Resolution #40 2014-2015
College Senate

TO: Dr. John R. Halstead, College President
FROM: The College Senate: 05/04/2015
RE: I. Formal Resolution (Act of Determination)
    II. Recommendation (Urging the Fitness of)
    III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: Doctor of Nursing Practice Graduate Program (#49_14-15GC-UC)

Signed: ___________________________ Date: 5/4/15

(P. Gibson Ralph, 2014-15 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: P. Ralph Gibson, College Senate President
FROM: John R. Halstead, College President
RE: Decision and Action Taken on Formal Resolution (circle choice)
    a. Accepted - Implementation Effective Date**: Fall or Spring 2016-2017
       **Implementation of resolution requires final approval from SUNY- State
       Education Department.  X YES ___ NO

    b. Deferred for discussion with the Faculty Senate on ___/___/

    c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI
    a. Received and acknowledged ___/___/

    b. Comment:

Signed: ___________________________ Date: 5/11/15

(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION: Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at http://www.brockport.edu/collegesenate/resolutions.
The College at Brockport proposes to add a Doctor of Nursing Practice Graduate Program (clinical doctorate) to its curricular offerings. The program would be housed in the Department of Nursing within the School of Health and Human Performance. The purpose of the program would be to prepare practicing registered nurses for advanced practice roles as nurse practitioners who are able to meet the increasingly complex health needs of diverse populations within the Rochester area and beyond. Creation of the program would be consistent with strategic planning initiatives both on campus and at System Administration. The DNP is a doctoral degree of practice rather than one of research and, as such, is consistent with Brockport’s mission and strategic initiatives. It is also consistent with SUNY’s Six Big Ideas (SUNY and a healthier New York). We envision a four-year, full-time program with approximately 88 post bachelor’s credits and approximately 1400 post-bachelor’s clinical hours as recommended by the American Association of Colleges of Nursing (AACN). It is anticipated that the program will be accredited by the AACN.

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? ___ NO __x_ YES 
Explain YES
It is anticipated that there will be initial costs associated with establishing the office space and in acquiring new personnel (5-6 full time faculty, additional secretarial support and adjunct faculty as needed). There will be initial and annual costs associated with accreditation and operating S&E. It is expected that at full capacity (approximately 120 students) that tuition revenue alone will exceed expenditures by close to half a million dollars a year.

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.
None

5. HOW WILL THIS AFFECT TRANSFER STUDENTS?
Students who transfer into the undergraduate RN-BSN program will have the option of completing up to 9 credits at the graduate level while enrolled in their undergraduate program ensuring a more timely completion should they choose to complete their bachelors and DNP at the College at Brockport. It will also make the RN-BSN program more attractive to transfer students who currently have this same option if they complete their RN-BSN program at St. John Fisher.

6. ANTICIPATED EFFECTIVE DATE:
Fall or Spring 2016-2017

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on</th>
<th>Updated on</th>
<th>Updated on</th>
</tr>
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<tbody>
<tr>
<td>2/28/15</td>
<td></td>
<td></td>
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8. SUBMITTED BY: (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Heavey</td>
<td>Nursing</td>
<td>X5308</td>
<td><a href="mailto:eheavey@brockport.edu">eheavey@brockport.edu</a></td>
</tr>
</tbody>
</table>

9. COMMITTEES: (Senate office use only)

<table>
<thead>
<tr>
<th>Standing Committee</th>
<th>Forwarded To</th>
<th>Dates Forwarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>_Executive Committee</td>
<td>Standing Committee</td>
<td>03/03/15, UC-03/30/15</td>
</tr>
<tr>
<td>_Enrollment Planning &amp; Policies</td>
<td>Executive Committee</td>
<td>04/13/15</td>
</tr>
<tr>
<td>_Faculty &amp; Professional Staff Policies</td>
<td>Senate</td>
<td>04/20/15, 05/04/15</td>
</tr>
<tr>
<td>_General Education &amp; Curriculum Policies</td>
<td>Passed GED's go to Vice Provost</td>
<td></td>
</tr>
<tr>
<td>_Graduate Curriculum &amp; Policies</td>
<td>College President</td>
<td>05/06/15</td>
</tr>
<tr>
<td>_Student Policies</td>
<td>OTHER</td>
<td></td>
</tr>
<tr>
<td>_Undergraduate Curriculum &amp; Policies</td>
<td>REJECTED -WITHDRAWN</td>
<td></td>
</tr>
</tbody>
</table>

NOTES: RES #18
Before submitting a proposal for a new program leading to a graduate degree, a SUNY campus must submit a cover letter signed by the Chief Executive or Chief Academic Officer and a completed Letter of Intent (LI) form to the SUNY Provost at program.review@.suny.edu. The LI procedure is described at the end of this form.

<table>
<thead>
<tr>
<th>Section 1. General Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Item</strong></td>
<td><strong>Response (type in the requested information)</strong></td>
</tr>
<tr>
<td>a) Institutional Information</td>
<td>List each campus (and its 6-digit SED Institution Code) where the entire program will be offered: The College at Brockport (230500) 350 New Campus Drive Brockport, NY 14420 Metrocenter 55 St. Paul St. Rochester, NY 14604</td>
</tr>
<tr>
<td>b) Program Locations</td>
<td>List the name and address of each off-campus location (e.g., extension site or extension center) where courses (but not an entire program) will offered, or check here [  x ] if not applicable. If applicable, send documentation to show that SUNY policy on off-campus locations has been followed. Will 50% or more of the program be offered at a distance? [  x ] Yes [   ] No</td>
</tr>
<tr>
<td>c) Proposed Program Information</td>
<td>Program Title: Doctor of Nursing Practice Award(s) (e.g., M.S., Ph.D.): D.N.P. Number of Required Credits: Minimum [ 78 ] If tracks or options, largest minimum [ ] Proposed Program Codes: HEGIS Code [ 1203.1 ] 6-digit CIP 2010 Code [ 511605 ] If the program will be accredited, list the accrediting agency and expected date of accreditation: American Association of Colleges of Nursing (AACN). Accreditation expected: 2018</td>
</tr>
</tbody>
</table>

If applicable, list the New York State certificate title(s) and type(s) to which the program leads:

If applicable, list the New York State professional licensure title(s) to which the program leads: Family Nurse Practitioner
| Contact Person for Proposal | Name and title: Kathleen Peterson, PhD, RN, PCPNP-BC  
|                           | Telephone: (585)395-5319  
|                           | E-mail: kpeterso@brockport.edu |
| e) Chief Executive or Chief Academic Officer Approval | Name and title: Mary Ellen Zuckerman, Provost and VPAA  
|                                                        | Email for receiving comments: mzuckerman@brockport.edu  
|                                                        | Date: February 28, 2015 |

If the intended program will be offered jointly with one or more other institutions, provide the following information for each institution:

Partner institution’s name, CEO’s name and title:

*Version 2013-10-15*
Section 2. Program Summary

In 300 or fewer words, describe the proposed program, including its purpose, content, structure, and duration.

The College at Brockport proposes to add a Doctor of Nursing Practice Graduate Program (clinical doctorate) to its curricular offerings. The program would be housed in the Department of Nursing within the School of Health and Human Performance. The purpose of the program would be to prepare practicing registered nurses for advanced practice roles as nurse practitioners who are able to meet the increasingly complex health needs of diverse populations within the Rochester area and beyond. The American Association of Colleges of Nursing (AACN) has called for moving the current level of preparation necessary for advanced nursing practice from the master’s degree to the clinical practice doctoral level. Many nursing programs have already closed their advanced practice nurse master’s programs and transitioned them into DNP programs. Creation of the DNP program would be consistent with strategic planning initiatives both on campus and at System Administration. The DNP is a doctoral degree of practice rather than one of research and, as such, is consistent with Brockport’s mission and strategic initiatives. It is also consistent with SUNY’s Six Big Ideas (SUNY and a healthier New York). We envision a four-year, full-time program with approximately 88 post-bachelor's credits and approximately 1400 post-bachelor's clinical hours as recommended by the American Association of Colleges of Nursing (AACN). It is anticipated that the program will be accredited by the AACN.

Section 3. Institutional Mission and Planning

a) Explain the program’s relationship to the strategic plan of the institution and of SUNY.

The proposed Doctor of Nursing Practice (DNP) program is consistent with both Brockport’s current strategic plan and the Power of SUNY and contributes to “SUNY and a Healthier New York” one of the big six ideas in the Power of SUNY, Strategic Plan 2010 and beyond. The following are Division of Academic Affairs priorities and goals in the campus strategic plan relating to this proposal:

Offer high quality, rigorous academic programs and maintain continuous curricular development and improvement
Strengthen graduate education
Enhance the reputation and visibility of the College within the region for providing high quality graduate education
Strengthen graduate program enrollment
Increase engagement of the campus within the community
Increase investments by stakeholders that the college is a quality place

b) Describe the program’s relationship to existing or planned programs in the same or related disciplines and expected impact on them.

The DNP program would be housed in the Department of Nursing within the School of Health and Human Performance. It would make the current traditional undergraduate and RN-BSN completion programs more desirable and increase demand for both. It would keep many of the undergraduate nursing students who wish to go on to graduate school at the College at Brockport by providing a high quality graduate opportunity. It would also attract current nurse practitioners who wish to complete their DNP but are not currently in school. As many as 50%
of our undergraduate and RN-BSN nursing graduates will go on to graduate programs at some point. They currently either enroll in the private colleges or leave the area for graduate school. There are no other graduate nursing programs at the College at Brockport thus no negative impact on other programs is anticipated. If the proposed program is as successful as we expect it to be, we would have the option to expand the DNP completion portion and/or add additional areas of specializations within the program.

c) Summarize proposed arrangements for required external instruction (e.g., clinical instruction, agency placement, internships) and how those arrangements would affect other programs in the same facilities. Attest to the sufficiency of proposed off-campus external instruction for anticipated enrollment.

The American Association of Colleges of Nursing (AACN) requires all DNP programs to include a minimum of 1000 post baccalaureate clinical hours and a minimum of four years if the nursing student does not already have a master’s degree. The clinical hours will be completed within the program in a variety of ways, including up to 400 hours of clinical application projects which meet the criteria established by the AACN (such as projects focusing on quality improvement in a clinical setting, leadership practicums, political health advocacy, etc.) In addition, DNP students will have approximately 1000 hours of more traditional clinical practice within health assessment labs and clinical settings which include; hospitals, skilled nursing facilities, schools, home care agencies, private and public outpatient clinics, the county health department, outpatient mental health centers, prisons, rural and urban health centers and employee health offices. There is a vast array of diverse clinical work placements within our community. In addition, students will have the option to select a clinical placement of their choice within their own community if the site and learning opportunities are appropriate for the students learning needs. Faculty supervision and contractual arrangements will be made much as they are now for undergraduate community health nursing students. These field sites will be for nurses learning an advanced practice role and will not conflict with the nursing students who are studying in our undergraduate program. We anticipate up to 120 graduate students once at full capacity, however, not all will be completing their clinical experiences at the same time. Also, as our program produces more graduates who are able to practice as nurse practitioners the number of external sites in which we have appropriately prepared clinical supervision will increase.

This program also addresses the current national and regional shortage of terminally degreed nursing faculty. Graduates of our program would have the qualifications necessary to teach within our program and others throughout the nation. The shortage of qualified nursing faculty is an acute issue in our department which is expected to worsen as the workforce ages and current faculty move towards retirement. This program would assist in the hiring and retention of excellent qualified nursing faculty to provide instruction and guidance for all of our nursing programs.

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**Section 4. Market Need and Demand**

a) Explain the potential need for this program in terms of the educational and/or economic needs of the area(s) in which it is to be located, New York State at large and, particularly for doctoral programs, the nation.
AACN has called for moving the current level of preparation necessary for advanced nursing practice from the master’s degree to the clinical practice doctoral level. Many nursing programs already have closed their advanced practice nurse master’s programs and transitioned them into DNP programs. Among other factors cited for the need for this transition, AACN notes the changing demands of the nation’s complex healthcare environment and research that links higher levels of advanced practice nursing education with better patient outcomes. DNP graduates likely will seek practice leadership roles in a variety of settings: management of quality initiatives, executives in healthcare organizations, directors of clinical programs, and faculty positions responsible for clinical program delivery and clinical teaching would be appropriate to the degree. A nurse practitioner (NP) offers patient care in various sub-specialties such as cardiology, infectious diseases, rheumatology, primary care, pediatric oncology, among other areas. In 2013, NP salaries in New York State ranged from on average $97,500-$111,800 with a mean of $104,200 per year (http://www.bls.gov/oes/current/oes291171.htm#%282%29). Employment of nurse anesthetists, nurse midwives, and nurse practitioners is expected to grow 31 percent from 2012 to 2022, much faster than the average for all occupations. Growth will occur primarily because of the effects of healthcare legislation, an increased emphasis on preventative care, and demand from the large, aging baby-boom population for healthcare services as they live longer and more active lives than previous generations (http://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm). This means that nationally we will need 47,600 new nurse practitioners to meet this need.

In addition, once completed, our DNP graduates would provide an additional pool of qualified faculty from which to draw for future faculty openings in the department. This addresses a critical need for qualified faculty. Shortages in qualified nursing faculty regionally and nationally are significantly limiting and anticipated to worsen as more faculty reach retirement age and the salary gap between roles in education versus full time practice expand.


b) Explain the need for the program in terms of the availability and capacity of similar programs offered by other SUNY campuses. If there could be a reasonable perception of duplication or redundancy, explain the rationale for adding this program.

Currently, within SUNY, only Stony Brook, Binghamton, Buffalo and Upstate offer the DNP. Brockport’s proposal would require a master plan amendment. If granted, Brockport would be the first comprehensive college authorized to offer the DNP, but this likely would change over time, given the position of AACN and other professional organizations. Brockport is located within a rural region which has a significant need for advanced practice nurses. Many of the nurses in our area who are interested in graduate school have work and family commitments
making it impossible to seek their education outside of the area. The DNP program at the University of Buffalo is the closest and offers a 100% online option. However, our graduate and RN-BSN program surveys have indicated that many of our graduates and nurses in our area would like a hybrid/executive model with a modular design focused on the needs of adult learners. They would be trained and then prepared to practice within their own communities. In addition, the size and quality of the programs we currently have in the nursing department at Brockport make many of our graduates interested in continuing their education within this setting. Further, this program offers flexible points of entry and exit and allows for adjustment from full time to part time as needed. This flexibility is sought and appreciated by adult learners with additional personal commitments and has worked well in expanding out RN-BSN offerings.

We believe that adding a hybrid/executive model modular program at the College at Brockport will not significantly detract from the demand which is already high in Buffalo but rather add to the number of SUNY enrolled students as those in our area are given an alternative to the private colleges who are the only DNP programs available locally.

c) Identify similar programs at non-SUNY institutions, public and private, and what might be the potential impact on them.

St. John Fisher College and University of Rochester, Rochester, NY are two private institutions in our area with DNP programs. Both programs were contacted and have been unwilling to share their enrollment data at this time. Nursing department faculty members previously enrolled in the DNP program at SJF indicated that enrollment was approximately 30 students per year while a nursing department faculty member currently enrolled in the DNP program at SUNY Buffalo indicated that there as many as 80 students in many of the DNP classes. Offering a DNP program at The College at Brockport will likely decrease enrollment in the two local programs as area nurses are offered a high quality and affordable option for their graduate education. There may be a minor impact on enrollment at SUNY Buffalo there are a few individuals in Rochester who do enroll in the DNP program at SUNY Buffalo and may then opt to enroll at The College at Brockport. However, since there is only one SUNY DNP program, and no executive model modular SUNY DNP programs available to meet a significant demand in a wide geographic area a major impact is unlikely. Most of the nurses in this area who pursue graduate school training do so within a small radius of their homes or work. Since there is no other SUNY DNP program in this area the impact on other SUNY DNP programs would be minimal.

d) If the program is designed to prepare graduates for immediate employment, estimate employment opportunities and explain how the estimates were made.

The following estimates are available from the Bureau of Labor Statistics. Employment of nurse anesthetists, nurse midwives, and nurse practitioners is expected to grow 31 percent from 2012 to 2022, much faster than the average for all occupations. Growth will occur primarily because of the effects of healthcare legislation, an increased emphasis on preventative care, and demand from the large, aging baby-boom population for healthcare services as they live longer and more active lives than previous generations (http://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-
This means that nationally we will need 47,600 new nurse practitioners to meet this need.


### Section 5. Resources and Enrollment

**a)** Does the institution have existing faculty qualified for this program? Explain what additional faculty will be hired?

Yes, the college has faculty qualified to teach in this program. The anticipated need is for 5-6 full time faculty lines all but one of whom would be terminally degreed (Ph.D or DNP) and qualified to teach at a graduate practice level. One clinical coordinator may be a QAR line faculty member (*Masters or DNP Prepared Advanced Practice Nurse*). Faculty members who currently teach in the department and who move to teach in the graduate program will need to be replaced unless there is a significant drop in demand/enrollment in the undergraduate nursing programs. Some adjunct faculty may be required depending on clinical enrollments each semester.

This program also addresses the current national and regional shortage of terminally degreed nursing faculty. Graduates of our program would have the qualifications necessary to teach within our program and others throughout the nation. The shortage of qualified nursing faculty is an acute issue in our department which is expected to worsen as the workforce ages and current faculty move towards retirement. This program would assist in the hiring and retention of excellent qualified nursing faculty to provide instruction and guidance for all of our nursing programs.

**b)** What costs (in detail) are estimated for the program, including financial assistance for students? How will existing and/or anticipated resources address the costs?

The nursing department is moving into a state of the art facility in renovated Lathrop Hall for undergraduate education for the fall 2015 semester. We anticipate this facility will also be used for this graduate education. As this program will be run as an executive model, the laboratories and simulation equipment will be available for graduated classes and labs, as the undergraduate program will use this space Monday through Friday. Equipment for distance education has been included in the needed spaces in the renovated Lathrop Building. Available space may also be used at the Metro Center, where there already is a presence for the RN to BSN completion program.

Costs for this program would include the additional faculty lines needed for the program (unless the enrollment in other nursing programs significantly decreases and faculty resources could be shifted into this program) and an additional support staff. Costs and faculty hires are not all up front as the design of the program would allow a gradual roll out beginning with offering the courses required in year one and year three (both entry points for students with different educational backgrounds). In a basic analysis, the tuition generated from this program would more than cover the cost of the needed faculty and staff (see below).
### Budget for DNP

<table>
<thead>
<tr>
<th>Semester</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income*</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$600,000</td>
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<tr>
<td>Costs@</td>
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<tr>
<td>Net Effect</td>
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<td>+$302,500</td>
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</tr>
</tbody>
</table>

#### Semester 1+ 2

*Income is based on per credit hour tuition during fall and spring semesters only (summer session electives are not included). Enrollment tuition: $600/credit hour on average of 10 credits per semester FTE (there are 10-12 per semester)

30 FTE in year one curriculum (20 FT, 20 PT) ($600x10) = $6000 per semester per FTE (30) = $180,000 per semester

20 FTE in year three curriculum (10 FT, 20 PT) ($600x10) = $6000 per semester per FTE (20) = $120,000 per semester

@ Faculty Hires 4 FT (3 Tenure, 1 QAR) (2 tenure assistant professor at $87,000 = $174,000 per year, 1 tenure associate professor (director) at $97,000 and 1 QAR at $70,000) $341,000/ per year or $170,500/ per semester faculty cost

@ Increase in library fees and holdings $20,000/semester

@ Part time secretarial support $20,000/semester

#### Semester 3+4

**Enrollment from above (50 FTE in their next year) $180,000+$120,000 = $300,000 per semester**

Additional enrollment beginning (50 FTE) $300,000 per semester

Faculty from above plus two additional tenure lines ($341,000 + 2 additional tenure assistant professor at $87,000 = $174,000 per year = $515,000/year or $257,500/semester faculty costs)

@ Increase in library fees and holdings $20,000/semester

@ Part time secretarial support $20,000/semester

Using the most conservative estimates of income (tuition per credit hour only, no summer tuition included) and highest estimate of costs the program is anticipated to generate between $89,500- $302,500 per semester or $179,000- $605,000 in tuition income alone by year two. This is a conservative estimate of what can be expected without further growth each subsequent year.

There are a variety of scholarships, grants and loans available to assist in meeting the needs of DNP education. A list of 32 such resources can be found at [http://www.aacn.nche.edu/students/financial-aid](http://www.aacn.nche.edu/students/financial-aid).

c) Complete the table below and explain how expected enrollments were determined. Since expected enrollment may affect the future campus enrollment composition and totals, estimate the impact of the program on total campus enrollment.

<table>
<thead>
<tr>
<th>Expected Enrollment</th>
<th>When Program Begins</th>
<th>In Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Part-time students</td>
<td>40</td>
<td>60</td>
</tr>
</tbody>
</table>
Provide a list of all courses in the curriculum to show the entire structure and content of the program. Expand or duplicate the table as needed for tracks, concentrations and specializations.

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Credit</th>
<th>Spring Year 1</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Health Assessment for Advanced Practice Nursing (50)</td>
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<td>Pharmacology for Advanced Practice Nursing</td>
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<tr>
<td>Pathophysiology for Advanced Practice Nursing</td>
<td>3</td>
<td>Clinical Practicum I (200)</td>
<td>4</td>
</tr>
<tr>
<td>Health Policy &amp; Advocacy @</td>
<td>3</td>
<td>Evaluating Research</td>
<td>3</td>
</tr>
<tr>
<td>Using Information Systems and Analytical Methods*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
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</table>

**Total Credits** | 12 | **Total Credits** | 10 |
**Total Clinical Hours** | 50 | **Total Clinical Hours** | 200 |

*informatics and stats

**Summer: Elective (3 credits)**

<table>
<thead>
<tr>
<th>Fall Year 2</th>
<th>Credit</th>
<th>Spring Year 2</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Clinical Practicum II (200)</td>
<td>4</td>
<td>Clinical Practicum III (200)</td>
<td>4</td>
</tr>
<tr>
<td>Scientific Writing (50)@</td>
<td>3</td>
<td>Ethics for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Translating Research Into Evidence Based Practice @</td>
<td>3</td>
<td>Thesis/ Project (50)@</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** | 10 | **Total Credits** | 10 |
**Total Clinical Hours** | 250 | **Total Clinical Hours** | 250 |

**Masters Program (first two years)**

Total Credits: 45
Total Clinical Hours: 750
<table>
<thead>
<tr>
<th>Fall Year 3- DNP Curriculum</th>
<th>Credit</th>
<th>Spring Year 3- DNP Curriculum</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Doctor of Nursing Practice</td>
<td>2</td>
<td>Health Promotion and Disease Prevention in Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td><strong>Advanced Clinical Practicum IV (150)</strong></td>
<td>3</td>
<td><strong>Advanced Clinical Practicum V (150)</strong></td>
<td>3</td>
</tr>
<tr>
<td>Advanced Health Policy &amp; Advocacy (50) @</td>
<td>3</td>
<td>Identifying and resolving clinical issues: Quality Improvement Strategies* (50)</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Translating Research into Evidence Based Practice @</td>
<td>3</td>
<td>DNP project planning @ - May be waived if Masters Thesis is at advanced level</td>
<td>1</td>
</tr>
</tbody>
</table>

| Total Credits | 11 | Total Credits | 10 |
| Total Clinical Hours | 200 | Total Clinical Hours | 200 |

**Summer - 3 credit elective**

<table>
<thead>
<tr>
<th>Fall Year 4- DNP Curriculum</th>
<th>Credit</th>
<th>Spring Year 4- DNP Curriculum</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Scientific Writing (50) @</td>
<td>3</td>
<td>Health Care Budgets, Finance and Economics (50)</td>
<td>3</td>
</tr>
<tr>
<td>Program Evaluation: Assessing Quality of Care Delivery and Outcomes</td>
<td>2</td>
<td>Leadership in Diverse Organization Systems</td>
<td>3</td>
</tr>
<tr>
<td>DNP project and capstone experience* (100)</td>
<td>3</td>
<td>DNP project and Capstone experience (100)</td>
<td>3</td>
</tr>
<tr>
<td>Grantmanship</td>
<td>1</td>
<td>Leadership Practicum (50)</td>
<td>1</td>
</tr>
</tbody>
</table>

| Total Credits | 9 | Total Credits | 10 |
| Total Clinical Hours | 150 | Total Clinical Hours | 200 |

*practice application oriented
@ - Course can be taken on a Masters or DNP level
**Highlight** - completely clinical course
**Highlight** - quantitative series

**DNP Program Total Post Master’s Credits: 43**
**Total Clinical Hours: 750**

Masters and DNP: 88 credits (1500 clinical hours) unless advanced level courses are taken without introduction level then 78 credits (1400 clinical hours)

Students who take @ courses at a DNP level while completing their Master’s Degree may bring up to 10 credits of DNP coursework into the DNP completion

RN-BSN students who opt to take graduate level courses while in their RN-BSN program can bring up to 9 graduate credits into the program for advanced standing.
Optional, Illustrative Questions to Consider: For other SUNY campuses responding to the Letter of Intent

- Do you have a similar or related program?
- What has been your experience with the program?
- Would the introduction of this program have any effect, positive or negative, on your institution? If so, please specify.
- Do you perceive a need for this kind of program?
- Does the program offer an opportunity for articulation or inter-institutional cooperation?

Your response must be in writing, from your President, and addressed to the President of the proposing campus, with a copy to the SUNY Provost at program.review@suny.edu.

Procedure for Letters of Intent (LI)

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6. EXPIRATION. An LI expires two years after the date of the approval letter from the SUNY Provost’s office. If the proposing campus does not submit a program proposal to the SUNY Provost before an LI expires, the campus must submit another LI to start the process again.

Letter of Intent:
Before submitting a proposal for a new program leading to a graduate degree, a SUNY campus must submit a cover letter signed by the Chief Executive or Chief Academic Officer and a completed Letter of Intent (LI) form to the SUNY Provost at program.review@suny.edu. The LI procedure is described at the end of this form.

### Section 1. General Information

<table>
<thead>
<tr>
<th>Item</th>
<th>Response (type in the requested information)</th>
</tr>
</thead>
</table>
| b) Institutional Information | List each campus (and its 6-digit SED Institution Code) where the entire program will be offered:  
The College at Brockport (230500)  
350 New Campus Drive  
Brockport, NY 14420  
Metrocenter  
55 St. Paul St.  
Rochester, NY 14604 |
| b) Program Locations | List the name and address of each off-campus location (e.g., extension site or extension center) where courses (but not an entire program) will offered, or check here [x] if not applicable.  
If applicable, send documentation to show that SUNY policy on off-campus locations has been followed.  
Will 50% or more of the program be offered at a distance? [x] Yes [ ] No |
| c) Proposed Program Information | Program Title: Doctor of Nursing Practice  
Award(s) (e.g., M.S., Ph.D.): D.N.P.  \nNumber of Required Credits: Minimum [ 78 ] If tracks or options, largest minimum [ ]  
Proposed Program Codes: HEGIS Code [ 1203.1 ]  
6-digit CIP 2010 Code [ 511605 ]  
If the program will be accredited, list the accrediting agency and expected date of accreditation: American Association of Colleges of Nursing (AACN). Accreditation expected: 2018 |
| | If applicable, list the New York State certificate title(s) and type(s) to which the program leads: |
| | If applicable, list the New York State professional licensure title(s) to which the program leads:  
Family Nurse Practitioner |
<p>| d) | Name and title: Kathleen Peterson, PhD, RN, PCNP-BC |</p>
<table>
<thead>
<tr>
<th>Contact Person for Proposal</th>
<th>Telephone: (585)395-5319</th>
<th>E-mail: <a href="mailto:kpeterso@brockport.edu">kpeterso@brockport.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>e) Chief Executive or Chief Academic Officer Approval</td>
<td>Name and title: Mary Ellen Zuckerman, Provost and VPAA</td>
<td>Email for receiving comments: <a href="mailto:mzuckerman@brockport.edu">mzuckerman@brockport.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date: February 28, 2015</td>
</tr>
<tr>
<td></td>
<td>If the intended program will be offered jointly with one or more other institutions, provide the following information for each institution:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partner institution’s name, CEO’s name and title:</td>
<td></td>
</tr>
</tbody>
</table>

Version 2013-10-15
Section 2. Program Summary

In 300 or fewer words, describe the proposed program, including its purpose, content, structure, and duration.

The College at Brockport proposes to add a Doctor of Nursing Practice Graduate Program (clinical doctorate) to its curricular offerings. The program would be housed in the Department of Nursing within the School of Health and Human Performance. The purpose of the program would be to prepare practicing registered nurses for advanced practice roles as nurse practitioners who are able to meet the increasingly complex health needs of diverse populations within the Rochester area and beyond. The American Association of Colleges of Nursing (AACN) has called for moving the current level of preparation necessary for advanced nursing practice from the master’s degree to the clinical practice doctoral level. Many nursing programs have already closed their advanced practice nurse master’s programs and transitioned them into DNP programs. Creation of the DNP program would be consistent with strategic planning initiatives both on campus and at System Administration. The DNP is a doctoral degree of practice rather than one of research and, as such, is consistent with Brockport’s mission and strategic initiatives. It is also consistent with SUNY’s Six Big Ideas (SUNY and a healthier New York). We envision a four-year, full-time program with approximately 88-post bachelor’s credits and approximately 1400 post-bachelor’s clinical hours as recommended by the American Association of Colleges of Nursing (AACN). It is anticipated that the program will be accredited by the AACN.

Section 3. Institutional Mission and Planning

d) Explain the program’s relationship to the strategic plan of the institution and of SUNY.

The proposed Doctor of Nursing Practice (DNP) program is consistent with both Brockport’s current strategic plan and the Power of SUNY and contributes to “SUNY and a Healthier New York” one of the big six ideas in the Power of SUNY, Strategic Plan 2010 and beyond. The following are Division of Academic Affairs priorities and goals in the campus strategic plan relating to this proposal:

- Offer high quality, rigorous academic programs and maintain continuous curricular development and improvement
- Strengthen graduate education
- Enhance the reputation and visibility of the College within the region for providing high quality graduate education
- Strengthen graduate program enrollment
- Increase engagement of the campus within the community
- Increase investments by stakeholders that the college is a quality place

e) Describe the program’s relationship to existing or planned programs in the same or related disciplines and expected impact on them.

The DNP program would be housed in the Department of Nursing within the School of Health and Human Performance. It would make the current traditional undergraduate and RN-BSN completion programs more desirable and increase demand for both. It would keep many of the undergraduate nursing students who wish to go on to graduate school at the College at Brockport by providing a high quality graduate opportunity. It would also attract current nurse practitioners who wish to complete their DNP but are not currently in school. As many as 50%
of our undergraduate and RN-BSN nursing graduates will go on to graduate programs at some point. They currently either enroll in the private colleges or leave the area for graduate school. There are no other graduate nursing programs at the College at Brockport thus no negative impact on other programs is anticipated. If the proposed program is as successful as we expect it to be, we would have the option to expand the DNP completion portion and/or add additional areas of specializations within the program.

f) Summarize proposed arrangements for required external instruction (e.g., clinical instruction, agency placement, internships) and how those arrangements would affect other programs in the same facilities. Attest to the sufficiency of proposed off-campus external instruction for anticipated enrollment.

The American Association of Colleges of Nursing (AACN) requires all DNP programs to include a minimum of 1000 post baccalaureate clinical hours and a minimum of four years if the nursing student does not already have a master’s degree. The clinical hours will be completed within the program in a variety of ways, including up to 400 hours of clinical application projects which meet the criteria established by the AACN (such as projects focusing on quality improvement in a clinical setting, leadership practicums, political health advocacy, etc.) In addition, DNP students will have approximately 1000 hours of more traditional clinical practice within health assessment labs and clinical settings which include; hospitals, skilled nursing facilities, schools, home care agencies, private and public outpatient clinics, the county health department, outpatient mental health centers, prisons, rural and urban health centers and employee health offices. There is a vast array of diverse clinical work placements within our community. In addition, students will have the option to select a clinical placement of their choice within their own community if the site and learning opportunities are appropriate for the students learning needs. Faculty supervision and contractual arrangements will be made much as they are now for undergraduate community health nursing students. These field sites will be for nurses learning an advanced practice role and will not conflict with the nursing students who are studying in our undergraduate program. We anticipate up to 120 graduate students once at full capacity, however, not all will be completing their clinical experiences at the same time. Also, as our program produces more graduates who are able to practice as nurse practitioners the number of external sites in which we have appropriately prepared clinical supervision will increase.

This program also addresses the current national and regional shortage of terminally degreed nursing faculty. Graduates of our program would have the qualifications necessary to teach within our program and others throughout the nation. The shortage of qualified nursing faculty is an acute issue in our department which is expected to worsen as the workforce ages and current faculty move towards retirement. This program would assist in the hiring and retention of excellent qualified nursing faculty to provide instruction and guidance for all of our nursing programs.

Section 4. Market Need and Demand

e) Explain the potential need for this program in terms of the educational and/or economic needs of the area(s) in which it is to be located, New York State at large and, particularly for doctoral programs, the nation.
AACN has called for moving the current level of preparation necessary for advanced nursing practice from the master’s degree to the clinical practice doctoral level. Many nursing programs already have closed their advanced practice nurse master’s programs and transitioned them into DNP programs. Among other factors cited for the need for this transition, AACN notes the changing demands of the nation’s complex healthcare environment and research that links higher levels of advanced practice nursing education with better patient outcomes. DNP graduates likely will seek practice leadership roles in a variety of settings: management of quality initiatives, executives in healthcare organizations, directors of clinical programs, and faculty positions responsible for clinical program delivery and clinical teaching would be appropriate to the degree. A nurse practitioner (NP) offers patient care in various sub-specialties such as cardiology, infectious diseases, rheumatology, primary care, pediatric oncology, among other areas. In 2013, NP salaries in New York State ranged from on average $97,500-$111,800 with a mean of $104,200 per year (http://www.bls.gov/oes/current/oes291171.htm#%282%29). Employment of nurse anesthetists, nurse midwives, and nurse practitioners is expected to grow 31 percent from 2012 to 2022, much faster than the average for all occupations. Growth will occur primarily because of the effects of healthcare legislation, an increased emphasis on preventative care, and demand from the large, aging baby-boom population for healthcare services as they live longer and more active lives than previous generations (http://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm). This means that nationally we will need 47,600 new nurse practitioners to meet this need.

In addition, once completed, our DNP graduates would provide an additional pool of qualified faculty from which to draw for future faculty openings in the department. This addresses a critical need for qualified faculty as shortages regionally and nationally are significantly limiting and anticipated to exacerbate as more faculty reach retirement age and the salary gap between roles in education versus full time practice expand.


f) Explain the need for the program in terms of the availability and capacity of similar programs offered by other SUNY campuses. If there could be a reasonable perception of duplication or redundancy, explain the rationale for adding this program.

Currently, within SUNY, only Stony Brook, Binghamton, Buffalo and Upstate offer the DNP. Brockport’s proposal would require a master plan amendment. If granted, Brockport would be the first comprehensive college authorized to offer the DNP, but this likely would change over time, given the position of AACN and other professional organizations. Brockport is located within a rural region which has a significant need for advanced practice nurses. Many of the nurses in our area who are interested in graduate school have work and family commitments...
making it impossible to seek their education outside of the area. The DNP program at the University of Buffalo is the closest and offers a 100% online option, however, according to our graduate and RN-BSN surveys, many of the nurses in our area would like a hybrid/executive model with a modular design focused on the needs of adult learners. They would be trained and then prepared to practice within their own communities. In addition, the size and quality of the programs we currently have in the nursing department at Brockport make many of our graduates interested in continuing their education within this setting. Further, this program offers flexible points of entry and exit and allows for adjustment from full time to part time as needed. This flexibility is sought and appreciated by adult learners with additional personal commitments.

We believe that adding a hybrid/executive model modular program at the College at Brockport will not significantly detract from the demand which is already high in Buffalo but rather add to the number of SUNY enrolled students as those in our area are given an alternative to the private colleges who are the only DNP programs available locally.

g) Identify similar programs at non-SUNY institutions, public and private, and what might be the potential impact on them.
St. John Fisher College and University of Rochester, Rochester, NY are two private institutions in our area with DNP programs. Both programs were contacted and have been unwilling to share their enrollment data at this time. Nursing department faculty members previously enrolled in the DNP program at SJF indicated that enrollment was approximately 30 students per year while a nursing department faculty member currently enrolled in the DNP program at SUNY Buffalo indicated that there as many as 80 students in many of the DNP classes.

Offering a DNP program at The College at Brockport will likely decrease enrollment in these two programs as area nurses are offered a high quality and affordable option for their graduate education. There may be a minor impact on enrollment at SUNY Buffalo there are a few individuals in Rochester who do enroll in the DNP program at SUNY Buffalo and may then opt to enroll at The College at Brockport. However, since there is only one SUNY DNP program, and no executive model modular SUNY DNP programs available to meet a significant demand in a wide geographic area a major impact is unlikely. Most of the nurses in this area who pursue graduate school training do so within a small radius of their homes or work. Since there is no other SUNY DNP program in this area the impact on other SUNY DNP programs would be minimal.

h) If the program is designed to prepare graduates for immediate employment, estimate employment opportunities and explain how the estimates were made.

The following estimates are available from the Bureau of Labor Statistics. Employment of nurse anesthetists, nurse midwives, and nurse practitioners is expected to grow 31 percent from 2012 to 2022, much faster than the average for all occupations. Growth will occur primarily because of the effects of healthcare legislation, an increased emphasis on preventative care, and demand from the large, aging baby-boom population for healthcare services as they live longer and more active lives than previous generations (http://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm). This means that nationally we will need 47,600 new nurse practitioners to meet this need.
Section 5. Resources and Enrollment

d) Does the institution have existing faculty qualified for this program? Explain what additional faculty will be hired?
Yes, the college has faculty qualified to teach in this program. The anticipated need is for 5-6 full time faculty lines all but one of whom would be terminally degreed (PhD or DNP) and qualified to teach at a graduate practice level. One clinical coordinator may be a QAR line faculty member (Master’s or DNP Prepared Advanced Practice Nurse). Faculty members who currently teach in the department and who move to teach in the graduate program will need to be replaced unless there is a significant drop in demand/enrollment in the undergraduate nursing programs. Some adjunct faculty may be required depending on clinical enrollments each semester.

e) What costs (in detail) are estimated for the program, including financial assistance for students? How will existing and/or anticipated resources address the costs?

The nursing department is moving into a state of the art facility in renovated Lathrop Hall for undergraduate education for the fall 2015 semester. We anticipate this facility will also be used for this graduate education. As this program will be run as an executive model, the laboratories and simulation equipment will be available for graduated classes and labs, as the undergraduate program will use this space Monday through Friday. Equipment for distance education has been included in the needed spaces in the renovated Lathrop Building. Available space may also be used at the Metro Center, where there already is a presence for the RN to BSN completion program.

Costs for this program would include the additional faculty lines needed for the program (unless the enrollment in other nursing programs significantly decreases and faculty resources could be shifted into this program) and an additional support staff. Costs and faculty hires are not all up front as the design of the program would allow a gradual roll out beginning with offering the courses required in year one and year three (both entry points for students with different educational backgrounds). In a basic analysis, the tuition generated from this program would more than cover the cost of the needed faculty and staff.

### Budget for DNP

<table>
<thead>
<tr>
<th>Semester</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income*</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$600,000</td>
<td>$600,000</td>
</tr>
<tr>
<td>Costs @</td>
<td>-$210,500</td>
<td>-$210,500</td>
<td>-$297,500</td>
<td>-$297,500</td>
</tr>
<tr>
<td>Net Effect</td>
<td>+$89,500</td>
<td>+$89,500</td>
<td>+$302,500</td>
<td>+$302,500</td>
</tr>
</tbody>
</table>

 Semester 1+ 2
Income is based on per credit hour tuition during fall and spring semesters only (summer session electives are not included). Enrollment tuition: $600/credit hour on average of 10 credits per semester FTE (there are 10-12 per semester)

- 30 FTE in year one curriculum (20 FT, 20 PT) ($600x10) = $6000 per semester per FTE (30) = $180,000 per semester
- 20 FTE in year three curriculum (10 FT, 20 PT) ($600x10) = $6000 per semester per FTE (20) = $120,000 per semester

- Faculty hires 4 FT (3 tenure, 1 QAR) (2 tenure assistant professor at $87,000 = $174,000 per year, 1 tenure associate professor (director) at $97,000 and 1 QAR at $70,000) $341,000 per year or $170,500 per semester faculty cost

- Increase in library fees and holdings $20,000/semester

- Part time secretarial support $20,000/semester

<table>
<thead>
<tr>
<th>Semester 3+4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment from above (50 FTE in their next year)</strong> $180,000 + $120,000 = $300,000 per semester</td>
</tr>
<tr>
<td>Additional enrollment beginning (50 FTE) $300,000 per semester</td>
</tr>
<tr>
<td>Faculty from above plus two additional tenure lines ($341,000 + 2 additional tenure assistant professor at $87,000 = $174,000 per year = $515,000/year or $257,500/semester faculty costs)</td>
</tr>
<tr>
<td>Increase in library fees and holdings $20,000/semester</td>
</tr>
<tr>
<td>Part time secretarial support $20,000/semester</td>
</tr>
</tbody>
</table>

Using the most conservative estimates of income (tuition per credit hour only, no summer tuition included) and highest estimate of costs the program is anticipated to generate between $89,500 - $302,500 per semester or $179,000 - $605,000 in tuition income alone by year two. This is a conservative estimate of what can be expected without further growth each subsequent year.

There are a variety of scholarships, grants and loans available to assist in meeting the needs of DNP education. A list of 32 such resources can be found at [http://www.aacn.nche.edu/students/financial-aid](http://www.aacn.nche.edu/students/financial-aid).

f) Complete the table below and explain how expected enrollments were determined. Since expected enrollment may affect the future campus enrollment composition and totals, estimate the impact of the program on total campus enrollment.

<table>
<thead>
<tr>
<th>Expected Enrollment</th>
<th>When Program Begins</th>
<th>In Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Part-time students</td>
<td>40</td>
<td>60</td>
</tr>
</tbody>
</table>
Provide a list of all courses in the curriculum to show the entire structure and content of the program. Expand or duplicate the table as needed for tracks, concentrations and specializations.

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Credit</th>
<th>Spring Year 1</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Assessment for Advanced Practice Nursing (50)</td>
<td>3</td>
<td>Pharmacology for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Pathophysiology for Advanced Practice Nursing</td>
<td>3</td>
<td>Clinical Practicum I (200)</td>
<td>4</td>
</tr>
<tr>
<td>Health Policy &amp; Advocacy @</td>
<td>3</td>
<td>Evaluating Research</td>
<td>3</td>
</tr>
<tr>
<td>Using Information Systems and Analytical Methods*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 12
Total Clinical Hours: 50

Summer: Elective (3 credits)

<table>
<thead>
<tr>
<th>Fall Year 2</th>
<th>Credit</th>
<th>Spring Year 2</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Practicum II (200)</td>
<td>4</td>
<td>Clinical Practicum III (200)</td>
<td>4</td>
</tr>
<tr>
<td>Scientific Writing (50)@</td>
<td>3</td>
<td>Ethics for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Translating Research Into Evidence Based Practice @</td>
<td>3</td>
<td>Thesis/ Project (50)@</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 10
Total Clinical Hours: 250

Masters Program (first two years)
Total Credits: 45
Total Clinical Hours: 750
<table>
<thead>
<tr>
<th>Fall Year 3- DNP Curriculum</th>
<th>Credit</th>
<th>Spring Year 3- DNP Curriculum</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Doctor of Nursing Practice</td>
<td>2</td>
<td>Health Promotion and Disease Prevention in Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Clinical Practicum IV (150)</td>
<td>3</td>
<td>Advanced Clinical Practicum V (150)</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Health Policy &amp; Advocacy (50) @</td>
<td>3</td>
<td>Identifying and resolving clinical issues: Quality Improvement Strategies* (50)</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Translating Research into Evidence Based Practice @</td>
<td>3</td>
<td>DNP project planning@ - May be waived if Masters Thesis is at advanced level</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits | 11 | Total Credits | 10 |
Total Clinical Hours | 200 | Total Clinical Hours | 200 |

Summer - 3 credit elective

<table>
<thead>
<tr>
<th>Fall Year 4- DNP Curriculum</th>
<th>Credit</th>
<th>Spring Year 4- DNP Curriculum</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Scientific Writing (50) @</td>
<td>3</td>
<td>Health Care Budgets, Finance and Economics (50)</td>
<td>3</td>
</tr>
<tr>
<td>Program Evaluation: Assessing Quality of Care Delivery and Outcomes</td>
<td>2</td>
<td>Leadership in Diverse Organization Systems</td>
<td>3</td>
</tr>
<tr>
<td>DNP project and Capstone experience* (100)</td>
<td>3</td>
<td>DNP project and Capstone experience (100)</td>
<td>3</td>
</tr>
<tr>
<td>Grantmanship</td>
<td>1</td>
<td>Leadership Practicum (50)</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits | 9 | Total Credits | 10 |
Total Clinical Hours | 150 | Total Clinical Hours | 200 |

*practice application oriented
@ - Course can be taken on a Masters or DNP level
Highlight - completely clinical course
Highlight - quantitative series

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10. COMMENTS FROM OTHER CAMPUSES. The President of each interested campus must send comments within 30 days of an LI’s publication in the Program Review Update to the President of the proposing campus, with a copy to the Provost at program.review@suny.edu. Comments may include advice and suggestions about possible articulation opportunities, enrollment trends in related programs, and opportunities for cooperation, as well as concerns or objections.

11. FOLLOWING THE COMMENT PERIOD. Once the 30-day comment period for an LI ends, and any concerns and/or objections have been resolved, the campus must wait to receive a written approval letter from the SUNY Provost (or a designee) that also explains the selection process for external evaluators and/or other next steps.

12. EXPIRATION. An LI expires two years after the date of the approval letter from the SUNY Provost’s office. If the proposing campus does not submit a program proposal to the SUNY Provost before an LI expires, the campus must submit another LI to start the process again.
Date: 2/27/2015

To: Dr. Francis Short
Dr. Kathleen Peterson

From: Jeffrey S. Smith, Interim Associate Provost & CIO

Re: LITS Support for the Doctor of Nursing Practice program.

Library, Information, and Technology Services is well equipped to support the School of Health and Human Performance’s addition of a Doctor of Nursing Practice program to its curricular offerings. Among the areas where LITS can be of assistance are:

- Library services are continually improving. Students have access to numerous Library databases and journals as well as access to Drake Memorial Library’s vast resources and open hours of availability. We also have a satellite Library at the downtown MetroCenter
- We have Help Desk Services available 24*7
- The College utilizes a world-class course management system, and synchronous learning tools available
- We have tools that allow for faculty, and student-created video use within the LMS
- We have a newly upgraded wireless network infrastructure throughout the College, and MetroCenter
- Students have access to a wide array of campus licensed software and Mobile apps will soon be available for all of our major enterprise systems.
- The Nursing department will be housed in a new, state-of-the-art facility, and there are numerous Technology enhanced classrooms are located across the campus and at the MetroCenter
- There are several instructional labs where students can learn hands-on, and open access computer labs for students to utilize during non-class time. Students can also access our virtual computer lab 24 hours a day from wherever they are.
- We enjoy an outstanding collaborative working relationship with the Brockport faculty

These are just some of the ways we can be of assistance. This program will likely cause increased costs to the LITS organization related library subscription fees and the additional technology support required. We will need to plan for, budget, and determine funding sources for these as we move forward.

We look forward to working with you to make the program a success. If you have any questions, or need additional information, feel free to contact me.

Sincerely:

Jeffrey S. Smith
Interim Associate Provost & CIO
The College at Brockport
State University of New York
jsmith@brockport.edu
Phone 585-395-5470
To: Graduate Curriculum Committee

    College Senate

From: James Spiller, Dean

    The Graduate School

Date: February 27, 2015

I am very happy to provide this brief letter of support for the proposed Letter of Intent, to be circulated through SUNY, for a new Doctorate of Nursing Practice (DNP) program. The DNP strongly aligns with the educational missions of the College and the School of Health and Human Performance and it would serve well our current nursing students, prospective nursing graduate students, and the communities that rely on well-trained medical practitioners.

This proposed program would be an exciting new direction for Brockport, its first doctorate of practice, and would require further institutional analysis and review by SUNY. I am confident that further institutional analysis would confirm it to be a very positive financial investment. I am also optimistic that SUNY would continue to regard a proposed DNP favorably.

Thank you for your consideration.
February 27, 2015

To Whom It May Concern:

Please accept this letter as a letter of support for the Department of Nursing to develop a Doctor of Nursing Degree. The nurse practitioner (NP) role originated in the mid-1960s when it was developed to relieve a physician shortage. According to the American Association of Nurse Practitioners, there are more than 205,000 NPs licensed in the United States.

Nurse practitioners (NPs) are advanced-practice nurses, who have been traditionally trained at the master’s level. The College at Brockport had a very successful Master’s degree that prepared Family Nurse Practitioners with an emphasis on rural health in the late 1990s. This program was deactivated in the early 2000s, much to faculty dismay, as the level of support did not exist on the campus to continue this program during a great time of fiscal uncertainty. At the same time, the numbers of admissions to nursing schools throughout the nation were low. Since that time, the need for nurse practitioners has steadily grown as the face of health care has greatly changed. The passing of the Affordable Care Act has caused an even greater need for nurse practitioners. At the same time, the Doctor of Nursing Practice (DNP) has become the preferred degree to prepare nurse practitioners. The 2010 Institute of Medicine report, “The Future of Nursing: Leading Change, Advancing Health” recommends that “the health care system needs to tap into the capabilities of advanced practice nurses to meet the increased demand for primary care.” The Health Resources and Services Administration projects a shortage of over 20,000 physicians in 2020, but also notes that the shortfall could be reduced to 6,400 with effective integration of nurse practitioners and other mid-level providers into the healthcare system.

The need for additional DNP programs is acute, and The College at Brockport is in a perfect position to help meet that need. As chair of the Department of Nursing, I fully support this exciting and much needed endeavor.

Thank you for considering this proposal. It is an important proposal with an outcome that will greatly impact the health of the greater Rochester area.

Sincerely,

Kathleen Peterson, PhD, RN, PCNP-BC
Chair and Professor

2014-2015
To: Graduate Curriculum Committee  
College Senate  

From: Francis X. Short, Dean  
School of Health & Human Performance  

Subj.: Proposal to create a DNP program  

Date: February 27, 2015  

Please accept this brief memo in support of the proposal to create a Doctor of Nursing Practice program at Brockport. A DNP at Brockport would be the first doctoral degree offered at the College and the first DNP offered in SUNY by one of the comprehensive colleges. The Department of Nursing is looking to build on its very successful undergraduate program by getting back into the graduate education business (previously the department offered a master’s degree, Family Nurse Practitioner, but that program was closed a number of years ago). The department’s proposal for a DNP, as opposed, for instance, to a master’s degree, is driven by the AACN’s call for moving the current level of preparation for advanced nursing practice to the clinical practice doctoral level. Master’s level training for advanced nursing practice likely will be obsolete in the near future. A number of nursing programs across the country already have transitioned their master’s curricula to the DNP. Most notably, perhaps, in 2010 the California State University system was authorized to offer the DNP. Previously in California, only schools in the UC system could grant that degree. During a meeting earlier this week, Jason Lane, Senior Associate Vice Chancellor and Vice Provost for Academic Affairs at SUNY, told a Brockport contingent that System Administration would be amenable to a DNP proposal submitted by the College.

To be sure, a DNP would require resource commitments. Inasmuch as this proposal is submitted as a SUNY Letter of Intent (LOI), a complete business model has not yet been developed (but such a model would be part of the program proposal that would follow the College’s and SUNY’s approval of the LOI). That said, if the enrollment projections for this program are correct, the College could expect to bring in over $1.2 million dollars in annual tuition revenue by Year 4 against increased faculty costs of roughly $500,000 (or less). Faculty hires to support this curriculum presumably would be phased in over the first four years of the program. Fortunately, laboratory and equipment requirements already are in place with the renovation of Lathrop and existing dedicated space at MetroCenter.

This is an exciting proposal for the College. Beyond the possibility of Brockport offering its first doctoral degree (with possible implications for other clinical doctorates in the future), this proposal seeks to expand our graduate offerings in the burgeoning healthcare industry and decreases our reliance on tuition generated from our historically strong teacher education programs which have seen enrollment declines in recent years. Thank you for considering this proposal and please contact me if you have any questions.