Resolution #14
1996-97

TO: President John E. Van de Wetering
FROM: The Faculty Senate
Meeting on: May 5, 1997

RE: I. Formal Resolution (Act of Determination)
   II. Recommendation (Urging the fitness of)
   III. Other (Notice, Request, Report, etc.)
For your information

SUBJ: Proposal for Master of Science/Family Nurse Practitioner Program

Signed: [Signature]
Date Sent: 5/17/97
(Faculty Senate President)

TO: The Faculty Senate
FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution
   a. Accepted. Effective Date: 
   b. Deferred for discussion with the Faculty Senate on 
   c. Unacceptable for the reasons contained in the attached explanation

   II, III.
   a. Received and acknowledged
   b. Comment: 

DISTRIBUTION: Cover sheet only - full proposal
Can be obtained from Faculty Senate Office

Distribution Date: 5/17/97
Signed: [Signature]
(President of the College)
SUNY BROCKPORT

DEPARTMENT OF NURSING

PROPOSAL

Master of Science/

Family Nurse Practitioner Program
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Master of Science/Family Nurse Practitioner Program at SUNY College at Brockport

A. Program Identity

1. Proposed Title. Master of Science/Family Nurse Practitioner Program

2. Proposed Award. Master of Science

3. Proposed beginning date. Fall, 1998

4. Program Description.

The Department of Nursing at SUNY College at Brockport proposes to establish a Master of Science/Family Nurse Practitioner Program. The program of study will be directed toward the preparation of nurses for advanced nursing practice as family nurse practitioners. The proposed program would empower nurses to assume a leadership role in the delivery of health care to individuals and families across the lifespan. A community-based approach will be employed in the development of advanced knowledge and practice competencies. Interdisciplinary collaboration, consultation and scholarly inquiry will be emphasized within the context of the program. The curriculum will be directed toward offering a dynamic set of educational experiences that capitalize on the rich and varied learning opportunities found within the College and surrounding community settings.

The graduate nursing program will require the completion of 48 credit hours of coursework. The program will have three major components:
1. a graduate core course component that includes a research sequence with a Master's thesis or project option, theoretical foundations for nursing practice, health promotion for family wellness, and health care systems management;

2. a family nurse practitioner core course component that includes family theory, advanced pharmacology, health assessment for advanced nursing practice and three advanced nursing practice courses; and

3. a special interest focus component with course options in rural health, substance abuse or an area of specialization selected with the advice of faculty.

The curriculum of the graduate program is structured to be highly flexible and responsive to students' educational and professional backgrounds and goals, and also proactive in responding to change within the field of health care. Distance learning technology will be used to meet student learning needs. The master's degree requirement of 48 credits may be completed on either a full or part-time basis.

In addition, the Department of Nursing will offer a Post-Master's Family Nurse Practitioner Certificate program. Nurses who have earned a master's degree in nursing may elect a 27 credit hour program of study leading to the Post-Master's Family Nurse Practitioner Certificate since post-master's students are not required to take the master's core. They may elect to take the special focus component of the certificate program, however. This would require completion of 11 additional hours of coursework, totalling 38
credits. It is possible to gain up to nine credits for prior learning in the certificate program through transfer or challenge of credit.

Graduates of the Master of Science/Family Nurse Practitioner Program will be eligible for American Nurses' Association and New York State certification.

B. Planning Factors

1. Relationship of the proposed program to the approved mission of the institution.

The establishment of a program leading to the Master of Science degree with a family nurse practitioner concentration is congruent with the missions of the State University of New York (SUNY), SUNY Brockport, the School of Professions and the Department of Nursing.

Mission of the State University of New York. SUNY's mission as published in SUNY 2000: A Vision for the New Century, states that campuses "shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state needs and goals.

In a later publication entitled, Rethinking SUNY, the Board of Trustees also reaffirmed SUNY's Mission in its proposition which states that, "Graduate, professional, and research programs are essential to the mission of the State University and to the economic vitality of New York." The Department of Nursing's goal of developing a graduate professional program which will prepare graduates with the advanced practice knowledge and skills of a family nurse
practitioner is in concert with SUNY's vision. It will be broadly accessible to nurses in western New York through the use of distance technology. The need for this program is evidenced by the fact that there is no nursing program in this area which offers the opportunity to specialize in either rural health or substance abuse.

**SUNY Brockport's Mission.** This program, by virtue of its melding of theoretical and practical experiences, will also "provide comprehensive educational experience both in and out of the classroom and thereby prepare(s) its graduates for a life of productive work . . . ." Furthermore, the master's/family nurse practitioner program will also fulfill the College's Mission which states that, "each academic program prepares graduates for advanced education in a profession." Our undergraduate program has already achieved a reputation for excellence and we are confident that those who move on to the master's level of nursing education will find a program with that same degree of excellence. Indeed, in 1992 the evaluation team of the Commission of Higher Education of the Middle States Association of Colleges and Schools commented that "Brockport needs to continue to define the importance and role of graduate studies in relation to the institution's mission and future." Subsequently, in 1996 Brockport's strategic plan was addressed in the document entitled Brookport 2000: Framework for Excellence. The initial goal relative to excellence of academic programs was articulated as follows: "Provide selected academic programs that strengthen SUNY
Brockport's prominence as an educational leader and which create and sustain our unique niche within SUNY." In the implementation of that goal, nursing was one of those programs recommended to be evaluated for the potential development of a graduate program. Also recommended was that nursing provide access to non-traditional students through evening, weekend and off campus sites. We are committed to achieving this goal and making our program as "student-friendly" as possible. We intend to address students' needs both in terms of course scheduling as well as in sites for classes. Since the potential student population may come from areas distant from the campus, we will make full use of RAITN, Westnet and instruction via the Internet.

Our graduate program will address other numerous components of this plan, as well. The curriculum will contain the threads of critical thinking and decision making skills; cultural diversity; and health care issues from a national, state and regional perspective. Finally, we intend to use an interdisciplinary curricular approach which will "capitalize on the synergistic relationship of liberal arts and professional studies . . . ."

School of Professions Mission. The School of Professions' Mission statement also guided us in the development of our graduate program. Students in the program will have the opportunity to strengthen their skills in critical thinking, participate in research, increase their understanding of cultural diversity and perfect their competency in the profession of nursing. The foregoing are
all themes and threads of the proposed curriculum and will be integrated throughout the program.

**Department of Nursing’s Philosophy.** Initiation of the masters program will enable the Department of Nursing to realize to a greater degree its commitment to the belief that "education is a life-long process which fosters the cultural, psychosocial, and intellectual development of the individual". The extension of the educational ladder for nurses in our area will be testimony to that commitment. Our proposed program will empower nurses to assume a leadership role in the delivery of health care to individuals and families across life’s continuum. As articulated in our faculty’s philosophy, graduates will be able "to build upon past knowledge and experience and develop within the educational philosophy of the State University of New York, 'to Learn; to Search; to Serve' ".

2. **Impact on existing programs.**

The programs at Brockport which are related in some degree to the proposed nursing program are Social Work, Health Science, Public Administration and Counselor Education. It is not anticipated that Social Work will be impacted in any way by this proposed program. Given the college’s commitment to interdisciplinary approaches to education, we will wherever possible draw upon the other disciplines with particular areas of expertise which are relevant to our program.

For example, the Health Science Department has faculty with renowned expertise in substance abuse, and
Counselor Education with faculty expertise in family theory. Additionally, courses in Public Administration may be of interest to students choosing the self-selected focus. However, given the current budgetary constraints and increased course load requirements, the nurse practitioner program will have to generate monies through tuition and/or grants to cover the cost of any courses taught by disciplines outside the Nursing Department.

3. Similar programs at other institutions.

According to the latest information provided by NYSED, the following Master's/Family Nurse Practitioner programs are being offered in our geographic area and areas contiguous to ours: Western Region: SUNY Buffalo Genesee Valley Region:
St. John Fisher College
University of Rochester

Central Region:
SUNY Binghamton

In addition, Nazareth College of Rochester has a program focusing on the preparation of geriatric nurse practitioners and we envision no impact on this program.

As noted above, both St. John Fisher College and the University of Rochester offer family nurse practitioner programs. Our master’s program is unique in requiring an additional focus of specialization in the areas of rural health, substance abuse or self-selected focus. Moreover, given the special focus requirement in rural health or substance abuse, both the populations of students and potential clinical sites will differ from the other family
nurse practitioner programs - and should not be adversely affected. Because of travel distance, the nurse practitioner programs offered in Buffalo and Binghamton should be affected minimally, if at all.

4. Proposed arrangements for required external clinical instruction.

In nurse practitioner programs, the student is required to have a clinical practicum under the supervision of either a nurse practitioner or physician. Students may either make arrangements themselves, subject to faculty approval, with a practitioner of their choice, or the director of the program will assign placements. Assessments will be made of students' backgrounds, learning needs and professional goals in order to maximize student learning opportunities.

We either have, or are in the process of entering, contractual arrangements with area hospitals, health care agencies, county health departments, nursing homes, and HMOs. We also have from the Office of Alcohol and Substance Abuse Services (OASAS) a list of potential sites for students choosing the substance abuse focus. Placement possibilities in rural health have been identified by the administration at Oak Orchard Community Health Center. Since the curriculum is designed to provide maximum flexibility for the adult learner, sites for clinical practica will be utilized throughout the calendar year. This should mediate the possibility of infringing on other institutions' use of clinical sites.
Utilization of clinical sites will vary from semester to semester depending on the number of students in each clinical practicum and selected areas of specialization.

C. Need and Demand

1. Need for the program within the SUNY system.

According to the January, 1997, data from the University of the State of New York, the State Education Department, Office of the Professions, the following SUNY campuses offer Master’s Degree and Advanced Certificate Programs:

- State University of New York at Buffalo
- State University of New York at Binghamton
- State University of New York, Institute of Technology at Utica/Rome
- State University College of New Paltz
- State University of New York Health Science Center, at Brooklyn
- State University of New York at Stonybrook

The family nurse practitioner program is offered only at Buffalo and Binghamton, and no SUNY campuses offer the opportunity to focus on rural health or substance abuse. It could be argued that SUNY Buffalo and Brockport are in contiguous regions and may attract some students from the same population pool. However, specialization in rural health or substance abuse are not addressed at SUNY Buffalo. We also have a history of offering distance learning to underserved areas of western New York (i.e. Alfred and its environs) and will continue this commitment to a population unable to travel either to Buffalo or Brockport.
a. SUNY 2000: A Vision for the New Century (1991) states that "SUNY must help build the quality of the research establishment in the state." Our graduate program has as among its objectives the validation, refinement and expansion of the scientific knowledge base of nursing through research. The document further adds, "Research and development are carried out by a community of practitioners where the best attract the best and investments in quality yield compounded returns." Faculty in the Department of Nursing have a strong commitment to the value of research as evidenced by its integration throughout the baccalaureate curriculum. The research component of the curriculum in our graduate program will be expanded beyond the baccalaureate level to include a master's thesis or project directed towards the achievement of positive outcomes for the student, the profession and the community.

In 1995 the Board of Trustees of the State University of New York published Rethinking SUNY, as a follow up to the 1991 document. In this document, the Board of Trustees acknowledges the need for graduate programs when it states, "graduate, professional and research programs are essential to the mission of the State University and to the economic vitality of New York." It goes without question that the economic vitality of New York's residents is dependent upon the vitality of their state of health. Education of family nurse practitioners will result in cost effective, quality health care outcomes. The opportunity for specialization in either rural health or substance abuse will add to our
graduates' expertise and enable them to meet the health care needs of people in both rural and metropolitan areas. In summary, graduates of this program will play an integral role in the promotion of health and prevention of disease in the residents of New York state and beyond.

b. Because of the absence of duplication in the focus of family nurse practitioner programs and the difference in the target student and client populations, there should be little or no effect on nurse practitioner programs at other SUNY campuses.

2. Potential need for this program in terms of economic or educational needs.

Economic Need. The United States currently spends about $800 billion each year on health care, yet approximately 40 million Americans or one out of nine have no health insurance. In Monroe County and its environs, six percent of people have no health insurance.

Increased costs of health care are due to advances in sophisticated technology, costly drugs, shortage of health care personnel, highly paid specialists and the rising cost of administering Medicaid and Medicare programs. Substance and alcohol abuse combined cost the nation $13.7 billion per year! According to the U.S. Bureau of Census, 1991, 14.2 percent of the population of our nation is below the poverty level. Further, Healthy People 2000 relates that, "health disparities between poor people and those with higher incomes are almost universal for all dimensions of health...people with low incomes have death rates that are
twice the rates for people with incomes above the poverty level."

Poverty affects the two most vulnerable groups in our society, the young and the elderly. Forty percent of the poor are children, 11 percent are elderly and 29 percent of the poor lack health insurance. Poverty has meant that children do not receive proper health care both before and after they are born. Poverty has meant that 10 percent of the white elderly and one-third of black elderly live in substandard conditions. Poverty is seen by sociologists as the root of most of America's social problems, among them: family abuse, substance abuse, crime and violence.

According to the Lake Ontario Rural Health Network, the counties surrounding Brockport, i.e. Orleans, western Monroe, northern Genesee and eastern Niagara, are primarily rural, 60 percent agricultural and relatively poor. More specifically, the area surrounding Brockport consists of a socioeconomically diverse patient population; seasonal farmworkers, agricultural migrants, and the economically disadvantaged. Unemployment data show that the region's rate is slightly above the state average of 7.7 percent. Many individuals living in Orleans and Genesee Counties are not covered by medical insurance. Many are working poor and agricultural workers who are employed but do not have medical coverage and do not qualify for Medicaid unemployment. Low paying jobs and lack of transportation are insurmountable barriers to receiving health care.
In Orleans County alone, the teenage pregnancy rate is higher than state averages for all counties outside New York City. There is a major problem in prenatal care for pregnant women, especially teenagers. A high rate of unwed teenage pregnancy and child abuse is reported. Health care professionals also have major concerns relative to drug abuse and alcoholism in this population.

The foregoing litany of health care problems in our geographic area provides ample testimony to the need for a program such as that which we are proposing. Our family nurse practitioner program with its opportunity to focus on rural health or substance abuse will not only provide rich and diverse learning experiences for students but also result in increasing the numbers of nurse practitioners possessing the expertise to address the unique needs of the residents of this geographic area.

Educational Need. The Pew Health Professions Commission best expresses today's thought relative to the educational preparation of nurses. The following is excerpted from the Pew Commission's report:

The growth in nursing professionals has come primarily from the rapid expansion of two-year associate degree programs. While this has been an efficient way to provide basic instruction for a hospital staff nurse, it does not adequately address the potential opportunity and enormous demands that will be placed on nursing in the future. Advanced preparation through baccalaureate study and masters level degrees will permit the nursing professional to develop the information background and experience base to operate more independently, work in community settings, more effectively manage the health of patients and make an even more profound contribution to health care.

3. Estimated student demand for the program. A survey instrument was developed to estimate the student demand for
the program. It was piloted on campus by surveying the RNs who are currently completing our baccalaureate program. Of a total of 30 questionnaires distributed, 29 were returned. All expressed interest in the family nurse practitioner program, with the majority indicating an interest in a rural health focus and several, a substance abuse focus. We intend to send this questionnaire to two hospitals in Rochester and one in Medina, and to five randomly selected community health agencies in counties surrounding SUNY Brockport. We anticipate a positive response from this survey since we have already had numerous inquiries from RNs interested in obtaining their master's degree from SUNY Brockport.

4. Employment of graduates. With changes in the health care system, nurses have been assuming greater responsibilities for care. As an example of this movement, an agreement was reached between Oxford Health Plans, Inc. and Columbia Presbyterian Medical Center which gave nurses greater responsibility and autonomy in managing the basic health needs of patients (Wall Street Journal, February 7, 1997, A3). In conjunction with this agreement, members of certain Oxford health plans will be able to choose a nurse instead of a doctor as their principal primary care provider. About 20 nurse-practitioners will be involved in the effort. Financial parity was seen as being crucial to the success of the plan. This project has the potential for significant impact on the managed care environment of New York State. Given documentation that nurse practitioners have the skill
to deliver quality health care, the demand for their services will be axiomatic.

Current hard data were reported by the official news publication of the American College of Nurse Practitioners, *Nurse Practitioners World News* (January/February, 1997), "An average of 95.6% of graduates at the master's level and 86% of those graduating from post-master's NP programs had jobs waiting for them upon graduation. Between August 1995 and June 1996, 67% of all master's and 41% of all post-master's programs reported that virtually all graduates had employment commitments upon graduation". Given this data, along with the state's and nation's demand for high quality, cost effective health care, there is every reason to expect that our graduates will have no problem finding employment upon graduation.
D. Enrollment and Fiscal Factors

1. a. Estimated Head Count Enrollment

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<tr>
<td>Full-time</td>
<td>8</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Part-time</td>
<td>8</td>
<td>16</td>
<td>24</td>
<td>24</td>
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</table>

Initially, only eight full-time and eight part-time students will be admitted. Admission of full-time students will only be offered in the fall of each year due to the necessity for proper sequencing of courses. Full-time students should be able to complete the program in four semesters and part-time students, in six semesters plus summer sessions.

b. Estimated Graduate Student Tuition

<table>
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<tr>
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<td>Full-time</td>
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<td>Part-time</td>
<td>27,264</td>
<td>54,528</td>
<td>81,792</td>
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<tr>
<td>Total</td>
<td>68,064</td>
<td>136,123</td>
<td>163,392</td>
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The tuition figures cited in the above table are based upon current tuition and therefore, do not represent any potential future increments.
### Cost Requirement Projections

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<td><strong>Personnel</strong></td>
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<td>Director</td>
<td>50,000</td>
<td>51,500</td>
<td>53,045</td>
<td>54,636</td>
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<td>Clinical Supervisor</td>
<td>22,500</td>
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<td>46,350</td>
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<td>Part-time Secretary</td>
<td>4,000</td>
<td>4,120</td>
<td>4,243</td>
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<td>Part-time Lab Faculty Reallocation</td>
<td>10,000</td>
<td>10,300</td>
<td>10,609</td>
<td>10,927</td>
<td>11,254</td>
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<td>Non-Personnel</td>
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<tr>
<td>Library</td>
<td>6,000</td>
<td>3,000</td>
<td>3,000</td>
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<td>AV/Computer</td>
<td>10,000</td>
<td>6,000</td>
<td>6,000</td>
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<td>Lab Equip.</td>
<td>10,000</td>
<td>3,500</td>
<td>3,500</td>
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<td>Supplies/Expenses</td>
<td>3,500</td>
<td>3,500</td>
<td>3,500</td>
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<tr>
<td>Recruitment</td>
<td>2,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
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<td><strong>Total</strong></td>
<td>124,400</td>
<td>141,520</td>
<td>144,847</td>
<td>148,273</td>
<td>151,802</td>
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<td><strong>Revenue over Expenses</strong></td>
<td>(56,336)</td>
<td>(5,397)</td>
<td>18,545</td>
<td>15,119</td>
<td>11,590</td>
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The program costs show a deficit only in years one and two due to initial start up costs and head count size. We will be applying to numerous funding sources to cover those two years of deficit, as well as provide student traineeships to support full-time enrollment. However, we must wait to submit grant applications, since consideration for funding is contingent on NYSED approval.
E. Resources

1. Library

The Drake Memorial Library offers a full range of services. The library houses a collection of approximately 425,000 books, 101,000 bound journals, 1.9 million units of microtext, and extensive holdings of government documents and audiovisual materials. The major collection designated as nursing texts numbers 1,324 and there are 14,708 texts that are classified as "nursing related." The current subscription list of journals supporting the undergraduate nursing program is approximately 53 in number. Additionally, the library subscribes to other journals relevant to nursing, such as certain subject titles in health science, social work and gerontology. The library also maintains the Cumulative Index to Nursing and Allied Health Literature, the International Nursing Index and several other standard nursing references.

The development of the Master of Science/Family Nurse Practitioner Program will necessitate the acquisition of advanced nursing practice textual and journal resources to complement and extend the current departmental and general library holdings.

2. Facilities

The classrooms and Nursing Resource Center used by the Department of Nursing at SUNY Brockport are located in Tuttle North. Classrooms in other on-campus buildings have also been used for student instruction. These facilities are
considered adequate to meet the needs of the proposed graduate nursing program.

The Nursing Resource Center is arranged as a two room laboratory setting. The Resource Center has great versatility and can thus be used in a variety of ways to accommodate individual as well as group learning needs.

The Resource Center is currently equipped with 21 computers. The Nursing Resource Center also has tables, chairs, and a large storage area for equipment, supplies and a multimedia collection. Most audiovisual software and hardware are maintained in the Resource Center. Some audiovisual materials are located in the Media Center of the Drake Memorial Library.

It is anticipated that additional computer software, media resources, instructional equipment and supplies will be needed to support the advanced level learning needs of the Master of Science/Family Nurse Practitioner students.
Appendix A

Master of Science/Family Nurse Practitioner Program

Program Purpose

The Department of Nursing at SUNY College at Brockport proposes to offer a 48 credit graduate level nursing curriculum leading to the Master of Science degree. The purpose of the program is the educational preparation of graduates of baccalaureate nursing programs who desire the advanced practice knowledge and skills of a family nurse practitioner. In addition, there will be opportunities to pursue areas of special interest: substance abuse, rural health or a self-selected focus of specialization within the graduate program of study.

The proposed family nurse practitioner track would prepare students to assume a leadership role in primary care delivery to individuals and families across the lifespan. Collaboration and consultation would be essential elements of educational experiences in clinical settings. The acquisition of knowledge and the development of advanced intellectual, clinical, leadership, and investigative skills will be guided through the organizing framework of the Neuman Model.

A post-master's Family Nurse Practitioner Certificate program will also be available for individuals who already hold a master's degree in nursing but wish to become family nurse practitioners.
Appendix B

Program Objectives

At the completion of the Master of Science/Family Nurse Practitioner Program, the graduate will:

1. demonstrate advanced nursing practice expertise in the role of a family nurse practitioner.
2. assume a leadership role in the delivery of high-quality health care to individuals and families across the lifespan in a variety of settings.
3. integrate theories, concepts, and models from nursing and related disciplines to form the basis for the advanced practice role of nurse practitioner.
4. utilize the process of scientific inquiry to critique research and to validate, refine and expand the scientific knowledge base of nursing.
5. analyze the physiological, psychological, socio-cultural, developmental, and spiritual variables that impact individual and family health outcomes.
6. apply nursing strategies that incorporate managerial, educational, economic, ethical, political and socio-cultural dimensions of the health-illness paradigm to the delivery of health care.
7. demonstrate the ability to engage in collegial and collaborative intra and interdisciplinary
relationships within the health care delivery system.

6. meet the educational requirements of the American Nurses Association and New York State certification as a family nurse practitioner.

9. acquire an educational foundation for doctoral study.
Appendix C
Master of Science/Family Nurse Practitioner Program
Admission Requirements

1. A Baccalaureate degree in nursing from a National League for Nursing accredited program.
2. A minimum of one year of nursing practice experience before matriculation.*
3. Undergraduate transcripts documenting a minimum grade point average of 3.0 on a 4.0 scale.
4. Registered nurse licensure in New York State.
5. Three personal references attesting to professional qualities, competency and academic ability. Two academic nursing faculty references and one recent employer reference should be requested by the prospective student.
6. Official report of scores from the Graduate Record Examination (GRE).
7. Documentation of successful completion of a basic physical assessment course and an elementary statistics course.
8. A personal statement of educational and professional goals.
9. A personal interview with the director and/or faculty.

*Students having less than one year of nursing practice may be admitted to the program with the stipulation that the advanced nursing practice courses may not be taken until the experience requirement has been fulfilled.
Appendix D

Master of Science/Family Nurse Practitioner Program
Degree Requirements

The graduate nursing program requires the completion of 48 credit hours of coursework. The program of study has three major components: a master's core course component that includes a research sequence with a master's thesis or project option; an advanced nursing practice core course component that concentrates study in the family nurse practitioner track; and a special focus component, with course options selected by the student. The program is designed to accommodate the full-time or part-time student.

Course Requirements

The course requirements for all students in the master of science in nursing/family nurse practitioner program are as follows:

<table>
<thead>
<tr>
<th>Master's Core Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Theoretical Foundations for Advanced Nursing Practice</td>
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<tr>
<td>Research 3 course sequence</td>
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<td>Health Promotion for Family Wellness</td>
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<table>
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<tr>
<th>Advanced Nursing Practice - Family Nurse Practitioner Core Courses</th>
<th>Credits</th>
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<td>Health Assessment for Advanced Nursing Practice</td>
<td>5</td>
</tr>
<tr>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Nursing Practice I</td>
<td>5</td>
</tr>
<tr>
<td>Advanced Nursing Practice II</td>
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<tr>
<td>Advanced Nursing Practice III</td>
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<tr>
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**Family Nurse Practitioner Special Focus Options**

1. Rural Health Focus Option  
   a. Epidemiology in Health Care  
   b. Issues in Rural Health and Safety  
   c. Special Focus Internship  
   **Total 11**

Or

2. Substance Abuse Focus Option  
   a. Alcohol Use and Abuse  
   b. Alcohol and Substance Abuse: Evaluation and Assessment  
   c. Special Focus Internship  
   **Total 11**

Or

3. Self-Selected Focus of Specialization  
   a. Elective  
   b. Elective  
   c. Special Focus Internship  
   **Total 11**
Appendix E

Post Master's Family Nurse Practitioner Certificate Program
Admission Requirements

1. A master's degree in nursing from a National League for Nursing accredited program.
2. A minimum of one year of nursing practice experience.
3. Official transcripts of undergraduate and graduate academic work.
4. Registered professional nurse licensure in New York State.
5. Two academic or professional reference letters.
6. A personal statement of educational and professional goals.
7. A personal interview with the director and/or faculty.
Appendix F

Post Master's Family Nurse Practitioner Certificate Program
Degree Requirements

The Post Master's Family Nurse Practitioner Certificate Program requires the completion of 27 hours of coursework. Students may elect to take the special focus option, thus requiring 11 additional hours of coursework.

It is possible to gain credit for prior learning in the certificate program. Credit for courses taken before matriculation may be transferred if a "B" or higher has been earned and if the course(s) are equivalent to those required in the certificate program. Credit can also be obtained by challenge examinations of theory and/or practice. Course transfer or challenge requires the permission of the director of the program. The maximum number of credits transferred or challenged is nine. Guidelines are available upon request.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Credits</th>
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<td>Advanced Pharmacology</td>
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<td>Advanced Nursing Practice I</td>
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## Appendix G

### MS/FNP Program

#### Full Time

**Sample Schedule**

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</tr>
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<td>Health Promotion for Family Wellness</td>
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</tr>
<tr>
<td>Theoretical Foundations for Advanced Nursing Practice</td>
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<td></td>
</tr>
<tr>
<td>Nursing Research I</td>
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<td>Epidemiology in Health Care</td>
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<tr>
<td>Issues in World Health &amp; Safety</td>
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</tr>
<tr>
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## Appendix II

**MSFN Program Part Time Sample Schedule**

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<th>SUMMER SESSION</th>
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<td>Health Assessment for Advanced Nursing Practice</td>
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<td></td>
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<td>5</td>
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<tr>
<td>YEAR 2</td>
<td>Nursing Research I</td>
<td>Family Theory</td>
<td>Special Focus Internship</td>
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<td></td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>YEAR 3</td>
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<td>Health Care Systems Management</td>
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<td>5</td>
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</table>

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Appendix I
Course Descriptions

Theoretical Foundations for Advanced Nursing Practice
Explores the theoretical bases and perspectives for advanced nursing practice. Studies a variety of nursing, systems, cognitive, and behavioral theories and conceptual frameworks. Applies theoretical and conceptual frameworks to guide the provision of health care across the lifespan and health continuum. 3 Cr.

Nursing Research I Focuses on the philosophical, logical and methodological framework for nursing research. Emphasizes research process applications to advanced nursing practice. Explores interdisciplinary research approaches and implications for nursing. 3 Cr.

Nursing Research II Provides students with an opportunity to develop and implement a scholarly plan of action that addresses a health care problem. Culminates in a master's thesis or master's project chosen by the student, with faculty approval. Emphasizes aspects of collaboration and consultation during this component of the research sequence. 2 Cr.

Nursing Research III Focuses on the principles and skills of professional presentation of scholarly work. Involves analysis of the results of their thesis or project and uses appropriate methods to communicate outcomes with recommendations for future scholarly inquiry, research-based protocols, project designs and practice applications. Considers evaluation and modification for extended utilization of the scholarly work. 1 Cr.

Health Care Systems Management Presents an in-depth examination of nursing, organizational, and managerial theories and their application to selected community-based health care environments. Emphasizes the formation of interdisciplinary partnerships, community development, information systems, and health care policy and economics. 2 Cr.

Health Promotion for Family Wellness Focuses on the development of strategies to meet health problems of individuals and families across the age continuum. Includes a framework for anticipatory guidance and assessment of health related learning needs for the various ages and stages of development. Presents guidelines for routine health care maintenance, screening, and immunizations. Includes assessment, program planning, and evaluation as a central component of the course. 2 Cr.
Family Theory  Focuses on critical life phases and occurrences within the family system that can impact family development, relationships, and wellness. Uses family life processes from various theoretical perspectives. 3 Cr.

Health Assessment for Advanced Nursing Practice  Combines lecture and laboratory/clinical learning experiences to guide the development of advanced nursing practice and health assessment competencies of individuals and families across the lifespan. Emphasizes the integration of interviewing, history-taking and physical, psychosocial and developmental assessments. Focuses on the critical thinking, diagnostic reasoning processes and effective written and verbal communication skills. 5 Cr.

Advanced Pharmacology  Advances nursing knowledge of pharmacological therapeutics, and the assessment, decision-making, teaching, monitoring and evaluative approaches related to pharmacotherapeutic applications to client care. Includes lecture presentations, with integrated use of case study analyses as an essential component of this course. Includes legal and ethical considerations and the principles regarding selection of pharmaceutical agents and prescriptive authority. 3 Cr.

Advanced Nursing Practice I  Emphasizes assisting clients and families to reach and maintain their highest level of health functioning. Provides a theoretical context along with supervised clinical practice. Addresses client/family responses to common acute and chronic health problems through the integration of physiologic, pathophysiologic, psychosocial, cultural and spiritual domains. Focuses on the nurse practitioner management of the health care of clients/families from the newborn through the adolescent period. 5 Cr.

Advanced Nursing Practice II  Emphasizes assisting clients and families to reach and maintain their highest level of health functioning. Provides a theoretical context along with supervised clinical practice. Addresses client/family responses to common acute and chronic health problems through the integration of physiologic, pathophysiologic, psychosocial, cultural and spiritual domains. Focuses on the nurse practitioner management of the health care needs of clients from the young adult, through the childbearing and childrearing period. 5 Cr.

Advanced Nursing Practice III  Emphasizes assisting clients and families to reach and maintain their highest level of health functioning. Provides a theoretical context along with supervised clinical practice. Addresses client/family responses to common acute and chronic health problems through the integration of physiologic, pathophysiologic,
psychosocial, cultural and spiritual domains. Focuses on the nurse practitioner management of the health care of clients from middle to older adulthood. 5 Cr.

**Epidemiology in Health Care** Examines the distribution patterns and determinants of health and disease frequencies in populations for the purpose of promoting wellness and preventing disease. Provides a means for gathering and organizing data needed to plan, implement and evaluate health care for the individual, family and community client. 3 Cr.

**Issues in Rural Health and Safety** Presents the major issues and challenges that impact on the provision of health care to rural populations. Focuses on the unique aspects of commonly occurring rural health issues including occupational health and safety. 3 Cr.

**HLS 518 Alcohol Use and Abuse** Examines patterns and symptomatology of alcohol use and abuse, the Medical Model/Disease Concept of Alcoholism, the DSM IV criteria for alcohol abuse and dependency, and other various models of alcohol use and abuse, including relapse prevention strategies. Explores theories of codependency, treatment modalities and evaluation methodologies for clinical and educational interventions. Also examines the significance of alcohol and other drugs as they impact the criminal justice, traffic safety, employee wellness and adolescent health care systems. 3 Cr.

**HLS 535 Alcohol and Substance Abuse Evaluation and Assessment** Covers the theory and methodology of measurement, assessment and evaluation in alcohol and substance abuse and alcoholism and dependence. Studies the more widely researched and utilized methods of assessment: interviews, structured tests, behavioral assessments, objective techniques, projective techniques, neuropsychological evaluation and clinical reports. Employs extensive use of clinical materials to illustrate uses and limitations of various techniques. 3 Cr.

**Special Focus Internship** Provides the family nurse practitioner student with concentrated clinical practice opportunities in a special interest area of the student’s choice. Uses a precepted clinical practicum to allow synthesis of learning and application of advanced knowledge, competencies, and personal and professional values to the role of a family nurse practitioner. Student seminars are conducted throughout the course. Specific objectives, methods of evaluation and other requirements for this clinical experience will be determined prior to course registration. 5 Cr.
Appendix J

Dear Prospective Student:

SUNY Brockport’s Department of Nursing is currently preparing to develop a Master of Science degree with a Family Nurse Practitioner concentration. Our unique program will also offer students the opportunity to focus on an area of special interest: rural health, substance abuse or a self-selected area of specialization.

Our desire is to meet the educational needs of the nurses in our community. The program structure will be flexible enough to take into account students’ background and future goals. Distance learning technology will be used to meet student learning needs. It will be possible to complete degree requirements on either a full or part-time basis.

We would appreciate your completion of the enclosed Prospective Student Questionnaire. Your response will be invaluable for documenting the interest in this Master’s program. The questionnaire should take five minutes or less to complete. A return envelope is provided for your use.

Thank you for your cooperation in this endeavor.

Sincerely,

Kathryn M. Wood, Ph.D., R.N.
Chairperson, Department of Nursing

Carmela Rehtz, Ed.D., R.N.
Project Director
Appendix K
PROSPECTIVE STUDENT QUESTIONNAIRE

1. Would you be interested in pursuing a Master of Science Degree with a Family Nurse Practitioner concentration?
   ___ 1. Yes
   ___ 2. No

   If you answered Yes to the previous question, please proceed to the next questions. If you answered No, simply return the questionnaire in the envelope provided.

2. In which specialty area of the Family Nurse Practitioner Program would you be interested?
   ___ 1. Rural Health
   ___ 2. Substance Abuse
   ___ 3. Other - Please specify ____________________________

3. When would you be able to start taking classes? In the academic year:
   ___ 1. 1998-1999
   ___ 2. 1999-2000
   ___ 3. 2000-2001
   ___ 4. Undecided

4. Would you prefer to take courses:
   ___ 1. two courses a semester (part-time)?
   ___ 2. four courses a semester (full-time)?

5. Would you be willing to take summer session courses?
   ___ 1. Yes
   ___ 2. No

6. Would the classes be more convenient during the:
   ___ 1. morning?
   ___ 2. afternoon?
   ___ 3. evening?

7. Which day(s) of the week would be most convenient for you?
   ___ 1. Monday
   ___ 2. Tuesday
   ___ 3. Wednesday
   ___ 4. Thursday
   ___ 5. Friday
   ___ 6. Saturday
8. Which county do you live in? Please specify ________

9. What do you see posing the greatest difficulty in pursuing your studies?
   ___ 1. Finances
   ___ 2. Time needed to complete studies
   ___ 3. Childcare
   ___ 4. Distance
   ___ 5. Other - please specify ______________

10. How many years have you been employed in nursing? Please Specify _____

11. What is the title of the position you presently hold? Please specify __________

12. In what area of clinical specialization are you employed?
   ___ 1. Medical
   ___ 2. Surgical
   ___ 3. Pediatrics
   ___ 4. Obstetrics
   ___ 5. Mental Health
   ___ 6. Community Health
   ___ 7. Geriatrics
   ___ 8. Other - please specify __________

Additional Comments:
Appendix L

Master of Science/Family Nurse Practitioner Program
Advisory Committee

Barbara Linhart M.S.N., R.N., Vice President, Clinical Support Services, Oak Orchard Community Health Center

Cheryl Martin M.S., R.N., Treatment Coordinator, Park Ridge Chemical Dependency

Gary Metz M.P.A., Associate Professor, Health Science Department

Nancy Iafrati M.S., F.N.P., Assistant Professor, Nursing Department

Kathleen Peterson-Sweeney M.S., P.N.P.C., Assistant Professor, Nursing Department

Mary Ellen Robinson M.S., F.N.P., Assistant Professor, Nursing Department

Carmela Rehtz Ed.D., R.N., Assistant Professor, Nursing Department

Kathryn Wood Ph.D., R.N., Associate Professor and Chairperson, Nursing Department
Appendix M

Potential Sources of Funding Support

Health Resources and Services Administration, Public Health Service, Department of Health and Human Services

- 93.299 Advanced Nurse Education
- 93.358 Professional Nurse Traineeships
- 93.359 Nurse Training Improvement - Special Projects
- 93.192 Interdisciplinary Training for Health Care for Rural Areas

Monroe County Health Department

National Institutes of Health, Public Health Service, Department of Health and Human Services

Office of Rural Health Policy, Health Resources and Services Administration

Office of Rural Mental Health, Telepsychiatry Research Grants

Office of Alcohol and Substance Abuse Services

United States Department of Education
Appendix N
Letters of Support
April 9, 1997

TO: Dr. Kay Wood
Chair, Department of Nursing

FROM: Diane Elliott
Interim Dean, School of Professions

RE: Master of Science/Family Nurse Practitioner Program

I am pleased to offer my strong support for the proposed Master of Science/Family Nurse Practitioner Program. It is clear that managed care systems and HMO's are emerging as integral components of health care delivery. The success of managed care depends on our ability to pursue health promotion in a competent and cost-effective manner. The advanced practice nurse is prepared to accomplish this goal.

Based on an analysis of current HMO staffing patterns, the U.S. Department of Health and Human Services (1995) projects that demand for nurse practitioners will rise. Accordingly, the Third Report of the PEW Health Commission (1995) recommends an expansion in the number of master's level nurse practitioner training programs, with a related increase in federal support. Nurses prepared in such programs will be able to "more effectively manage the health of patients and make an even more profound contribution to health care" (p.33).

SUNY Brockport has an established reputation for excellence in baccalaureate nursing education. The Department of Nursing is uniquely qualified to deliver the proposed graduate program, since its members include doctorally prepared faculty, certified nurse practitioners in both pediatrics and family health, and faculty with specializations in the range of clinical areas represented in the curriculum.

I anticipate that the Department will be successful in obtaining funding for this proposed program. Federal and State agencies have been targeting funding initiatives to support the preparation of larger numbers of advanced practice nurses.
Dr. Kay Wood  
April 9, 1997  
page 2  

You and the nursing faculty are to be commended for your work in preparing this extensive proposal. The resulting program will assist in meeting the health care needs of citizens in our region and in adding to the rank of leaders in the profession.

wla