

**NEW UNITS OF INSTRUCTION, PUBLIC SERVICE,
AND RESEARCH AT PUBLIC UNIVERSITIES**

Submitted for: Action.

Summary: This item requests approval of one degree program and one center at two public universities.

Action Requested: That the Illinois Board of Higher Education approve the following:

Chicago State University

- HIV/AIDS Research and Policy Institute (HARPI)

Southern Illinois University Edwardsville

- Doctor of Nursing Practice (DNP) in the Southwestern Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**NEW UNITS OF INSTRUCTION, PUBLIC SERVICE,
AND RESEARCH AT PUBLIC UNIVERSITIES**

By statute, the Illinois Board of Higher Education is responsible for approving new on-campus and off-campus units of instruction, organized research, and public service, and units of administration proposed by public university governing boards. The Board's approval criteria, defined in rules adopted for administering the statute, address university mission, academic control, faculty and staff, support services, financial resources, student demand, curriculum, statewide need, and congruence with Board policies and priorities. In addition to the approval criteria in rules, each new program was reviewed for its contributions to the goals of the *Illinois Public Agenda for College and Career Success*, which sets forth new priorities to guide Illinois higher education in the first decade of the new millennium. Staff recommendations are based on analyses of application materials and responses to staff questions, and, for advanced degree programs, recommendations of external consultants.

Chicago State University

Proposed Center Title: HIV/AIDS Research and Policy Institute (HARPI)

Projected Enrollments: The enrollment criterion is not applicable to this proposal because the Institute is not applying for a degree program. However, the Institute will engage faculty and students to work on its research projects and other activities that are germane to their programs and academic departments.

Background

Chicago State University (CSU or University) requests authority to establish the HIV/AIDS Research and Policy Institute (HARPI or Institute). The mission of the Institute is to address the high incidence and complex burdens of HIV/AIDS in minority populations through research, policy analysis, and development of sustainable communities. HARPI is charged to develop and implement effective programs and activities to reduce the high incidence of HIV/AIDS in the minority populations who reside on the south side of Chicago and its surrounding areas. To meet this charge, the Institute was established in 2004, with funding in fiscal year 2005 from the Illinois Department of Public Health (IDPH). Shortly after its creation, the Institute developed partnerships to conduct and facilitate HIV/AIDS research and inform public policy with its findings from data collected by students, faculty members, and others to build capacities of individuals, groups, and organizations relevant to HIV/AIDS, and to address HIV/AIDS related issues and its concomitant problems. To increase its impact in the targeted communities, HARPI collaborates with community and faith-based organizations, other academic institutions, healthcare organizations, and advocacy groups in conducting research, providing health education, and the dissemination of best practices. In addition, the Institute provides capacity development, technical consultation, and policy analysis to its partners to enhance their ability to serve their clients.

The mission of HARPI is supportive and consistent with the mission of the College of Health Sciences and the University. The Institute is administered by the Director who oversees all research, programs, and activities of the unit, and the Director reports to the Dean of the College of Health Sciences.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

From the beginning of the HIV/AIDS epidemic through 2007, 35,066 cases of AIDS have been diagnosed in the State of Illinois. In the group, 36.5 percent were Whites, 49.5 percent were African Americans, and 13 percent were Hispanics. In the City of Chicago, there are currently 21,367 people living with HIV/AIDS. After increasing steadily since reporting began, the number of diagnosed HIV cases peaked in 2001, but it has declined steadily through 2006. However, the decline varies for different demographic populations and risk groups. Between 2001 and 2006, the rate in Chicago was three times the state rate and twice the rate for the United States.

The University is located on the south side of Chicago where HIV risk behaviors are rampant and resources for HIV prevention are limited. Given its location at the University, HARPI has a crucial role to play in stemming the tide of the epidemic through public education, behavioral research, and other activities. Although the Institute has been successful in addressing its major objectives, it is very far from achieving its goals at this time. Therefore, the need for HARPI to expand and improve its programs and activities in collaboration with its variety of partners is just as great as it was when it was established. The deepening economic problems of the state and the people of Illinois threaten to diminish the past and current level of progress made by the Institute to address HIV/AIDS.

Accomplishments

The following is a summary of some of the major accomplishments of the Institute and its very few regular professional staff since fiscal year 2005:

- examples of state appropriations: \$250,000 in fiscal year 2005; \$400,000 in fiscal year 2006, fiscal year 2007, and fiscal year 2008; and \$250,000 in fiscal year 2009;
- two major research reports and monographs;
- six research publications in major journals;
- eight manuscripts submitted for publication; and
- 11 conference presentations.

The Illinois Public Agenda

The HIV/AIDS Research and Policy Institute will address Goal 4 of *The Illinois Public Agenda* to enhance economic growth by striving to reduce the incidence of HIV/AIDS in the minority communities that live on the south side of Chicago and the surrounding areas. By reducing the incidence of HIV/AIDS, or assisting those who are infected, the populations in the targeted communities will be healthier and capable of significant contributions to their communities and the state's economic growth. Furthermore, those who are not burdened with HIV/AIDS will not drain the resources of their communities and the state when they seek and get treatment and support.

Comparable Institutes and Centers

Currently, no other Illinois public university operates a center or institute with a mission focusing on addressing HIV/AIDS in the state. The Illinois Board of Higher Education's (IBHE) inventory of centers and institutes does not, at this time, include centers and institutes operated by independent colleges and universities, so it is difficult to determine if one or more similar units are at independent institutions.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The goals and objectives or expected outcomes of the HIV/AIDS Research and Policy Institute include:

- conducting and disseminating the results of research studies on HIV/AIDS prevention, treatment, care, and support;
- participating in the development and analysis of policies that affect HIV/AIDS prevention, treatment, care, and support programs;
- provision of technical assistance to community and faith-based organizations;
- participation in national, state, and city-wide HIV/AIDS prevention, treatment, care, and support initiatives, including community outreach and HIV/AIDS testing;
- procurement of external funds to implement research and service programs;
- providing students opportunity to participate in internship, practicum, and service learning experiences; and
- working with the Illinois Department of Public Health (IDPH), the Illinois Department of Human Services (IDHS), and the City of Chicago Department of Public Health to improve programs and activities that address problems related to HIV/AIDS in the state.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction; D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

1050.30(a)(2): The design, conduct, and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

This is not applicable except to support academic programs and academic administrative units for the benefit of students and faculty.

Assessment of Center Outcomes

HARPI's research, publications, and service activities are reported bi-weekly each semester to the Dean's Executive Council of the College of Health Sciences and to the College of Health Sciences Faculty Assembly, and once every semester to the Community Advisory Committee for the College of Health Sciences and the Board of Trustees of the University. The Institute's publications are showcased on the University's campus through newsletters, press releases, and postings on bulletin boards.

As is a common practice with the University's new degree programs, the Institute will submit a progress report to the IBHE via the Provost at the end of the third year of operation. The report will include a summary of key areas of accomplishments and remaining challenges. Also, HARPI will participate in the University's eight-year program review process using multiple measures to determine the Institute's strengths and weaknesses. Key factors that will be used in the assessment will include evaluation of the outcomes of HARPI's primary objectives and priorities, including research productivity, publication and related outcomes, and public service to targeted communities and groups. A summary of the review, including the Institute's strengths and weaknesses, as well as steps to be taken to improve the Institute, will be submitted by the University to the IBHE with summaries of other programs reviewed in the same cycle.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

HARPI has a number of resources to meet its needs, including the Scantron, a machine to improve the speed and quality of survey data entry, several qualitative (NVivo) and quantitative (SPSS Epi-Info and STATA) software, along with a contractual agreement with the Research Triangle International to design audio computer assisted survey instruments to monitor personal information, criminal, or stigmatized behaviors. In 2007, the Institute purchased an outreach van to expand and improve its outreach activities. The van has state-of-the-art facilities for counseling, case management, and HIV/AIDS testing. It has been used by HARPI's partners such as the Department of Public Health, the Chicago Department of Public Health, and faith-based organizations for their activities on World AIDS Day, Test Fest, National HIV Testing Day, and National Black HIV/AIDS Awareness Day, among others. The Institute also has computers, instructional resources, HIV/AIDS prevention education brochures, and an in-house collection of current journals and other publications, in addition to the University's ultra modern library on campus and other resources. As HARPI gears up to commence implementation of a National Institute of Health study in March 2010, it will purchase additional laptop computers for field data collection and necessary software for the study. These resources, along with others not included here, are adequate to meet HARPI's current needs.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The Institute is headed by the Director who reports to the Dean of the College of Health Sciences. He is the fiscal officer and oversees all major programs and activities of HARPI. His senior staff includes the Research Director and the Project Director. Other staff members include research assistants, adjuncts, support staff, and students. Additional staff members are added as needed and when funds are available.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

No new state resources are needed to establish the proposed HIV/AIDS Research and Policy Institute. The budget of the Institute is projected to grow from \$272,617 in the first year of operation after IBHE approval to \$295,346 in the fourth year. Nearly 50 percent of the funds will come from existing Institute and University resources, about the same proportion will come from federal funds, and a small percentage will come from other sources such as the Institute's fees

and sales. All of the funds will support personal services, except about \$27,500 to purchase supplies, services, and equipment. The nearly six successful year history of the HARPI suggests that it will continue to get funding to meet its goals, which are essential for the targeted client groups and communities despite the tough current economic condition.

Accreditation and Licensure

1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

Reporting Requirement (Board Policy, April 2002): Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.

This is not applicable except to units of instruction.

Program Information

1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Information about Chicago State University's HIV/AIDS Research and Policy Institute, including a summary of the objectives, programs, and activities will be published on the University's website, www.csu.edu. Comparable information about the Institute will be published in hard copy in the University's catalogs. Information about HARPI may be obtained from the College of Health Sciences and the Institute.

Staff Conclusion. The staff concludes that the HIV/AIDS Research and Policy Institute proposed by Chicago State University meets the criteria to implement the Illinois Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

Southern Illinois University Edwardsville

Proposed Program Title: Doctor of Nursing Practice (DNP) in the Southwestern Region

Projected Enrollments: Southern Illinois University Edwardsville has projected that enrollments consisting of both full-time post-baccalaureate and part-time post-master's students in the proposed Doctor of Nursing Practice program will grow from approximately ten students in the first year to approximately 70 students in the fifth year. The University has estimated that approximately ten degrees will be awarded in the second year with the same number of degrees awarded each year through the fifth year.

Background

Southern Illinois University Edwardsville (SIUE or University) requests authority to offer the Doctor of Nursing Practice (DNP) program in the Southwestern Region. The program is designed for qualified advanced practice nurses who upon graduation will provide expert care to the citizens of Illinois, especially those financially disenfranchised and who have limited access to high quality doctoral education in the University's service region, which extends from Central Illinois to Southern Illinois. Also, the program will admit qualified registered nurses who hold baccalaureate and Master's degrees in Nursing. The program will build upon the University's extensive investment in well established baccalaureate and graduate programs in nursing, particularly the programs at the Master's and post-master's levels in Nursing. The University currently offers four master degree majors in nursing, including the programs in health care and nursing administration, nurse anesthesia, family nurse practitioner, and nurse educator. Two Master's in Nursing majors previously offered and currently on hold are: Psychiatric Nursing and Public Health Nursing. Changes in health care necessitated suspending these major offerings until a total revision of these programs can be completed. In addition, the University offers several post-master's programs, including those related to health care and nursing administration, nurse anesthesia, family nurse practitioner, and nurse educator. It is expected that graduates of the first three of these programs and programs offered by other institutions will seek admission to the proposed program. It is the University's plan that when the DNP program is fully established, some of the University's master's degree programs will be phased out because need for the programs will be met by the doctoral program. Eventually, the DNP program will be a requirement for national certification and advanced practice licensure.

The School of Nursing, which will administer the DNP program, has 53 full-time faculty members in the 2009 academic year. Thirty-two of the total hold doctoral degrees, 19 of them are tenured, and 14 are on tenure track. Additionally, three will have completed doctoral degrees by Fall 2010, while four more faculty are enrolled in either a Ph.D. in Nursing or a DNP program. The proposed program will collaborate as needed with the University's Doctor of Dental Medicine, the Doctor of Pharmacy, as well as the Southern Illinois University School of Medicine. Establishing the DNP program as the highest advanced practice degree in nursing is consistent with recent policies of American Association of Colleges of Nursing (AACN) and the Commission on Collegiate Nursing Education (CCNE).

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

The severe shortage of nurses with undergraduate and graduate training has been widely documented by many entities, including the Illinois Department of Employment Security (IDES), the Illinois Workforce Investment Board (IWIB) and the Illinois Department of Commerce and Economic Opportunity (IDCEO). The shortage of doctorally trained nursing faculty is one of the major contributing factors to the shortage. Steps have been taken to address the problem, including establishing new doctoral programs in nursing since 2006 at Illinois State University, Governors State University, the University of Illinois at Chicago, St. Francis Medical Center College of Nursing, and the University of St. Francis. If approved, the University's DNP proposal will contribute to the solution. In addition to approving new doctoral programs in

nursing, the Illinois Board of Higher Education (IBHE) began monetary contribution to the solution in 2007 by awarding fellowships to qualified nursing doctoral students. The University has had two fellowships awarded and completed, and had an additional two faculty receive the IBHE Nurse Educator Fellowship Award this year. This has enabled the University to augment teacher preparation of four doctorally prepared faculty to teach in the DNP program, along with the other designated faculty. It is expected that when the proposed program is established, the new doctoral nursing programs and existing programs will meet a significant proportion of the current and future shortage of nurses with doctorates in Illinois, particularly in the southern portion of the state. As documented, when the looming physician shortage becomes a reality, the need for nurses with advanced preparation in primary care and practice specialties will increase. Graduates of the DNP program will be able to meet some of the unmet needs by physicians. Furthermore, graduates of the DNP program will serve as coordinators of health care by aligning with various health care providers, from physicians to physical therapists, in a collaborative model of health care delivery aimed at providing the highest quality patient care that is also cost effective.

The Illinois Public Agenda

The Doctor of Nursing Practice program will meet the following three goals of *The Illinois Public Agenda*:

- Goal 1: Increase educational attainment by educating students who will complete the program and add to the state's residents with advanced degrees to meet the state need;
- Goal 2: Ensure college affordability by charging lower tuition compared to some institutions offering similar programs to make the proposed program affordable to students with low income; and
- Goal 3: Address workforce needs by producing graduates who are already working or who will be ready to work with a higher level of education and productivity in the nursing profession.

Comparable Programs in Illinois

Currently, there are five Doctor of Nursing Practice programs offered in Illinois by Governors State University, Rush University, St. Francis Medical Central College of Nursing, University of St. Francis, and the University of Illinois at Chicago. In addition, four Ph.D. programs in nursing are offered by Illinois State University, Loyola University, Rush University, and the University of Illinois at Chicago.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The objectives of the proposed Doctor of Nursing Practice program are reflected in the program's five priorities related to:

- implementing the highest quality didactic and clinical teaching to prepare students in the program to provide evidence-based patient care to populations, acutely ill, and chronically ill individuals across the lifespan, as well as to aggregated populations. Graduates of the program will apply nursing theories and theories related to health and illness to community-based health problems and individual client health disorders;
- guiding the students in the program to devise and implement health care innovations, assume leadership in health care delivery, collaborate with the spectrum of health care providers, apply knowledge of informatics to health systems, and influence health policy;
- preparing and graduating doctoral nurses who are committed to working with diverse populations and individuals throughout the State of Illinois;
- preparing and graduating DNP students to fulfill the SIUE Charter, to specifically provide expert care to the citizens of Illinois, especially those disenfranchised with limited access to quality health care; and
- encouraging nurses from minority groups to enroll in and complete the DNP program.

The DNP program will examine and implement the Ten Simple Rules for the 21st Century Health Care System developed by the Institute of Medicine and endorsed by the Nurse Practitioner Practice and the Fellows of the American Academy of Nurse Practitioners (AANP) International Think Tank. The rules emphasize “continuity of care, customization of care based on patient needs and values, anticipatory guidance, patient control of health care, cost effective approaches to care, cooperation among clinicians, evidence-based decision making, and utilization of principles of sharing knowledge and information, all of which reflect the essence of nurse practitioner practice.” Additionally, the program will emphasize advocacy for patients, respect for differences in patient needs and responses to illness, ethical practice, and competency in providing care for populations, individuals, and underserved communities.

The mission and goals of the program are consistent and supportive of the mission of the School of Nursing and the mission of the University.

Curriculum and Assessment

1050.30(b)(1): A) The caliber and content of the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction; D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

1050.30(a)(2): The design, conduct, and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Admission Requirements

Two groups of students are targeted for admission to the DNP program. Option 1 is for post-master's advanced practice nurses who have earned a Master's degree in Nursing, and Option 2 is for those who have completed a baccalaureate degree in nursing and who are registered nurses.

Admission of post-baccalaureate students consists of a number of requirements, including completion of a bachelor's degree in nursing from an institution accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE).

Admission of post-master's students consists of a number of requirements, including holding a Master's degree or higher in Nursing and evidence of graduating from the NLNAC or the CCNE programs.

The following requirements must be met by applicants holding baccalaureate degrees in nursing or Master's degrees or higher in Nursing: a) completion of a minimum of one year of professional nursing practice experience; b) successful completion of the personal interview; c) completion of an essay describing the student's goals for the DNP program; d) at least three positive, professional references; and e) holding an unencumbered Registered Nurse (RN) license.

Curriculum

The curriculum of the post-master's DNP program consists of between 33 and 36 semester hours from ten core courses beyond the Master's degree in Nursing for all students, depending on the student's academic background. Every student pursuing this option is required to complete all ten courses. Together, the courses focus on a number of areas, including innovation strategies, theory guided practice, health informatics, organizational and systems leadership, clinical epidemiology, health care finance, and the use of research for evaluating practice changes.

The ten, 600-level courses for the post-master's DNP program are: Theory Guided Practice, Health Care Informatics, Health Care Innovations Seminar, Advanced Applications of Epidemiology in Practice, Organizational and Systems Leadership in Health Care, Evaluating Evidence for Improving Practice/Health Care Outcomes, DNP Residency, Health Policy and Finance for Advanced Nursing Leadership, Studies in Genomics and Ethics, and Doctoral Practice Project. The curriculum culminates in a capstone doctoral project that reflects the synthesis and application of knowledge gained throughout the program.

To ensure that students admitted to the DNP program are qualified to continue in the program, the Graduate School requirements are stringent enough to determine if the students have the cognitive ability and self motivation to successfully continue in the program. Additionally, students will be evaluated at the end of each semester of required clinical practice and coursework that they complete to ensure that they are in good academic standing.

The curriculum of the post-bachelor's DNP program consists of between 67 and 85 semester hours, depending on the specialization selected. The courses are sequenced by year and semester from the first to the third year. A student will select one of two specializations in Health Care Nurse Administration or Family Nurse Practitioner. These specializations were designed

according to the national standards in the discipline. Courses for this option encompass many topics such as human physiology and pathophysiology, advanced research and quantitative analysis, organization theory and administration/management/leadership, pharmacology, application of epidemiology, health care informatics, evaluating evidence for improving practice, advanced health care assessment, studies in genomics and ethics, finance, budgeting and health care informatics, DNP residency, and the doctoral project.

Examples of specific courses for the Post-Bachelor's DNP program are: Advanced Human Pathophysiology, Applications of Epidemiology in Advanced Practice Nursing, Organizational and Systems Leadership in Health Care, Pharmacology for Advanced Practice Nursing, Health Policy and Advanced Practice Nursing, Advanced Health Assessment and Practicum, Finance, Budgeting, and Informatics in Health Care and Nursing Administration, Theory Guided Practice, and Doctoral Practice Project.

The dissertation is not required to complete the program because the program focuses on professional nursing practice with sufficient research backgrounds. Instead of the dissertation, students will complete the required Doctoral Practice Project or a major capstone project. The requirements for the project include:

- completion of two seminars in health care innovations and the DNP Residency;
- goals to improve access, safety, cost-effectiveness, and/or health outcomes for a specific group or population;
- dissemination of findings to relevant stakeholders;
- formation of a committee responsible for the project from the beginning to end. The committee will consist of at least three qualified members, including the chair, one faculty from outside the School of Nursing, and an external stakeholder from a clinical agency in which the project will be implemented, or an external expert with advanced knowledge about the topic;
- a project design which expands the depth and breadth of the student's advanced nursing practice specialty area and helps lead to a successful achievement of DNP student outcomes;
- approval of the project plan by all members of the committee;
- a final written report that may be in the form of a manuscript, quality improvement project, analysis paper, clinical report, or other relevant formats, and should be approved by the committee; and
- upon its completion, the project will be presented orally at a scheduled DNP student projects symposium attended by each student's project committee members, the School of Nursing faculty, communities of interest, and others with interest in the projects, such as clinical nurse specialists, physicians, social workers, and health educators.

Although the proposed Doctor of Nursing Practice program will rely primarily on online instruction, students will be required to participate in scheduled, intermittent intensive face-to-face learning experiences on campus throughout the program. Offering online courses for the program will accommodate the needs of students in the program who are likely to be working and living near the University or far away in Central and Southern Illinois. Individualized residency goals will be determined by each student and his or her faculty advisor early in the course of study. The goals of the residency and their outcomes will be submitted in a portfolio at the end of the program.

The curriculum for the DNP program meets the standards of the CCNE and the AACN.

Assessment of Student Learning Outcomes

Assessment of student learning outcomes in the Doctor of Nursing Practice program will focus on many components of the program, including the program's course tests and examinations, course-related activities, tracking student grade point averages (GPAs), completion of clinical requirements, development and completion of research proposals, analytical student papers examining health care problems or policy issues, classroom presentations, performance of skill-based procedures that are evaluated by one or more experts in the student's area of specialization, evaluation of key aspects of the capstone experiences, and the DNP project of each student, and for the post-bachelor's DNP students, passing the national certification examination for Advanced Practice Nursing.

Program Assessment

Consistent with the IBHE staff requirements, the University will submit to the IBHE a progress report on the Doctor of Nursing Practice program at the end of the third year of operation. The report will summarize key areas of accomplishments and remaining challenges. In addition, the program faculty will participate in the University's eight-year program review process to assess the program using multiple measures to determine the program's strengths and weaknesses. Key factors that will be used in the assessment of this program include evaluation of faculty teaching in the program by students, the level of faculty research, grants, and contracts, as well as scholarships, awards and honors, retention and graduation rates of students, the level of alumni and employer satisfaction with the program, input from nursing-related stakeholders, and the percent of graduates employed in relevant occupations in the health industry. A summary of the program review, including the program's strengths and weaknesses, as well as steps to be taken to improve the program, will be submitted by the University to the IBHE with summaries of other programs reviewed in the same cycle.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Consistent with national trends, students who will be enrolled in the DNP program will take the majority of their courses (except for clinical) online or in a hybrid format with some portion of a given course online and the other portion in a face-to-face format as appropriate. Faculty members who will be responsible for the program are equipped with high speed computers with the capability for students and faculty to see each other live through video conferencing. To use the online instruction effectively, students in the program will be required to purchase the software and computer if they do not have the necessary equipment in order to connect to the WIMBA system. Courses will also use the asynchronous format for online learning. Students will have available to them a sophisticated simulated laboratory where they can come to the on campus site to practice advanced skills that they will need professionally. Since the program will serve both urban and rural students, the use of online education will

enable more students to attend without the need to come to the campus regularly. This resource will be especially relevant to students enrolled in the post-bachelor's option because they will be lacking advanced practice knowledge and skills. The lab is equipped with state-of-the-art, high fidelity manikins, and other medical equipment typically used by advanced practice nurses.

All faculty teaching in the DNP program will have private offices, computers, printers, and the technology needed to support online education, and they are all prepared and qualified to provide online education using the latest technology. The educational platform they will use for courses is the latest version of Blackboard, which is supported by the University. Faculty and students in the proposed program will be supported by other resources, including the Simulation Learning Lab, Academic Computing Services, a number of student computer labs, and Student Health Services.

The library resources for the program will be accessible online or through web browsers. Students in the program will also have the option of using the libraries at the SIU Edwardsville campus, the Southern Illinois University School of Medicine in Springfield, and the SIU Carbondale campus. Existing library resources, including appropriate print and e-journals at these locations, are more than adequate to support the DNP program because the University has had plenty of time to acquire the additional needed resources as it made plans for the proposed program. In addition, the University participates in a library consortium of academic libraries which enable students and faculty to gain access to additional materials. The main library has a dedicated health sciences librarian to support students and faculty in the School of Nursing and other health professions and sciences.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The University's School of Nursing currently has 53 full-time faculty, of which 32 hold doctorates, 19 hold Master's degrees in Nursing or a related field, and two BSN lab assistants that support baccalaureate and graduate programs. Of the doctorally prepared faculty, 18 are tenured and 14 are on tenure track. Additionally, three faculty will have completed doctoral degrees by Fall 2010, while four more faculty are enrolled in either a Ph.D. in Nursing or a DNP program. Six of the faculty members are licensed, certified advanced practice nurses who will oversee the clinical experiences of the advanced practice nursing students in the DNP program. Among the number of faculty cited above, only three faculty members were hired in the 2009 academic year, two hold doctoral degrees, and one is an ABD (All But the Dissertation). As the proposal for this program was being prepared, it was anticipated that four of the faculty with master's degrees would complete their doctorates by the end of 2009. Also, the DNP plans to hire two more advanced practice nurses, preferably with the PhD or the DNP degree, in the third year of the program's operation. All graduate appointed faculty members are doctorally prepared in keeping

with the University's policy designating graduate faculty status. The DNP program faculty members will all be Graduate II status faculty. In addition, faculty in the program will be supported by the Associate Dean of Academic Programs, Assistant Dean for Graduate Programs in Nursing, and support staff for students in the program.

The School of Nursing has been preparing for the initiation of the DNP program since 2007, as reflected in the number of high quality publications and grants funded. Two faculty won the outstanding research paper at the Midwest Nursing Research Conference, the largest and most prestigious of the nursing research societies. Another faculty member was awarded the American Journal of Nursing's Book of the Year Award. Two faculty members in two separate years won SIUE's Graduate School Baich Award for outstanding research proposals. Another won the Graduate School's Outstanding Researcher of the Year Award. Most notably, a faculty member has secured \$6.5 million to participate in the National Children's Study conducting a longitudinal study on maternal and newborn effects on subsequent growth and development of the children in the study. An IBHE staff member recently visited the School of Nursing and met many of the faculty who will be responsible for the DNP program. He was very impressed by the faculty and the facilities of the School, including the laboratory.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based upon supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

No new state resources are needed to establish the Doctor of Nursing Practice program. The program will be funded by a combination of existing resources in the School of Nursing, including resources obtained through reallocation from other budgetary units and some of the revenues generated by students enrolled in the program. The University has projected that total funding for the program will grow from \$138,054 in the first year to \$324,054 in the fourth year of operation. These funds are expected to meet the needs of the DNP program during the first four years.

Accreditation and Licensure

1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

1050.50 (a)(1) Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.

1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure

examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

The University's School of Nursing (the School) Master's program in Nursing is already accredited for ten years from 2008 through 2018 by the CCNE. When the DNP program is approved by the IBHE, the CCNE will be informed of the initiation of the DNP and will be provided with a report outlining the curriculum of the program. Since the DNP curriculum builds on the current Master's programs and post-master's certificates in Nursing, and since the Master's programs are accredited, all the School will seek is approval of the additional courses needed for the DNP program. At this time, the nursing profession is determining whether or not an additional certifying examination for the DNP, a relatively new field, is warranted. No such examination exists at this time.

Graduate Licensure

Students who will be in the post-baccalaureate program will be licensed registered nurses. Upon completing the DNP, some of them (nurse practitioner majors) will be eligible to take the national certification examination, and upon passing, may apply for advanced practice licensure. There is no advanced practice licensure for Health Care Nursing Administration majors. Students who are in the post-master's program will be licensed registered nurses, and some of them (nurse practitioners) will already have advanced practice licensure. All students, upon completion of the DNP requirements, will be given a certificate of completion in addition to the doctoral degree.

Program Information

1050.30 (b)(2)(A) The information the institution provides for students and the public shall include the following: (i) An accurate description of the unit of instruction, including its objectives, length and residency requirements if any; (ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, and cancellation and refund policies; (iii) Student rights and responsibilities; (iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; (v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; (vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; (vii) A statement of the institution's most recent graduation rates as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS); and (viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. (B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Information about Southern Illinois University Edwardsville's Doctor of Nursing Practice program, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as the University's Graduate School policies, will be published on the University's website, www.siu.edu. Comparable information about the program will be published in hard copy in the University's Graduate Catalog. Similar information about the program may be obtained from the Graduate School or the School of Nursing.

Staff Conclusion. The staff concludes that the Doctor of Nursing Practice program proposed by Southern Illinois University Edwardsville meets the criteria to implement the Board of Higher Education Act (110 ILCS 205) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Chicago State University, Authorization to Establish the HIV/AIDS Research and Policy Institute (HARPI), subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Southern Illinois University Edwardsville authority to establish the Doctor of Nursing Practice (DNP) in the Southwestern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.