



EPC PROPOSAL FORM

Originating Academic Unit: School of Nursing
Date Proposal Submitted: 29 APR 2020

INSTRUCTIONS: Upon completing the form, submit a hard copy with all appropriate signatures to the Office of the Provost. In addition, email a copy to EPC *via* the Faculty Governance Manager (facgov@plu.edu).

DEADLINES: Type 1 proposals, being non-substantive, are generally considered on a rolling basis. Type 2 proposals - December 1. Type 3 proposals - October 1.

For specifics on the processing of each type of proposal, see '2. Flowchart of Usual Procedure for Curriculum Revision' and '5. Checklist for Developing Proposals' in the EPC Manual, found in the [Faculty Handbook](#) (Section III, Part VI).

PROPOSAL SUMMARY

Provide a summary of the proposal.

This document proposes a new Emergency Nurse Practitioner Certificate program. This program would be unique to the Pacific Northwest and provides students with the knowledge base and skills necessary to render urgent and emergent medical and trauma care to patients with varying levels of acuity across the lifespan.

TYPE OF PROPOSAL

Check all the appropriate boxes.

[X] TYPE 1: NON-SUBSTANTIVE CHANGES [complete shaded sections and provide signatures]

Check boxes in this section. Also complete Proposal Summary (above), Catalog/Curriculum Changes section (ahead), and provide chair/dean signatures on final page.

- ☐ Change course number
- ☐ Change course title
- ☐ Delete course with no GenEd element, which is not part of by any other major/minor/concentration
- ☐ Prerequisite change within the academic unit only
- ☒ Catalog correction (editorial)

[] TYPE 2: SUBSTANTIVE CHANGES [complete all sections, including signatures]

Submit completed form, including signatures. Be sure to check all boxes that apply.

- | | |
|---|--|
| <input type="checkbox"/> Change catalog description** | <input type="checkbox"/> Change a course's credit hours |
| <input type="checkbox"/> Add permanent GenEd course** | <input type="checkbox"/> Add GenEd Element to existing course** |
| <input type="checkbox"/> Add permanent non-GenEd course** | <input type="checkbox"/> Delete GenEd course |
| <input type="checkbox"/> Change major requirement** | <input type="checkbox"/> Change minor requirement** |
| <input type="checkbox"/> Revise curriculum** | <input type="checkbox"/> Change concentration requirement** |
| <input type="checkbox"/> Change grading type (e.g. P/F, letter grade) | <input type="checkbox"/> Change prerequisite involving another unit's course |
| <input type="checkbox"/> Other: _____ | |

[X] TYPE 3: CHANGES REQUIRING FACULTY ASSEMBLY APPROVAL [complete all sections, including signatures]

Note: These proposals require the approval of the Board of Regents in addition to the Faculty Assembly.

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> New Degree** | <input type="checkbox"/> New Major** | <input type="checkbox"/> New Minor** | <input type="checkbox"/> New Concentration** |
| <input type="checkbox"/> Eliminate Degree | <input type="checkbox"/> Eliminate Major | <input type="checkbox"/> Eliminate Minor | <input type="checkbox"/> Eliminate Concentration |
| <input checked="" type="checkbox"/> Add Certificate (non-Continuing Education)** | | | <input type="checkbox"/> Other: _____ |

** These changes/proposals require completion of the [EPC Curriculum Change Template](#). The noted Type 3 proposals also require attachment of an [Institutional Impact Evaluation Form](#).

++ A course syllabus must be submitted with these course proposals.

STATEMENT OF RATIONALE

Provide a statement of rationale and/or other clarifications. Include information on student learning and outcomes and any General Education Program rationale.

See attached ENP Rationale, syllabi & catalog language document

CATALOG/CURRICULUM CHANGES

Current Catalog Language:

See attached catalog language

Proposed Catalog Language: (note changes in **Bold and ~~Strikeout~~)**

See attached catalog language

Additional information for courses:

Is this a course that because of variable content could be repeated for credit?	<input type="checkbox"/> Yes, <input checked="" type="checkbox"/> ?	Times [If yes, the parameters must be clear in course description]	<input type="checkbox"/> No [Default is 'no.' Note that does not exclude a student's option to repeat a course for a better grade to replace the initial one.]
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Grade Type:	<input type="checkbox"/> Standard Letter	<input type="checkbox"/> Pass/Fail
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Anticipated Enrollment:

Course Syllabus Attached**:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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**Required for new courses, and other proposals as indicated above.

Does the proposal include the addition to a course of one or more General Education Program elements (GenEd)?

☐ **Yes** (Check the appropriate boxes below)

If more than one course is proposed, make sure the proposal makes clear which GenEd elements, if any, are proposed for each course.

☒ **No**

- | | |
|--|---|
| <input type="checkbox"/> Alternative Perspectives A | <input type="checkbox"/> Physical Activity PE |
| <input type="checkbox"/> Art, Music, Theatre AR | <input type="checkbox"/> Philosophy PH |
| <input type="checkbox"/> Cross Cultural Perspective C | <input type="checkbox"/> Religion: Christian Traditions RC |

- | | |
|--|---|
| <input type="checkbox"/> International Honors (100-level) H1 | <input type="checkbox"/> Religion: Global Religious Traditions RG |
| <input type="checkbox"/> International Honors (200-level) H2 | <input type="checkbox"/> Science and Scientific Method SM |
| <input type="checkbox"/> International Honors (300-level) H3 | <input type="checkbox"/> Investigating Human Behavior, Culture,
and Institutions SO |
| <input type="checkbox"/> Literature LT | <input type="checkbox"/> Senior Seminar/Project SR |
| <input type="checkbox"/> Inquiry Seminar (FYEP) F | <input type="checkbox"/> Writing Seminar (FYEP) FW |
| <input type="checkbox"/> Mathematical Reasoning MR | |
| <input type="checkbox"/> Natural Sciences, Mathematics, or
Computer Science NS | |

NOTE: Submissions will be forwarded to the Core Curriculum Committee for its review and recommendation. Diversity courses have specific learning objectives that must be included in the syllabus.

STAFFING & BUDGETARY IMPLICATIONS

Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?

- ☒ **Yes (APR 2020)**
☐ **No** (Indicate why the proposal is being forwarded to EPC)

Does this proposal impact any other academic unit?

- ☐ **Yes** (List below and indicate if 2/3 of the full-time faculty in that area support the proposal)
☒ **No**

Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center)?

- ☐ **Yes** (Explain and indicate if support services have been consulted)
☒ **No**

Explain how the proposed change(s) will be staffed. Revised 2-Year Course Cycle must be attached.

Courses will be offered once annually. This is consistent with the previous curriculum.

Are special budgetary arrangements and funding required? If “no”, explain how the proposed changes will be integrated without added personnel or budgetary requirements.

- ☒ **Yes** (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)
 See attached funding requirements document
☐ **No**

NOTE: Budgetary considerations will be reviewed/approved by Dean and Provost.

REQUIRED SIGNATURES

Kathleen Richardson _____ 30 APR 2020
Department Chair/Program Chair/Associate Dean (Date)

Barbara Habermann _____ 30 APR 2020
Dean (Date)

Provost (Date) ☐ Forwarded with Endorsement
☐ Forwarded with Reservations

Post-Graduate Certificates

The School of Nursing offers a Post-Graduate Certificate for the Family Nurse Practitioner, [Emergency Nurse Practitioner](#) or Psychiatric Mental Health Practitioner specialty.

Program Approval

The School of Nursing is a member of the American Association of Colleges of Nursing (AACN) and is approved by the Washington State Nursing Care Quality Assurance Commission. The Family Nurse Practitioner (FNP) curriculum meets requirements for national certification as a Family Nurse Practitioner. The Psychiatric Mental Health Nurse Practitioner curriculum meets eligibility requirements for national certification as a Psychiatric Mental health Nurse Practitioner. [The Emergency Nurse Practitioner Curriculum meets requirements for national certification as an Emergency Nurse Practitioner.](#)

Post-Graduate Certificate Application Priority Deadlines

Post-Graduate Certificate candidates may apply for admission at any time during the year. However, application by the priority Catalog [2020-21](#) [2021-2022](#) deadline will enhance the applicant's potential for admission and for arranging financial assistance.

- Priority Date #1: December 1
- Priority Date #2: January 15

Admission Criteria

- Completion of a master's degree or doctoral degree in nursing from a nationally-accredited school of nursing.
- A minimum cumulative 3.00 GPA (B) on a 4.00 scale for all college work.
- Submission of PLU Graduate Application via Nursing CAS.
- Official transcripts from each college and university attended.
- Professional résumé.
- Statement of professional goals.
- Two letters of recommendation.
- Civil, administrative, and criminal history clearance in all states as well as any other applicable territory or country.
- Fluency in speaking, reading, writing, and comprehending graduate-level English.
- [Additional criteria for ENP Certificate Applicants:](#)
 - [Nurse Practitioner certification.](#)
 - [Must have or be eligible to obtain WA State licensure with prescriptive authority](#)

Advance Deposit

There are limitations on the number of students accepted into the Post-Graduate Certificate programs each year. Applicants accepted into the program are required to make a non-refundable \$300 advance tuition payment to confirm their acceptance of an offer of admission within three weeks of their acceptance date.

Program Requirements

All admitted Post-Graduate Certificate students must provide valid documentation of the following by designated dates and

before enrollment in any practicum/clinical course:

- Unrestricted licensure as a registered nurse in the State of Washington;
- Verification of graduation from an accredited nursing masters or doctoral program;
- Immunization and health status;
- ~~CPR~~ BLS certification
- Comprehensive personal health insurance; and
- Civil, administrative, and criminal history clearance in all states, as well as any other applicable territory or country.
- ENP certificate applicants must also have
 - ACLS & PALS Certification
 - Primary Care Procedures (completed prior to program start date)
 - Primary Care of Women and Children (completed prior to program start date)

Drug Testing Policy

All nursing students will be required to submit to a drug, marijuana and alcohol screening at least once yearly as part of their continuing School of Nursing health requirements. Students may be required to submit to additional drug screenings as required by the clinical agencies and School of Nursing. The screenings may be scheduled or they may occur at random and unannounced. Students will be expected to adhere to any deadline set by the agencies and/or School of Nursing.

Advising

The NP program lead for the School of Nursing typically completes initial advising and program planning with applicants and admitted students. Post-graduate students will meet with the associate dean for graduate nursing programs to conduct a Gap Analysis of previous master's coursework and develop a plan of study to meet the Post-Masters Certificate requirements. Upon matriculation, all students are assigned a graduate faculty advisor.

Post-Graduate Certificates

The Post-Graduate Certificate prepares graduates in the advanced practice specialty areas of Family Nurse Practitioner, Psychiatric Mental health Nurse Practitioner and Emergency Nurse Practitioner. The curriculum consists of the specialty track coursework ~~for the Family Nurse Practitioner or Psychiatric~~

~~Mental Health nurse practitioner specialty.~~ A Gap Analysis of previous graduate coursework will be conducted for all applicants.

Family Nurse Practitioner Certificate

The Family Nurse Practitioner specialty core coursework focuses on client-centered clinical practice, and prepares nurses to respond to the needs of today's and tomorrow's health care consumers, to manage direct care based on advanced assessment and diagnostic reasoning, to incorporate health promotion and disease prevention interventions into health care delivery, and to recognize their potential for professional growth, responsibility, and autonomy. Successful completion of the Family Nurse Practitioner Post-Graduate Certificate program qualifies students to sit for national certification examinations for Family Nurse Practitioner, making them eligible under Washington State law for Advanced Registered Nurse Practitioner (ARNP) licensure.

The program is 40 semester hours.

The FNP core courses may have required clinical hours and must be taken in a prescribed sequence. A gap analysis will be conducted to determine individual course requirements.

- NURS 730: Advanced Pathophysiology (3)
- NURS 731: Advanced Pharmacotherapeutics (3)
- NURS 732: Advanced Physical Assessment (4)
- NURS 733: Advanced Health Promotion (2)
- NURS 770: Primary Care Procedures and Diagnostics (3) (1-2-0)
- NURS 771: Psych for Primary Care (2)
- NURS 772: FNP I: Diagnosis and Management of Common Episodic and/or stable Chronic Illnesses (5)
- NURS 773: FNP II: Diagnosis and Management of Acute and Complex Health Problems (5)
- NURS 774: Women and Children in Primary Care (4)
- NURS 775: FNP III: Diagnosis and Management of Chronic and Complex Health Problems (5)
- NURS 776: FNP IV: Diagnosis and Management of Complex Comorbid Patients (4)

Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate

The Psychiatric Mental Health Nurse Practitioner specialty coursework prepared nurses to provide comprehensive mental health, psychiatric and addictions care at the advanced practice level in hospitals, outpatient, and community settings. Scope of practice includes advanced practice psychiatric-mental health nursing assessment, psychopharmacology, group, individual and family therapy and advanced nursing interventions across the lifespan. Successful completion of the Psychiatric Mental Health Nurse Practitioner Post-Graduate Certificate qualifies students to sit for national certification examinations for Psychiatric Mental Health Nurse Practitioner, making them eligible under Washington State law for Advanced Registered Nurse Practitioner (ARNP) licensure.

The program is 50 semester hours.

The FNP core courses may have required clinical hours and must be taken in a prescribed sequence. A gap analysis will be conducted to determine individual course requirements.

- NURS 730: Advanced Pathophysiology (3)
- NURS 731: Advanced Pharmacotherapeutics (3)
- NURS 732: Advanced Physical Assessment (4)
- NURS 733: Advanced Health Promotion (2)
- NURS 651: Psychopharmacology Across the Lifespan (3)
- NURS 652: Management of Substance-related and Addictive Disorders (2)
- NURS 653: PMHNP I: Psychopathology, Assessment, Diagnosis, and Management Across the Lifespan (7)
- NURS 654: PMHNP III: Psychopathology, Assessment, Diagnosis, and Management Across the Lifespan (7) (3-1-3)
- NURS 655: PMHNP III: Psychotherapies Across the Lifespan (5) (2-1-2)
- NURS 656: PMHNP IV: Psychotherapies Across the Lifespan (5) (2-1-2)
- NURS 657: PMHNP Capstone (4) (0-1-3)
- NURS 712: Trauma Informed Care (3)
- NURS 750: Primary Care Essentials for Psychiatric-Mental Health Nurse Practitioners (2)

Emergency Nurse Practitioner (ENP) Certificate

The Emergency Nurse Practitioner specialty coursework prepares certified family, acute care and adult-gerontology primary care nurse practitioners, either currently working in the emergency or urgent care setting or who desire to make a change and work in the emergency setting. This rigorous program builds upon core nurse practitioner knowledge and experience and provides the education and skill necessary to function as a competent nurse practitioner and leader in the emergency care setting, and the skills necessary diagnostic therapeutic procedures to competently practice and care for patients in the emergency and urgent care settings. This program of study includes a minimum of 300 clinical hours and an extensive procedure lab/seminar. Upon completion, students with FNP certification are eligible to sit for the Emergency Nurse Practitioner Certification Examination. Students with other NP certification desiring to sit for the board will have the opportunity to complete additional coursework to become eligible.

The program is 14 semester hours.

The FNP core courses may have required clinical hours and must be taken in a prescribed sequence. A gap analysis will be conducted to determine individual course requirements.

- NURS 640: ENP Procedures (2)

- NURS 641: ENP I: Lifespan Emergency Care (4)
- NURS 642: ENP II: Trauma & Critical Illness (4)
- NURS 643: ENP III: Immersion & Seminar (4)

~~Family Nurse Practitioner Certificate~~

~~40 semester hours~~

~~The F.N.P. core courses may have required clinical hours and must be taken in a prescribed sequence.~~

- ~~NURS 730: Advanced Pathophysiology (3)~~
- ~~NURS 731: Advanced Pharmacotherapeutics (3)~~
- ~~NURS 732: Advanced Physical Assessment (4)~~
- ~~NURS 733: Advanced Health Promotion (2)~~
- ~~NURS 770: Primary Care Procedures and Diagnostics (3) (1-2-0)~~
- ~~NURS 771: Psych for Primary Care (2)~~
- ~~NURS 772: FNP I: Diagnosis and Management of Common Episodic and/or stable Chronic Illnesses (5)~~
- ~~NURS 773: FNP II: Diagnosis and Management of Acute and Complex Health Problems (5)~~
- ~~NURS 774: Women and Children in Primary Care (4)~~
- ~~NURS 775: FNP III: Diagnosis and Management of Chronic and Complex Health Problems (5)~~
- ~~NURS 776: FNP IV: Diagnosis and Management of Complex Comorbid Patients (4)~~

~~Family Nurse Practitioner Certificate Sample Curriculum (Spring Start if student does not already have the 3 P's)~~

~~24-28 months~~

~~40 semester hours~~

- ~~First Year: Summer~~
- ~~NURS 730: Advanced Pathophysiology (3)~~
- ~~NURS 731: Advanced Pharmacotherapeutics (3)~~
- ~~First Year: Summer~~
- ~~NURS 732: Advanced Physical Assessment (4)~~
- ~~NURS 733: Advanced Health Promotion (2)~~

- ~~First Year: Fall~~

- ~~NURS 770: Primary Care Procedures and Diagnostics (3) (1-2-0)~~

- ~~NURS 771: Psych for Primary Care (2)~~

- ~~NURS 772: FNP I: Diagnosis and Management of Common Episodic and/or Stable Chronic Illnesses (5)~~

- ~~First Year: J-Term~~

- ~~Optional: An elective may be taken during this semester~~

- ~~Second Year: Spring~~

- ~~NURS 773: FNP II: Diagnosis and Management of Acute and Complex Health Problems (5)~~

- ~~Second Year: Summer~~

- ~~NURS 774: Women and Children in Primary Care (4)~~

- ~~Second Year: Fall~~

- ~~NURS 775: FNP III: Diagnosis and Management of Chronic and Complex Health Problems (5)~~

- ~~Second Year: J-Term~~

- ~~Optional: An elective may be taken during this semester~~

- ~~Third Year: Spring~~

- ~~NURS 776: FNP IV: Diagnosis and Management of Complex Comorbid Patients (4)~~

~~Psychiatric Mental Health Nurse Practitioner (P.M.H.N.P.) Certificate (Spring Start if student does not already have the 3P's.)~~

~~50 semester hours~~

~~The P.M.H.N.P core courses may have required clinical hours and must be taken in a prescribed sequence.~~

- ~~NURS 730: Advanced Pathophysiology (3)~~

- ~~NURS 731: Advanced Pharmacotherapeutics (3)~~

- ~~NURS 732: Advanced Physical Assessment (4)~~

- ~~NURS 733: Advanced Health Promotion (2)~~

~~Catalog 2020-21 360~~

- ~~NURS 651: Psychopharmacology Across the Lifespan (3)~~

- ~~NURS 652: Management of Substance-related and Addictive Disorders (2)~~

- ~~NURS 653: PMHNP I: Psychopathology, Assessment, Diagnosis, and Management Across the Lifespan (7)~~
- ~~NURS 654: PMHNP III: Psychopathology, Assessment, Diagnosis, and Management Across the Lifespan (7) (3-1-3)~~
- ~~NURS 655: PMHNP III: Psychotherapies Across the Lifespan (5) (2-1-2)~~
- ~~NURS 656: PMHNP IV: Psychotherapies Across the Lifespan (5) (2-1-2)~~
- ~~NURS 657: PMHNP Capstone (4) (0-1-3)~~
- ~~NURS 712: Trauma Informed Care (3)~~
- ~~NURS 750: Primary Care Essentials for Psychiatric-Mental Health Nurse Practitioners (2)~~

~~Psychiatric Mental Health Nurse Practitioner Certificate Sample Curriculum~~

~~24-28 months~~

~~50 semester hours~~

- ~~First Year: Spring~~

○ ~~NURS 730: Advanced Pathophysiology (3)~~

○ ~~NURS 731: Advanced Pharmacotherapeutics (3)~~

- ~~First Year: Summer~~

○ ~~NURS 732: Advanced Physical Assessment (4)~~

○ ~~NURS 733: Advanced Health Promotion (2)~~

- ~~First Year: Fall~~

○ ~~NURS 651: Psychopharmacology Across the Lifespan (3)~~

○ ~~NURS 652: Management of Substance-related and Addictive Disorders (2)~~

○ ~~NURS 653: PMHNP I: Psychopathology, Assessment, Diagnosis, and Management Across the Lifespan (7)~~

- ~~First Year: J-Term~~

○ ~~Optional: An elective may be taken during this semester~~

- ~~Second Year: Spring~~

○ ~~NURS 654: PMHNP II: Psychopathology, Assessment, Diagnosis, and Management Across the Lifespan (7) (3-1-3)~~

- ~~Second Year: Summer~~

~~○ NURS 655: PMHNP III: Psychotherapies Across the Lifespan (5) (2-1-2)~~

~~● Second Year: Fall~~

~~○ NURS 656: PMHNP IV: Psychotherapies Across the Lifespan (5) (2-1-2)~~

~~○ NURS 712: Trauma Informed Care (3)~~

~~○ NURS 750: Primary Care Essentials for Psychiatric Mental Health Nurse Practitioners (2)~~

~~● Second Year: J-Term~~

~~○ Optional: An elective may be taken during this semester~~

~~● Third Year: Spring~~

~~○ NURS 657: PMHNP Capstone (4) (0-1-3)~~

~~Doctor in Nursing Practice (D.N.P.) – Graduate Courses~~

~~DNP and Graduate Certificate Courses~~

~~NURS 538: Program Development~~

~~Integrates theoretical models, clinical parameters, and program planning principles through the construction of a detailed program for care and outcomes management education track. (3) (3 credits didactic)~~

~~NURS 550: Curriculum, Instruction, and Evaluation~~

~~Examination of the theory and practice of curriculum planning, development, implementation, and evaluation. Theoretical and philosophical principles of the teaching/learning process. Analysis of adult teaching strategies and the process of self and student evaluations. (3) (3 credits didactic)~~

~~NURS 640: ENP Procedures~~

~~Provides the Emergency Nurse Practitioner student with a range of diagnostic and interventional skills used in urgent care and emergency settings, including the ability to understand, manage and safely perform these procedures. (2) (2 credits lab/seminar)~~

~~NURS 641: ENP I: Lifespan Emergency Care~~

~~This course covers the skills of assessment, interpretation of diagnostic studies, interventions, and treatments unique to the Emergency Clinician Specialist (ECS). Student are taught the skills of assessment, interpretation of diagnostic studies, interventions, and treatments unique to the ECS at an advanced level, thereby enhancing clinical decision making for urgent/emergent illness and injury across the lifespan. (4) (2 Seminar, 2 clinical – 120 hours)~~

~~NURS 642: ENP II: Trauma & Critical Illness~~

~~Building upon prior clinical ENP experiences, this course teaches the student how to care for patients of the highest acuity levels. Topics of pre-hospital care, initiation of care to the trauma~~

and critically ill patient, and transport of patients to a higher level of care. (4) (2 Didactic, 2 lab simulation)

NURS 643: ENP III: Immersion & Seminar

This is the final specialized clinical and seminar course facilitating application of previously learned concepts and skills, demonstration of ENP competency achievement and assimilation into the ENP role. The culmination of the ENP education and transition into the ENP role is also be covered. (4) (1Seminar, 3 clinical – 180 hours)

NURS 651: Psychopharmacology Across the Lifespan

Focuses on the principles of psychiatric pharmacotherapy across the lifespan, biological mechanisms of action of psychotropic drugs and the role of the advanced practice psychiatric nurse prescriber. The neurobiological underpinnings of symptom etiology and treatment will form the basis of clinical decision-making in all phases of psychopharmacological treatment, for child/adolescent, adult, and geriatric populations. Prerequisite: NURS 731. (3)

NURS 652: Management of Substance-related and Addictive Disorders

Provides an integrated approach to the neurobiology, assessment, diagnosis, and clinical management of substance-related and addictive disorders across the lifespan. Prerequisite: approval of course faculty. (2)

NURS 653: PMHNP I: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan

Provides an integrated approach to the assessment, diagnosis, and clinical management of psychopathology across the lifespan. An in-depth exploration of the neurobiological underpinnings of mental health problems and psychiatric disorders will serve as the framework of the course. Students will apply principles of neurodevelopment to the assessment, diagnosis, and treatment of individuals across the lifespan with anxiety disorders; depressive disorders; obsessive-compulsive and related disorders; bipolar and related disorders; sleep-wake disorders; feeding and eating disorders; elimination disorders; and trauma - and stressor related disorders. The role and scope of advanced psychiatric nursing practice including foundational legal and ethical issues are incorporated throughout the course. Prerequisites: NURS 730, 732. Corequisite: NURS 651 (7) (Didactic 3.5 credits, lab/seminar 0.5 credits, clinical 3 credits) (180 hours clinical)

NURS 654: PMHNP II: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan

Provides an integrated approach to the assessment, diagnosis, and clinical management of complex psychopathology across the lifespan. Students will apply concepts covered in PMHNP I to the assessment, diagnosis and treatment of individuals across the lifespan with schizophrenia spectrum and other psychotic disorders; neurocognitive disorders; disruptive, impulse control and conduct disorders; personality disorders; dissociative disorders; somatic symptoms and related disorders; and sexual, gender, and paraphilic disorders. The role and scope of advanced psychiatric nursing practice is expanded from what is covered in PMHNP I to include forensic mental health care. Prerequisite: NURS 653. (7) (Didactic 3 credits, lab/seminar 1 credit, clinical 3 credits) (180 hours clinical)

NURS 655: PMHNP III: Psychotherapies Across the Lifespan

Examines methods and major conceptual frameworks of group and family psychotherapy. Group dynamics, systems theory and group therapy models will be applied to the treatment of psychiatric disorders in a variety of settings. An overview and critical analysis of family theories and conceptual models will inform psychotherapy with children, adolescents, adults, elders, and their families. Prerequisite: NURS 654. (5) (Didactic 2 credits, lab/seminar 1 credit, clinical 2 credits) (120 hours clinical)

NURS 656: PMHNP IV: Psychotherapies Across the Lifespan

An overview of the major schools of personality theory, psychological development, and derived individual psychotherapy

treatment modalities, to better understand the dynamics of the patient and the therapeutic 1:1 relationship. Students will

engage in the therapy process with individuals across the lifespan by implementing selected psychotherapeutic techniques.

Prerequisite: NURS 655. (5) (Didactic 2 credits, lab/seminar 1 credit, clinical 2 credits) (120 hours clinical)

NURS 657: PMHNP Capstone

In this culminating clinical course students will demonstrate increased competency and accountability in the provision of comprehensive psychiatric-mental health care. Students will gain expertise by working with an identified population of choice and implementing selected psychotherapeutic and pharmacological interventions. Students will develop an individual learning plan to address any gaps in the attainment of required Psychiatric Mental Health Nurse Practitioner competencies. Professional practice issues including contract negotiation and requirements for certification and licensure are included. Prerequisite: NURS 656. (4) (Seminar 1 credit, clinical 3 credits) (180 hours clinical)

NURS 691: Independent Study

Opportunities for advanced study in selected topic related to student's area of interest. Consent of the Dean required. (1-4)

NURS 700: Advanced Practice Roles

This course is designed to provide the student a foundational understanding of the roles of the DNP prepared Advanced Practice Nurse and educator within healthcare. The student will explore advanced practice nursing roles through the analysis of ethical, professional, social and practice perspectives. (2)

NURS 701: Theoretical Foundations and Evidence Based Practice

This course is designed to advance student understanding of the foundational nursing, scientific and theoretical underpinnings of advanced practice. Students in this course will explore, critique, integrate, and apply relevant theories from nursing and other disciplines. These theories provide guiding perspectives for the provision of evidence based, patient-centered, clinically measurable healthcare outcomes. (3)

NURS 702: Information Systems and Patient Care Technology

This course is designed to provide the student with the knowledge and skills regarding the uses of information technology to support evidence-based nursing practice. The course focuses on the development of knowledge and technical skills to use data management systems and technological resources for decision-making, implementation of quality improvement initiatives, and evaluation of patient care technologies. The course includes use of systems analysis, decision theory, consumer use of informatics for health care information, and consideration of ethical, regulatory, and legal issues. (3)

NURS 703: Organizational and Systems Leadership

This course is designed to provide the student with organizational and systems leadership knowledge. This course explores leadership and organizational structure, models, and principles within the context of healthcare delivery models and organizational, political, cultural, and economic policies and sustainability. Designed to prepare the student for provision of quality cost-effective care, participation in the design and implementation of care, assumption of the leadership role, and managing resources within a healthcare organizational setting. (3)

NURS 704: Policy and Politics: Implications for Health Care This course focuses on the principles of policy and the influence of the political process as a systematic approach to health care in the United States and internationally. The interdependence of policy and practice will be evaluated, with a focus on the challenges of engaging and influencing health policy locally, nationally and globally. Students will analyze the ethical, legal, economic, and sociocultural factors influencing policy development. Health policy frameworks are analyzed from governmental, organizational, and clinical practice perspectives. (3)

NURS 705: Clinical Resource Management

This course builds upon the resource management concepts first explored in Leadership and develops foundational financial cost and budgeting concepts necessary to enact an advance clinical practice role, including awareness of reimbursement and population health initiatives. (3)

NURS 712: Trauma Informed Care

This course is designed to provide care providers an understanding of trauma informed care. (3)

NURS 720: Analytical Methods (Research I)

Students will develop and demonstrate skills in the use of analytical methods required to distinguish research design and analytical methods (qualitative, quantitative, mixed) and quality improvement, and critique and evaluate validity and applicability of research to guide evidence-based practice. Student locate, critically evaluate and synthesize evidence from research studies that support the improvement of outcomes in diverse populations. Students will identify practice questions and determine the appropriate method(s) to design and evaluate outcomes. Pre- or corequisite: NURS 721. (3)

NURS 721: Epidemiology and Biostatistics

This course develops the student's ability to analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation and evaluation of clinical prevention and population health. Students will analyze epidemiological, biostatistical, environmental, and other appropriate data related to infectious diseases, emergency/disaster, and individual, aggregate, and

population health as it relates to local, regional, national, and international goals of improving global health. (3)

NURS 730: Advanced Pathophysiology

This course is designed for the advanced practice student and focuses on normal physiologic and pathologic mechanisms of disease. It provides primary components of the foundation for clinical assessment, decision-making and management of patients across the lifespan. (3)

NURS 731: Advanced Pharmacotherapeutics

This course prepares the advanced practice student for prescriptive authority and focuses on the pharmacokinetic basis for and pharmacotherapeutic management of simple and complex disease processes. Includes ethical, legal, and procedural aspects of prescriptive authority. Pre- or Corequisite: NURS 730. (3)

NURS 732: Advanced Physical Assessment

Development and performance of the skills needed for advanced health assessment of individuals, families, or communities throughout the lifespan. Prerequisite: Basic health assessment skills. (4) (Didactic 2 credits, lab/seminar 2 credits)

NURS 733: Advanced Health Promotion

This course is designed to focus on identification of health risks and protective strategies for diverse populations as an advanced practice nurse and clinician. (2)

NURS 734: Evaluation and Outcomes (Research II)

This course prepares the student with the knowledge and skills to measure and assess the impact of interventions on healthcare. Students explore the development and use of relevant outcome measures to evaluate research, quality improvement, and programs in order to inform and use new knowledge to provide, change, and evaluate delivery of healthcare initiatives focused on client-centered, clinically demonstrable care. Prerequisite: NURS 720. (3)

NURS 750: Primary Care Essentials for Psychiatric-Mental Health Nurse Practitioners Provides the PMHNP DNP student knowledge and skills to assist in the primary care management of co-morbid medical conditions commonly occurring in patients with psychiatric-mental health disorders. This course builds on the foundations of advanced pathophysiology, advanced clinical pharmacotherapeutics, and advanced health assessment and focuses on the attainment of positive clinical outcomes for the major chronic illnesses of diabetes, chronic obstructive pulmonary disease, asthma, hypothyroidism, and congestive heart failure. (2)

NURS 770: Primary Care Procedures and Diagnostics

Provide the family nurse practitioner student with a range of office-based skills including the ability to understand, manage and perform common primary care procedures. (3) (Didactic 1 credit, lab/seminar 2 credits)

NURS 771: Psych for Primary Care

This course is designed to provide foundational knowledge and skills to facilitate recognition and management of mental health conditions in the primary care setting. Focuses on the evaluation and management of common mental health issues in primary care including mood disorders, anxiety, ADHD, substance use/abuse, suicidal intent, self-injurious behavior, etc. Assessment tools, primary care management and criteria for referral to be included. (2)

NURS 772: FNP I: Diagnosis and Management of Common Episodic and/or Stable Chronic Illnesses

This course is the first of four courses designed to teach the application of theory and research, diagnostic reasoning related to health care conditions, and the management of health problems across the lifespan. (5) (Didactic 2 credits, lab/seminar 1 credit, clinical 2 credits)

NURS 773: FNP II: Diagnosis and Management of Acute and Complex Health Problems

This course is the second of four designed to teach the application of theory and research, diagnostic reasoning related to health care conditions, and the management of health problems across the lifespan. Prerequisite: NURS 772 (5) (Didactic 2 credits, lab/seminar 1 credit, clinical 2 credits)

NURS 774: Women and Children in Primary Care

This course covers common problems unique to women and children (pregnancy, postpartum care, gynecological conditions, perimenopausal, menopausal care, well-child, adolescent care, preventive care), common behavioral and developmental problems in children & adolescents (developmental delay, learning disabilities, autism, school issues, etc.), and cultural variations in parenting. Family and role transitions across the lifespan are explored. Prerequisite: NURS 772, 773. (4) (Didactic 2 credits, clinical 2 credits)

NURS 775: FNP III: Diagnosis and Management of Chronic and Complex Health Problems

This course is the third of four courses designed to teach the application of theory and research, diagnostic reasoning related to health care conditions, and the management of health problems across the lifespan. Prerequisite: NURS 773. (5) (Didactic 3 credits, clinical 2 credits)

NURS 776: FNP IV: Diagnosis and Management of Complex Comorbid Patients

This course is the fourth of four courses designed to teach the application of theory and research, diagnostic reasoning related to health care conditions, and the management of health problems across the lifespan. It is designed as the culminating clinical course in the Family Nurse Practitioner program. Students will demonstrate the ability to provide novice-level primary care to chronic, complex patients with multiple co-morbidities. Prerequisite: NURS 774, 775. (4) (Didactic 2 credits, clinical 2 credits)

NURS 790: Translating Research (Research III)

This course is designed to build upon previous courses and provide students a structured environment to begin the DNP project proposal. Students will develop strategies for translating research findings into sustainable improvements in patient and clinical outcomes for a diverse population. The use of information technology and interprofessional collaboration will be emphasized. Models used to guide the process of implementing and evaluating evidence-based practice change will be examined. This course runs concurrently with DNP Scholarly Project I which serves to inform the translational research project proposal developed within this course. (3)

NURS 791: Proposal Seminar

This is the proposal planning course for the DNP Scholarly Project series. This course is taken in conjunction with Translating Research (790). Students will identify their practice area and location. Throughout this sequence the DNP Student will plan, implement, evaluate, and disseminate the results of a DNP Scholarly Project. (1) (Didactic 0.5 credits, clinical 0.5 credits)

NURS 792: DNP Scholarly Project I

This is the first course in the DNP Scholarly Project series. Throughout this sequence the DNP Student will plan, implement, evaluate, and disseminate the results of a DNP Scholarly Project. Prerequisite: NURS 791. (2) (Didactic 0.5 credits, clinical 1.5 credits)

NURS 793: DNP Scholarly Project II

This is the second course in the DNP Scholarly Project series. Throughout this sequence the DNP Student will plan, implement, evaluate, and disseminate the results of a DNP Scholarly Project. Prerequisite: NURS 792. (2) (Didactic 0.5 credits, clinical 1.5 credits)

NURS 794: DNP Scholarly Project III

This is the third course in the DNP Scholarly Project series. Throughout this sequence the DNP Student will plan, implement, evaluate, and disseminate the results of a DNP Scholarly Project. Prerequisite: NURS 793. (2) (Didactic 0.5 credits, clinical 1.5 credits)

NURS 795: Transition to DNP Practice

Transition and socialization into the Doctorate of Nursing Practice (DNP) role is explored. Role transition includes the DNP's professional responsibility and accountability for advancing professional nursing practice. The DNP scholarship portfolio will be completed and evaluated. The portfolio will include reflection on evidence that demonstrates the student is a clinical scholar and documents competency in all domains of DNP practice as outlined in the American Association of Colleges of Nursing (AACN) Essentials of Doctoral education for Advanced Nurse Practice, the DNP Core Competencies by the National Association of Nurse Practitioner Faculties (NONPF) and PLU School of Nursing Doctoral Program Outcomes. Prerequisite: All other DNP coursework. Taken concurrently with NURS 775 and 799 for FNP students. Taken concurrently with NURS 657 and 799 for PMHNP students. (1)

NURS 796: DNP Clinical Practicum

The DNP student will develop further practice or DNP competencies through clinical practicum experience. May be repeated up to 3 times. Pass/Fail grading. Consent of the dean and associate dean of graduate nursing programs. (1-4)

NURS 799: DNP Scholarly Project IV

This is the final course in the DNP Scholarly Project series. Throughout this sequence the DNP Student will plan, implement, evaluate, and disseminate the results of a DNP Scholarly Project. A primary focus of this class will be dissemination of results including final scholarly paper, presentation of results to community organization, and creation of a manuscript for submission for publication in a peer-reviewed professional journal. Prerequisite: NURS 794. (3) (Didactic 1 credit, clinical 2 credits)

Process for Proposing a New Academic Program

This document outlines the process for proposing new degrees, majors, minors, concentrations and other credit-bearing programs requiring action by the Board of Regents.

Together with the SEMAC Strategic Plan, the process will assist the university in assessing the potential impact and viability of new academic programs. This procedure is also designed to generate accurate estimates of both the direct and indirect costs of a program, as well as potential new net revenue, if the program were to be implemented.

The process for proposing a new academic program includes two steps: 1) submitting a New Program Notification form; and 2) completing an Academic Program Proposal. The purpose of dividing the proposal into these steps is to eliminate potential barriers to creating new programs and to ensure faculty have appropriate support for preparing detailed and accurate proposals.

Step 1: Submission of a New Program Notification form. Preliminary conversations about proposed programs should include the department/school, chair, dean, and the appropriate associate provost(s). Informed by these conversations, units should submit a New Program Notification form to the provost. The provost will bring these forms to the Provost's Academic Council (PAC) for review and discussion.

Step 2: Completion of an Academic Program Proposal. Following the PAC review of New Program Notification forms, the provost or associate provost(s) will convene a meeting with the originating unit to highlight questions and suggestions from PAC, and to discuss the process for completing an Academic Program Proposal. PAC expertise will be available as units create Academic Program Proposals for submission to the Educational Policies Committee (EPC), although proposals will ultimately be authored by the unit.

Recommended timelines: New Program Notification forms and Academic Program Proposals should be submitted to align with published EPC deadlines.

EPC strongly encourages submission of Type 3 proposals (for new programs) by **October 1**; this proposal will include the Academic Program Proposal described below. To allow sufficient time to develop detailed and accurate proposals to meet this deadline, New Program Notification forms should be submitted to the provost by **April 15**.

NEW PROGRAM NOTIFICATION FORM

- 1. Name of Proposed Program:** Emergency Nurse Practitioner Post-graduate Certificate

- 2. Sponsoring faculty/unit:** School of Nursing

- 3. Type of program** (new degree, new major, new minor, new concentration): New Certificate

- 4. Delivery mode** (face-to-face, online, blended, or competency-based): Blended.

- 5. Prospective students** (who will this program attract, and why?): Family Nurse Practitioners desiring to work in Urgent Care and Emergency Departments

- 6. How does the program align with PLU's mission?** Creates healthcare providers able to care for patients in underserved, rural, and disadvantaged locations. This is a service profession. This provides continuing education and training for a population that requires ongoing training.

ACADEMIC PROGRAM PROPOSAL

1. Name of Proposed Program: Emergency Nurse Practitioner Post Graduate Certificate

2. Executive Summary: In 1-2 paragraphs, describe the proposed program, including a clear statement of how the program meets the mission of the university.

The Emergency Nurse Practitioner (ENP) is a recognized advanced-practice specialty. Currently only 11 programs exist nationally. All reside in restricted practice states (AB, CA, GA, IL, NJ, PA, TN, & TX) and only 2 offer a DNP option. This document proposes a new Emergency Nurse Practitioner Certificate program. This program would be unique to the Pacific Northwest and, because Washington State affords unrestricted practice to Nurse Practitioners, it would be unique nationally.

The proposed ENP program is aligned with the PLU strategic plan to become a premier health care university, creates healthcare providers able to care for patients in underserved, rural, and disadvantaged locations. It is based on the current advanced practice educational requirements as indicated in the AACN LACE Model, NONPF competencies, ENP certification pre-requisites, AAENP policy statements, and ENP competencies. This program addresses the specific needs and training of Nurse Practitioners desiring to work and seek certification in emergency medicine.

3. Proposed Program Start Date: __Fall 2021__

4. Educational Offerings:

- a. Describe the type of program (new degree, new major, new minor, new concentration).

New Nurse practitioner specialty certification. Builds upon the current FNP program and will attract graduates, current, and future students of our nurse practitioner and BSN programs.

- b. Identify the delivery format for the program (face-to-face, online, blended, or competency-based) and rationale for this format.

Blended Executive Format. The majority of didactic content will be delivered online. Two intensive on-campus courses will provide intensive procedural training. Clinical rotations will occur in the student's home location.

- c. Describe the curriculum and program requirements by providing a clear description of the courses required to complete the program and any program-specific policies (e.g., credit hours in residency, GPA requirements). Include course offerings, number of credits, prerequisites, and any general education elements. Clearly distinguish between existing courses and any new courses that will need to be created or deleted.

All core courses will be new. This is a 9-month program offered annually. See attached “ENP rational syllabi and catalog language” document for course information, credits, pre-requisites and admission criteria. This is a post graduate (MSN or Doctoral) certificate and does not apply to Gen Ed.

- d. Provide a two-year course cycle for delivering the curriculum.

The curriculum runs over a 9-month period. The course will repeat every year.

Fall - NURS 640 ENP Procedures (intensive – first two weeks on campus)

NURS 641 ENP I (online and clinical)

J-Term – NURS 642 ENP II (one-week intensive on campus & online,clinical)

Spring – NURS 643 ENP III (Online and clinical)

See attached “ENP rational syllabi and catalog language” document for specific course information.

- e. Provide completion pathways (including two and four-year advising plans for undergraduate programs).

Does not apply

- f. Identify the learning outcomes for the program.

Graduates will be able to:

1. Assimilate into the role of a licensed independent practice Emergency healthcare provider.
2. Provide medical care for diverse populations across the lifespan at varying levels of acuity (non-urgent to emergent).
3. Engage in interdisciplinary collaboration to provide comprehensive care.
4. Prioritize and manage care requirements for groups of patients within the Emergency setting.
5. Utilize available resource systems for the optimal management of patient health care within the Emergency setting.

- g. Provide a plan for assessing program learning outcomes.

The program will be assessed in accordance with the School of Nursing Systematic Evaluation plan. This plan is in compliance with the American Association Colleges of Nursing CCNE accreditation requirements.

- h. Identify program entrance requirements, including application processes, if appropriate.

Prerequisites

Current Advanced Cardiac Life Support

Current Pediatric Life Support

Current Basic Life Support

Primary Care Procedures

Primary Care of Women and Children (if ACNP, AGPCNP – 4 credit transcribed course with at least 120 clinical hours)

Admission Requirements

Graduate degree & certification as Family Nurse Practitioner, Acute Care Nurse Practitioner (Adult), or Adult-Gerontology Primary Care Nurse Practitioner from program fully accredited by National League of Nursing or American Association Colleges of Nursing (AACN). Post-Master certification is acceptable.

§ GPA of 3.0 or above in graduate program

§ Current, unrestricted United States RN and Advanced Practice license with prescriptive authority

§ Must be eligible to obtain WA State licensure with prescriptive authority per current WA state Department of Health regulations

Required Documents

§ Completed application via Nursing CAS

§ Official transcripts from all universities or colleges and other post-secondary educational institutions (including trade schools) attended

§ Proof of National Advanced Practice certification

§ Two professional letters of recommendation from either previous or immediate supervisors, former nursing faculty members and clinician colleagues who can attest to your clinical knowledge, skill and potential aptitude for graduate study

§ References will not be accepted from family members

§ Personal statement as to:

- Why you are choosing this particular track;
- How your current work experience will enhance your experience in this program, and;
- Your plans upon completing the degree

§ Resume or CV including specific details of your responsibilities and job experiences

§ Additional requirements for International Students

5. External Authorization: Will the proposal require authorization from NWCCU, the state of Washington, or an external accreditation body?

This program will be included in the CCNE accreditation process and seek approval from recognized specialty practice organizations such as the ENA.

6. Rationale:

- Provide evidence of demand for the proposed program, which may include a market analysis or review of trends at other universities. Include reference to relevant competitors' programs and characteristics of the proposed program that will make it attractive to students in light of this competition.

The Emergency Nurse Practitioner (ENP) is a recognized advanced-practice specialty. Currently only 12 programs exist nationally. All reside in restricted practice states (AB, CA, GA, IL, MI, NJ, PA, TN, & TX) and only 2 offer a DNP option. This document proposes a new Emergency Nurse Practitioner Certificate program. This program would be unique to the Pacific Northwest and, because Washington State affords unrestricted practice to Nurse Practitioners, it would be unique nationally.

The proposed ENP program is based on the current advanced practice educational requirements as indicated in the AACN LACE Model, NONPF competencies, ENP certification pre-requisites, AAENP policy statements, and ENP competencies. This program addresses the specific needs and training of Nurse Practitioners desiring to work and seek certification in emergency medicine.

- Identify the target audience for the program.

All Nurse practitioners and nurse practitioner students in the Western Region. However, this program would lend itself to students residing anywhere to enroll and participate due to its hybrid nature and ability for students to complete clinical rotations in their home location.

- c. Explain why this is the right time for the university to add this program.

The university wants to grow. This program is new and has no local competition. Much of WA state and the West is considered rural and medically underserved. Critical access hospitals need providers and NP's want to work in these places. The clinical placements will be in areas not currently utilized so there would be no competition for placements. There would also be no limitation on enrollment. If we do not offer this program, it is only a matter of time before one of our local competitors does.

- d. Explain how this program might compete with other programs currently offered at PLU.

This program will not compete with other programs. It is a specialty certification program and would be something that our FNP students add to their educational plan.

- e. Identify which academic units might be affected by this program, and how.

School of Nursing will be the only program affected. We will need to staff and deliver the program.

- f. Will approval of this program mean the termination of another program? If so, what is the timeline for the proposed elimination?

Does not apply

7. Marketing strategies:

- a. Provide a marketing and advertising plan for the initial roll-out of the program, including a timeline.

Marketing and roll out will be in conjunction with current graduate and certificate recruiting efforts. We will also reach out to prior grads who have expressed interest in attending this program to identify our first cohort. We will begin marketing as soon as this certificate is approved.

- b. Identify longer-term plans for marketing and advertising.

Marketing and advertising will be conducted in conjunction with other graduate and certificate recruiting efforts. We would also market through current nurse practitioner organizations.

8. External funding sources: Describe any plans for the development of funding sources for this program that are external to the university, including projected amounts of funding for each.

- a. Fundraising: n/a
- b. Grants: n/a
- c. Other: n/a

9. Faculty, Staff and Administration:

- a. Describe the qualifications needed by faculty who will teach in the program.

Faculty will need to be certified Emergency Nurse Practitioners or have at least two years of practice in the emergency setting as a nurse practitioner.

- b. Identify the number and type (contingent, tenure-track) of faculty members necessary to deliver the program.

See attached ENP projected budget for proposed faculty. One tenure track faculty would lead the program.

- c. Will any current faculty serve in the proposed program? If so, how will this new commitment be accommodated in their teaching load?

Dr Richardson may assist in teaching the program as she is a certified ENP. As the associate Dean her teaching load is variable.

- d. Identify the number and type (contingent, tenure-track) of *new* faculty necessary to deliver the program.

See attached ENP projected budget for proposed faculty.

- e. If new faculty are required, provide a recruitment plan and timeline, including comments addressing the challenges of filling positions with small hiring pools or where market premia might be required

Two tentative faculty have already been identified and indicated interest in teaching/leading this program. The recruitment plan will follow current faculty recruitment efforts (advertising online, social media posts, and personal invitation). Salary will be commiserate with NP faculty salaries at PLU.

- f. Describe plans for providing administrative support for the program. Identify any new administrative positions or organizational rearrangements in staff needed to accommodate the new program.

It is anticipated that an additional clinical placement coordinator will be needed. See attached ENP projected budget for proposed staff. Dependent upon growth and final size of program an admin assistant may be needed or could serve as placement coordinator and assistant.

10. Facility and Technology Needs – Includes but not limited to classroom, office, studio, laboratory, storage, technology, and computer labs.

- a. Describe any new construction or facility renovations necessary to launch or maintain the program and the associated expenses.

Program can utilize the new simulation suites and debriefing/classrooms for on campus activities. Courses will be scheduled so they do not conflict with existing programs/schedules. The majority of the program will be online. Program director will require an office and so will placement coordinator (when hired). Storage for trauma, and procedure equipment will also be needed. It is anticipated that sufficient room may exist in the new Garfield building.

- b. Describe any furniture and/or equipment necessary to launch or maintain the program.

Equipment will include, but is not limited to, trauma simulation manikins, defibrillators, pre-hospital and hospital life support equipment, gurney's, and moulage. Additional supplies for the procedures and simulation will be necessary.

We have had preliminary discussion with West Pierce County Fire Department representatives. They are interested in partnering with the school of nursing and can provide some of the equipment in return for use of the facilities. We plan to further these discussions.

- c. Explain any special security considerations associated with the program.

This program will require a robust online presence and support system that includes heavy wifi connectivity in the sim center and bandwidth to stream content in and out of PLU.

- d. Identify possible health and safety concerns associated with the program.

No new health or safety concerns, beyond those associated with nursing/healthcare education, are identified.

11. Library Resources:

- a. Describe library resources needed to support the program, including print books, electronic materials, and other library resources.

Current library resources are subsidized by the HRSA ANEW grant and are marginally sufficient with this subsidization for our current programs. They should be adequate for the addition of this program as well. However, the university must develop a plan to support nursing student learning requirements as grant funding ends in JUL 2023. The need for funding exists without regard to whether the ENP program is implemented or not.

- b. Does the new program require access to library resources not already available? Are these mandated by any program accreditation?

See above answer.

- c. If program is fully online or blended, describe how library resources will be delivered to students. Include expenses for postage, photocopying, etc.

Students will access library resources virtually.

12. Student Services—Are there any changes in existing student services needed to accommodate the program? Will adding the program result in changes in service provision to the rest of the student body? Where might additional resources be necessary, and what are the projected expenses for those resources?

- a. Financial aid – n/a
- b. Registration – increased number of graduate student enrollment. It is expected that the decline in undergraduate enrollment exceeds the anticipated enrollment of graduate students so this should not increase any costs.
- c. Center for Student Success (advising, tutoring) – n/a
- d. Other

13. Budget. Use information from the questions above to complete the table. See attached “ENP Projected Budget” document

Year	Year Zero	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4
# Students in Program ⁱ					
# Faculty to Deliver Program ⁱⁱ					
# New Faculty to Deliver Program ⁱⁱⁱ					
Average Faculty Salary ^{iv}					
# Administrators or Staff ^v					
# New Administrators or Staff ^{vi}					
Average Administrator or Staff Salary ^{vii}					
Services & Purchases ^{viii}					
Facility and Technology ^{ix}					
Library Resources ^x					
Student Services ^{xi}					
Net		=[SOME EQUATION]	=[SOME EQUATION]	=[SOME EQUATION]	=[SOME EQUATION]

i. Identify the projected number of students *declared* in the new program for each of the first four years of the program. See attached ENP projected Budget

ii. Identify projected faculty FTE for each of the first four years of the program. See attached ENP projected Budget

iii. Identify the number of additional (new) faculty FTE necessary to add in each of the first four years of the program.

See attached ENP projected Budget

- iv. Identify average faculty salary. See attached ENP projected Budget
- v. Indicate the projected staff/administrator FTE for each of the first four years of the program. See attached ENP projected Budget
- vi. Identify the number of additional (new) staff/administrator FTE necessary to add in each of the first four years of the program. See Attached ENP projected Budget
- vii. Indicate the average staff/administrator salary. See Attached ENP projected Budget
- viii. Indicate the annual services and purchases budget required for each of the first four years of the program, including any projected expenditures required for start-up expenses. *Itemize these expenses in an attached narrative.* See attached ENP projected Budget.
- ix. Estimate facilities and technology expenses for each of the first four years of the program. ?
- x. Estimate library expenses for each of the first four years of the program. \$20K/yr (based upon HRSA grant subsidization).
- xi. Estimate student services expenses N/A

14. Risk management

Describe the major risk considerations of the plan and the steps that could be taken to mitigate or minimize the risk and still implement a successful plan. For example, if applicable, the plan may encounter problems associated with items such as negotiating a lease contract, obtaining city or government approvals, obtaining accreditation approval, etc.

Risk management considerations include malpractice. Students will already be credentialed, licensed and practicing nurse practitioners. They will be required to have their own malpractice insurance coverage.

15. Accountability and Exit Strategy:

- a. Outline the steps that will be taken to review whether the program is meeting its enrollment and revenue targets, including the timeline for such review. For new undergraduate programs, provide a 5-year timeline; for new graduate programs, provide a 3-year timeline.

Year one will focus on meeting enrollment targets and Fall of year two will start the review of completion rates, enrollment targets and budget projections. Program overall effectiveness and quality will be evaluated using the Systematic Evaluation Plan.

- b. Provide an exit strategy, including a general timeline for deciding whether to terminate or continue the program and a plan for teaching out the program. A minimum of 5 years would be/should be needed before considering whether to terminate or continue the program. Once started the program should pay for itself and if some of the additional revenue each year is set aside for equipment replacement costs, there should be no need search for money for equipment replacement every 5 years. A teach out plan would not be necessary as the program is only 9 months. Decision to sunset the program would mean ceasing recruiting efforts for the following year.
- c. Identify who will be responsible for providing accountability and oversight for the program meeting its enrollment and revenue targets.

The Dean/Associate Dean, School of Nursing will be responsible for overall accountability and oversight. The program director/faculty will be included in the process.

16. Communications Checklist.

	Signature	Date	Level of Support: <ul style="list-style-type: none"> ● Support ● Undecided ● Do not support
Chair			
Dean			
Associate Provost for Undergraduate or Graduate Studies, as appropriate			
Provost			
Provost's Academic Council			
Accreditation Liaison Officer			
Director of the Library			

Registrar			
Student Financial Services			
Director of Admission			
Executive Director Center for Student Success			
Senior VP for Administrative Services			

	Year 0	Year 1	Year 2	Year 4	Year 6
Projected Students	0	6	12	18	24
Tuition Revenue (@ \$1,400/credit)		\$ 117,600.00	\$ 235,200.00	\$ 352,800.00	\$ 470,400.00
Program Fees (supplies)		\$ 6,000.00	\$ 12,000.00	\$ 18,000.00	\$ 24,000.00
Projected Revenue		\$123,600.00	\$247,200.00	\$370,800.00	\$494,400.00
Projected Faculty		0.75	1	1.25	1.5
Faculty Salary (includes 30% benefits for 1 FTE, add additional .25 FTE are contingent)		75,000	100000	125000	150000
Benefits @ 30%efits for 1 FTE, additional .25 FTE are contingent non-benefitted)		22,500			
Total Salary costs		97,500	122,500	147,500	172,500
Equipment/Supplies		6000	12000	18000	24000
TOTALProjected Expenses		103,500	112,000	143,000	174,000
Projected Net Revenue (minus addition of clinical placement coordinator needed in year 2 \$45K)		\$ 20,100.00	\$135,200.00	\$227,800.00	\$321,900.00

Legend	
tuition	1,400.00 credit
credits	14.00
revenue /student	19,600.00
Lab fees/ student	1,000.00
Faculty Base Salary 1 FTE	100,000.00
FTE salary with benefits @ 30%	130,000.00
Contingent Salary equipment cost	25,000.00 1,000.00

If we were to expand beyond 6 students, we would need to look at a dedicated clinical placement coordinator that would add another \$45K in expenses

Anticipated trauma equipment would be purchased with sim lab and/or already on hand. (Sim Man, Ultrasound machine)



Memorandum Office of the Registrar

To: Dr. Gregson, Provost
From: Kelly Gaspar Poth, Registrar, x7139, kpoth@plu.edu
Date: July 24, 2020
Re: Creation of Emergency Nurse Practitioner Certificate (Type 3)

Course numbers have not previously been used.

Course titles are limited to 30 characters on the transcript and schedule. NURS 641 and 642 will have very difficult to translate titles.

To be consistent with the catalog, the credit hour notations on the course descriptions will be updated to the format currently used in the DNP section of the catalog.

As a reminder, certificates are not degrees. They do not qualify a student for graduation/commencement participation nor is there a diploma issued when the certificate is completed. Students apply for certificate completion and once awarded the certificate is noted on the official transcript.

REGI / ✓
PROV / ✓



Carol Bautista <bautisca@plu.edu>

EPC--NURS ENP EmergencyNursePractitionerCertProg Type 3

Joanna Gregson <gregsojg@plu.edu>
To: Faculty Governance <facgov@plu.edu>

Fri, Oct 30, 2020 at 12:09 PM

I am forwarding with endorsement, and also approve the institutional impact form.

Joanna

[Quoted text hidden]

--

Joanna Gregson, Ph.D.
Provost and Senior Vice President for Academic Affairs
Professor of Sociology
Pacific Lutheran University
Tacoma, WA 98447



NURS ENP EmergencyNursePractitionerCertProg Type 3.pdf
11960K



Carol Bautista <bautisca@plu.edu>

Fwd: EPC--NURS ENP EmergencyNursePractitionerCertProg Type 38 messages

Heather Graves <heather.graves@plu.edu>
To: Faculty Governance <facgov@plu.edu>

Wed, Oct 21, 2020 at 12:55 PM

Kelly sent this reply all following my email.

Heather Graves
Administrative Assistant
School of Nursing
Pacific Lutheran University
Phone: 253-535-7042
Fax: 253-535-7590
Email: heather.graves@plu.edu

"Be the reason someone smiles today."

----- Forwarded message -----

From: **Kelly Gaspar Poth** <kpoth@plu.edu>
Date: Wed, Oct 21, 2020 at 12:52 PM
Subject: Re: EPC--NURS ENP EmergencyNursePractitionerCertProg Type 3
To: Heather Graves <heather.graves@plu.edu>
Cc: Geoffrey Foy <foyege@plu.edu>, K. McConnell <mcconnke@plu.edu>, Francesca Lane Rasmus <lanerafr@plu.edu>, Melody Ferguson <fergusma@plu.edu>, Mike Frechette <frechemt@plu.edu>, Kristin Plaehn <plaehnhk@plu.edu>, Teri Phillips <phillitp@plu.edu>, Kathy Richardson <richarkk@plu.edu>

I support.

Kelly

--

Kelly Gaspar Poth | Registrar
Office of the Registrar
Pacific Lutheran University
kpoth@plu.edu
253.535.7139 phone

Comparison is the thief of joy. ~Theodore Roosevelt

On Wed, Oct 21, 2020 at 12:50 PM Heather Graves <heather.graves@plu.edu> wrote:
Good Afternoon,

On behalf of Dr. Kathy Richardson, Associate Dean of Academic Affairs with the School of Nursing, I wanted to reach out to you in regards to a Type 3 EPC proposal that has been developed by our department for offering an Emergency Nurse Practitioner Certification Program. Nursing has already submitted the proposal to EPC and we are now in need of your help with the approval process.

In lieu of wet signatures for this proposal, EPC is asking that you send a message to facgov@plu.edu indicating whether you support, are undecided, or do not support this proposal. If you could please reply to facgov@plu.edu with your decision as soon as possible, that would be greatly

appreciated. Thank you so much for your assistance with this process.

Warm regards,
Heather Graves

Heather Graves
Administrative Assistant
School of Nursing
Pacific Lutheran University
Phone: 253-535-7042
Fax: 253-535-7590
Email: heather.graves@plu.edu

"Be the reason someone smiles today."

Heather Graves <heather.graves@plu.edu>
To: Faculty Governance <facgov@plu.edu>

Wed, Oct 21, 2020 at 1:39 PM

Please see below.

Heather Graves
Administrative Assistant
School of Nursing
Pacific Lutheran University
Phone: 253-535-7042
Fax: 253-535-7590
Email: heather.graves@plu.edu

"Be the reason someone smiles today."

----- Forwarded message -----

From: **Kristin Plaehn** <plaehnhk@plu.edu>
Date: Wed, Oct 21, 2020 at 1:08 PM
Subject: Re: EPC--NURS ENP EmergencyNursePractitionerCertProg Type 3
To: Heather Graves <heather.graves@plu.edu>
Cc: Geoffrey Foy <foyge@plu.edu>, K. McConnell <mconnnke@plu.edu>, Francesca Lane Rasmus <lanerafr@plu.edu>, Melody Ferguson <fergusma@plu.edu>, Kelly Poth <kpoth@plu.edu>, Mike Frechette <frechemt@plu.edu>, Teri Phillips <phillitp@plu.edu>, Kathy Richardson <richarkk@plu.edu>

Looks good to me! KP

[Quoted text hidden]

--

Kris Plaehn,

Executive Director, Center for Student Success and Director for Retention - PLU

"If your children respect you, if your grandchildren are glad to see you, if your friends can count on you and you can count on them, if you can face your God and say 'I have done my best,' then you are a success. Ann Landers.

Schedule an appointment: <https://plu.libcal.com/appointments/kris>

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Heather Graves <heather.graves@plu.edu>

Wed, Oct 21, 2020 at 1:40 PM

To: Faculty Governance <facgov@plu.edu>

Please see below.

Heather Graves
Administrative Assistant
School of Nursing
Pacific Lutheran University
Phone: 253-535-7042
Fax: 253-535-7590
Email: heather.graves@plu.edu

"Be the reason someone smiles today."

----- Forwarded message -----

From: **Geoffrey Foy** <foyge@plu.edu>
Date: Wed, Oct 21, 2020 at 1:23 PM
Subject: Re: EPC--NURS ENP EmergencyNursePractitionerCertProg Type 3
To: Heather Graves <heather.graves@plu.edu>
Cc: K. McConnell <mconnnke@plu.edu>, Francesca Lane Rasmus <lanerafr@plu.edu>, Melody Ferguson <fergusma@plu.edu>, Kelly Poth <kpoth@plu.edu>, Mike Frechette <frechemt@plu.edu>, Kristin Plaehn <plaehnhk@plu.edu>, Teri Phillips <phillitp@plu.edu>, Kathy Richardson <richarkk@plu.edu>

I support this program. Please accept this email as my signature.

Geoff

On Wed, Oct 21, 2020 at 12:50 PM Heather Graves <heather.graves@plu.edu> wrote:
Good Afternoon,

On behalf of Dr. Kathy Richardson, Associate Dean of Academic Affairs with the School of Nursing, I wanted to reach out to you in regards to a Type 3 EPC proposal that has been developed by our department for offering an Emergency Nurse Practitioner Certification Program. Nursing has already submitted the proposal to EPC and we are now in need of your help with the approval process.

In lieu of wet signatures for this proposal, EPC is asking that you send a message to facgov@plu.edu indicating whether you support, are undecided, or do not support this proposal. If you could please reply to facgov@plu.edu with your decision as soon as possible, that would be greatly appreciated. Thank you so much for your assistance with this process.

Warm regards,
Heather Graves

Heather Graves
Administrative Assistant
School of Nursing
Pacific Lutheran University
Phone: 253-535-7042
Fax: 253-535-7590
Email: heather.graves@plu.edu

"Be the reason someone smiles today."

--

Geoffrey E. Foy, Ph.D.
Associate Provost, Graduate Programs & Continuing Education

Office of the Provost
Pacific Lutheran University
12180 Park Ave South
Tacoma, WA 98447

Office: 253-535-7231
Mobile: 425-533-7116
E-mail: foy@plu.edu
Web: www.plu.edu/centergpce/

Francesca Lane Rasmus <lanerafr@plu.edu>

Wed, Oct 21, 2020 at 2:09 PM

To: Faculty Governance <facgov@plu.edu>

Cc: Geoffrey Foy <foyge@plu.edu>, "K. McConnell" <mcconnke@plu.edu>, Melody Ferguson <fergusma@plu.edu>, Kelly Poth <kpoth@plu.edu>, Mike Frechette <frechemt@plu.edu>, Kristin Plaehn <plaehnhk@plu.edu>, Teri Phillips <phillitp@plu.edu>, Kathy Richardson <richarkk@plu.edu>, Heather Graves <heather.graves@plu.edu>

All,

As is noted in the proposal: "Current library resources are subsidized by the HRSA ANEW grant and are marginally sufficient with this subsidization for our current programs. They should be adequate for the addition of this program as well. However, the university must develop a plan to support nursing student learning requirements as grant funding ends in JUL 2023. The need for funding exists without regard to whether the ENP program is implemented or not."

If increased library acquisitions funding is available, then I support this proposal. If acquisitions funds are not available to support nursing student learning, then I can not support this proposal.

-Fran

Francesca Lane Rasmus
Director of the Library
Associate Professor
Mortvedt Library
Pacific Lutheran University
Tacoma, WA 98447
253.535.7141
lanerafr@plu.edu
<https://www.plu.edu/library/>

PLU Library

[Quoted text hidden]

K. McConnell <mcconnke@plu.edu>

Thu, Oct 22, 2020 at 8:34 PM

To: Francesca Lane Rasmus <lanerafr@plu.edu>

Cc: Faculty Governance <facgov@plu.edu>, Geoffrey Foy <foyge@plu.edu>, Melody Ferguson <fergusma@plu.edu>, Kelly Poth <kpoth@plu.edu>, Mike Frechette <frechemt@plu.edu>, Kristin Plaehn <plaehnhk@plu.edu>, Teri Phillips <phillitp@plu.edu>, Kathy Richardson <richarkk@plu.edu>, Heather Graves <heather.graves@plu.edu>

You can add my signature also.

Thank you.

[Quoted text hidden]

--

Karen E. McConnell, Ph.D., CHES
Dean, School of Education and Kinesiology
Accreditation Liaison Officer, NWCCU
Professor of Kinesiology
Pacific Lutheran University
Tacoma, WA 98447-0003

*NCHEC Certified Health Education Specialist
ACE Group Fitness Instructor
ACE Senior Exercise Specialist*

Melody Ferguson <fergusma@plu.edu>

Fri, Oct 23, 2020 at 8:29 AM

To: "K. McConnell" <mconnke@plu.edu>

Cc: Francesca Lane Rasmus <lanerafr@plu.edu>, Faculty Governance <facgov@plu.edu>, Geoffrey Foy <foyge@plu.edu>, Kelly Poth <kpoth@plu.edu>, Mike Frechette <frechemt@plu.edu>, Kristin Plaehn <plaehnhk@plu.edu>, Teri Phillips <phillitp@plu.edu>, Kathy Richardson <richarkk@plu.edu>, Heather Graves <heather.graves@plu.edu>

Me too. Add my signature with support.

Thanks,
Melody
[Quoted text hidden]

--

Melody Ferguson

Associate Dean of Admission
Pacific Lutheran University
[Schedule a virtual meeting with me!](#)
Instagram: @plu.melody
253.535.7707 call/text | 253-536-5136 fax
mferguson@plu.edu | www.plu.edu

Mike Frechette <frechemt@plu.edu>

Fri, Oct 23, 2020 at 8:59 AM

To: Melody Ferguson <fergusma@plu.edu>

Cc: "K. McConnell" <mconnke@plu.edu>, Francesca Lane Rasmus <lanerafr@plu.edu>, Faculty Governance <facgov@plu.edu>, Geoffrey Foy <foyge@plu.edu>, Kelly Poth <kpoth@plu.edu>, Kristin Plaehn <plaehnhk@plu.edu>, Teri Phillips <phillitp@plu.edu>, Kathy Richardson <richarkk@plu.edu>, Heather Graves <heather.graves@plu.edu>

I sent my support to facgov@plu.edu.

[Quoted text hidden]

--

Mike Frechette

Dean of Enrollment Management & Student Financial Services
Pacific Lutheran University
Hauge Administration Building
[12180 Park Avenue South](#)
[Tacoma, WA 98447](#)

Phone: 253.535.7161

Fax: 253.535.8406

Pronouns: he, him, his

Teri Phillips <phillitp@plu.edu>

Fri, Oct 23, 2020 at 9:56 AM

To: Mike Frechette <frechemt@plu.edu>

Cc: Melody Ferguson <fergusma@plu.edu>, "K. McConnell" <mcconnke@plu.edu>, Francesca Lane Rasmus <lanerafr@plu.edu>, Faculty Governance <facgov@plu.edu>, Geoffrey Foy <foyge@plu.edu>, Kelly Poth <kpoth@plu.edu>, Kristin Plaehn <plaehnhk@plu.edu>, Kathy Richardson <richarkk@plu.edu>, Heather Graves <heather.graves@plu.edu>

I also sent my support and comment to facgov. ~Teri

[Quoted text hidden]

--

Teri Phillips, MBA
Chief Operating Officer
Pacific Lutheran University
Tacoma, WA 98447
253.535.7187

Pronouns: she, her, hers



Carol Bautista <bautisca@plu.edu>

Emergency Nurse Practitioner Certification Program

Mike Frechette <frechemt@plu.edu>
To: Faculty Governance <facgov@plu.edu>

Wed, Oct 21, 2020 at 1:09 PM

I support.

--

Mike Frechette
Dean of Enrollment Management & Student Financial Services
Pacific Lutheran University
Hauge Administration Building
[12180 Park Avenue South](#)
[Tacoma, WA 98447](#)

Phone: 253.535.7161

Fax: 253.535.8406

Pronouns: he, him, his



Carol Bautista <bautisca@plu.edu>

NURS ENP EPC Proposal

1 message

Teri Phillips <phillip@plu.edu>
To: Faculty Governance <facgov@plu.edu>

Fri, Oct 23, 2020 at 9:49 AM

I support this proposal, as long as adequate resources are considered for impacts to I&TS.

The current infrastructure within Garfield Commons should readily support needs related to this new program. However, if the program leads to hypothetical training scenarios that may require connectivity needs outside of traditional training spaces, there will be additional costs that should be appropriately resourced and not expected that I&TS absorb.

~Teri

--

Teri Phillips, MBA
Chief Operating Officer
Pacific Lutheran University
Tacoma, WA 98447
253.535.7187

Pronouns: she, her, hers