DOCTOR OF NURSING PRACTICE

SACRAMENTO STATE

In Workflow

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Approval Path

1. Sat, 09 Nov 2024 23:08:45 GMT
   Tanya Altmann (kristi): Approved for NURS Chair
2. Wed, 20 Nov 2024 01:13:10 GMT
   Andrea Becker (andrea.becker): Rollback to NURS Chair for HHS College Committee Chair
3. Thu, 28 Nov 2024 00:07:32 GMT
   Tanya Altmann (kristi): Approved for NURS Chair
4. Mon, 02 Dec 2024 17:46:15 GMT
   Andrea Becker (andrea.becker): Approved for HHS College Committee Chair
5. Mon, 02 Dec 2024 20:54:04 GMT
   Robert Pieretti (sac19804): Approved for HHS Dean

New Program Proposal

Date Submitted: Sat, 09 Nov 2024 21:17:13 GMT

Viewing: Doctor of Nursing Practice

Last edit: Tue, 28 Jan 2025 16:14:34 GMT

Changes proposed by: Tanya Altmann (101067274)

Academic Group: (College)

Health & Human Services

Academic Organization: (Department)

Nursing

Catalog Year Effective:

2026-2027 Catalog

NOTE: This degree major program will be subject to program review evaluation within six years after implementation.

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
Tanya Altmann	kristi@csus.edu	916-278-1504

Type of Program:

Major

Is this a pilot program?

No

Delivery Format:

Hybrid

Does this major plan to include any formal options, concentrations, or special emphases?

No

Title of the Program:

Doctor of Nursing Practice

Designation: (degree terminology)

Doctorate

Abstract of the proposal:

The School of Nursing at Sacramento State was approved for a DNP to be on the campus Master Plan Spring 2024. The projected hybrid DNP degree program would be a single track that emphasizes that all nurse educators are leaders, and all nurse leaders use education principles to lead change. It would meet the American Association of Colleges of Nursing (AACN) requirements for an Administration/Practice Leadership specialty. Students would become eligible to test to become either a Certified Nurse Leader (CNL©), Nursing Professional Development (NPDTM), or Certified Nurse Educator (CNE©). It is a program accreditation requirement that students are made eligible for national certifications. This program has a different focus than any other local nursing schools currently offer.

Most advanced practice nursing organizations are proposing the DNP as entry into advanced practice. A DNP degree offers several benefits that can shape an individual's health care career, opening new opportunities, building on specialized knowledge, and improving performance. The advanced skills students hone in a DNP program help nursing professionals become innovative practitioner's adept at tackling health care's complex problems and challenges. Many of the roles that DNPs can pursue are high-level leadership positions that allow them to manage various aspects of the health care process.

Briefly describe the program proposal (new or change) and provide a justification:

The proposed Doctor of Nursing Practice (DNP) program meets the requirements established by the California State University Chancellor Office Executive Order 1067 and the Commission on Collegiate of Nursing Education (CCNE) which accredits the School of Nursing. The purpose of the DNP program is to prepare advanced practice nurses at the highest professional level of nursing practice and to advance the application of nursing knowledge for the purpose of improving health care to diverse populations and translate research into practice. A DNP helps professionals make sense of the constant changes in health care, ultimately allowing them to develop industry-shaping strategies that can help facilities deliver high-quality health care that improves patient outcomes. Graduates of the program are prepared to assume leadership positions in nursing and health care, both at system and direct patient care levels or in education. Graduates contribute to quality improvement and patient safety through systems thinking, reflective practice, informatics, translation science, and evidence-based clinical practice.

Online DNP degree programs have made pursuing a DNP degree especially accessible for full-time professionals and individuals with personal or family-related obligations. Our proposal is to require on-campus intensives prior to each fall semester and for oral defense of their project as we believe this will help develop a community of scholars and allow critical assessment of some concepts such as physical assessment.

University Learning Goals

Doctorate Learning Goal(s):

Disciplinary knowledge
Communication
Critical thinking/analysis
Information literacy
Professionalism
Intercultural/Global perspectives
Research

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome
1. Assess, analyze, evaluate, and manage complex health environments serving diverse populations to improve patient and population health outcomes;
2. Apply clinical scholarship and available evidence to make clinical and system decisions incorporating professional values and ethical principles;
3. Support and improve patient care and health care systems through the use of clinical practice models, health policy, informatics, and organizational leadership skills;
4. Advocate for clinical prevention, and evidence-based measures to promote health equity at institutional, local, state, and/or federal levels through interprofessional teams and community stakeholders' collaboration;
5. Evaluate the process of collaborating at an advanced level within the scope of practice to influence health policy to address social determinants of health and health disparities, for specific populations along the healthcare continuum;
6. Develop creative educational programs for systems to address patient needs, staff development, student learning, and student achievement;
7. Sponsor and model ethical decision making for self, community, patient, family, and healthcare delivery systems.

Learning Outcomes Display

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
NURS 206							
NURS 210							
NURS 208							
NURS 213							
NURS 217							
NURS 218							
NURS 220							
NURS 230							
NURS 231							
NURS 232							
NURS 219							
NURS 221							
NURS 222							
NURS 660A							
NURS 620							
NURS 622							
NURS 624							
NURS 660B							
NURS 626							
NURS 628							
NURS 630							
NURS 660C							
NURS 632							

NURS 634						
NURS 636						
NURS 637						
NURS 640						
NURS 650						
NURS 660D						
NURS 599						

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?
No

Please attach a Comprehensive Program Assessment Plan
DNP Program-Assessment-Plan.docx

Please attach a Curriculum Map Matrix
DNP Curriculum Map Matrix.docx

Please attach a five-year budget projection
DNP Budget_proposed fa24.xlsx

Catalog Description:
Units required for program:

Program Description

The Doctor of Nursing Practice is designed to prepare registered nurses with baccalaureate degrees for advanced roles in nursing based on the premise that all nurse educators are leaders, and all nurse leaders use education principles to lead change. The program includes curriculum delivered fully online, clinical practicum experiences arranged in collaboration with the student, three brief on-campus intensives to build a community of scholars and assess student learning, and an in person oral defense of the project. The curriculum emphasizes the systematic study of professional nursing practice and preparation for educational and leadership roles.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Admission Requirements

Admission shall be granted on a competitive basis; meeting the minimum requirements qualifies an individual for but does not guarantee admission to the program. Requirements for admission shall apply to all DNP applicants and shall include the following:

1. The applicant holds an acceptable bachelor's degree in nursing earned at an institution accredited by a regional accrediting association and a national professional accrediting association, as applicable. The applicant has completed equivalent academic preparation as determined by the appropriate campus authority.
2. The applicant has attained a cumulative grade point average of at least 3.0 in an acceptable bachelor's degree in nursing as determined by the appropriate campus authority.
3. The applicant maintains active, unencumbered licensure to practice as a registered nurse in the state in which practicum experiences will be completed.
4. The applicant meets all requirements for credentialing or certification eligibility as appropriate to the nursing specialty area.
5. The applicant has demonstrated sufficient preparation and experience pertinent to nursing practice to be successful in doctoral education.
6. Evidence considered in the admission process shall include:
   a. letters of recommendation from professional persons knowledgeable about the applicant's nursing practice experience and the applicant's potential for scholarship and leadership.
   b. A written statement of purpose reflecting what the applicant expects to accomplish in the DNP program and how the DNP program will advance the applicant's nursing career and practice.
7. A personal interview may be required prior to admission
8. The applicant shall meet any additional requirements established by the Chancellor in consultation with faculty and any additional requirements prescribed by the appropriate campus authority.

An applicant who does not qualify for admission may be admitted by special action if on the basis of acceptable evidence, the applicant is judged by the appropriate campus authority to possess sufficient academic and professional potential.

An applicant who is ineligible for admission because of deficiencies in prerequisite preparation may be admitted with conditionally classified graduate standing if, in the opinion of the program faculty, the deficiencies may be rectified by specified additional preparation, including examinations. An example of this is an RN from an accredited associate's degree program and a baccalaureate degree in a discipline related to nursing (bridge courses will be required). The student shall be granted classified graduate standing upon rectification of the deficiencies and upon fulfillment of any other requirements as specified by the appropriate campus authority.

Advancement to Candidacy

Candidacy denotes that a student is fully qualified to complete the final stages of the Doctor of Nursing Practice degree. Matriculated graduate students must submit a Petition for Advancement to Graduate Candidacy a minimum of one semester prior to graduating. General university requirements for advancement to candidacy are detailed in the Graduate Policies and Procedures section of this catalog. The University requires that all graduate students complete the Graduation Writing Assessment Requirement (GWAR) as a condition for advancement to candidacy. The Graduate Writing Intensive (GWI) courses that satisfy the GWAR are listed in the course requirements for the program.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

The Doctor of Nursing Practice program will be run on a year-round basis for 8 semesters. The full-time student will complete the degree in three years. The program includes curriculum delivered fully online, clinical practicum experiences arranged in collaboration with the student, and three brief on-campus intensives to build a community of scholars and assess student learning, and an in person oral defense of the project. There is no part-time option but students are permitted a Leave of Absence under certain circumstances. Per the CSU policy, the pattern of study will include at least 27 semester units in course organized primarily for doctoral students and the remaining units required for the degree shall be in courses organized from specialty advanced nursing coursework as identified by national nursing specialty certification agencies. Each student will complete a minimum of 1,000 practicum hours in order to meet the requirements of the Commission on Collegiate of Nursing Education (CCNE) which accredits the School of Nursing. Each student will also complete NURS 660B which meets the CSU policy requirement for a qualifying assessment. The doctoral project shall be a written product of systematic, rigorous evidence-based endeavor focused on a significant nursing practice issue. An oral presentation of the doctoral project shall be the final process for the acceptance of the candidate's doctoral project. Courses listed below are sequential:

Code	Title	Units
Required Courses: (74 Units)		
Semester 1:		
NURS 206	Course NURS 206 Not Found	3
NURS 210	Research as the Foundation for Advanced Nursing	3
NURS 208	Course NURS 208 Not Found	3
Semester 2		
NURS 213	Seminar in Organizational and Systems Leadership	3
NURS 217	Course NURS 217 Not Found	3
NURS 218	Course NURS 218 Not Found	3
Semester 3		
NURS 220	Course NURS 220 Not Found	2
NURS 230	Advanced Concepts in Pathophysiology	3
NURS 231	Pharmacology for Advanced Practice	3
NURS 232	Advanced Physical Assessment Across the Lifespan	3
Semester 4		
NURS 219	Course NURS 219 Not Found	3
NURS 221	Course NURS 221 Not Found	1
NURS 222	Course NURS 222 Not Found	3
NURS 660A	Course NURS 660A Not Found	2
Semester 5		
NURS 620	Course NURS 620 Not Found	2
NURS 622	Course NURS 622 Not Found	3
NURS 624	Course NURS 624 Not Found	3
NURS 660B	Course NURS 660B Not Found	1
Semester 6		
NURS 626	Course NURS 626 Not Found	3
NURS 628	Course NURS 628 Not Found	2
NURS 630	Course NURS 630 Not Found	2
NURS 660C	Course NURS 660C Not Found	2
Semester 7		
NURS 632	Course NURS 632 Not Found	3

NURS 634	Course NURS 634 Not Found	3
NURS 636	Course NURS 636 Not Found	3
or NURS 637	Course NURS 637 Not Found	
Semester 8		
NURS 640	Course NURS 640 Not Found	2
NURS 650	Course NURS 650 Not Found	4
NURS 660D	Course NURS 660D Not Found	3
Semester 9 (if needed)		
NURS 599	Course NURS 599 Not Found	
Total Units		**74**

Explanation of special characteristics of the proposed degree major program; e.g., in terminology, units of credit required, types of course work, etc.:

The program will require students to complete clinical practicums and a research based project. It will also require on-campus intensives prior to each fall semester and for oral defense of their project.

Will this program require specialized accreditation?

Will this program require accreditation?

Yes

Anticipated date of accreditation request: (limited to 20 words)

Substantial change notification will be submitted 90 days prior to first course offering

Provision for meeting specialized accreditation requirements, where applicable:

Program must meet the AACN Standards of Practice as published in 2020. We have built the curriculum around, and mapped outcomes to, these standards.

Need for the Proposed Degree Major Program

Is the proposed degree program offered at any California State University campus or any neighboring institutions?

Yes

List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, current offering the proposed degree major program:

6 CSUs are currently offering DNP programs and 4 are at varying stages of planning with 2 to start within the next 1-2 years. Locally there is one institution offering a DNP (Samuel Merritt).

Differences between the proposed program and the programs listed above:

Our proposal is for a BSN to DNP with a focus on leadership and education. Of the following, only 3 CSUs have BSN-DNP and only one focuses on education.
Fresno: General (with focus on faculty)
San Diego: BSN or MSN -DNP (Adult-Gerontology Primary Care, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner)
San Jose: Post Masters General DNP
LA, Long Beach, & Fullerton are a consortium
Long Beach: BSN – DNP Nurse Practitioner (Adult-Gerontology Primary Care, Adult-Gerontology Acute Care, Family Practice, Pediatric Primary Care, and Psychiatric-Mental Health Across the Life Span)
Los Angeles & Fullerton: Post Masters General (Faculty focus) & Nurse Anesthesia

Proposing DNP programs:
East Bay: post MSN advanced practice, Clinical Nurse Specialist
San Bernardino: community leadership
San Marcos: post MSN education
Bakersfield: BSN-DNP nurse practitioner

One neighboring institutions offer the DNP but with a nurse practitioner focus. Another offers a PhD with a similar focus but at the executive level.

List of other curricula currently offered by Sac State which are closely related to the proposed program:

The nursing masters program has 5 similar courses but the program is not currently enrolling. Our plan is to teach out the current students when the DNP is approve. A copy of the teach out plan has been reviewed at the college level and is attached for information.

Attach the results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program:

BSN to DNP Community Survey - results.pdf
Student Interest Survey Results.pdf

Provide justification for any discrepancies between national/statewide/professional manpower surveys and local findings:

surveys support manpower surveys

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

The School of Nursing admits up to 80 students each semester; graduating 140-145/year. We are a highly impacted program. There are 10 nursing programs in the region.

Professional uses of the proposed degree major program:

Interest in earning a DNP has grown as the industry evolves. Examples include:
Executive Roles of a DNP. In large healthcare systems, DNPs play critical leadership roles, often focused on developing and ensuring the quality of patient care.
• Director of nursing/chief nursing officer.
• Clinical operations director.
• Director of patient care services.
• Nursing administrator.
• Nursing department director.
Education Roles of a DNP. DNPs take on advanced research roles at colleges and universities. Through teaching and scholarship, they also help prepare the next generation of highly trained healthcare professionals— a role currently in high demand, given the critical shortage of nursing faculty.4
• College professor/nursing instructor
• Researcher
• Nurse in Professional Development
According to the American Association of Colleges of Nursing, the number of students enrolled in DNP programs nationwide increased from 32,678 to 36,069 between 2018 and 2019. From 2021 to 2022, the number of students enrolled in DNP programs further increased from 40,834 to 41,021. During that same period, the number of DNP graduates increased from 10,086 to 11,149. https://www.aacnnursing.org/Portals/0/PDFs/Fact-Sheets/DNP-Fact-Sheet.pdf. Our nation's growing healthcare needs mean that skilled nursing professionals remain in high demand, with available jobs expected to rise by 16 percent through 2024, according to the Bureau of Labor Statistics. https://www.bls.gov/ooh/healthcare/registered-nurses.htm. The U.S. Bureau of Labor Statistics estimates that demand for nurses with a master's degree and higher will increase by 40 percent from 2021 to 2031—a considerably high growth rate. Employment of medical and health services managers is projected to grow 28 percent from 2022 to 2032, much faster than the average for all occupations. (https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm).

The expected number of majors in:

1st Year Enrollment:
15
3rd Year Enrollment:
39
5th Year Enrollment:
39

1st Year Graduates:
0
3rd Year Graduates:
13
5th Year Graduates:
26

Existing Support Resources for the Proposed Degree Major Program

List faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program:

Name	Rank	Appointment Status	Highest Degree Earned	Year of Highest Degree Earned (YYYY)	Publications/Professional Experience
Denise Wall Parilo	Professor	Full Time	Doctorate	2012	Faculty since 2013 Professional Conferences, Workshops, Seminars, and Webinars Attended: 10/18 "Finding and Designing Assignments for the VALUE Rubrics," Webinar, Association of American Colleges & Universities 10/18 "Workshop on Writing Self-Study Documents," Commission on Collegiate Nursing Education, Washington, DC 9/18 "This One is Going to Need Some Work: Building Relationships Through Difficult Conversations," Webinar, Quality Matters 1/18 "How to Spot a Predatory Publisher," Library, California State University, Sacramento 11/17 "CCNE Accreditation ABCs for new Chief Nurse Administrators and Faculty," Webinar, American Association of Colleges of Nursing 10/17 "California Nursing Students Association: State Convention," CNSA, Pomona, CA 10/17 "CCNE Accreditation: A Dialogue about Expectations for Clinical Practice Experiences," Webinar, American Association of Colleges of Nursing 10/17 "Applying ADA Accommodation Requirements to Nursing Students," Webinar, American Association of Colleges of Nursing 9/17 "CCNE Accreditation: Understanding Standard IV and the Collection and Reporting of Key Data," Webinar, American Association of Colleges of Nursing 4/17 "LGBT Health: An Overview for Nursing Students," "National Council of State Boards of Nursing Update," "National Student Nurses' Association: 65th Annual National Convention," NSNA, Dallas, TX 4/17 "Peer Reviewer Course," Quality Matters (Online) Course 2/17 "Applying the QM Rubric," Quality Matters (Face-to-Face) Course, California State University, Sacramento 10/16 "A Journey Through

Bridget Parsh	Professor	Full Time	Doctorate	2009	Faculty since 2004

Publications

Parsh, B., Rollins, D., & Ramsey, R. (accepted) Yellow fever. Nursing 2016

Byrne, M., Parsh, B., & Ghilain, C. (accepted) How to recognizing human trafficking. Nursing 2016

Mikal-Flynn, J. & Parsh, B. (accepted) Post traumatic growth. Nursing 2016

Ferguson, R. & Parsh, B (accepted) Tourette's Syndrome. Nursing 2016

Wooten, M., & Parsh, B (accepted) Amnesiac shellfish poisoning. Nursing 2016

Clay, A, & Parsh, B. (2016) American Medical Association Journal of Ethics. Volume 18, Number 1: 40-44.

Gardner, P. & Parsh, B (2015) Tips for teaching online. Nursing 2015

Sanders, S., Lilyquist, K., & Parsh, B. (2015) Teach an NCLEX prep class. Nursing 2015

Parsh, B., Ng, P., & Lilyquist, K. Getting ready for NCLEX? Seven tips to get you started. Nursing 2015

Parsh, B. & Silva, A (2014) Unintentional Marijuana Ingestion Nursing 2014 44(11), 12-13.

Parsh, B. & Clay, A. (2014) Clinical Queries: Family Centered Care, Nursing 2014, 44(5), 57-58.

Parsh, B. (2014) Want to be a camp nurse? Ten basics to get you out there, Nursing 2014, 44(5), 1-2.

Wall-Parilo, D. & Parsh, B. (2014) Case study: Student perceptions of video streaming nursing class sessions. Journal of Nursing Education, 1-3.

Parsh, B. & Dudley-Alford, M. (accepted) Clinical Queries: Scalded Skin Syndrome. Nursing 2013

Jacoby, S. & Parsh, B. (2013)

Tara Sharpp	Associate Professor	Full Time	Doctorate	2008	Professional experience:

Professional experience:

2018 to present Coordinator, Associate to Bachelor's Collaborative (ABC) Program, CSU Sacramento, Sacramento, CA
2018 to 2022 Coordinator, RN-BSN Program CSU Sacramento, Sacramento, CA
2014 to present Assistant Professor, CSU Sacramento, Sacramento, CA
2011 to 2013 Coordinator, ASBSN Program, CSU Stanislaus, Stockton, CA
2002 to 2005 On Lok Senior Health, Institute on Aging (IOA), San Francisco, CA. Registered Nurse
2002 California Pacific Medical Center, San Francisco, CA. Registered Nurse
2001 to 2002 North Memorial Medical Center, Robbinsdale, MN. Registered Nurse.
2000 to 2001 The Commons on Marice Assisted Living, Memory Care Center, Eagan, MN. Nursing Assistant
1996 to 2000 Alterra Assisted Living, Memory Impaired Home, Brooklyn Center, MN. Life Enrichment Assistant/ Nursing Assistant.

Research and Grant-Related Activities:

2020 to 2021 Primary Investigator
Mentoring Intervention for New Perioperative Nurse Leaders on e-Leadership and the Use of Information and Communication Technology Project funded through a grant from the CCI Research Foundation (award amount, $20,158, one year)

2018 to 2019 Co-Investigator
FLC on IPE: Communication strategies
Project funded for PI Laura Gaeta through a CSU Sacramento Center for Teaching and Learning Faculty Learning Community, (funding amount $700, one year)

2017 to 2018 Co-Investigator
Acute Care of Persons with Intellectual and Other Disabilities
Funded by Leadership in Education of Neurodevelopmental & Related Disabilities (LEND), UC Davis MIND Institute, Long-Term

Christie Smart	Associate Professor	Full Time	Doctorate	2017	TEACHING EXPERIENCE
					California State University, Sacramento Full Time Tenure Track, Nursing August 2017 to Present Full Time Lecturer, Nursing January 2014 to July 2017 • Faculty of Record for N174: Community Health Nursing for Professional Nurses and Leadership in the Community, N174C: Community Health Nursing: Clinical Elective, and N178: Culminating Project in the RN to BSN program • Clinical instructor for N144: Community Health Nursing in the BSN program as well as N174: Community Health Nursing in the RN to BSN program • Grading and development of clinical experiences in the community • Participation in School of Nursing general meetings and Undergraduate meetings • Maintain online course sites for N174 and N178 hybrid courses • Advising 20 baccalaureate students throughout the year to graduation California State University, Sacramento August 2012 to December 2013 Full Time Temporary, Nursing • Clinical instructor for N144 and N174 • Faculty Advisor for N178 to six student groups in planning their culminating health promotion project • Grading and development of clinical experiences in the community California State University, Sacramento August 2011 to July 2012 Part Time Temporary, Nursing • Clinical instructor for N174 • Grading and development of clinical experiences in the community • Clinical instructor for Nursing Skills lab for BSN students California State University, Sacramento August 2010 to December 2010 Teaching/Preceptor Guided Experience, Nursing • Worked with preceptor and supervised Community Health nursing students. • Developed multiple case studies for students based on

| Sarah Brown Blake | Associate Professor | Full Time | Doctorate | 2017 | PROFESSIONAL EXPERIENCE California State University, Chico School of Nursing Chico, CA Assistant Professor 8/2018 – Present Responsibilities include: • Developing and teaching undergraduate and graduate clinical and theory courses. • Partnering with public health agencies, community-based organizations, faculty, and students to design and implement innovative approaches to learning and improving the health of marginalized populations. • Leading the community health clinical instruction team and advancing public health simulation scenarios. • Serving on departmental, college, and university-level committees to support the University's strategic plan and the School of Nursing's vision and mission. Graduate Program Coordinator 8/2019 – Present Responsibilities include: • Coordinating the graduate nursing program. Duties include recruitment, retention, program implementation and evaluation. • Chairing the graduate program committee and overseeing the graduate curriculum for two Master of Science in Nursing (MSN) tracks: Nursing Education and Nursing Leadership. • Mentoring graduate students and supporting the timely completion of MSN professional papers. University of California, Davis Betty Irene Moore School of Nursing Sacramento, CA Postdoctoral Scholar – Mentor: Jill Joseph, MD, PhD 10/2017 – 8/2018 • Engaged in a unique, full-time, combined teaching and research training role in preparation for an academic career. • Responsible for clinical site coordination and clinical supervision of thirty-two pre-licensure nursing students and four Clinical Instructors at multiple primary and secondary community and |

Rachel Hill	Assistant Professor	Full Time	Doctorate	2021	TEACHING EXPERIENCE

TEACHING EXPERIENCE
Faculty, Samuel Merritt University 2017- Present
Courses
Care of the Childbearing Family (BSN)-Clinical Faculty
Reproductive Health Care (ELMSN)-Clinical Faculty
Advanced Clinical Placement Preceptorship (ELMSN)-Clinical Faculty
Faculty, University of San Francisc0 2017- 2019
Courses
Care of Women & Children-Clinical Faculty
Simulation-Care of Women & Children
Registered Nurse, Dignity Health, Sacramento 2011- Present
New graduate nurse preceptor
PROFESSIONAL EMPLOYMENT

Clinical Faculty- Samuel Merritt University 01/ 2017- Present
Clinical Faculty- University of San Francisco 02/2017-01/2019

Evaluate student achievement of course objectives and submit grades within the
parameters and timelines established
Provide for orientation of each student to the environment of the clinical site, including an introduction to staff
Assist students to apply the nursing process and nursing techniques in a clinical setting
Prepare detailed written clinical expectation guide for students
Participate in faculty meetings
Orientation and scheduled meetings with faculty are mandatory
Participate in the course and teacher effectiveness evaluation process
Maintain effective and timely communication with students and lead course faculty throughout the course
Assist students with academic issues as they develop
Assist students with clinical issues as they develop
Simulation Faculty - University of San Francisco 2018
Teaching, facilitating, and debriefing all simulations for women's health
Course coordination and scheduling of simulation and active learning pedagogies
Identified goals, evaluated

Deborah Finn-Romero	Assistant Professor	Full Time	Doctorate	2019	Experience

Experience

California State University, Sacramento January 2017 to current

Professional duties as assigned
Didactic, clinical and simulation instruction of multiple semesters of registered nursing students
Coordinate with University of California, Davis Medical Center in partnership for nursing student clinical experiences
Participate in committees as a member and interested faculty

Collaborate with colleagues in team-teaching and program development activities

American River College January 2006 to December 2016

Instructor, both full-time lecture/theory and adjunct clinical education of Registered Nursing students
Curriculum revisions with full faculty participation – Concept based focus with Active Learning classrooms.
Classroom, hospital and simulation lab based teaching environments
Educational needs assessment, identification, plan creation and implementation
Direct and off-site student supervision of 1st and 2nd year students including preceptorships
Instruct, evaluate and provide feedback to students on clinical performance
Initiate and cultivate positive working relationships with community area hospitals
Nursing lecture topic experience - Cardiac, Endocrine, Patient Education, End of Life, Integrative Health
Knowledge of adult learning theories and various approaches to education

Sutter Medical Center, Sacramento Aug 2003 - current

Positive relationships and interaction with patients, families, clinical, ancillary staff, leadership and community partners
All fields of practice include knowledge of institutional policies, patient/family/student and new hire education, leadership, advocacy, problem-solving, and excellent patient care
Maintain all competencies and stay up to date on nursing

| Carel Mountain | Assistant Professor | Full Time | Doctorate | 2014 | Professional Employment 2016 to August 2022 Sacramento, California Sacramento City College, Director of Nursing. Direct responsibility for Associate Degree Nursing and Licensed Vocational Nursing program. Curriculum oversight, accreditation compliance, community and college interface. Completed ACEN accreditation September 2019. 2018 to Present Sacramento, California Governor Appointed Board of Vocational Nursing and Psychiatric Technician, Board President. Education Committee Chairperson, reviews disciplinary issues, review of school accreditation, practice and licensure issues. Chairperson of education committee. 2020 to Present Chamberlain University, Visiting Faculty, DNP program. Online instruction for NR 707. 1998 to Present Angwin, California Pacific Union College, LVN to RN Degree Completion Program. Adjunct Faculty, Pediatric Didactic Content. Curriculum development and presentation including NCLEX style test questions reflective of content. 2006 to 2019 Online Instruction

University of Phoenix, Certified Advanced Facilitator. Adjunct faculty, MSN program. Online Instruction. Focus on Education, Management, Capstone project. 1998 to 2016 Redding, California Shasta College Associate Degree Nursing Program, Assistant Program Director, Professor. Concentration: Mental Health, Community Nursing, Pediatrics. Content expert Mental Health and Pediatrics. Curriculum development and presentation, NCLEX style test question development. 2012 to 2016 Redding, California Domus Home Health Services, LLC. Co-Owner and administrator. Home visits, Electronic Medical Record reviewer, administrative duties. California State certified. Joint Commission certified. |

Doria Thiele	Lecturer	Part Time	Doctorate	2013	PROFESSIONAL EXPERIENCE

PROFESSIONAL EXPERIENCE
Inclusive years Position
2023-Current Associate Professor of Clinical Nursing, School of Nursing
Oregon Health & Science University
2019-2023 Assistant Professor of Clinical Nursing, School of Nursing
Oregon Health & Science University
2017-2019 Clinical Assistant Professor, College of Nursing and Professional Disciplines, University of North Dakota
2017-2018 Portland Lactation Center, Private practice
Lactation Consultant (CNM, IBCLC)
2016-2017 Lactation Care Coordinator (Certified Nurse-Midwife), Center for Women's Health, Oregon Health & Science University
2014-2017 Assistant Professor, School of Nursing
Oregon Health & Science University
2014-2016 Certified Nurse-Midwife Faculty
Oregon Health & Science University Nurse Midwifery Program
2011-2014 Instructor, School of Nursing
Oregon Health & Science University
2010-2013 Graduate Teaching Assistant, Pathophysiology University of North Dakota, Graduate Online Nursing Program
2007-2010 Certified Nurse-Midwife
Women's Care Clinic, St. Patrick Hospital, Missoula Montana
2007-2010 Certified Nurse-Midwife/ Forensic Medical Examiner
First Steps, St. Patrick Hospital, Missoula, Montana
2009 Adjunct Faculty, Nursing, Maternal Child Health
University of Montana, College of Technology
2008-2009 Adjunct Faculty, Anatomy and Physiology
University of Montana, College of Technology
2006-2007 Certified Nurse-Midwife/ Clinician
Planned Parenthood, Seattle, Washington
2005-2006 Registered Nurse - Obstetric Care Clinic
Pacific Medical Centers, Seattle, Washington
2004-2006 International Board Certified Lactation Consultant
Private Practice, Seattle,

Gennifer Holt	Assistant Professor	Full Time	Doctorate	2020	Professional Experience Teaching Work Experience Assistant Professor – School of Health Sciences University of the Pacific – Sacramento, CA July 2022 – Present

Professional Experience
Teaching Work Experience
Assistant Professor – School of Health Sciences
University of the Pacific – Sacramento, CA July 2022 – Present
Provide instruction to second semester Entry-Level Master of Science in Nursing (ELMSN) students as Faculty of Record for beginning medical-surgical nursing course.
Created original content and documents for nursing department: Student competencies with indicators and selfevaluation forms, skills and levels of supervision for beginning med-surg students, course syllabi, and Canvas course which is being used as the template for all nursing courses.

Planned and implemented skills day and coordinated multiple faculty members and support staff.
Serving on Curriculum and Faculty Affairs/Scholarship committees.
Planned and coordinated social justice/diversity IPE event with the department of Social Work.
Recruited outside faculty for Informatics, Population Health & Epidemiology, and med-surg clinical instructor.
Networking with former colleagues and associates for clinical sites at hospitals in the Sacramento area.
Created faculty resources page in Canvas for ELMSN.
Cl inical Ins truc tor – School of Health Sciences
University of the Pacific – Sacramento, CA April 2022 – August 2022
Provided instruction and guided first semester Entry-Level Master of Science in Nursing (ELMSN) students in weekly skills lab activities. Demonstrated proper procedures and provided simulation lab instruction.
Created multiple scenarios for formal medication check-off.

Cl inical Ins truc tor - Betty I rene Moore School of Nursing University of California, Davis – Sacramento, CA September 2021 – June 2022
Provided clinical instruction and guided fourth quarter master's-entry nursing (MEPN) students in acute and critical care units. Oriented

Megan Ngo	Assistant Professor	Full Time	Doctorate	2023	PROFESSIONAL WORK EXPERIENCE

PROFESSIONAL WORK EXPERIENCE

Sutter Medical Center, Sacramento, CA 2/2019 - Present
Clinical Nurse Specialist – Critical Care & Infection Prevention
• Reviewing events and synthesizing literature/guidelines to develop & deploy quality improvement projects
• Precepted Clinical Nurse Specialist student for critical care specialty; provided bedside skills instruction
• Established a Clinical Nurse Specialist group designed to review policies for both content and compliance
• Member of multiple interdisciplinary groups related to safety events and critical care practices
• Providing clinical education at annual skills fair, new hire orientation, bedside (~2 hr x 2-3x/mth) and as needed for project deployment. Primary population of care was the older adult (~ 80% over 65yo).

University of California Davis Medical Center, Sacramento, CA 9/2014 - 1/2019
Registered Nurse - Emergency Department
• Cared for complex and varied patient population in this Level I Trauma Center
• Precepted new hire employees, nursing students, and travel nurses
• Established Triage Quality Improvement Committee to audit triages and develop continuing education
• Member of Shared Competencies Work Group for inpatient and outpatient new hire nurses
• Assisted with reviewing and updating ED new hire orientation manual with current policies and procedures

University of Colorado Hospital, Aurora, CO 7/2012 - 8/2014
Registered Nurse - Neurosurgical ICU
• Completed a one-year nurse residency program Level II trauma academic hospital
• Provided care for patients with various neurological injuries and disease processes
• Precepted nursing students, emphasizing critical thinking and safe medication administration
• Member of the Clinical Quality & Risk Management Committee, evaluating adverse patient

Space and facilities that would be used in support of the proposed program: Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.

The program coursework is designed to be fully online. On-campus intensives are planned for late August prior to the start of the semester so as to utilize space when not in use for regular activities. This includes the School of Nursing simulation and skills labs and equipment.

Library resources to support the program, specified by subject areas, volume count, periodical holdings, etc.:

We obtained a letter of support from the library last year prior to placement on campus master plan. As this is designed for the curriculum to be delivered online, it is anticipated that the online resources of the library will be the main resource for the students study and work.

To date, the university library has been sufficient for the Masters' in Nursing students given Interlibrary loan (ILL) is available for journals not already available through the library. They have a moderate research requirement in the current program. Current library resources expected to be needed for this program include:
- Academic Search Complete (EBSCO)
- CINAHL Plus with Full Text (EBSCO) Coverage 1937- present.
- Cochrane Library (Wiley) Includes 6,048 reviews and 2,358 protocols.
- Dissertations and Theses Full Text - Part A: Humanities and Social Sciences (ProQuest)offers full text for most of the dissertations added since 1997 and strong retrospective full text coverage
- ERIC (ProQuest) provide access to some 14,000 documents and over 20,000 journal articles per year.
- Gale Health and Wellness
- Gale OneFile: Health and Medicine: more than 2,500 embargo-free, full-text periodicals, reference books, pamphlets, and hundreds of videos demonstrating medical procedures and live surgeries
- Gale OneFile: Nursing and Allied Health
- Google Scholar
- MEDLINE (PubMed): Articles indexed from 5,663 journals and many serials and online books. Coverage 1946- to present.
- PubMed (NCBI): Subsets to PubMed Central (full text) and PubMed Health (for consumers). Coverage 1946- to present. Access: all.
- SAGE Journals Online
- Science Direct (Elsevier): Access to over 2,200 journals and 26,000 books. Coverage 1823-present.
- Statistical Abstract of the United States (ProQuest): Coverage: 2013 - current year
- Wiley Online Library (Wiley): access 30 titles and open access content only.

Equipment and other specialized materials currently available:

The School of Nursing currently has all of the specialized materials required for this program. There are two rooms with 12 hospital beds, a large room with 9 gurneys, two physical assessment lab rooms, and multiple simulation rooms. There is more than 14 static manikins, 8 mid-fidelity simulators,and 7 high fidelity simulators (4 adult, birthing, pediatric, and new born). There is also all of the equipment required to teach advanced physical assessment (this is currently being taught in the MSN program).

Additional Support Resources Required

Enrollment and faculty positions should be shown for all discipline categories which will increase because of the new program and for all discipline categories which will decrease because of the new program. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown on the appropriate discipline category or categories:

Anticipate some of the FT TT faculty currently teaching in the pre-licensure program will assume teaching responsibilities in the new program. Thus, will need to replace FT TT faculty in the pre-licensure program. We have some current PT Temp faculty who would like to teach, and are qualified to teach, in this program but it is not anticipated that any more that 1-2 would need to be hired into a FT TT position.
As the program grows,

Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program:

Faculty would need to have a terminal degree (PhD or DNP), quality improvement or research experience, and relevant clinical experience

The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years: Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus wide priority of the facility, capital outlay program priority, and projected date of occupancy.

No additional lecture space as the coursework is designed to be fully online. Classroom and lab space for on-campus intensives exist within the School of Nursing.

Additional library resources needed: Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.

Below are three for consideration.

CINAHL Ultimate (currently have CINAHL Plus full text) is a comprehensive full-text database for nursing and allied health research. The database covers all nursing fields from ambulatory care and gerontologic

nursing to physical therapy and psychiatric nursing. Per their site at https://www.ebsco.com/products/research-databases/cinahl-ultimate the retail value is $438,155.39. A comparison of the CINAHL products for the United States showing the number of active full-text journals is:

• CINAHL with full text = 148
• CINAHL Plus with full text =162
• CINAHL Complete = 292
• CINAHL Ultimate = 486

Bates Visual Guide (Wolter Kluwer) https://batesvisualguide.com/ is a clinical resource that will benefit both undergraduate and graduate nursing students. It not only offers video resources for proper techniques on basic and advanced physical assessment, but it also promotes communication and interpersonal skills, as well as offering Objective Standardized Clinical Evaluation (OSCE) scenarios for evaluating student critical clinical thinking skills. Subscription information available by request at https://batesvisualguide.com/InstitutionalRequest.aspx but requests information is better known by library personnel.

Credo Instruct: Health Science https://corp.credoreference.com/collections/instruct-health-science.html . This is a product that aims to: (1) Help students learn how to find relevant and reliable health science materials in the library and online. (2) Formulate appropriate, workable research questions using PICO and other methods. (3) Synthesize what they learn into a final product such as a research paper, including citations that are apt for their field. This is a product to be considered.

Additional equipment or specialized materials that will be 1) needed to implement the program and 2) needed during the first two years after initiation: Indicate source of funds and priority to secure these resource needs.

N/A

Please attach any additional files not requested above:

MSN Phase out.docx
Graduate Nursing Program 7 Year Plan - change MSN to DNP.docx
Public Health consultation Memo[56].pdf

Reviewer Comments:

Andrea Becker (andrea.becker) (Wed, 20 Nov 2024 01:13:10 GMT): Rollback: Minor Revisions (see document from committee chair)

Key: 592