A PROPOSAL FOR A MULTI-CAMPUS COLLABORATIVE
DOCTOR OF NURSING PRACTICE DEGREE PROGRAM AT THE
UNIVERSITY OF CALIFORNIA

UC DAVIS SCHOOL OF NURSING
UC IRVINE PROGRAM IN NURSING SCIENCE UC
LOS ANGELES SCHOOL OF NURSING
UC SAN FRANCISCO SCHOOL OF NURSING

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SECTION 1. INTRODUCTION

Over the past four years the academic nursing programs at the campuses of University of California Davis, Irvine, Los Angeles and San Francisco have each evaluated the implementation of a doctor of nursing practice (DNP) degree program. Independently, each campus voted to move forward with the development of a DNP proposal. However in the summer of 2012, it became apparent that the implementation of a collaborative multi-campus DNP degree program would best utilize the educational richness of each campus efficiently while maintaining fiscal responsibility.

This proposal seeks to establish a multi-campus collaborative DNP degree program as a self-supporting program within the University of California (UC) educational system. The proposed professional doctoral degree program will build on the knowledge base consistent with a nursing-focused master of science (MS) degree and will be offered as a post-master’s program for nurses who are currently functioning at an advanced level of practice or who are nationally certified by the appropriate certification body for their specialty.

At this time no UC campus offers the DNP degree. The proposed degree program will be the first offering of a post-master’s DNP within the UC system and will represent a unique collaboration across the four campuses. This innovative program will leverage the expertise of the collaborating UC campuses and deliver a curriculum utilizing a hybrid non-traditional format.

1.1 AIMS AND OBJECTIVES

The Doctor of Nursing Practice (DNP) degree is a professional doctorate designed to develop competencies for advanced clinical and leadership roles. At their highest level, leadership, health system knowledge and quality, as well as health-care policy are the competencies emphasized in a DNP program. The DNP Essentials (published by the national accrediting body, the American Association of Colleges of Nursing (AACN)) shape the curricula to address nine competencies:

- Scientific Underpinnings for Practice
- Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- Health Care Policy for Advocacy in Health Care
- Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- Clinical Prevention and Population Health for Improving the Nations’s Health
- Advanced Nursing Practice
This collaborative UC DNP program will require a combination of didactic and clinical content with additional practice units for residency (See Table 2: Sample UC DNP Degree). This post-master’s coursework is projected to require 7 quarters for completion, and can be completed in less than two calendar years. This is consistent in terms of unit load and program duration with other established DNP programs. As recommended by the AACN in their *Position Statement on the Practice Doctorate in Nursing*, emphasis will be placed on advanced clinical and leadership roles². A sample curriculum is located in Section 2.11.

1.2 HISTORICAL DEVELOPMENT

**Historical development of the field.** Historically, doctoral programs in nursing have been research-focused, and have included various degree equivalent titles, namely the PhD degree, the Doctor of Nursing Science degree (DNS, DNSc, or DSN), and a Nursing Doctorate (ND) degree offered by two universities.

The need for a practice-focused doctoral program has existed for some time and recently gained impetus not only within the profession but also within the broader health science community (Dr.P.H., Psy.D., D.P.T.)³. In 2004, following significant study, AACN recommended the establishment of the DNP as the professional, practice-focused doctoral degree in nursing ⁴. The AACN recommendation was based on several factors:

- The need for increased knowledge and skills for clinical and administrative nursing leadership across services and sites of healthcare delivery;
- Recommendations by the Institute of Medicine (IOM), related to patient safety,⁵,⁶ stating that clinical nursing leadership be obtained at all levels of management within nursing organizations;⁷
- The need for clinicians to design, evaluate, and continuously improve the context within which healthcare is delivered;
- The explosion in information, technology, and new evidence to guide practice;
- An increasing numbers of credits required within master’s degree programs designed to meet the expanding responsibilities of nurses in advanced practice and clinical leadership positions.⁸⁹

The 2010 IOM report on the Future of Nursing included the recommendation that “Schools of nursing, with support from private and public funders, academic administrators and university trustees, and accrediting bodies, should double the number of nurses with a doctorate by 2020 to add to the cadre of nurse faculty and research with attention to increasing diversity”¹⁰. The UC DNP is a terminal degree that focuses on the translation of research into advanced clinical practice to improve health outcomes. Advanced clinical practice as defined by AACN includes: “Any form of nursing intervention that influences healthcare outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals, management of care for individuals and populations, administration of nursing and healthcare organizations, and the development and implementation of healthcare policy”¹¹.”
Thus the program objectives, program outcomes, and focus of scholarship are different for the DNP than that of the PhD, which is traditionally focused on academic and research-based endeavors. Key differences between the DNP and PhD in nursing are summarized in Figure 1. Additional contrast points are listed in Appendix A.

**Figure 1. Key Differences between the DNP and the PhD**

![Venn Diagram showing key differences between DNP and PhD]

Adaptation from Bernadette Mazurek Melnyk, PhD

Graduates of a DNP program will be the liaisons for the translation of research into practice. They are prepared for an advanced practice career with extensive preparation in practice, application of scientific evidence to practice, and familiarity with policy change for the improvement of healthcare. The critical analysis and synthesis of scientific evidence for application to practice, or evidence-based practice (EBP), is the essence of scholarship for the DNP.
DNP programs prepare students at the highest level for careers in advanced practice and nursing leadership. DNP programs admitting post-master’s students build on the master’s level competencies in clinical practice, scholarship, leadership, and advocacy. With additional coursework in educational pedagogy, available through their immersion series, graduates are also qualified to pursue faculty-teaching positions. As nursing leaders with specialized expertise, graduates can contribute by mentoring students in their areas of specialization. With the explosion of new knowledge the DNP, like other clinical doctorates in the areas of psychology, pharmacy, medicine, physical therapy, optometry and audiology, is designed to meet the dynamic needs of the national healthcare system, improve patient safety and reduce cost.

By the year 2015, AACN expects that the DNP will be the required credential for nurses interested in seeking training and certification in advanced practice nursing roles. Many nursing organizations are currently supporting this position, including the National Association of Nurse Practitioners and Boards of Nursing. The affected advanced practice roles would include nurse practitioners, nurse midwives, nurse anesthetists, and clinical nurse specialists. Although Advanced Practice Registered Nurses (APRNs) who have achieved the master’s degree and certification prior to 2015 will not be required to seek the DNP, many nurses are choosing to do so. This collaborative UC DNP program can be tailored to meet this market demand and expectation.

**DNP Programs in the United States and California.** As of April 2013, AACN states there were 217 DNP programs representing 40 states plus the District of Columbia and an additional 97 programs in the planning stages. Among Schools of Nursing in universities with membership in the Association of American Universities (AAU), 25 (17 public and 8 private) have a DNP program (see Appendix B). As of 2013, California had eight DNP programs including seven located in private institutions: Azuza Pacific, Brandman University, Loma Linda University, National University, Samuel Merritt University, University of San Diego, University of San Francisco, Western University and the recently opened California State University (CSU) Consortium (AACN program schools). The duration of the above DNP programs range from 21 months to 4 years and require 51-94 quarter units for degree completion. The proposed UC Collaborative DNP program will require 51 quarter units and can be completed in 21 months.

The CSU Consortium represents the first public university in California to offer the DNP. Assembly Bill 867, signed in September 2010 by Governor Schwarzenegger, gave the California State University system approval to offer a DNP pilot program on three CSU campuses for up to 90 full-time equivalent students. One of the programs is jointly offered by the Fullerton, Long Beach and Los Angeles campuses. Another is offered jointly by the Fresno and San Jose campuses, with the third pilot program located at San Diego State University.

The establishment of a multi-campus collaborative DNP program across the academic nursing programs at UC would be beneficial to the University of California because of the growth of the DNP in the United States as well as the ability of each campus to compete in this realm without compromising the UC’s core competencies of research and academic rigor. This unique program would allow the education of nurses across the state of California in the advanced practice role to meet the demands of the ever-changing healthcare landscape. Additionally, this collaborative effort will capitalize on the educational richness of each campus, represent a strong educational brand unrivaled within the state, and present a model for fiscal sustainability. The added versatility of a hybrid delivery design, thoughtfully incorporating both li7e
and distance-based learning strategies capitalizes on access to the combined faculty resources of four schools, and enhances the reach and marketability of the program.

**UC Multi-Campus Collaborative DNP Faculty.** Faculty in the collaborating UC Nursing Programs have strengths in research, clinical practice, and healthcare policy at the local, state, and national levels providing a sound basis for offering a high quality educational experience for UC DNP students. The expertise of the faculty will support and enrich the educational experience of students, who will also benefit from the emphasis on translational research made possible through strategic interprofessional collaborations (see Appendix C).

**1.3 TIMETABLE**

The collaborative UC DNP Program is prepared to recruit students in 2015 and to admit the first cohort of students in the 2015-2016 academic year. The initial roll-out will occur at three campuses (UC Irvine, UCLA and UCSF) and UC Davis will commence enrollments in program year 3, pending all approvals.

**1.4 RELATION TO EXISTING CAMPUS PROGRAMS**

The third report from the IOM related to patient safety and the quality of healthcare articulates an over-arching theme that “all health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics (p. 3).” The theme is based on evidence summarized in the IOM reports that patient safety and quality of care are fostered when professionals understand and appreciate the roles of their professional colleagues and effectively communicate and work together.

The UC Multi-Campus Collaborative DNP program will foster interprofessional collaborations among the campuses to create professional learning opportunities for all students in health-related programs. The UC DNP curriculum will allow the post-master’s student to expand their knowledge and application of evidence-based practice and allow collaboration with faculty in many other fields, including business, information science, and law.

**1.5 INTERRELATIONSHIP WITH OTHER UC CAMPUSES**

Each UC campus involved in this multi-campus collaborative UC DNP proposal already offers graduate degrees in nursing.

**University of California at Davis (UCD):** The Betty Irene Moore School of Nursing offers the Master of Science and Doctor of Philosophy degrees in nursing. Applicants are admitted through the Nursing Science & Healthcare Leadership Group that includes faculty from the School of Nursing and the UC Davis Health System, schools, colleges and departments. Recently, UC Davis School of Nursing was approved to begin admissions for a nurse practitioner and physician assistant program, demonstrating the School's ability to establish interprofessional relationships and meet the changing needs of healthcare.

**University of California at Irvine (UCI):** The Program in Nursing Science at UC Irvine offers a Bachelor of Science, Master of Science and Doctorate degrees in Nursing Science as well a
post-graduate certificate program for nurse practitioners. In a collaborative effort with the School of Nursing at UCSF, a dual campus Acute Care Pediatric Nurse Practitioner program is now in its fourth year of operation. In addition to educating nurses at every level, this dual campus collaboration demonstrates the ability of the Program faculty to develop resources for successful distance learning and their ability to utilize cutting edge technology.

**University of California at Los Angeles (UCLA):** The School of Nursing at UCLA offers degrees in nursing at the pre-licensure, post-licensure and doctoral levels. Additionally, UCLA offers Master of Science in Nursing (MSN.) in several specialty areas and post-master’s certificate programs. Ranked #8 in NIH research funding, UCLA School of Nursing is home to several NIH Centers that investigate the unique needs of vulnerable and under-represented populations with particular emphasis in the adult, geriatric and oncology populations. The UCLA School of Nursing is committed to transformative research that improves healthcare.

**University of California at San Francisco (UCSF):** The School of Nursing offers pre-licensure and post-licensure nursing programs, as well as two doctoral programs—the PhD in Nursing as well as a collaborative Nurse Scientist program leading to the PhD in Sociology. The School also offers a multiple master’s program specialties from Nurse Practitioner to Health Policy and Occupational/Environmental Health. Students enhance their learning through activities in a state-of-the art Teaching Learning Center and a newly opened Center for Interprofessional Healthcare Education. Faculty pursue collaborative research and have developed and sustained nationally acclaimed faculty practice sites dedicated to diverse and under-served populations. The School of Nursing at UCSF is ranked #1 in NIH research funding and has a demonstrated commitment to innovative research and global healthcare leadership.

Currently, no campus within the University of California system offers the DNP degree. Therefore, the proposed, multi-campus collaborative group will be the first to offer the DNP degree in the UC system and will be a unique enterprise which will leverage the strengths of each campus.

**1.6 PROGRAM ADMINISTRATION**

Administratively the UC DNP program is designed to reflect the needs of each campus equally and allow flexibility of implementation. All administrators and faculty of the UC DNP Program will be subject to the program governance as stated in the program by-laws (see Appendix D) and all faculty and administrative personnel will be compensated from the respective campuses’ DNP budget. It is envisioned that all four campuses will participate in this collaborative program, however the program will initially be offered at three campuses (UC Irvine, UCLA and UCSF) and roll-out to the remaining campus (UC Davis) once approvals are obtained. If an individual campus must suspend participation the remaining campuses will divide the work requirements to mutual agreement.

**UC DNP Program Director:** The UC DNP Program Director is responsible for the implementation, governance and accreditation of the UC DNP program, and may choose to teach in the program. The directorship will rotate between the campuses with the position held by a senate faculty for 3-6 years. The UC DNP Program Director reports directly to the School of Nursing Deans/Director at UC Davis, Irvine, Los Angeles and San Francisco.
**Associate UC DNP Program Director:** Each participating campus will have a dedicated Associate Program Director who will be the liaison between the students and campus administration, maintain records of student progress, as well as the teaching responsibilities of the participating UC DNP faculty. The faculty who holds this position may be senate or non-senate faculty, and may teach in the program. The Associate UC DNP Program Director reports to their respective Dean/Program Director and the UC DNP Program Director.

**UC DNP Faculty:** Each campus has identified qualified faculty who have expressed interest in teaching in the program. From each campus, UC DNP faculty members are expected to teach and contribute to the UC DNP program based on their clinical and academic expertise. The anticipated UC DNP faculty is presented in Table 2.

**UC DNP Administrative Support:** On each campus administrative staff will be responsible for admissions, recruitment, course scheduling, advisement, information technology support, faculty and student support, and evaluation.

**1.7 PROGRAM EVALUATION PLAN**

**External Evaluation.** The program is based on the AACN *Essentials of Doctoral Education for Advanced Nursing Practice* and inclusion of the AACN *DNP Essential Curricular Elements and Competencies.* These documents form the basis for program evaluation. Once the program has received UC system-wide approval, the collaborating campuses will immediately seek national accreditation from the Commission on Collegiate Nursing Education (CCNE). The commission will provide an ongoing evaluation framework to assure program quality. The process for CCNE accreditation takes approximately two years with accreditation occurring by time of graduation for the first class. Due to a substantial online component additional approval from the Western Association of Colleges of Nursing (WASC) will also be obtained.

**Internal Evaluation.** In addition, the UC DNP degree program will be subject to several ongoing evaluation processes consistent with the standards and practices of each campus:

- Evaluation processes that will include administrative, faculty, student, and employer review of the adequacy of program content and processes to appropriately prepare graduates for the expected career trajectory. Data on these parameters will be collected by Program administrative staff.

Academic Senate evaluation of the UC DNP degree program that will occur as part of the scheduled evaluation of graduate programs. Because it is a new self-supporting program, the UC DNP program would go through review according to expected timelines and policies for self-supporting programs. Every effort will be made to streamline these evaluation processes to best fit the needs of the DNP program and campuses.

**SECTION 2. PROGRAM**

**2.1 PREPARATION FOR ADMISSION**

The UC Collaborative DNP program will be administered by each participating campus. The application process for all prospective students will be the same at UCD, UCI, UCLA and UCSF.
Students will apply to a specific school of nursing that will be designated as their home campus. Each individual home campus will support the residency and projects of their students. Although all admission requirements and tuition/fees will be identical for each applicant regardless of home campus, each campus will maintain a separate budget. While acknowledging that the preponderance of applicants will likely be of female gender due to the nature of the nursing profession this multi-campus program is committed to the recruitment of a diverse student body (e.g. age, race/ethnicity, gender).

Entry requirements for this Post-Master’s UC DNP program include the following:

- Master’s degree in nursing or equivalent, documented by an official transcript from each college or university attended
- Minimum cumulative GPA of 3.4 (0-4 scale) for master’s coursework
- TOEFL scores for international applicants and those whose native language is not English; a minimum TOEFL scores set by each campus will be honored
- Evidence documenting completion a minimum of 500 clinical hours during the applicant’s master’s program or previous post-master’s program; APRN national certification in one of the recognized APRN roles will satisfy this requirement
- Verification of APRN national certification in one of the recognized APRN roles (Nurse Practitioner, Clinical Nurse Specialist, Nurse Anesthetist or Nurse Midwife) preferred
- Active, unrestricted RN licensure for practice in the state where residency work will occur and a bachelor’s degree and/or a master’s degree in nursing or a health-related field
- A resume or curriculum vitae detailing work history, professional and volunteer activities appropriate to the advanced practice role
- Three confidential letters of recommendation from colleagues who are able to address both academic abilities and work-related experience
- A goal statement (maximum of 1000 words) describing the applicant’s professional goals and rationale for applying to the program
- Criminal background check with evidence of clearance from all states of residence within the previous three year period
- Upper-division statistics course completed within three years of admission to the program
- One year of experience in advanced practice role preferred

A personal interview with a writing sample (in lieu of the GRE) will be required of all UC DNP applicants considered for admission. Acceptance to the program will be based on review of all materials and results of the interview process.

**Future Admission Criteria.** We propose that the entry criteria will change as the program enrolls successive cohorts and progresses toward the goal of being self-sustaining. The first cohort of new UC DNP students will enter as described above. Subsequent admission criteria may include post-master’s or post-baccalaureate options for those who are registered nurses (RN). The additional curriculum, clinical units and tuition will be modified as needed and appropriate approvals sought.

### 2.2 FOREIGN LANGUAGE REQUIREMENT

There is no foreign language requirement for the proposed UC DNP degree program. Proficiency in a language other than English is desirable but not required.

### 2.3 PROGRAM OF STUDY
a. **Specific field of emphasis.** The UC DNP will build on master’s level advanced practice preparation. Students in the UC DNP program will integrate competencies for advanced nursing practice roles in clinical practice, leadership, health policy, and education as well as further develop their scholarship capacity in the area of evidence-based practice.

Areas of clinical practice and organizational focus will vary depending on the career trajectory of the student. Students will be mentored in clinical/organizational roles through residencies with senior medical and nursing clinical leaders as well as individuals in senior healthcare management positions. These residencies may take place at or near the student’s work setting or place of residence. UC DNP program faculty will provide mentorship and facilitate the residency processes throughout the student’s program. All graduates will receive the DNP degree.

b. **Plan(s).** The UC DNP degree is proposed as a professional degree program.

c. **Unit Requirements.** A total of 51-quarter units will be required for graduation. This number of units is within the range of units required by the majority of DNP programs nationally.

d. **Required and Recommended Courses.** Course requirements are influenced by consensus documents on DNP education from AACN. A total of 51-quarter units are required for the DNP program, and include both didactic and clinical residency hours delivered live and via distance-based strategies such as online work and web-conferencing. Electives may be taken as approved by the graduate advisor. Required course work for the proposed UC DNP degree program is shown below (see Section 2.11 for Sample Curriculum). Abbreviated course syllabi are located in Appendix E.

**Concepts and Contemporary Issues for the DNP:** This online course will develop the critical thinking skills of the DNP student in evaluating the state of nursing science and its impact on practice. Scientific theories and conceptual frameworks forming the foundations of knowledge and clinical scholarship in doctoral nursing practice will be presented. Middle range theories and concepts across disciplines will be evaluated for their translational utility for clinical interventions and patient outcomes.

**Critical Appraisal of Evidence-Based Practice (EBP):** This online course is designed to provide the DNP with the skills to critically appraise and translate evidence into practice. Evidence-based practice appraisal frameworks are used to promote understanding of scientific information and support critical decision-making in healthcare.

**Methods and Measurement for Translational Practice Inquiry:** This online course provides advanced concepts on research methods and measurement strategies that are applicable to support the advanced practice nurse to access, evaluate and utilize data from various sources including research, quality improvement initiatives, and information technology origins to achieve improvements in care delivery and practice.

**Improving Health Outcomes Through Quality Improvement and Patient Safety:** This online course provides an interdisciplinary background in the sciences of quality improvement and patient safety within healthcare settings. The history and evolution of the quality movement,
theories and thought leaders, current quality of care issues, eliminating health disparities, culturally and linguistically appropriate services, research and innovations, intervention strategies, and instruments will be addressed; as well as an analysis of quality management system models in healthcare. Special focus will be placed on the role of the advanced practice nurse leader in developing and leading clinical quality and safety initiatives.

Advanced Health Policy and Advocacy: This online course focuses on critical analysis of health policy in support of strategic action and advocacy. The course will cover health policy analysis within the context of economic, legal, social justice, and ethical issues and stimulate debate for decision-making and action. Students will partner with professional and/or community agencies to apply and evaluate health policy interventions and policies related to current healthcare issues.

Organizational Systems and Health Economics: This online course is designed to expose the DNP student to a wide variety of organizational types and a foundational understanding of how healthcare is financed in the United States. Students will explore various types of healthcare organizations and delivery systems. Healthcare finance will be discussed at national and practice levels. Students will lead in-depth discussions of healthcare resources, institutional change, and the effect on the U.S. Healthcare Delivery System.

Transforming Healthcare Through Interprofessional Collaboration: This online course is designed to acquaint DNP students with contemporary issues in the healthcare professions and expose students to interprofessional collaborative practice concepts and competencies. Students will discuss the various barriers and facilitators in achieving a model collaborative practice and explore innovative opportunities to change current practice. Students will also explore and challenge their personal belief systems and identify potential barriers to high level collaboration in a team environment. The class will discuss the relationship between interprofessional education, practice and healthcare outcomes and prepare DNP graduates to assume a leadership role.

Advanced Concepts in Clinical Prevention & Population Health: This online course enables the DNP to integrate, synthesize and apply concepts associated with health promotion, disease prevention, and chronic health problems. Epidemiologic and biostatistical principles will be emphasized toward the care of communities, and culturally diverse and vulnerable populations

Immersion Series—Prologue, Intersession, and Epilogue: This live intensive series is designed to meet the professional development of DNP students as they progress through the program. In the first intensive, Prologue, the student will be introduced to the UC DNP, including student support services, curriculum overview, educational approach, expectations for the learning process, ethics and academic integrity. Students will also be introduced to principles of teamwork, communication and teaching-learning theories that will be applied throughout the program of study. During the second intensive, Intersession, students will explore and define competencies expected of the DNP. Additionally UC DNP students will present and receive faculty and peer feedback on their Project proposal. Recommendations related to practical data collection approaches and data analysis will also be emphasized. During the final intensive, Epilogue, UC DNP students will assess the acquisition of DNP competencies through the presentation of their Project, self-reflection via a career plan and critical evaluation of their DNP program. The immersion series is in-person and attended by the entire cohort. Hosting of the immersion series will rotate among the participating campuses. At least one faculty member from
each campus will be in attendance.

**DNP Project Series:** The purpose of the UC DNP Project Series is to provide structured didactic content and application for the student’s DNP Project. The DNP Project is a key element of the DNP degree and represents a terminal synthesis of data related to an identified practice issue. The four DNP Project courses will occur sequentially and each course will be held in parallel to the student’s residency hours. The courses will be delivered live or via distance-based strategies according to the needs of the student cohort and faculty mentor.

**DNP Residency:**

**e. Residency Hours.** AACN requires a minimum of 1,000 post-baccalaureate hours of mentored clinical and/or organizational leadership experience to award a DNP degree. Prior to admission applicants must complete a minimum of 500 hours from an advanced practice master’s degree or post-master’s certification program. These clinical practice hours will be accepted as part of the 1,000 required hours. The remaining hours will be provided by the UC DNP program (510 hours or 17 quarter units). Students must maintain documentation demonstrating the number of residency hours and quality of the experience throughout the UC DNP program.

The DNP Residency is an individualized, mentored experience that addresses an identified clinical issue of interest to the student. Placement of students for the residency and project courses will be individualized to assure learning experiences occur with mentors addressing healthcare issues and populations applicable to the student’s career trajectory. The site of the DNP Residency may be the student’s place of employment, but experiences and accumulated DNP Residency hours will be held separately from compensated employment hours. An individualized plan for site and learner evaluation during these DNP residency experiences will be determined by the clinical mentor in agreement with DNP faculty.

**f. Teaching Requirement:** As part of the 500 hours of practice residency, students will be required to complete 100 hours of a teaching residency. This requirement recognizes the need for developing clinically expert nursing faculty. This residency requirement will be individualized to the student’s goals and plan, and will be overseen by program faculty.

**2.4 DNP PROJECT**

In lieu of a thesis, a DNP Project will be required for this professional degree. The DNP Project is the current preferred titling for the summative DNP program project. Students will complete a DNP Project Proposal and present this to their DNP Committee. Once approved the student will begin work on their DNP Project. The completed Project will be defended by the student, as well as presented in a public forum. The DNP Project will require students to demonstrate a synthesis of evidence-based practice in a practice area specific to the student’s specialty.

The DNP Project requires a synthesis of leadership, policy, quality, management, and clinical learning experience. Each student will collaborate with an agency (ideally their current clinical setting) to address a real-world problem or health issue. DNP Projects will be encouraged in the key domains of School of Nursing faculty research and practice strengths in order to assure the
strongest mentorship possible. Strong professional writing and public speaking skills are expected as part of the DNP Project.

The DNP Committee will consist of a minimum of two members. The DNP Committee will be chaired by a program faculty member (PhD or DNP) from the student’s home campus. The second member must be doctorally-prepared and may be external to or from the student’s home campus, as long as this member has no direct vested interest in the success of the student. Multidisciplinary participation is encouraged to support the student’s project as appropriate to the topic of the project. Clinical site mentors (see Section 2.5) are also encouraged to participate on the student’s Committee as additional members. The student’s DNP Project Proposal and Project may only be approved by the doctorally-prepared members of the Committee. The Associate UC DNP Program Director approves constitution and modifications of the DNP Project Committee.

2.5 DNP RESIDENCIES

Students will work in clinical settings with mentors in DNP Residencies as part of the required practice hours to complete the expected total of 1,000 post-baccalaureate hours set by AACN; this is anticipated to require an additional 510 hours (or 17 quarter units). Residency hours must be distinct from the student’s regular employment hours. Ideally, the student will select a mentor in this clinical setting to help ensure successful implementation and dissemination of the DNP Project. Mentors will participate in student evaluations and their alignment with the DNP competencies and maintain active communication with the UC DNP Program Faculty on the student’s progress. It is expected that students will progress as a cohort, and successful completion of each residency course is mandatory prior to moving forward to the next course in sequence.

2.6 DNP PROJECT PROPOSAL

Successful completion of UC DNP Project series will be necessary in order for the student to plan, implement and evaluate the DNP Project. Unanimous agreement by the DNP Committee is required to progress to Project Implementation. If there is a lack of agreement, then the Associate UC DNP Program Director will be brought in to decide the outcome. If the Associate UC DNP Program Director is a member of the student’s DNP Committee, another UC DNP faculty member at the student’s home campus will be brought in to decide the outcome.

2.7 DNP PROJECT PRESENTATION

The DNP Project Proposal will be completed during the DNP Project series and approved by the student’s DNP Committee. Students will submit the final written document of the DNP Project for approval and provide an oral defense presentation. Students will also participate in at least one public speaking opportunity in which their DNP Project is presented. The written document and oral presentation will include the following: background and significance; needs assessment; synthesis of the literature; project methods; project results and evaluation; project discussion including implications for advanced nursing practice in the areas of practice, policy, research, and education.

Successful completion is judged by approval of at least two DNP Committee members. If there is a
lack of agreement, then the Associate UC DNP Program Director will be brought in to decide the outcome. If the Associate UC DNP Program Director is a member of the student’s DNP Committee, another UC DNP faculty member at the student’s home campus will be brought in to decide the outcome. Also, as noted in Section 2.5, the DNP Residency clinical site mentor is highly encouraged to participate on the student’s committee as an ad-hoc member.

2.8 EXPLANATION OF SPECIAL REQUIREMENTS OVER AND ABOVE ACADEMIC SENATE MINIMUM REQUIREMENTS

There are no special requirements over and above academic senate minimum requirements.

2.9 RELATIONSHIP OF MASTER’S AND DOCTORAL PROGRAMS

Proposed coursework for the UC DNP builds on the clinical, research, leadership and policy coursework in the master’s degree and is designed as a post-master’s program. Students in the UC DNP program will benefit from faculty expertise in evidence-based and translational research, clinical expertise across the lifespan, as well as leadership and policy experience. The self-supporting UC DNP program will support its own faculty, staff and administrations. Interested, qualified and available faculty from current nursing programs will be invited to participate according to individual campus needs.

2.10 SPECIAL PREPARATION FOR CAREERS IN TEACHING

There is no special preparation for a teaching career within the UC DNP program since the focus is on clinical expertise, evidence-based research, leadership skill, and health policy. However, teaching threads and experiences are woven throughout the curriculum to build this competency for learners in the program. The curricular threads support the recommendation of the 2010 IOM Future of Nursing Report which focuses on doubling the number of nurses with a doctorate by 2010, to add to the number of nurse faculty and researchers.17 Graduates of the UC DNP program will be eligible to serve as faculty in clinically-focused master’s degree and DNP programs and as clinical preceptors and mentors to future undergraduate and graduate students. Pursuing additional coursework or professional development in teaching methodology for those seeking teaching careers will be encouraged, and it is anticipated that once the program is fully operational elective coursework to support growth of future faculty will be developed.

2.11 SAMPLE CURRICULUM

A sample program is shown in Table 2. The program is designed to permit students, who are working professionals, to maintain employment that increases program marketability for this self-supporting program. With the permission of the campus Associate Program Director, students who wish to reduce their course load in the second year may postpone the Project and Residency sequence into a third year. Students will pay tuition on a quarterly basis to cover costs (see Section 6, Resource Requirements and Appendix F-Budget).

Table 1. Sample UC DNP Degree
<table>
<thead>
<tr>
<th>YEAR</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Critical Appraisal of Evidence-Based Practice (3 u)</td>
<td></td>
<td>DNP Project 1: Conceptualization &amp; Planning (1 u)</td>
<td>DNP Residency (2 u)</td>
</tr>
<tr>
<td>5</td>
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<table>
<thead>
<tr>
<th>YEAR</th>
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<th>Quarter 6</th>
<th>Quarter 7</th>
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<tbody>
<tr>
<td>2</td>
<td>DNP Intersession (2 u)</td>
<td>DNP Project III: Project</td>
<td>DNP Epilogue (2 u)</td>
</tr>
<tr>
<td></td>
<td>DNP Project II: Project Proposal (1 u)</td>
<td>Implementation (1 u)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DNP Residency (5 u)</td>
<td>DNP Residency (1 u)</td>
<td></td>
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<td>DNP Residency (5 u)</td>
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Total: 51 units

2.12 Normative Time From Matriculation to Degree

The normative time from matriculation to degree is seven quarters (21 months) for the post-master’s UC DNP degree. From admission to advancement to candidacy (completion of DNP Project Proposal): five quarters. From advancement to candidacy to filing DNP Project: two quarters minimum, ten quarters maximum. The maximum time for degree completion is four (4) years.

Section 3. Projected Need

3.1 Student Demand for the Program

The demand for the DNP degree is significant and the number of schools offering the degree continues to expand. AACN reports enrollment in DNP programs increased from 9,094 to
11,575 between 2011 and 2012, and the number of DNP graduates increased from 1,595 to 1,858 during that same time period. (AACN (2013). (http://www.aacn.nche.edu/media-relations/fact-sheets/dnp).

By the year 2015, it is expected that the DNP will be the required credential for nurses interested in seeking certification in advanced practice roles, including nurse practitioners, nurse midwives, nurse anesthetists, and clinical nurse specialists. Although not required for currently certified APRNs, many have expressed interest in obtaining the DNP degree. Members of the California Association of Nurse Practitioners in Los Angeles, Orange, Riverside, and San Bernardino counties were asked by survey if they were interested in earning a DNP if it was offered at UCI. Positive responses were received from 41 (43.6%) of the 94 NPs responding to the survey; another 17 (18.1%) indicated they might be interested. Of 153 UCLA alumni surveyed 76.1% support the planning of a DNP at UCLA with 51.7% more likely to pursue a DNP rather than a PhD. Additionally, 44.4% preferred a post-master’s DNP offering in a hybrid format (53.0%). Master’s graduates from UCSF were polled in 2011 and 2012 regarding their interest in the DNP. Of those polled in the 2011 cohort, 54 (47%) of 116 stated that if a post-master’s DNP program were offered at UCSF they would be interested in attending. In the 2012, 42 (45%) of the 93 alumnae polled indicated interest in attending a post-master’s DNP program if it were offered at UCSF.
In California, however, opportunities for achieving the degree are currently limited to eight private universities and one consortium of California State Universities (Fullerton, Long Beach and Los Angeles). No current UC system campus offers a DNP program.

In October of 2013, Campos Inc. conducted an online survey among 101 Advanced Practice Nurses (APRNs) in the state of California to determine interest level in a UC DNP degree. The majority of APRNs surveyed believe a DNP education would help them develop knowledge and skills to practice their profession at a higher level. They also viewed the DNP degree as necessary and likely to be required in the future. In comparison to peer institutions in California, the UC system’s nursing programs were viewed as reputable and there was a strong positive response to a UC DNP program. Nearly half (48%) of the respondents expressed likelihood to apply to the program and 68% expressed likelihood to attend the program if accepted. The survey described the UC DNP -program as a multi-campus, collaborative, two year hybrid (i.e. content delivered in person and online) DNP program with a total cost $55,000. Respondents favored the structure of the program but exhibited some sensitivity to the proposed tuition. However, APRNs who were more informed about market conditions were accepting of the proposed tuition and the market researchers determined there was sufficient market interest to develop a collaborative program.

3.2 Opportunities for Placement of Graduates

Graduates of UC DNP, in most cases, are employed professionals. For those who are not currently employed or are planning to change employment, the Bureau of Labor Statistics reports that job opportunities for RNs in general are “expected to be excellent” with growth rates much faster than average for the ten year period ending in 2018. The report also states that all advanced practice specialties, including nurse practitioners (NPs), will be in high demand especially in medically underserved areas. There is, also, a continuing shortage of faculty for nursing programs. Graduates of the UC DNP will be highly sought after as faculty in professional nursing programs to teach courses in their specialties and areas of expertise.

3.3 Importance to the Discipline

One of the most significant contributions of the DNP to the discipline of nursing is the enhancement of the relationship between academics and clinicians in the area of research as well as practice. As stated in the AACN Roadmap document, “the DNP allows academia and clinical settings to establish new models of affiliation and collaboration, particularly in terms of practice and research (p. 6). Graduates of DNP programs have the unique ability to enhance the academic research mission because of their preparation in translating research findings into practice. They are also able to identify practice issues amenable to new and further research and participate as practice-focused members of research teams.

DNP will complement other faculty in the education and mentoring of undergraduate and graduate students. The complementary and blending roles will provide opportunities for the development of new educational models and testing of emerging roles. Practice innovations and
improved healthcare as well as a richer learning environment for students are expected outcomes. Graduates of DNP programs will also help to alleviate the nursing faculty shortage as they participate in leadership roles in the clinical education of students.  

3.4 WAYS IN WHICH THE PROGRAM WILL MEET THE NEEDS OF SOCIETY

The UC DNP degree program addresses societal needs for high-quality, cost-effective clinicians and healthcare organization leaders. The proposed UC DNP degree program is designed to develop competencies for advanced nursing practice roles in clinical practice and leadership to meet the needs of the ever increasing complexities in delivering healthcare to individuals as well as populations. The UC DNP emphasizes the highest level of practice understood in terms of direct care to individuals and populations, and in terms of expert clinical intervention in the leadership of direct care policies and programs. The national demands for a higher level of preparation for advanced practice nurses to care for patients and to take a more active role in leadership, education, and clinical practice has created the need for the nursing profession to develop a clinical doctorate. DNP graduates are in a unique position to assure that research evidence is translated appropriately to benefit practice and policy across the entire healthcare arena.

3.5 RELATIONSHIP OF THE PROGRAM TO RESEARCH AND/OR PROFESSIONAL INTERESTS OF FACULTY

The professional interests and abilities of the faculty parallel the emphases on clinical expertise, graduate nursing education, leadership, health policy involvement, collaboration, and evidence-based practice and research required for the proposed UC DNP (see Section 4, Faculty). The proposed UC DNP program would provide multiple opportunities for faculty to address current and trending research and data through engaging students in didactic and clinical courses. This collaboration would increase exposure to new and emerging topics and ideas leading to gratifying educational experiences and progression of both students and faculty.

3.6 PROGRAM DIFFERENTIATION

The proposed UC DNP program will build on the strengths of the master’s curriculum and complement the PhD program. Differences between the clinically focused DNP and research-focused PhD degree are summarized in Section 1.2, Table 1. PhD degree graduates are committed to a research career to develop new knowledge for the discipline that forms the foundation for the advancement of nursing science. DNP graduates are committed to translation of research evidence into practice, clinical practice, and improvements in healthcare through practice, policy change, and practice scholarship.

Students in the nursing programs at the participating campuses will have an enriched educational experience by the presence of all of the programs within the same academic unit. Clinical practice, evidence-based practice, and the generation of new knowledge for the science are interdependent. The development of additional graduate level courses for the DNP degree provides elective opportunities for graduate students in all programs. The opportunities to learn together will broaden and strengthen all of the programs.
Core faculty able to teach the UC DNP students have been identified and will be augmented as needed by hiring additional faculty with funds from program revenues (Table 2). Program emphases will attract a strong cohort of highly qualified graduate students to each of the campuses, and will also provide the impetus for additional nursing and interdisciplinary program activities.

**SECTION 4. FACULTY**

UCI Program of Nursing Science, UCLA School of Nursing and UCSF Schools of Nursing are poised to enroll student cohorts beginning in 2015-16. UC Davis School of Nursing is conceptually supporting the program but will not enroll a student cohort during the inaugural year. However, faculty members at this campus who are interested in teaching coursework prior to their own campus’s enrollments have been identified and will be compensated for teaching in the program through a shared arrangement from the other participating schools. Faculty members identified to directly support the program are listed below (Table 2). Biosketches of faculty who will be initially teaching in the program are included in Appendix C.

**Table 2: Supporting Faculty**

<table>
<thead>
<tr>
<th>UCD</th>
<th>UC Davis</th>
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<tbody>
<tr>
<td>Debra Bakerjian, PhD, RN, FNP-BC</td>
<td>Vice Chair for Nurse Practitioner and Physician Assistant Program, Assistant Adjunct Professor</td>
</tr>
<tr>
<td>Virginia Hass, DNP, RN, FNP-BC, PA-C</td>
<td>Associate Director for the Nurse Practitioner and Physician Assistant Program</td>
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<table>
<thead>
<tr>
<th>UCI</th>
<th>UC Irvine</th>
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</thead>
<tbody>
<tr>
<td>Beth Haney, DNP, FNP-BC</td>
<td>Health Sciences Assistant Clinical Professor</td>
</tr>
<tr>
<td>Ruth Mulnard, DNSc, RN, CNRN, CIP, FAAN</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Susan Tiso, RN, FNP-BC, DNP</td>
<td>Health Sciences Clinical Professor</td>
</tr>
</tbody>
</table>
### UCLA

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nalo Hamilton, PhD, MSN, WHNP/ANP-BC,</td>
<td>Assistant Professor</td>
<td>DNP Faculty</td>
</tr>
<tr>
<td>Sally Maliski, PhD, RN, FAAN</td>
<td>Associate Professor</td>
<td>DNP Faculty</td>
</tr>
<tr>
<td>Kris McLoughlin, DNP, APRN, PMH-CNS, BC, CADC-11, FAAN</td>
<td>Assistant Dean, Clinical Education</td>
<td>DNP Faculty</td>
</tr>
</tbody>
</table>

### UCSF

<table>
<thead>
<tr>
<th>Name</th>
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<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annette Carley, RN, MS, NNP-BC, PNP-BC</td>
<td>Health Sciences Clinical Professor</td>
<td>DNP Faculty</td>
</tr>
<tr>
<td>Jyu Lin Chen PhD RN</td>
<td>Associate Professor</td>
<td>DNP Faculty</td>
</tr>
<tr>
<td>Roxanne Garbez, PhD, RN, ACNP-BC</td>
<td>Health Sciences Clinical Professor and Vice Chair of the Department of Physiological Nursing</td>
<td>DNP Faculty</td>
</tr>
<tr>
<td>JoAnne Saxe, DNP, RN, ANP-BC, FAAN</td>
<td>Health Sciences Clinical Professor and Co-Director of the Adult Gerontology NP program</td>
<td>DNP Faculty</td>
</tr>
<tr>
<td>Laura Wagner, PhD, RN, GNP-BC, FAAN</td>
<td>Assistant Professor</td>
<td>DNP Faculty</td>
</tr>
</tbody>
</table>

### Section 5. Courses

Each campus will designate senate and non-senate faculty responsible for course work as appropriate to their expertise.

### Section 6. Resource Requirements

The UC DNP degree program is proposed as a self-supporting program. As such, the program cannot use state funds. Should an individual campus deem it necessary, a loan from the University shall be obtained to implement the UC DNP program locally. Loan funds, if secured, will be used to hire support staff, conduct marketing, purchase necessary supplies and equipment, and cover faculty costs for the preparation of courses, establishment of curricular systems and program infrastructure. A loan payback plan will be established for each campus that chooses to secure a loan.
6.1 Administrative Requirements
The DNP program will require administrative support at each campus, which will be addressed in individual campus budgets. The administrative support personnel will be responsible for program, faculty, and student support.

6.2 Projected Enrollments
Each participating campus will admit 10 students in the first year, 15 students in the second year, and 20 students in the third year. By the fourth academic year in operation, each campus will enroll a maximum of 40 students; 20 in their first year and 20 in their second year.

Enrollment in the UC DNP program will not change enrollment plans or faculty FTE for the campuses’ other academic programs.

6.3 Fee Structure
Tuition for the UC DNP program at inception with three fully participating campuses is $55,000. Students will pay $7,857 each quarter. A contingency budget based on two campuses’ initial participation has been estimated and will be finalized as needed. It is expected that graduate students in the UC DNP program would receive the same opportunities for student loans as other UC students. In an effort to increase access and affordability, a minimum of $20,000 per year will be allocated for financial aid.

6.4 Faculty Costs
Faculty will come from all four campuses and could consist of existing faculty or distinct faculty could be hired to teach in the program. All faculty compensation to support the program will be derived from the DNP budgets.

6.5 Computing Costs
All students will be expected to have a computer and internet access. We anticipate that each campus will need computer support and this has been accounted for in individual campus budgets.

6.6 Equipment
The DNP program will not require specialized equipment such as training aids or high fidelity simulators. Faculty computer needs will be accounted for in individual campus budgets.

6.7 Space and Other Capital Facilities
Core support for the DNP program will come from the UCD, UCLA, UCSF Schools of Nursing and UCI Program in Nursing Science.

6.8 Other Operating Costs
The delivery budget for the self-supporting UC DNP program includes operational costs specific to the UC DNP in Appendix F-Budget. This is a distance-based program and all applicants will be required to have laptops. Each campus accounted for four dedicated laptops for curriculum support in the budget (Appendix F). The online delivery of the curriculum will be managed by UCI extension (Appendix G).
SECTION 7. GRADUATE STUDENT SUPPORT

FEDERAL MECHANISMS OF SUPPORT

The U.S. Department of Health and Human Services (DHHS), Health Resources and Services Administration (HRSA) administers programs providing traineeships, scholarships, and loan repayment programs for graduate students in nursing.\(^{24}\)

Traineeship Grants to Nursing Education Programs. A source of student support for graduate education is the *Advanced Education Nursing Traineeship* program:

Grants are awarded to eligible institutions to provide financial support through traineeships for registered nurses enrolled in advanced education nursing programs to prepare nurse practitioners, clinical nurse specialists, nurse midwives, nurse anesthetists, nurse administrators, nurse educators, public health nurses and nurses in other specialties requiring advanced education. The traineeship program is a formula program so all approved applicants will receive funds.\(^{25}\)

Scholarships for Disadvantaged Students. The *Scholarships for Disadvantaged Students* program provides scholarships to full-time, financially needy students from disadvantaged backgrounds who are enrolled in health professions programs, including undergraduate and graduate nursing education programs. Participating schools select scholarship recipients, make reasonable determinations of need, and provide scholarships not to exceed the cost of tuition, reasonable educational expenses, and reasonable living expenses.\(^{26}\)

Nursing Student Loan Program. The *Nursing Student Loan* program is a campus-based opportunity similar to others authorized under Title IV of the Higher Education Act, particularly the Federal Perkins Loan. Educational institutions are eligible to apply for the funds if they offer programs leading to diploma, associate degree, baccalaureate degree, or graduate degrees in nursing. Students apply directly to the institution for funding.\(^{27}\)

HRSA funded Nurse Faculty Loan Program

Direct unsubsidized loan/Stafford or Direct PLUS loans

STATE MECHANISMS OF SUPPORT

The Health Professions Education Foundation (HPEF) administers scholarship and loan repayment programs for the Office of Statewide Health Planning and Development (OSHPD) and for the Board of Registered Nurses (BRN). Graduate students in nursing programs are eligible to apply for funding from two of the programs.\(^{28}\)

Health Professions Education Scholarship Program. The purpose of the *Health Professions Education Scholarship Program* is to increase the number of dentists, dental hygienists, NPs, 24
certified midwives, and physician assistants who are practicing direct patient care in California medically underserved areas. Scholarships are awarded to students who have demonstrated financial need. Eligible applicants may receive up to $10,000 per year, and have a service obligation of 2 years.29

**Health Professions Education Loan Repayment Program.** The purpose of the *Health Professions Education Loan Repayment Program* is to increase the number of dentists, dental hygienists, NPs, certified midwives, and physician assistants who are practicing direct patient care in medically underserved areas. Loan repayments are awarded to practitioners who are employed or have a tentative offer of full-time employment in a medically underserved area of California. Funds repay governmental or commercial loans incurred while pursuing professional education. Eligible applicants may receive up to $20,000 over a two-year period, and have a service obligation of 2 years.30

**SECTION 8. CHANGES IN SENATE REGULATIONS**

No changes to Senate Regulations are required. Since the Doctor of Nursing Practice degree has not been previously awarded at any University of California campus, the approval of this new degree will need final approval by the UC System-wide Academic Assembly, and will also require a review by WASC due to the high percentage of on-line coursework and content.
REFERENCES

2. Ibid.
3. Although focusing primarily on preparation of researchers, a report from the National Academy of Sciences calls for nursing to develop a “non-research clinical doctorate” to prepare expert practitioners who can also serve as clinical faculty. See National Academy of Sciences. Advancing the Nation’s Health Needs: NIH Research Training Programs. (2005). Washington, DC: The National Academies Press.
22 Ibid.
28 Office of Statewide Planning and Development. How to Apply for Grants, Loan Repayment, or Scholarships http://www.oshpd.ca.gov/oshpdKEY/Grants.htm#scholarships
29 Health Professions Education Foundation. Program Facts and Applications http://www.healthprofessions.oshpd.state.ca.us/progfacts.htm
30 Health Professions Education Loan Repayment Program. Program Facts and Applications http://www.healthprofessions.oshpd.state.ca.us/progfacts.htm