposed change on the physical resource capacity of the institution(s). This includes, but is not limited to, the physical learning environment, such as classrooms, study spaces, student support areas.

**Attachments**  [5.School\\_of\\_Nursing\\_Current\\_Equipment.pdf](#)

### **F. Financial Resources**

1. Provide the total cost of the program for students, including tuition and any fees. How are students expected to finance their tuition?

In-state tuition will be \$598 per credit hour. Full time DNP students will take 24 credits

per academic year (8 credits x 3 semesters - Fall, Spring, & Summer). Currently the UH Hilo campus charges additional fees of \$152.00 per semester for students taking more than 5 credits per semester. The 2012 fee schedule is not expected to increase.

V.F.1. How are students expected to finance their tuition?

Response: Students will be eligible for financial aid through the UH Hilo Financial Aid office. Sources of funding include graduate student loans and various student scholarships .

2. Provide a narrative describing all start-up costs for the institution(s) and how the costs will be covered. For distance education programs, include costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design, as appropriate.

Licensing for Laulima is paid for by the UH system; licensing and technical support for Elluminate Live! by UH Hilo, which makes the system available to all faculty, staff, and students; workshop and one-on-one training for faculty as well as assistance with course design are provided as part of their mission by the office of Instructional Technology and User Services and by the Distance Learning coordinator.

In addition to utilizing current faculty, creation of the DNP program will require one the equivalent of one additional FTE faculty member to be added for each of the first 3 years of implementation of the program. The current economic crunch dictates that adjunct faculty will be hired instead of new fulltime faculty. Additional personnel costs include the creation of a program advisor/administrative support personnel position. Salary without fringe is planned to be \$40,000 annually with an estimated 4 percent annual increase.

Unique program costs total \$21,500. (1) This total includes \$10,000 annually for library expenses. Creation of the DNP program will require the purchase of some additional library journals and textbooks. Program specific software purchases are planned to include SPSS, n-Vivo, EndNotes, and NP-Tracker. The cost of DNP library materials will be funded with planning grant funds. Numbers included in this budget are a reflection of the required annual professional fees for new cohorts as they enter the program and for an ongoing update of library materials. It is recommended that the DNP program spend \$10,000 per year for the program. The library is requesting \$2,000 of this for the OCLC Collection analysis. (2) Equipment and supplies costs total \$5,000 is estimated to cover expenses related to advanced physical assessment equipment. (3) Lastly these costs include an estimated \$6,500 to fund travel expenses, faculty development, and adjunct faculty expenses.

Start up costs for this program, described above, will be covered partially through grant funding already secured by the program and the remainder will be covered by tuition revenues.

3. Describe the financial impact of the new program on the institution(s), including evidence that the institution(s) has/have the capacity to absorb start-up costs. If the institution(s) has/have incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution(s) to start and sustain the new program(s) is required.

Start-up costs are covered as described in section V.F.1 above. The institution has not incurred a deficit in the past three years, nor ever in its history.

4. Identify the minimum number of students necessary to make the program financially viable.

The DNP budget shows the program operating in a financially viable fashion with a full cohort of 10 in-state students. If one out-of-state student is admitted to the program, the increased tuition revenues would allow the program to maintain financial viability with 9 students.

5. Provide a budget projection, for at least the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs. The budget should reflect anticipated attrition. The budget should include all budgetary assumptions and may be attached as a separate document.

The budget for the DNP program was created by looking at a span of 6 academic years. The budget projection and narrative/commentary are attached as "Final DNP Budget," which provides figures and timeline; and the "Narrative for Academic Costs and Revenue," which states assumptions.

We anticipate an attrition rate of 10% per year, or one student a year. See attachment "DNP Enrollment Projection."

Abbreviations used in the University of Hawaii budget projection template are: SSH = student semester hour; APT=Academic Professional Technical (staff); FTE= Full Time Equivalent; FT= Fulltime (faculty), PT=Parttime (faculty)

6. If the institution has a joint doctorate in the same or a similar disciplinary area and plans to continue to offer it, describe the availability of resources for both programs, and the basis for allocation of resources to support both the joint and the new programs.

No joint doctorate is involved.

## Attachments

[5.Budget\\_Narrative\\_for\\_Academic\\_Costs\\_and\\_Revenue.pdf](#),   
[DNP\\_Enrollment\\_Projections.pdf](#),  [Final\\_DNP\\_Budget\\_5-26-11.pdf](#)

## Section VI: Teach-out

### A. Plan for Teach-out Provisions

1. Provide a teach-out plan detailing how students who begin this program will finish if the institution(s) determines that the program is to be closed. Please see WASC's [Policy on Teach-Out Plans and Teach-Out Agreements](#).

University of Hawaii Board of Regents Policy 5.g. Termination of Programs provides that:

- (1) Provisional and established programs deemed out-of-date or nonproductive

based on a program review or other internal assessments may be terminated by the President.

(2) Commitments to students already officially enrolled in such programs shall be met and limited for up to two years for associate degrees at community college programs and four years for baccalaureate degrees. No new program admissions shall take place.

In the unlikely event that that the university administration requests that the program be closed, the UHHSON will assure all currently enrolled students will be able to complete their degrees. Program enrollment in the DNP program is a smaller percentage compared to overall and it safe to assume closure of the program would occur in such a manner as to allow admissions to be closed for a Fall cohort. In that case, remaining students would be able to complete the (maximum) last two years of the program with current levels of faculty support. In the event that class sizes are extremely small, the university offers programs the option of directed-study (“-99”) courses.

2. For joint doctoral programs transitioning to independent doctoral programs, describe the nature of the teach-out plan between/among the partnering institutions, including how financial responsibility and expenses will be shared, students served and dissertations supported. Identify the timelines established for the teach-out and the notice to be given to all students enrolled in the program. Copies of formal agreements for teach-out between/among the partnering institutions and the notice provided to students are to be submitted with the proposal. The formal agreement should be agreed upon by all partnering institutions. If the original MOU contains a detailed description of the teach-out responsibilities for each institution, this document may be submitted in lieu of a new formal teach-out agreement.

This does not apply.