



Doctor of Nursing Practice

RES 232410

AAC and BPC

RESOLVED: That the Academic Senate approve the proposed Doctor of Nursing Practice.

RATIONALE: Elevation of the MSN to a DNP is an emerging national standard for nurse practitioners. The proposed degree addresses an important community need and every level of review has found it to be sound academically. The proposed degree will have the committed resources that will be adequate for its future program operations.

Attachments:

CSUB DNP Program Proposal with MOU
Letter of Support- DNP Library Resources-Heidi He

Distribution List:

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General Faculty

Approved by the Academic Senate: February 8, 2024
Sent to the President: February 19, 2024
President Approved: February 26, 2024



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NEW DEGREE PROPOSAL FORM

Form Number

PROPOSED CATALOG YEAR

EFFECTIVE CATALOG YEAR: FALL 2025

PROGRAM OR SCHOOL & DEPARTMENT

School/Program: NSME
Department: Nursing
Proposed By: Heidi He

1. PROGRAM TYPE (Please Check All That Apply)

- Checked: New Degree Proposal, State-Support
Unchecked: Provisional Revision, Pilot, Pilot Conversion, Fast Track, Self-Support
Delivery Format: Unchecked: Fully Face-To-Face, Fully Online; Checked: Hybrid Program

APPROVALS

- Attach WSCUC substantive change screening form to this proposal (if applicable)
Attach course proposal form(s) to this proposal (if applicable)
Submit to department/program curriculum committee for review & approval
Department submits to school curriculum committee for review & approval
School/program curriculum committee submits related forms to GECCo (if applicable)
If no approvals required from GECCo, School/Program Curriculum Committee submits completed form to Academic Programs and Provost's Office for review and approval, prior to Academic Senate submission.
After Academic Senate and Chancellor's Office (CO) approvals, Academic Operations will update the respective catalog accordingly. See Annual Catalog & Curriculum Deadlines Dates

CSU DEGREE PROPOSAL
Faculty Check List
(please submit with program proposal)

Please confirm (✓) that the following are included in the degree proposal:

Board of Trustees Academic Master Plan approval date

WSCUC response to Substantive Change Screening Form is attached

N/A Copies of any contracts or agreements made between parties with an interest in operating the proposed program. Other entities may include academic departments, academic institutions, foundations, vendors or similar. Please include a copy of the agreement and an e-mail or other evidence that the campus attorney has approved the agreement.

The total number of units required for graduation is specified (not just the total for the major):

a proposed bachelor's program requires no fewer than 120 semester units.

any proposed bachelor's degree program with requirements exceeding 120 units must request an exception to the 120-semester unit limit policy.

all units required for degree completion must be included in the total units required for the degree. Any proficiencies required to graduate that are beyond what is included in university criteria admission criteria must be assigned unit values and included in the total unit count.

N/A Title 5 minimum requirements for bachelor's degree have been met, including:

minimum number of units in major (BA 24 semester units, BS 36 semester units)

minimum number of units in upper division (BA 12 semester units, BS 18 semester units)

N/A Title 5 requirements for proposed master's degree have been met, including:

minimum of 30 semester units of approved graduate work are required.

no more than 50% of required units are organized primarily for undergraduate students.

maximum of 6 semester units are allowed for thesis or project.

Title 5 requirements for master's degree culminating experience are clearly explained.

for graduate programs, at least five full-time faculty with terminal degrees in appropriate disciplines are on staff.

N/A For self-support programs:
(In conformance with EO 1099 and EO 1102)

specification of how all required EO 1099 self-support criteria are met

- ___ the proposed program does not replace existing state-support courses or programs
- ___ academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs
- ___ explanation of why state funds are either inappropriate or unavailable
- ___ a cost-recovery program budget is included*
- ___ student per-unit cost is specified
- ___ total cost for students to complete the program is specified

* Basic Cost Recovery Budget Elements
(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees

Include projected attrition numbers each year

Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor’s Office overhead

*Additional line items maybe added based on program characteristics and needs.

**California State University, Bakersfield
Proposal for Doctor of Nursing Practice Program**

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1. Program Type

- a. New Program (previously authorized as a projection by the BOT)
- c. State-Support
- e. Delivery Format:
 - Hybrid

2. Program Identification

- a. Campus:

California State University, Bakersfield
- b. Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts in History).

Two Doctor of Nursing Practice (DNP) degree programs:

 - Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner Concentration
 - Post Master's Doctor of Nursing Practice (MSN- DNP) Program
- c. Date the Board of Trustees approved adding this program projection to the Campus Academic Plan.

March 23, 2021
- d. Term and academic year of intended implementation (e.g., fall 2024).

Fall 2025
- e. Total number of units required for graduation. This will include all requirements (General Education and campus-specific graduation requirements), not just major requirements.
 - Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner Concentration: **88** units required.
 - Post Master's Doctor of Nursing Practice (MSN- DNP) Program: **48** units required.
- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree program. Please identify the unit that will have primary responsibility.

Department of Nursing, School of NSME
- g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree program.

Heidi He, DNP, FNP-C, CHSE, Associate Professor, Nursing Graduate Program Director, Department of Nursing

Debra Wilson, PhD., Professor, Chair, Department of Nursing

Maria Rubolino Gallego, DNP, FNP-C, CHSE, Professor, Family Nurse Practitioner Program Director, Department of Nursing

Annie Boehning, DNP, FNP-BC, CHSE, Associate Professor, Assistant Chair, Department of Nursing

Lorelei Punsalan, DNP, FNP-C, CHSE, Assistant Professor, Graduate Simulation Program Director, Department of Nursing

- h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

See [Appendix A](#) for letters from Dr. Vernon Harper, Provost of CSUB, and from Dr. Jane Dong, Dean of School of NSME.

- i. Any other campus approval documents that may apply (e.g., curriculum committee approvals).

See attached [CSUB New Degree Proposal Approval Sheet](#) at the end of the proposal document.

- j. Substantive Change Screening Form:

The WASC Senior College and University Commission Substantive Change Screening Form submitted in Summer 2023. See [Appendix P](#). If a full Substantive Change Review is required, the proposal will be submitted by no later than November 2023 to provide adequate time for review.

- k. Proposed Classification of Instructional Programs (CIP) and CSU Degree Program Code.

CSU CIP: 51.3818

CSU Degree Program Code: 12033 Doctor of Nursing Practice

3. Program Overview and Rationale

- a. Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes and 3) the compelling reasons for offering the program at this time.

1) Purpose and Strengths

The purpose of proposed Doctor of Nursing Practice (DNP) degree programs is to meet the emerging national nurse practitioner (NP) education requirement. In May 2018, the National Organization of Nurse Practitioner Faculties (NONPF), the national leader in NP education, made the commitment to require a DNP degree for all entry level NPs by 2025 ([Appendix B](#)). NONPF further asserted that DNP curriculum should be seamless, without a master's degree exit point as preparation for entry into the NP role. With this initiative, NP education will transition from master's level education to DNP level education nationally by 2025. Unless CSU Bakersfield transitions its NP program to a DNP degree, our MSN/NP graduates may not be qualified to take national certification examinations and may be unable to compete with other DNP prepared graduates in the professional job market. In addition, the DNP programs in the CSU system are called upon to prepare graduates for clinical and leadership roles, as well as faculty roles (Title 5, California Code of Regulations, 2018) [Appendix C](#).

To meet the emerging national NP educational standards and CSU Board of Trustees requirements, the Department of Nursing at California State University, Bakersfield (CSUB) is proposing two DNP degree programs: Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner (FNP) concentration and Post Master's Doctor of Nursing Practice (MSN-DNP) program.

- Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner (FNP) Concentration.

We plan to elevate our existing MSN-FNP program to a DNP-NP program to meet the emerging educational standards. We plan to place our existing MSN-FNP program on moratorium while waiting for the approval for offering DNP programs. The request for moratorium of the MSN-FNP program has been prepared and submitted. Once transitioned to the DNP-NP program, we plan to discontinue the MSN-FNP program.

- Post Master's Doctor of Nursing Practice (MSN-DNP) Program
We plan to offer a pathway for existing MSN prepared NPs, including our own MSN-FNP graduates, to become DNP prepared NPs to be stay competitive in the professional job market.
- To better prepare our future DNP students for the faculty role in postsecondary education programs, Department of Nursing is also proposing a Post Graduate Nurse Educator Certificate (PG-NEC) program. A separate proposal has been prepared and submitted.
- The DON Graduate Nursing Program 5 Year Plan offers an overview on DON's implementation plans of the proposed programs, [Appendix D](#).

Strengths

The existing MSN-FNP program at CSUB has exceptional program outcomes. Since the reopening of the MSN-FNP program in 2014, the CSUB Department of Nursing has graduated five cohorts, a total of 87 FNPs. All our students graduated on time and their first-time national certification exam rate has consistently been around 95%-100%. Over 90% of our FNP graduates remained in our community after their graduation, providing much needed care to the chronically medically underserved populations. Elevating our existing MSN-NP program to a DNP - NP program will allow CSUB to continue to produce more well-prepared healthcare providers to address the critical shortage of primary care providers in the region.

In anticipation of the transition to DNP/NP program, DON has been strategically recruiting doctorally prepared faculty members for the NP program. Currently, all full time NP faculty members are doctorally prepared with extensive clinical experiences. This graduate nursing faculty team has the experience of reopening the MSN-FNP program and developing it into an extremely successful program. This experience will bring tremendous value in launching and enhancing the new DNP programs.

The current MSN-FNP program is a 2-year 5- semester program. The proposed DNP -NP program will be a 3-year 8- semester program. NP curriculum includes didactic and clinical courses. Clinical courses require more resources and faculty oversight and are generally significantly more costly than didactic courses. While the DNP - NP program requires an additional 3 semesters, those additional courses will mostly be didactic courses. Most of the resource intensive clinical courses are already existing in the current MSN/NP curriculum. The proposed MSN-DNP Program will be a 4 - semester program. Both DNP programs will share the same DNP core courses which will allow more efficient use of faculty resources. Of 16 courses required in MSN-DNP Program, 15 courses are part of the 38 courses required for the DNP-NP Program.

In addition, the curriculum design course required for both DNP programs is also a required course in the Post Graduate Nurse Educator Certificate (PG-NEC) Program. Our DNP graduates only need 3 courses (one semester) to receive a Nurse Educator Certificate and be eligible for national certification exam to become a nationally Certified Nurse Educator.

2) The Program Fits into the Campus Mission and Strategic Plan

The DNP programs will strongly support every aspect of the University Mission: "CSU Bakersfield is a comprehensive public university offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. We emphasize student learning through our commitment to scholarship, ethical behavior, diversity, service,

global awareness, and life-long learning. The University collaborates with partners in the community to increase the region's overall educational attainment, enhance its quality of life, and support its economic development.”

The DNP doctoral education will advance our students' intellectual and personal development. These doctorally prepared APRNs will acquire knowledge, skills, attitudes, and values essential to the practice of professional nursing. They will make autonomous and collaborative judgments in a variety of healthcare situations and will be accountable for their practice.

Second, as independent clinicians, APRNs must commit to lifelong learning to stay current with new research findings and emerging best practices, and help patients and their families navigate the complex and ever-changing health care landscape. The doctoral education will provide Nurse Practitioners the breadth and depth of knowledge to provide patient centered, culturally competent quality health care, and further contribute to improving health outcomes in the community.

Furthermore, the DNP programs address several of the social determinants of health such as poverty, low education rates, and access to healthcare, for California's Central Valley population by preparing a locally trained, highly qualified health care workforce. These doctorally prepared APRNs will increase the number of health care professionals in the chronically medically underserved California Central Valley, thereby increasing access to health care and providing culturally competent care. These APRNs will also serve as role models for local residents, especially children, who live in a community where educational attainment is low and poverty rates are high.

3) The Compelling Reasons for Offering the Program at this time.

As discussed previously, the proposed timeline for transiting NP education from master's level to DNP level nationally is by 2025. Currently, the DON at CSUB offers a Master of Science in Nursing, Family Nurse Practitioner (MSN-FNP) program, which is designed to prepare Family Nurse Practitioners. Elevating our existing MSN-FNP to a DNP program becomes a necessity. The proposed DNP programs will meet the emerging national standard by preparing the new NPs at doctoral level and will also support our MSN-FNP graduates/alumni in their pursuit to become a DNP to stay competitive in the ever-changing health care environment. It will allow CSUB to continue our efforts in preparing well qualified health care providers to meet the local health care workforce demand for our chronically medically underserved community in the California Central Valley.

b. Provide the proposed catalog description. The description should include:

i. a narrative description of the program

- Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner Concentration

The purpose of the DNP-NP program is to produce doctorally prepared nurse practitioners to address the critical shortage of primary care providers in the region and to meet the emerging educational and scholarly standard for nurse practitioners. This three-year, eight- semester, program is designed for registered nurses (RNs) who have a Bachelor of Science (BS) or Master of Science (MS) in Nursing, and who are not Family Nurse Practitioners and aspire to become doctorally prepared nurse practitioners. Currently, our DNP-NP program only offers the Family Nurse Practitioner (FNP) concentration.

- **Post Master’s Doctor of Nursing Practice (MSN-DNP) Program**
The purpose of the MSN-DNP Program is to meet the emerging educational and scholarly standards for advanced nursing practice. This four- semester program is designed for master’s prepared Advanced Practice Registered Nurses (APRNs), including Nurse Practitioners (NPs), Clinical Nurse Specialists (CNSs), Nurse Anesthetists and Nurse Midwives, who are seeking the terminal degree in nursing discipline and to be prepared for autonomous clinical practice and interprofessional leadership at the highest level.

ii. admission requirements

Holistic Admissions Statement

California State University Bakersfield Department of Nursing utilizes a holistic and inclusive review process for admission to the Doctor of Nursing Practice (DNP) program. Applicants to the program are evaluated based on their unique experiences alongside traditional measures of academic achievement like grade point average (GPA) and standardized test scores. We believe the combination of this broad range of factors reflect the applicant’s academic readiness that will more likely lead to a successful outcome. Through the holistic admission process we hope to have a diverse class of students with the background, qualities, and skills needed to be successful nursing professionals who are ready to meet the needs of diverse patient populations.

The holistic admission process involves appraisal of the applicant’s GPA and answers to questionnaire detailing the life experience, community service, personal attributes and strengths that would support admission to the program. Applications will be evaluated by an admission committee composed of faculty from the graduate program through a blinded process.

Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner Concentration

Eligibility Requirements

1. Be a graduate of an accredited nursing program with an earned Bachelor of Science in Nursing (BSN) degree.
2. Meet CSUB graduate admission requirements (<https://www.csub.edu/graduate-admissions/admission>).
3. Be in good standing at the last college/university attended.
4. Have a cumulative baccalaureate GPA of at least 3.0 (Applicants who attended a program that issued pass or fail grades for all classes will not be a competitive applicant).
5. Hold a current registered nurse license from the California Board of Registered Nursing (BRN), unencumbered, unrestricted, with no disciplinary action pending or imposed.
6. Hold a current American Heart Association BLS Certification.
7. Have a minimum of two years of full-time experience working as an RN.
8. Two letters of recommendation from professional references are required, must be dated and signed within the past 6 months. You should request recommendations from those who can speak to your professional and academic readiness to attend a rigorous graduate program. At least one letter must be from a direct supervisor.
9. The Graduate Record Exam (GRE) is not required.

10. Preference will be given to applicants who reside in the CSUB Service Area; have previous experience serving underserved and/or rural populations; or have 3 years of full-time acute care experience in the last 5 years.

Post Master’s Doctor of Nursing Practice (MSN- DNP) Program

Eligibility Requirements

1. Be a graduate of an accredited nursing program with an earned Master’s of Science in Nursing (MSN) degree.
2. Meet CSUB graduate admission requirements (<https://www.csub.edu/graduate-admissions/admission>).
3. Be in good standing at the last college/university attended.
4. Have a cumulative GPA of at least 3.0 in overall graduate course work. (Applicants who attended a program that issued pass or fail grades for all classes will not be a competitive applicant).
5. Hold a current registered nurse license from the California Board of Registered Nursing (BRN), unencumbered, unrestricted, with no disciplinary action pending or imposed.
6. Hold an advanced practice registered nurse (APRN) national certification.
7. Have one-year full-time experience in advanced practice role.
8. Two letters of recommendation from professional references are required, must be dated and signed within the past 6 months. You should request recommendations from those who can speak to your professional and academic readiness to attend a rigorous graduate program. One letter must be from a provider (MD, DO, PA, NP).
9. The Graduate Record Exam (GRE) is not required.
10. Preference will be given to applicants who reside in the CSUB Service Area; have previous experience serving underserved and/or rural populations; or have experience in primary care setting in advanced practice role.

To be considered for admission, a prospective student must submit a complete application with all required documentation during the application period. All eligible applications are reviewed by the graduate admission committee using a holistic and inclusive review process.

- iii. a list of all required courses for graduation including electives, specifying course numbers, course titles, prerequisites or co-requisites, course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.

The following are lists of all required courses required for DNP-NP and MSN-DNP programs.

Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner Concentration				
Required Courses for Graduation				
	DNP Core Course (10)	Units	Prerequisites	Co-requisites
N6410	Scholarly Writing & Grant Development	2	Admission to DNP Program	none
N6420	Integrative Healing Practice and Self Care	2	Admission to DNP Program	none

N6430	Biostatistics and Epidemiology	3	Admission to DNP Program	none
N6440	Population and Global Health	3	Admission to DNP Program	none
N6450	Informatics and Telehealth	3	Admission to DNP Program	none
N6460	Leadership Role & Interprofessional Collaboration	3	Admission to DNP Program	none
N6470	EBP and Quality Improvement	3	Admission to DNP Program	none
N6480	Human Diversity and Healthcare Ethics	3	Admission to DNP Program	none
N6490	Healthcare Economics and Policy	3	Admission to DNP Program	none
N6810	Curriculum Strategies in Nursing Education*	3	Admission to DNP Program	none
	APRN Core Courses (7)			
N6510	Advanced Physiology & Pathophysiology	3	Admission to DNP Program	none
N6520	Advanced Pharmacotherapeutics I	3	Admission to DNP Program	none
N6530	Advanced Health Assessment Across the Lifespan Didactic	2	N6510, N6520	N6532
N6532	Advanced Health Assessment Across the Lifespan Clinical	2	N6510, N6520	N6530
N6540	Diagnostic Reasoning and Clinical Decision Making	2	N6510, N6520, N6530, N6532	N6542
N6542	Advanced Diagnostics simulation	2	N6510, N6520, N6530, N6532	N6540
N6560	Advanced Pharmacotherapeutics II & Herbals	2	N6520	none
	FNP Population Focused Courses (14)			
N6610	Person Centered Care I Didactic	3	N6540	N6611, N6612
N6611	Person Centered Care I Clinical 135 hours	3	N6542	N6610, N6612
N6612	Advanced Primary Care - Adult Simulation	1	N6542	N6610, N6611
N6620	Person Centered Care II Didactic	3	N6610	N6621, N6622
N6621	Person Centered Care II Clinical 135 hours	3	N6611	N6620, N6622
N6622	Advanced Primary Care - Pediatrics Sim	1	N6612	N6620, N6621
N6630	Person Centered Care III Didactic	2	N6620	N6631, N6632
N6631	Person Centered Care III Clinical 90 hours	2	N6621	N6630, N6632
N6632	Advanced Primary Care - Women's Health Sim	1	N6622	N6630, N6631
N6640	Person Centered Care IV Didactic	3	N6630	N6641, N6642
N6641	Person Centered Care IV Clinical 135 hours	3	N6631	N6640, N6642
N6642	Advanced Primary Care - Psychiatric/Mental Health Sim	1	N6632	N6640, N6641
N6650	Person Centered Care V Didactic	3	N6640	N6651
N6651	Person Centered Care V Clinical 315 hours	7	N6641	N6650

DNP Project Courses (4)				
N6710	DNP Project I: Concept Development	2	Admission to DNP Program	none
N6720	DNP Project II: Proposal	2	N6710	none
N6730	DNP Project III: Implementation	2	N6720	none
N6740	DNP Project IV: Evaluation and Dissemination	2	N6730	none
	Total Units Required for Degree	88		
All courses are associated with demonstration of proficiency beyond what is included in university admission criteria.				

Post Master's Doctor of Nursing Practice (MSN-DNP) Program				
Required Courses for Graduation				
	DNP Core Course (10)	Units	Prerequisites	Co-requisites
N6410	Scholarly Writing & Grant Development	2	Admission to DNP Program	none
N6420	Integrative Healing Practice and Self Care	2	Admission to DNP Program	none
N6430	Biostatistics and Epidemiology	3	Admission to DNP Program	none
N6440	Population and Global Health	3	Admission to DNP Program	none
N6450	Informatics and Telehealth	3	Admission to DNP Program	none
N6460	Leadership Role & Interprofessional Collaboration	3	Admission to DNP Program	none
N6470	EBP and Quality Improvement	3	Admission to DNP Program	none
N6480	Human Diversity and Healthcare Ethics	3	Admission to DNP Program	none
N6490	Healthcare Economics and Policy	3	Admission to DNP Program	none
N6810	Curriculum Strategies in Nursing Education*	3	Admission to DNP Program	none
DNP Project Courses (4)				
N6710	DNP Project I: Concept Development	2	Admission to DNP Program	none
N6720	DNP Project II: Proposal	2	N6710	none
N6730	DNP Project III: Implementation	2	N6720	none
N6740	DNP Project IV: Evaluation and Dissemination	2	N6730	none
MSN-DNP only				
N6900	DNP Practicum Variable units Total of 12 Units Required	12	Admission to DNP Program	none
	Total Units Required for Degree	48		
All courses are associated with demonstration of proficiency beyond what is included in university admission criteria.				

- iv. total units required to complete the degree.
- Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner Concentration: **88** units required.
 - Post Master's Doctor of Nursing Practice (MSN- DNP) Program: **48** units required.

- v. if a master's degree, catalog copy describing the culminating experience requirement(s)
Not applicable.

4. Curriculum

(These requirements conform to the WSCUC 2013 Handbook of Accreditation)

a. Outcomes

1) Institutional learning outcomes (ILOs)

CSU Bakersfield's university learning outcomes for graduate programs (GP-ILOs) are:

- I. Students will demonstrate broad, integrative knowledge.
- II. Students will develop specialized knowledge.
- III. Students will practice intellectual skills such as analytic inquiry, use of information resources, engaging diverse perspectives, quantitative fluency, and communication fluency.
- IV. Students will conduct applied learning.

CSUB's ILOs are in the Academic Information section of the CSUB catalog. CSUB's GP-ILOs are in the Division of Graduate Programs section the CSUB catalog. The catalog is posted at <https://www.csub.edu/catalog>

2) DNP Program learning outcomes (PLOs)

The program learning outcomes for both Doctor of Nursing Practice (DNP) Programs, DNP- NP and MSN- DNP programs, are to produce graduates who are able to:

1. Synthesize and integrate scientific knowledge from nursing and other disciplines into clinical judgment and diagnostic reasoning in healthcare practices as the basis for the highest level of nursing practice.
2. Design, deliver, manage, and evaluate comprehensive person-centered care using evidence-based and best practices within a variety of contexts, with respect for diversity and social determinants of health unique to the individual.
3. Engage in effective partnerships across the healthcare delivery continuum to promote culturally competent practices, increase health promotion and disease prevention, and advance equitable population health policy.
4. Generate, integrate, and disseminate evidence-based practice and research that integrates nursing science and knowledge to improve health and transform healthcare.
5. Improve quality and safety through both system effectiveness and individual performance using scientific evidence.
6. Collaborate with the interprofessional team and community of interest to optimize safe, effective person-centered, and population-centered care.
7. Demonstrate innovative organizational and systems leadership across the health care continuum to improve health outcomes.
8. Utilize informatics and communication technology to influence decision-making processes in delivering safe, quality healthcare.
9. Support the interprofessional healthcare team as an equal partner and adhere to ethical principles by providing unique nursing perspectives and professional attributes.
10. Engage in activities and self-reflection that foster lifelong learning, and support a sustainable progression toward holistic well-being, professional and interpersonal maturity, and robust leadership capacity.

3) Student learning outcomes (SLOs)

Student learning outcomes for both Doctor of Nursing Practice (DNP) Programs, DNP- NP and MSN- DNP programs, are students' abilities to:

1. Assess, analyze, evaluate, and manage complex health environments serving diverse populations to improve patient and population health outcomes using current and emerging best practices.
2. Advance clinical scholarship and contribute to the nursing science to inform clinical and system decisions incorporating professional values and ethical principles.
3. Support and improve patient care and health care systems using clinical practice models, health policy, informatics, and organizational leadership skills.
4. Advocate for health promotion and disease prevention, population health initiatives, and evidence-based health policy through stakeholder and interprofessional collaboration.
5. Integrate scientific theory, teaching and learning strategies, and clinical expertise to contribute to the advancement of nursing profession through lifelong learning.

b. Assessment

Comprehensive Assessment Plan is included in [Appendix E](#). Assessment Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M) is included in [Appendix F](#).

c. Indicate total number of units required for graduation.

- Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner Concentration: **88** units required.
- Post Master's Doctor of Nursing Practice (MSN- DNP) Program: **48** units required.

d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5-unit limit for this kind of baccalaureate program.

Not applicable to graduate programs.

e. If any formal options, emphases or concentrations are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program.

CSU CIP: 51.3818

CSU Degree Program Code: 12033 Doctor of Nursing Practice

- Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner Concentration.
- Post Master's Doctor of Nursing Practice (MSN- DNP) Program.

f. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

See [Appendix G](#) for proposed catalog descriptions for all new courses. The following is the list of courses offered in both DNP Programs. All courses are at the graduate level.

	DNP Core Course (10)	Units
N6410	Scholarly Writing & Grant Development	2
N6420	Integrative Healing Practice and Self Care	2
N6430	Biostatistics and Epidemiology	3
N6440	Population and Global Health	3
N6450	Informatics and Telehealth	3
N6460	Leadership Role & Interprofessional Collaboration	3
N6470	EBP and Quality Improvement	3
N6480	Human Diversity and Healthcare Ethics	3
N6490	Healthcare Economics and Policy	3
N6810	Curriculum Strategies in Nursing Education**	3
	Subtotal (Minimum 27 units Core Courses are required for the DNP program*)	28
APRN Core Courses (7)		
N6510	Advanced Physiology & Pathophysiology	3
N6520	Advanced Pharmacotherapeutics I	3
N6530	Advanced Health Assessment Across the Lifespan Didactic	2
N6532	Advanced Health Assessment Across the Lifespan Clinical	2
N6540	Diagnostic Reasoning and Clinical Decision Making	2
N6542	Advanced Diagnostics Simulation	2
N6560	Advanced Pharmacotherapeutics II & Herbals	2
	Subtotal	16
FNP Population Focused Courses (14)		
N6610	Person Centered Care I Didactic	3
N6611	Person Centered Care I Clinical 135 hours	3
N6612	Advanced Primary Care - Adult Simulation	1
N6620	Person Centered Care II Didactic	3
N6621	Person Centered Care II Clinical 135 hours	3
N6622	Advanced Primary Care - Pediatrics Sim	1
N6630	Person Centered Care III Didactic	2
N6631	Person Centered Care III Clinical 90 hours	2
N6632	Advanced Primary Care - Women's Health Sim	1
N6640	Person Centered Care IV Didactic	3
N6641	Person Centered Care IV Clinical 135 hours	3
N6642	Advanced Primary Care - Psychiatric/Mental Health Sim	1
N6650	Person Centered Care V Didactic	3
N6651	Person Centered Care V Clinical 315 hours	7
	Subtotal	36
DNP Project Courses (4)		
N6710	DNP Project I: Concept Development	2
N6720	DNP Project II: Proposal	2
N6730	DNP Project III: Implementation	2
N6740	DNP Project IV: Evaluation and Dissemination	2

	Subtotal (No more than 12 units*)	8
	Other DNP Courses (3)	
N6691	Clinical Refresher Course	1
N6900	DNP Practicum Variable units	1 to 12
N7000	Continuous Enrollment	0

*Title 5, §40513 The Doctor of Nursing Practice Degree

** Same course required in Post Graduate Nurse Educator Certificate (PG-NEC) Program

- g. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

Please see [Appendix H](#) for course offering plan and [Appendix I](#) for likely faculty teaching assignments.

- h. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.

Doctoral Project

According to Title 5, California Code of Regulations ([Appendix C](#)), a DNP project should focus on a significant nursing practice issue and is expected to contribute to an improvement in professional practices, policy, or patient outcomes. It should be a rigorous, systemic, and scientific endeavor that demonstrates the student's mastery of evidence-based practice at the doctoral level. The written component of the doctoral project should be prepared using the stylistic and grammatical manner of the American Psychological Association (APA). It will be organized into five chapters.

Chapter 1 – Background and Purpose of Project: Consists of the statement of the problem or purpose of the project. The development of a research question or hypothesis is not necessary; however, a clear purpose of the intended study should be developed as it relates to a current healthcare concern. A Theoretical framework is woven into the development of purpose of the project and support of the project need is clearly stated.

Chapter 2 – Literature Review: Consists of a thorough, but focused, review of the literature to critically analyze the evidence to provide a balanced view.

Chapter 3- Methodology: Consists of a detailed plan by which specific research activities will be conducted. The methodology must be responsive to the research question or purpose of the study. It should describe the implementation of the methodology to carry-out the doctoral project.

Chapter 4 – Analysis and Results: Discussion and presentation of the results or findings.

Chapter 5 – Conclusion and Implication: A discussion of the project outcomes and conclusions. Included should be limitations of this study, recommendations for further study, and the relative effects on healthcare improvement that could be further advanced related to the doctoral project goals.

Phases of the Doctoral Project

The completion of the Doctoral Project has four sequential phases. Students must pass each phase before advancing to the next. This course focuses on the Concept Development.

1. Concept Development (N6710)
 - a. Selection of project committee.
 - b. Establish a timeline for project completion.
 - c. Development of question.

- d. Conduct comprehensive but focused, literature review.
 - e. Draft Chapters 1 & 2.
2. Proposal Development (N6720)
 - a. Revise Chapter 1 & 2 and Draft Chapter 3.
 - b. Prepare IRB proposal.
 - c. Obtain CSUB IRB approval after receiving MOU from the practice site.
 - d. Oral defense of the proposal.
 - e. Successful defense of the proposal will allow students to advance to candidacy status.
 3. Implementation (N6730)
 - Implementation of project.
 - Draft Chapter 4, and revise chapters 1, 2 & 3.
 4. Evaluation and Dissemination (N6740)
 - Completion of the project with completed manuscript.
 - Evaluation of completed project by Chair and Committee Members.
 - An oral defense of completed project is required.
 - Submit the written manuscript to a DNP Repository.
 - A poster presentation is required.
 - Dissemination of the project at local, regional, national, or international level
- i. For graduate degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited.

The corresponding bachelor's program, BSN program, and the current MSN program in the Department of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). Our CCNE accreditation is effective until spring 2031 ([Appendix J](#)).

- j. For graduate degree programs, specify admission criteria, including any prerequisite coursework.

Holistic Admissions Statement

California State University Bakersfield Department of Nursing utilizes a holistic and inclusive review process for admission to the Doctor of Nursing Practice (DNP) program. Applicants to the program are evaluated based on their unique experiences alongside traditional measures of academic achievement like grade point average (GPA) and standardized test scores. We believe the combination of this broad range of factors reflect the applicant's academic readiness that will more likely lead to a successful outcome. Through the holistic admission process we hope to have a diverse class of students with the background, qualities, and skills needed to be successful nursing professionals who are ready to meet the needs of diverse patient populations. The holistic admission process involves appraisal of the applicant's GPA and answers to questionnaire detailing the life experience, community service, personal attributes and strengths that would support admission to the program. Applications will be evaluated by an admission committee composed of faculty from the graduate program through a blinded process.

Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner Concentration

Eligibility Requirements

1. Be a graduate of an accredited nursing program with an earned Bachelor of Science in Nursing (BSN) degree.
2. Meet CSUB graduate admission requirements (<https://www.csub.edu/graduate-admissions/admission>).
3. Be in good standing at the last college/university attended.
4. Have a cumulative baccalaureate GPA of at least 3.0 (Applicants who attended a program that issued pass or fail grades for all classes will not be a competitive applicant).
5. Hold a current registered nurse license from the California Board of Registered Nursing (BRN), unencumbered, unrestricted, with no disciplinary action pending or imposed.
6. Hold a current American Heart Association BLS Certification.
7. Have a minimum of two years of full-time experience working as an RN.
8. Two letters of recommendation from professional references are required, must be dated and signed within the past 6 months. You should request recommendations from those who can speak to your professional and academic readiness to attend a rigorous graduate program. At least one letter must be from a direct supervisor.
9. The Graduate Record Exam (GRE) is not required.
10. Preference will be given to applicants who reside in the CSUB Service Area; have previous experience serving underserved and/or rural populations; or have 3 years of full-time acute care experience in the last 5 years.

Post Master's Doctor of Nursing Practice (MSN- DNP) Program

Eligibility Requirements

1. Be a graduate of an accredited nursing program with an earned Master's of Science in Nursing (MSN) degree.
2. Meet CSUB graduate admission requirements (<https://www.csub.edu/graduate-admissions/admission>).
3. Be in good standing at the last college/university attended.
4. Have a cumulative GPA of at least 3.0 in overall graduate course work. (Applicants who attended a program that issued pass or fail grades for all classes will not be a competitive applicant).
5. Hold a current registered nurse license from the California Board of Registered Nursing (BRN), unencumbered, unrestricted, with no disciplinary action pending or imposed.
6. Hold an advanced practice registered nurse (APRN) national certification.
7. Have one-year full-time experience in advanced practice role.
8. Two letters of recommendation from professional references are required, must be dated and signed within the past 6 months. You should request recommendations from those who can speak to your professional and academic readiness to attend a rigorous graduate program. One letter must be from a provider (MD, DO, PA, NP).
9. The Graduate Record Exam (GRE) is not required.
10. Preference will be given to applicants who reside in the CSUB Service Area; have previous experience serving underserved and/or rural populations; or have experience in primary care setting in advanced practice role.

To be considered for admission, a prospective student must submit a complete application with all required documentation during the application period. All eligible applications are reviewed by the graduate admission committee using a holistic and inclusive review process.

- k. For graduate degree programs, specify criteria for student continuation in the program.

The DNP curricula are organized as cohort-based programs. The Post Baccalaureate DNP -NP program is a 3-year 8- semester program and the MSN-DNP program is a 4 - semester program. Students will progress in the program as a cohort.

Students are required to follow the program requirements and policies set forth for the DNP program. The DNP student must earn a 3.0 or better cumulative grade point average for all DNP courses taken to remain in good standing in the program.

Doctoral Qualifying Assessment

A Doctoral Qualifying Assessment is required for all DNP students. Students must meet all requirements listed below to advance to Candidate Status.

- Demonstrate appropriate progression toward the completion of the DNP program coursework requirements.
- Maintain a 3.0 or better cumulative grade point average for all DNP courses taken.
- Demonstrate progression toward 1000 hours of post baccalaureate clinical practice.
- Consistent entries of exemplary work in the DNP Portfolio.
- Complete N6720 DNP Project II: Proposal.
- CSUB IRB approval for the proposed DNP project.
- Complete oral defense of the DNP project proposal.

Advancement to Candidate Status

Students will file a petition for Advancement to Candidacy with the Department of Nursing DNP Program Director when they have met the all the requirements in the Doctoral Qualifying Assessment. Students will be advanced to Candidate Status after their petition has been approved.

Students shall complete all requirements for the degree within five years of matriculation into the doctoral program. Extension of up to two years may be made only when the student meets all the following criteria: the student is in good standing; the extension is warranted by compelling circumstances; and the student demonstrates current knowledge of research and practice in advanced nursing practice (Title 5, California Code of Regulations, [Appendix C](#)).

- l. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

Not applicable.

- m. Roadmaps. Provide a 4-year major and subprogram roadmap and a 2-year transfer roadmap for bachelor's degree programs or an appropriate year major roadmap for master's degree programs that outlines the suggested coursework students should complete each semester.

Four roadmaps included in [Appendix K](#) are:

- Post Baccalaureate DNP-NP Program Full Time Schedule
- MSN-DNP Program Full Time Schedule

- MSN-DNP Program Full Time Schedule with PG-NEC Program (Graduates will be eligible to take National Certified Nurse Educator Exam)
 - MSN-DNP Program Part Time Schedule
- n. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

The WASC Senior College and University Commission Substantive Change Screening Form has been submitted in Summer 2023 ([Appendix P](#)). If a full Substantive Change Review is required, the proposal will be submitted by no later than November 2023 to provide adequate time for review.

The corresponding bachelor's program, BSN program, and the current MSN program in the Department of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). Our CCNE accreditation is effective until spring 2031. The addition of the DNP program is considered as a substantive change. The Chair of the DON must notify the CCNE of the substantive change no earlier than 90 days prior to implementation, but no later than 90 days after implementation of the change. The substantive change notification must document the nature and scope of the substantive change (CCNE, 2023). We plan to submit the substantive change notification 90 days prior to starting of Fall 2025 semester if we have been approved to start our DNP program in Fall 2025.

5. Societal and Public Need for the Proposed Degree Program

- a. List other California State University campuses currently offering or projecting the proposed degree program; list neighboring institutions, public and private, currently offering the proposed degree program.

Other CSU campuses currently offering post master's DNP are Fresno, Fullerton, Los Angeles, and San Jose. CSU Long Beach is offering a post baccalaureate DNP program and expecting their first group of students in Fall 2023.

Those who are projecting to offer post baccalaureate DNP programs in the CSU system are Dominguez Hills, San Bernardino, and San Diego.

Neighboring institutions offering DNP programs include University of California, Los Angeles, San Francisco, and San Diego; Loma Linda University; California Baptist University; Azusa Pacific University; and Samuel Merritt University.

- b. Describe differences between the proposed program and programs listed in Section 5a above.

The proposed program will be the first nursing program within CSU that concurrently offer both Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner Concentration and Post Master's Doctor of Nursing Practice DNP (MSN- DNP) Program. The CSU DNP programs at Fresno, Fullerton, Los Angeles, and San Jose only offer the MSN-DNP program, but not the DNP-NP program. The only other CSU campus offering the DNP-NP program is Long Beach. However, it does not offer the MSN-DNP program.

CSUB's DNP programs not only comply with the emerging national NP education requirement of a DNP degree for all entry-level Nurse Practitioner education by 2025, but it also provides opportunity for experienced NPs already serving the community to pursue the terminal degree in our discipline and to be prepared for autonomous clinical practice and interprofessional leadership at the highest level.

- c. List other curricula currently offered by the campus that are closely related to the proposed program.

Currently, the DON at CSUB offers the Master's of Science in Nursing, Family Nurse Practitioner (MSN-FNP) program. We are elevating our existing MSN-FNP program to a DNP-NP program to meet the emerging educational standards. The current MSN-FNP program is a 2-year 5- semester program. The proposed DNP -NP program will be a 3-year 8- semester program.

- d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

In planning for the DNP program, the DON sought input from local communities of interest on the need for a DNP Program at CSUB. Three Qualtrics surveys were sent out to 3 groups of stakeholders: the RNs and the RN students; the NPs and NP students; and the clinical agencies who have had history of providing support to our BSN and MSN students. The participation in the survey was robust and the responses were overwhelmingly positive in support of establishing a DNP program. It was clear from the survey results that there is a strong interest in the DNP program from prospective students and potential employers who are eager to hire nurse practitioners. The following are the highlight of the DNP Needs Assessment Survey:

- i. 94% of the 180 RN and RN students who responded said they are/maybe interested in obtaining a graduate degree; and 98% said CSUB should offer a DNP-NP program; 89% stated that CSUB would likely be their first choice should they decide to get their DNP.
 - ii. Out of the 115 NP and NP students who responded, 100% indicated that CSUB should offer a DNP program; and 97% would likely pick CSUB should they go back to get their DNP degree.
 - iii. All the 11 clinical agencies—hospitals and clinics—that responded indicated that the DNP program is needed in the community and that CSUB should offer the program. Furthermore, they also indicated that they are extremely satisfied working with NPs and all of them are interested in hiring more NPs.
- e. Provide applicable workforce demand projections and other relevant data.

The opportunities for NPs continue to increase rapidly across the United States. According to the U.S. Bureau of Labor and Statistics, NP ranks among the top 5 fastest growing occupations with the highest projected growth at 52% between 2020-2030; and 40% growth rate by 2031. This means an estimated 118,600 jobs will need to be filled in this time (Marquette University College of Nursing, 2023). Currently, there are about 290, 000 practicing NPs nationwide, 30,000 of whom are in California (CANP, n.d.). California ranks among the top states for NP employment. This is not surprising given that there is a shortfall in primary care physicians in many parts of the state. Specifically, many areas in Kern County have been designated as Rural or Health Professional Shortage Areas by Health Resources and Services Administration (HRSA). The latest data shows that the Primary Care Physician to Patient Ratio is 1:2,420 in Kern County, with the ratio in California being 1:1,240. By 2030, nearly half of primary care clinicians (PCCs) in California will be NPs and PAs, and the demand for PCCs is projected to increase by 12-17%.

6. Student Demand

- a. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges;

reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

Based on the previously mentioned needs assessment survey of RNs/RN students/NPs/NP students conducted by the DON, it may be safe to say that there is significant student interest in the DNP program. Again, based on the survey results 94% of the 180 RN and RN students who responded said they are/maybe interested in obtaining a graduate degree and 89% stated that CSUB would likely be their first choice should they decide to get their DNP. Of the 115 NP and NP students who responded to the survey, 100% indicated that CSUB should offer a DNP program; and 97% would likely pick CSUB should they go back to school to get their DNP degree.

Here are some of the direct quotes from the survey respondents:

1. "I am interested in DNP in the future."
2. "Very proud and very excited about CSUB offering the DNP program! I hope that is a success and a PhD program can also be considered!"
3. "It would be amazing if CSUB offered a Doctorate program. The main thing holding me back is not wanting to complete a doctorate program through an online private college and this would be a great solution."
4. "Would like to know the tentative dates or year the program will be launched. I would like to enroll as soon as possible if qualified."
5. "There is a significant demand and interest for an FNP-DNP ladder amongst many FNPs that I have spoken to."
6. "Will be great if DNP programs available here in Bakersfield."

This reflects the nationwide trend that increasingly shows interest in the NP profession among RNs. Many RNs are trying to get into an NP program but may not always be successful. In 2019 the average acceptance rate among the 223 nursing master's programs ranked by US News was 68.2% (Schlette, 2023). The 10 most selective schools admitted less than 26% of their applicants, and the average acceptance rate for these programs was 19.3%.

CSUB graduate program has consistently received more applications than available seats. Historically, the DON has received 40-50 applications to the MSN-FNP program every year. Of this, only 18-21 applicants have been offered seats in the MSN-FNP program since it re-opened in 2016. Some of the applicants have had to apply multiple times to the program because they preferred CSUB over other schools due to the quality of the program and the location as most of our applicants are nurses working within the community. Many of the applicants are alumni of the CSUB traditional BSN and the RN-BSN programs, both of which have been granted "Impacted Status" by the CSU Chancellor's Office, a designation given to programs with more applicants than available seats. Impacted Status allows the BSN programs to rank applicants and select the best qualified candidates for admission. As a result, BSN students at CSUB are highly qualified upon entry and well-prepared for graduate study when they complete their degree. Bakersfield College (BC), meanwhile, is the feeder college where most of the RN-BSN students with associate degree in nursing (ADN) are coming from. The DON has strong ties with the BC nursing program.

- b. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to ensure all prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to ensure a diverse and qualified candidate pool.

The DON is acutely aware of the diversity of CSUB's student population in general and the community which it serves. In fact, the MSN FNP program has always intentionally taken student diversity into consideration when recruiting and selecting potential candidates. In 2022, 78% of all enrolled undergraduate CSU Bakersfield students were members of the Underrepresented Minorities (URM), which included Black, Hispanic, and American Indian students, and/or first-generation college students (FGCSs) (California State University Student Success Dashboard, n.d.). The DON recruits and supports FNP students from this student population, ensuring that it will have a pool of diverse and qualified nurse practitioners who are personally vested in the community they serve.

As stated in our Holistic Admission Statement, the DON is committed to a holistic and inclusive review process for admission to the DNP program. We will continue our efforts in identifying and recruiting a qualified culturally diverse student cohort. A DNP Program advisor will continue to visit hospitals, career fairs, and other settings in medically underserved areas where BSN nurses interested in graduate degrees may seek information. Using a holistic admission process, applicants from educationally and socioeconomically disadvantaged groups, who speak a second language, express interest in a primary care career, and/or in remaining in the community and serving the underserved population, will continue to be given strong preference during the admission process. While implementing the holistic admission process, the DON is mindful of the fact that race/ethnicity is among the protected classes in California, and the program therefore cannot base its admission decisions based on race or ethnicity, even with the goal of increasing the underrepresented minority students in the NP program.

- c. For master's degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

Nursing has been one of the most popular majors on campus. Students who are interested in Nursing are admitted to the Pre-Health major, and most Pre-Health majors want to pursue Nursing. Every year, nearly 450 undergraduate students declare Pre-Health as their major and only 76 are accepted into our prelicensure BSN program. Over the last three years, 171 prelicensure BSN students and 116 RN-BSN students graduated with a Baccalaureate of Science in Nursing Degree. The prelicensure BSN program at CSUB has exceptional first time National Council Licensure Examination for Registered Nurses (NCLEX -RN) passing rates, with an average of 96% over the past three years.

Our existing MSN-FNP program has similar outstanding program outcomes. Since the reopening of the MSN/FNP program in 2014, the CSUB Department of Nursing has graduated five cohorts, a total of 87 FNPs. All our students graduated on time and their first-time national certification exam rate has consistently been around 95%-100%. We are elevating our existing MSN-FNP program to a DNP-NP program to meet the emerging educational standards.

- d. Describe professional uses of the proposed degree program.

Nurse Practitioners are Advanced Practice Registered Nurses who have additional education and training and have expanded scope of practice over the traditional RN role. They make diagnosis, initiate, and manage treatment plans, including prescribing medications and medical devices. The NP profession has grown to fill an important and vital role helping to reduce the chronic shortage of primary care providers in the US.

The increasingly complex healthcare environment demands the highest level of scientific knowledge and practice expertise to assure quality patient outcomes. In May 2018, The National Organization of Nurse Practitioner Faculties (NONFP), the national leader in nurse practitioner education, made a commitment to require a DNP degree for all entry level Nurse Practitioner

education by 2025. NONPF further asserted that DNP curriculum should be seamless, without a master’s degree exit point as preparation for entry into the NP role.

A DNP-NP program at CSUB will meet the emerging national standard that all entry level nurse practitioners are DNP prepared and will allow us to continue our efforts in preparing well qualified health care providers to meet the local health care workforce demand for our chronically medically underserved community in the California Central Valley. An MSN-DNP program will allow NPs already serving the community, including our MSN-NP graduates, to pursue the terminal degree in nursing discipline and to be prepared for autonomous clinical practice and interprofessional leadership at the highest level.

- e. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.

The DNP programs will use cohort-based curriculum. Each year, we plan to accept 18 students to the DNP-NP program and 10 students in the MSN-DNP program. The DNP-NP program has a 3 - Year 8 - Semester curriculum and the MSN-DNP program has a 4 – Semester curriculum With Fall 2025 admission. We expect our first cohort of DNP-NP students graduate in Spring 2028 and our first cohort of MSN-NP students graduate in Fall 2026.

		Number of Students Enrolled		Number of Students Graduate	
		DNP-NP	MSN-DNP	DNP-NP	MSN-DNP
	Curriculum	3-Year 8-Semester	4-Semester		
Year 1	AY 2025-2026	18	10		
Year 2	AY 2026-2027	36	20		10
Year 3	AY 2027-2028	54	20		10
Year 4	AY 2028-2029	54	20	18	10
Year 5	AY 2029-2030	54	20	18	10

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

7. Existing Support Resources for the Proposed Degree Program

- a. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. *Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)*

See [Appendix L](#) for a list of faculty members who would teach in the program. In anticipation of the transition to the DNP program, DON has been strategically recruiting doctorally prepared faculty members for the NP program. The DON currently has the 7 full time, and 3 part time faculty members are doctorally prepared. Three other faculty members are currently in the DNP programs and expected to graduate in 5/2024.

- b. Describe facilities that would be used in support of the proposed program.

The Department of Nursing currently offers an MSN-FNP program. The DON is primarily located in the Romberg Nursing Education Center (RNEC). Classrooms are used during business hours by the undergraduate nursing program and in the evenings by the MSN-FNP program. As we transition our MSN-NP program to the DNP programs, we anticipate the use of facilities for DNP programs will remain the same as our existing MSN-FNP program.

- c. Provide evidence that the institution offers adequate access to both electronic and physical library and learning resources.

All courses in the DON are facilitated using a learning management system. Using this web-based technology allows 24-hour access to course information such as the syllabus, assignment instructions, announcements, grades, supplemental readings, and other resources. Our existing MSN didactic courses are offered in a hybrid format in which there is a mixture of face-to-face and online coursework, or in a fully online format. All graduate faculty members are certified to teach online courses. We anticipate continuing our current teaching modality as we transition to the DNP programs.

The Walter W. Stiern Library opened in 1994 and is the largest building on the California State University, Bakersfield campus. The 150,000 square-foot building houses nearly half a million volumes and provides electronic access to more than 30,000 periodical titles via its hundreds of computer terminals.

There is a tenured Librarian assigned to the nursing subject area. Services provided by the Librarian include consultation to students and faculty; the Librarian attends each New Nursing Student Orientation to make a presentation regarding the library services available to nursing students. Texts related to the nursing profession number over 16,600 volumes. The library's collection and electronic resources can be accessed by using the library's Subject Guide for Nursing located <https://csub.libguides.com/nursing>.

- d. Describe available academic technology, equipment, and other specialized materials.

The Nursing Simulation Center (NSC) is a 2,011 square foot state-of-the-art-facility located on the first floor of Science II, designed exclusively for nursing simulation activities in which students practice clinical skills through technology-mediated instruction. The NSC is utilized by both undergraduate and graduate nursing programs. As part of a \$2.8 million project funded by the Health Resources and Services Administration (HRSA), a new \$72,000 SimCapture System was installed in Summer 2020. The SimCapture system provides additional learning opportunities by allowing students to review their simulation recording and reflect on their simulation performances remotely at any time, from any location.

Through a generous \$1 million donation from a local philanthropist, the DON is adding a new graduate nursing simulation center designed specifically for the graduate program. The project is expected to be completed in 2024. With the completion of the new graduate nursing simulation center, the graduate nursing program will have increased simulation capacity using both new and existing simulation centers. As we transition our MSN-FNP program to the DNP programs, this increased simulation capacity will contribute to the simulation-based curriculum for the DNP-NP program.

8. Additional Support Resources Required

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. Describe additional faculty or staff support positions needed to implement the proposed program.

Faculty members in the DON have 10-month appointments. MSN-FNP faculty members have the option to teach in the summer semester with additional compensation. The current MSN-FNP program is a 2-year 5- semester program including a summer semester. The faculty needed to teach the MSN-FNP program is 3.3 FTE without counting the summer semester, and 3.9 FTE counting the summer semester. There are 4 DNP prepared tenure/tenure track Nurse Practitioner faculty members teaching in the MSN-FNP program. These NP faculty members also teach in the undergraduate nursing program currently. With the elevation of MSN-FNP program to DNP programs, these 4 tenured/tenure track faculty members will teach in the DNP programs.

The proposed DNP-NP program is a 3-year 8-semester program, and the MSN-DNP program is a 4-semester program. Both DNP-NP and MSN-DNP students will be taking the same Core DNP courses. This will allow a more efficient use of faculty resources. During the initial launch of both DNP-NP and MSN-DNP programs, faculty needed for Year 1 is 2.2 FTE without summer, and 3.2 with summer. Faculty needed for Year 2 increases to 5.1 FTE without summer and 7.5 FTE with summer. The full implementation of the DNP-NP program occurs in Year 3. Faculty needed in Year 3 increases to 7.1 FTE without summer and 9.4 FTE with summer. We will need additional 3.1 FTE faculty in addition to our current 4 tenured/tenured track faculty to teach DNP programs once both DNP programs are fully implemented. [Appendix M](#) offers an overview on the WTUs needed to be assigned and faculty FTE needed each year.

In addition to the need for more faculty members to teach in the DNP programs, there is a need for a DNP program director who will be responsible for providing overall leadership for two distinct DNP programs and a need for additional staff for the administrative tasks for day-to-day operation of these two programs. As indicated in [Appendix M](#), with the full implementation of both DNP programs, the DON is projecting to have 3 cohorts of DNP- NP and 2 cohorts of MSN-DNP, total of 74 DNP students, in both programs in Fall 2027.

Fortunately, in the California Budget Act 2021, CSUB was allotted \$6 million for healthcare workforce expansion, of which a significant portion was reserved for the launch of the DNP programs. It includes the budget for a full-time advisor specifically for the DNP program, for student support, outreach, and recruitment; a full-time ASC for administrative support for the program daily operation; and 60% FTE release time for the DNP program Director to provide strong leadership for the doctoral program development and expansion. In addition, two tenure track positions were included in the budget as well. The funding will support the program for three years after the launch of the DNP program.

With the full implementation of the DNP programs in Year 3, the student tuition is expected to be \$1.5 million a year and the cost of faculty salary is anticipated to be slightly over \$915,000 a year. In contrast, the student tuition in the existing MSN-FNP program is close to \$323,000 a year, while the cost of faculty salary is over \$382,000 a year. Even though DNP programs will be offered through state support, they are more financially sound than the existing MSN-FNP program and have the potential to be self-sustained once fully implemented.

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

projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

We do not anticipate any significant increase of lecture or laboratory space required to initiate and sustain the DNP programs over the next five years.

As discussed previously, the DON is transitioning its MSN-FNP program to the DNP programs. The MSN-FNP program is a 2-year 5- semester program. The proposed DNP-NP program is a 3-year 8-semester program, and the MSN-DNP program is a 4-semester program. NP curriculum includes didactic and clinical courses. Clinical courses require more resources and faculty oversight and are generally significantly more costly than didactic courses. While the DNP-NP program requires an additional 3 semesters, those additional courses will mostly be didactic courses, and most of the resource intensive courses already exist in the current MSN-FNP curriculum. The MSN-DNP program is only 4 semesters. Out of 15 courses needed in the MSN-DNP program, 14 courses are also required in the DNP-NP program.

- c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

Please see [Appendix N](#) for Recommended Resources for CSUB DNP Program prepared by the campus librarian.

The DON has been fortunate to have obtained grant funding support to purchase several of the recommended resources for our current MSN-FNP students which will continue to benefit our DNP students. These include:

- UpToDate and 5MinuteConsult are well known peer reviewed current medical resources to provide Nurse Practitioner (NP) students with evidence-based resources at the point of practice to support best clinical practice.
- CINAHL Ultimate is a comprehensive full-text database for nursing and allied health research. The database covers all nursing fields from ambulatory care and gerontologic nursing to physical therapy and psychiatric nursing.
- Bates Visual Guide is a clinical resource that will benefit both undergraduate and graduate nursing students. It not only offers video resources for proper techniques on basic and advanced physical assessment, but it also promotes communication and interpersonal skills, as well as offering Objective Standardized Clinical Evaluation (OSCE) scenarios for evaluating student critical clinical thinking skills.
- Credo Instruct: Health Science aims to: (1) Help students learn how to find relevant and reliable health science materials in the library and online. (2) Formulate appropriate, workable research questions using PICO and other methods. (3) Synthesize what they learn into a final product such as a research paper, including citations that are apt for their field.

In addition, the California Budget Act 2021 has allotted a budget of \$50,000/year for 5 years after the launch of the DNP programs at CSUB. These library/learning resources will support all health-related programs at the CSUB.

- d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

We do not anticipate needing any additional academic technology, equipment, or specialized materials with the transition from MSN-FNP to the DNP programs.

9. Self-Support Programs

Not applicable. According to the policy on “State-Support Mode for CSU Independent Doctoral Degree Programs” ([Appendix O](#)), the DNP program shall be offered through state support mode exclusively.

Appendix A: Statement from Campus Administrators



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

Office of the Provost and
Vice President for Academic Affairs

August 23, 2023

To Whom It May Concern,

I am writing to support the addition of the Doctor of Nursing Practice (DNP) program at California State University, Bakersfield. The introduction of this program aligns seamlessly with our university's mission and strategic goals, and I am confident that it will contribute significantly to the academic excellence of our institution.

The proposed DNP program will play a pivotal role in enhancing our university's commitment to offering high-quality education that addresses the evolving needs of our students and the communities we serve. The healthcare landscape is rapidly evolving, and the demand for advanced practice nursing professionals is on the rise. By introducing the DNP program, we not only provide our students with the opportunity to acquire specialized skills and knowledge but also ensure that they are equipped to make substantial contributions to the healthcare field.

The addition of the DNP program will not impede the successful operation and growth of our existing academic programs. It will not only enhance the university's academic portfolio but also bolster our reputation as a forward-thinking institution that responds to the changing needs of society.

I commend the faculty and staff involved in the development of this program for their dedication and vision. I am confident that this initiative will further elevate the academic excellence of CSUB.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "V. Harper".

Vernon B. Harper Jr., Ph.D.
Provost and Vice President for Academic Affairs

Office of the Provost and Vice President for Academic Affairs
California State University, Bakersfield
9001 Stockdale Hwy. • Bakersfield, CA 93311

861.654.2154 | csub.edu/provost

THE CALIFORNIA STATE UNIVERSITY



August 29, 2023

RE: Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

I am writing to express my strong endorsement for establishing the Doctor of Nursing Practice (DNP) program at California State University Bakersfield. As the Dean of the School of Natural Sciences, Mathematics, and Engineering, I am confident that the addition of this program aligns harmoniously with our university's mission and values and enhances our ability to meet the needs of our community.

The proposed DNP program addresses a significant need in our region, particularly in Kern County, which is recognized as a chronically medically underserved area. The shortage of primary care providers has long been a concern. With their specialized training and expertise, our DNP graduates will contribute significantly to improving healthcare outcomes in the community.

I firmly believe that the introduction of the DNP program will not compromise the effective functioning and growth of our existing academic programs. The new program will leverage established facilities including the Nursing Graduate Simulation Lab. With careful planning and resource allocation, we can ensure that the DNP program's introduction will be seamless and synergistic with our ongoing academic endeavors.

The proposed DNP program will further our university's mission to provide accessible, high-quality education. By producing skilled and knowledgeable nursing professionals prepared by our proposed DNP program, we are directly contributing to the well-being of our community and reinforcing our commitment to excellence in education and service. The potential benefits to our students, the community, and the university will be substantial.

Thank you for your commitment to our university's growth and development.

Sincerely

A handwritten signature in blue ink, appearing to be 'Jane Dong'.

Jane Dong, Ph.D.
Dean of Natural Sciences, Mathematics, and Engineering

School of Natural Sciences, Mathematics and Engineering

California State University, Bakersfield
9001 Stockdale Hwy. • Bakersfield, CA 93311

Appendix B: NONPF Statement



The leader in quality nurse practitioner education

The Doctor of Nursing Practice Degree: Entry to Nurse Practitioner Practice by 2025

May 2018

On April 20, 2018, the National Organization of Nurse Practitioner Faculties (NONPF) made the commitment to move all entry-level nurse practitioner (NP) education to the DNP degree by 2025. Today, there are more than 300 DNP programs throughout the United States (US) (AACN, 2018), and NONPF has led the evolution of NP educational preparation to the DNP degree level (NONPF, 2015). NONPF maintains its dedication to all currently credentialed NPs and faculty members; however, we recognize that as the health care delivery system has grown increasingly complex, the role of NPs has evolved. The DNP degree reflects the rigorous education that NPs receive to lead and deliver quality health care.

NONPF supports a seamless, integrated DNP curriculum without a master's exit point as preparation for entry to the NP role (NONPF, 2015; NONPF, 2016). The DNP NP curriculum is not an add-on to the master's curriculum; instead, the curriculum integrates objectives and learning opportunities for students to achieve the NP core and population-focused competencies that are written for doctoral-level education (NONPF, 2013; NONPF, 2017a; NONPF and AACN, 2016). There are currently 187 post-baccalaureate DNP NP programs in the US, a 24% increase since 2015 (AACN, 2018). NONPF is committed to providing resources and support for faculty members as they embrace curricular changes (NONPF 2016).

Moving all entry-level NP education to the DNP degree by 2025 will take commitment from multiple stakeholders and development of strategies and initiatives yet to be determined. In December 2017, NONPF hosted a DNP summit with stakeholders from nearly 20 national organizations to have a critical dialogue about moving entry-level NP education to the DNP degree by 2025 (NONPF, 2017b). While not all participants agreed that the DNP should be the entry level degree for NP practice, everyone agreed to continue the dialogue, stay actively engaged, and take the information back to their organizations. Moving forward, NONPF will continue to work with the DNP Summit participants and additional organizations and stakeholders, as they are critically important to realizing our goal.

As the preeminent leader in NP education that provides timely and critical resources for NP educators, NONPF moves forward with an unwavering commitment to create innovative, high quality educational resources to NP faculty during this transition. Our work will lead and unite NP educators to transform healthcare.

Approved by the NONPF Board of Directors, April 2018.

Appendix C: CSU Board of Trustee Policy Changes: Doctor of Nursing Practice Title 5



Academic Programs and Faculty Development
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

www.calstate.edu

Alison M. Wrynn, Ph.D.
Interim Assistant Vice Chancellor,
Academic Programs and Faculty Development
Interim State University Dean, Academic Programs
Phone 562-951-4672
awrynn@calstate.edu

MEMORANDUM

Date: August 13, 2018

To: CSU Presidents

From: Alison M. Wrynn, Ph.D. *AMW*
Interim Assistant Vice Chancellor, Academic Programs and Faculty
Development and Interim State University Dean, Academic Programs

Subject: Policy Changes: Doctor of Nursing Practice Title 5 Regulations

At the May 15, 2018 meeting, the California State University (CSU) Board of Trustees adopted changes to Title 5 of the California Code of Regulations. The amendments to administrative law governing the CSU address the CSU Doctor of Nursing Practice (DNP) degree programs. The amendments reflect changes brought about by [Assembly Bill 422](#) California State University: Doctor of Nursing Practice Degree Program (Arambula), which was signed by Governor Brown on October 12, 2017. These changes to Title 5 have now been posted; a revised *EO 1067 Doctor of Nursing Practice Programs*, based on these amendments to Title 5, is in the process of being finalized and will be distributed later this month.

If you have questions, please contact me at (562) 951-4672 or awrynn@calstate.edu.

Enclosure

- c: Dr. Loren J. Blanchard, Executive Vice Chancellor for Academic and Student Affairs
- Provosts/Vice Presidents of Academic Affairs
- Associate Provosts/Associate Vice Presidents of Academic Affairs
- Deans of Graduate Studies
- Deans of Health Sciences
- Directors of Nursing
- Dr. Catherine Nelson, Chair, Academic Senate, CSU

CSU Campuses
Bakersfield
Channel Islands
Chico
Domínguez Hills
East Bay

Ferris
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 2 – Educational Programs
Article 1 – General Function

§ 40050.2. Function: Instruction Leading to the Doctor of Nursing Practice Degree.

Notwithstanding Section 40050, the Doctor of Nursing Practice degree may be awarded independently of any other institution of higher education, provided that the program satisfies the criteria of Section 40513 and Section 40514. NOTE: Authority cited: Sections 66040, 66040, 89030, 89035, 89280 and 89281, Education Code. Reference: Sections 89280 and 89281, Education Code.

Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 2 – Educational Programs
Article 2 – Curricula

§ 40100.1. Cooperative Curricula.

Curricula leading to the bachelor's, master's, or doctoral degree may be established cooperatively by two or more campuses. The Chancellor is authorized to establish and from time to time revise such procedures as may be appropriate for the administration of this section.

NOTE: Authority cited: Sections 66600, 89030, and 89035, Education Code. Reference: Sections 66040, 66042, 66600, 89030, 89280 and 89281, Education Code.

Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 2 – Educational Programs
Article 7 – Graduate Degrees

§ 40513. The Doctor of Nursing Practice Degree.

(a) California State University programs leading to a Doctor of Nursing Practice degree shall be distinguished from a University of California Doctor of Philosophy in Nursing program.

(b) California State University Doctor of Nursing Practice degree programs shall conform to the following criteria:

(1) The clinical degree programs in advanced nursing practice shall prepare graduates for leadership and clinical roles and to engage in evidence-based inquiry; and programs may also prepare graduates to serve as faculty in postsecondary nursing education programs.

(2) Programs shall be consistent with the requirements of a professional nursing accrediting body and the regional accrediting association.

(c) Each campus offering a program leading to a Doctor of Nursing Practice degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41021.

(d) Programs leading to the Doctor of Nursing Practice degree shall conform to the following specifications:

(1) The curriculum may be organized as a cohort-based program and shall include learning experiences that balance research, theory, and practice. The core curriculum for each DNP program shall provide professional preparation in advanced nursing practice, including but not be limited to theory, application and evaluation of research findings, curriculum development and evaluation, professional practice, management and leadership, and essential curricular concepts for advanced nursing at the doctoral level.

(2) The pattern of study for the post-bachelor's degree in nursing to the Doctor of Nursing Practice degree program shall include at least 27 semester units in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized for specialty advanced nursing coursework as identified by national nursing specialty certification agencies. No more than 12 semester doctoral project units shall be allowed toward the degree program requirements.

(3) The pattern of study for the post-master's Doctor of Nursing Practice degree program shall be composed of at least 36 semester units earned in graduate standing. At least 27 semester units required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students.

(4) At least 80 percent of required Doctor of Nursing Practice semester units shall be completed in residence at the campus awarding the degree or campuses jointly awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement. The campus may establish a policy allowing the transfer of relevant coursework and credits completed as a matriculated student in another graduate program, on the condition that the other program is appropriately accredited.

(5) A doctoral qualifying examination or assessment shall be required.

(6) The pattern of study shall include completion of a doctoral project.

(A) The doctoral project shall be the written product of a systematic, rigorous, evidence-based endeavor focused on a significant nursing practice issue. The doctoral project is expected to contribute to an improvement in professional practices, policy,

or patient outcomes. It shall evidence originality, critical and independent thinking, appropriate form and organization, and adequate rationale.

(B) The doctoral project shall reflect a command of the scholarly literature and shall demonstrate the student's mastery of evidence-based practice at the doctoral level.

(C) The written component of the doctoral project shall be organized in an appropriate form and shall identify the problem statement and purpose, state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, and offer a conclusion or recommendation.

(D) No more than 12 semester units shall be allowed for the doctoral project.

(E) An oral presentation of the doctoral project shall be required.

NOTE: Authority cited: Sections 66600, 89030, 89035, 89280 and 89281, Education Code. Reference: Sections: 66600, 89280, 89281 and 89282, Education Code.

Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 2 – Educational Programs
Article 7 – Graduate Degrees

§ 40514. The Doctor of Nursing Practice Degree: Requirements.

(a) To be eligible for the Doctor of Nursing Practice degree, the candidate shall have completed a program of study that includes a qualifying assessment and a doctoral project and that is consistent with the specifications in subdivision (d) of Section 40513 and that is approved by the appropriate campus authority. A grade point average of 3.0 (grade of B) or better shall have been earned in courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.

(b) Advancement to Candidacy. For advancement to candidacy for the Doctor of Nursing Practice degree, the student shall have achieved classified graduate standing and met such particular requirements as the Chancellor and the appropriate campus authority may prescribe. The requirements shall include a qualifying assessment.

(c) The student shall have completed all requirements for the degree within five years of matriculation into the doctoral program. The appropriate campus authority may extend by up to two years the time for completion of the requirements under the following circumstances;

- (1) the student is in good standing,
- (2) the extension is warranted by compelling individual circumstances, and
- (3) the student demonstrates current knowledge of research and practice in advanced nursing practice, as required by the campus.

NOTE: Authority cited: Sections 66600, 89030, 89035, 89280 and 89281, Education Code. Reference Sections: 66600, 89030, 89280 and 89281, Education Code.

Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 3 – Admission Requirements
Article 8 – Admission of Post-Baccalaureate and Graduate Students

§ 41021. Admission to Doctor of Nursing Practice Programs.

An applicant may be admitted with classified graduate standing to a program leading to a Doctor of Nursing Practice degree established pursuant to Section 40513 if the applicant satisfies the requirements of each of the following numbered subdivisions:

- (1) The applicant holds an acceptable bachelor's degree in nursing or master's degree in nursing earned at an institution accredited by a regional accrediting association and a national professional accrediting association, as applicable; or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.
- (2) The applicant has attained a cumulative grade point average of at least 3.0 in an acceptable bachelor's degree in nursing or master's degree in nursing as determined by the appropriate campus authority.
- (3) The applicant maintains active licensure to practice as a registered nurse in the state in which practicum experiences will be completed.
- (4) The applicant meets all requirements for credentialing or certification eligibility as appropriate to the nursing specialty area.
- (5) The applicant has demonstrated sufficient preparation and experience pertinent to nursing practice to be successful in doctoral education.
- (6) The applicant has met any additional requirements established by the chancellor and any additional requirements prescribed by the appropriate campus authority.

NOTE: Authority cited: Sections 66600, 89030, 89035, 89280 and 89281, Education Code. Reference: Sections 66600, 89030, 89280, and 89281, Education Code.

Appendix D: Graduate Nursing Program 5 Year Plan

California State University, Bakersfield Department of Nursing Graduate Nursing Program																				
MSN Program Phasing Out Plan																				
AY 2023 - 2024			AY 2024 - 2025			AY 2025 - 2026			AY 2026 - 2027			AY 2027 - 2028			AY 2028 - 2029					
Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring				
MSN Class 2024																				
MSN Class 2025																				
			No MSN Admission in Fall 2024																	
DNP Program Launching Plan									DNP Program Full Implementation											
DNP Program Open for Application									Post Bacc DNP-NP Cohort 1									PG-NEC		
									Post Bacc DNP-NP Cohort 2											
									Post Bacc DNP-NP Cohort 3											
									Post Bacc DNP-NP Cohort 4											
									Post Master's DNP Cohort 1											
									Post Master's DNP Cohort 2											
									Post Master's DNP Cohort 3											
									Post Master's DNP Cohort 4											
									Post Master's DNP with PG-NEC											
									Post Master's DNP with PG-NEC											
Post Master's DNP with PG-NEC																				
Post Master's DNP with PG-NEC																				
PG-NEC Open for Application			PG-NEC			PG-NEC			PG-NEC			PG-NEC								

PG- NEC: Post Graduate - Nurse Educator Certificate Program

Appendix E: Comprehensive Assessment Plan

ILOs	PLOs	SLOs	Course Where SLO Assessed	Assessment Activity/Assessment	Assessment Tool/Rubrics	Assessment Schedule	Data Reporting	Personnel to Collect, Analyze and Interpret	Data Dissemination Schedule	Closing the Loop
Students will develop specialized knowledge.	Design, deliver, manage, and evaluate comprehensive person-centered care using evidence-based and best practices within a variety of contexts, with respect for diversity and social determinants of health unique to the individual.	Assess, analyze, evaluate, and manage complex health environments serving diverse populations to improve patient and population health outcomes using current and emerging best practices	N6440, N6470	Portfolio	90% of students score 80% or higher	End of semester	Level V/VI/VII and PGC meetings	Level V/VI/VII and PGC Committee	End of semester	GPC and PEC will identify deficiencies and recommend for improvements
Students will demonstrate broad, integrative knowledge	Synthesize and integrate scientific knowledge from nursing and other disciplines into clinical judgment and diagnostic reasoning in healthcare practices as the basis for the highest level of nursing practice.	Advance clinical scholarship and contribute to the nursing science to inform clinical and system decisions incorporating professional values and ethical principles	N6410, N6740	DNP Project	90% of students score 80% or higher	End of semester	Level V/VI/VII and PGC meetings	Level V/VI/VII and PGC Committee	End of semester	GPC and PEC will identify deficiencies and recommend for improvements
	Generate, integrate, and disseminate evidence-based practice and research that integrates nursing science and knowledge to improve health and transform healthcare.									

Students will practice intellectual skills such as analytic inquiry, use of information resources, engaging diverse perspectives, quantitative fluency, and communication fluency.	Engage in effective partnerships across the healthcare delivery continuum to promote culturally competent practices, increase health promotion and disease prevention, and advance equitable population health policy.	Support and improve patient care and health care systems using clinical practice models, health policy, informatics, and organizational leadership skills	N6450, N6460	Portfolio	90% of students score 80% or higher	End of semester	Level V/VI/VII and PGC meetings	Level V/VI/VII and PGC Committee	End of semester	GPC and PEC will identify deficiencies and recommend for improvements
	Utilize informatics and communication technology to influence decision-making processes in delivering safe, quality healthcare.									
	Improve quality and safety through both system effectiveness and individual performance using scientific evidence.									
Students will conduct applied learning	Collaborate with the interprofessional team and community of interest to optimize safe, effective person-centered, and population-centered care.	Advocate for health promotion and disease prevention, population health initiatives, and evidence-based health policy through stakeholder and interprofessional collaboration.	N6480, N6430	Portfolio	90% of students score 80% or higher	End of semester	Level V/VI/VII and PGC meetings	Level V/VI/VII and PGC Committee	End of semester	GPC and PEC will identify deficiencies and recommend for improvements
	Support the interprofessional healthcare team as an equal partner and adhere to ethical principles by providing unique nursing perspectives and professional attributes.									

	Demonstrate innovative organizational and systems leadership across the health care continuum to improve health outcomes.									
	Engage in activities and self-reflection that foster lifelong learning, and support a sustainable progression toward holistic well-being, professional and interpersonal maturity, and robust leadership capacity.	Integrate scientific theory, teaching and learning strategies, and clinical expertise to contribute to the advancement of nursing profession and lifelong learning	N6420, N6810	Portfolio	90% of students score 80% or higher	End of semester	Level V/VI/VII and PGC meetings	Level V/VI/VII and PGC Committee	End of semester	GPC and PEC will identify deficiencies and recommend for improvements

Appendix F: Assessment Matrix

Student Learning Outcome	N6410	N6420	N6470	N6710	N6430	N6440	N6480	N6720	N6450	N6460	N6490	N6730	N6740	N6810	N6900
1. Assess, analyze, evaluate, and manage complex health environments serving diverse populations to improve patient and population health outcomes using current and emerging best practices	I	I	I	I	R	R	R	R	R	R	M	M	M	M	M
2. Advance clinical scholarship and contribute to the nursing science to inform clinical and system decisions incorporating professional values and ethical principles	I		I	I	R			R	R	R	M	M	M	M	M
3. Support and improve patient care and health care systems through the use of clinical practice models, health policy, informatics, and organizational leadership skills	I	I	I	I	R	R	R	R	R	R	M	M	M	M	M
4. Advocate for health promotion and disease prevention, population health initiatives, and evidence-based health policy through stakeholder and interprofessional collaboration.	I	I		I		I	R	R		R	M	M	M	M	M
5. Integrate scientific theory, teaching and learning strategies, and clinical expertise to contribute to the advancement of nursing profession and lifelong learning		I	I	I		R		R		R	M	M	M	M	M

Introduced (I), Reinforced (R), Mastered (M)

Appendix G: Course Catalog Descriptions

DNP Core Courses (10)

NURS 6410 Scholarly Writing & Grant Development (2)

Enhance students' skills in scholarly writing and grant development. Demonstrate proficiency in conducting literature reviews and appraising research articles. Develop scholarly inquiries addressing opportunities for improvement and innovation in healthcare delivery, processes, outcomes, or systems. **Prerequisite:** Admission to the DNP Program.

NURS 6420 Integrative Healing Practice and Self Care (2)

Explore the principles and concepts of integrative healthcare practices that are inclusive, patient-centered, culturally, and linguistically sensitive. Emphasize personal self-care practices to enhance health, well-being, and resilience in both personal and professional contexts. **Prerequisite:** Admission to the DNP Program.

NURS 6430 Biostatistics and Epidemiology (3)

Examine biostatistics in scientific research and review concepts of epidemiology. Equip students with knowledge and skills to interpret health-related data and apply statistical concepts to evidence-based practices in healthcare. **Prerequisite:** Admission to the DNP Program.

NURS 6440 Population and Global Health (3)

Use theories from nursing and other disciplines to address issues related to the social determinants of health, and health disparities. Promote health and prevent illness at the individual, community, population, and global levels incorporating nursing scientific knowledge and evidence-based practices. **Prerequisite:** Admission to the DNP Program.

NURS 6450 Informatics and Telehealth (3)

Utilize technology in healthcare settings and data management to drive decision-making and manage clinical support. Explore the use of informatics and telehealth to improve the delivery of safe and efficient healthcare services using evidence-based practices, professional and regulatory standards. **Prerequisite:** Admission to the DNP Program.

NURS 6460 Leadership Role & Interprofessional Collaboration (3)

Cultivate a sustainable professional identity reflecting nursing values, professionalism, and leadership as a change agent at the system level. Integrate evidence-based practices and concepts of diversity, equity, and inclusion through interprofessional collaboration to improve patient outcomes and population health. **Prerequisite:** Admission to the DNP Program.

NURS 6470 Evidence Based Practice and Quality Improvement (3)

Critically appraise and translate scientific evidence into practice and lead quality improvement initiatives. Analyze quality improvement methodologies to promote a culture of safety, optimal healthcare outcomes, and effective healthcare delivery. **Prerequisite:** Admission to the DNP Program.

NURS 6480 Human Diversity & Healthcare Ethics (3)

Integrate the concepts of diversity, equity, and inclusion to create an equitable and inclusive healthcare environment and improve healthcare outcomes. Apply ethical concepts to promote reflective practices and foster cultural humility and life-long learning. **Prerequisite:** Admission to the DNP Program.

NURS 6490 Healthcare Economics and Policy (3)

Appraise the healthcare policies and economic factors in complex healthcare systems. Evaluate systemic barriers to equitable healthcare delivery while advocating for policy changes to improve cost-effectiveness and healthcare outcomes. **Prerequisite:** Admission to the DNP Program.

NURS 6810 Curriculum Strategies in Nursing Education (3)

Provide students with the knowledge and skills needed to design, implement, and evaluate nursing education curricula. Focus on the use of evidence-based curriculum design to meet the needs of diverse students.

Prerequisite: Admission to the post-graduate Nurse Educator certificate program or the DNP program.

APRN Core Courses (7)**NURS 6510 Advanced Physiology & Pathophysiology (3)**

Explore advanced principles and concepts of human physiology, etiology, pathogenesis, and progression of diseases at the cellular and systemic levels. Synthesize and integrate current and emerging scientific evidence into clinical judgment and diagnostic reasoning in clinical practices. **Prerequisite:** Admission to the DNP Program.

NURS 6520 Advanced Pharmacotherapeutics I (3)

Meet California Board of Registered Nursing requirements regarding furnishing medications, controlled substances and devices for the treatment and prevention of health conditions across the lifespan. Provide in-depth understanding of advanced pharmacological principles and therapeutics in disease management.

Prerequisite: Admission to the DNP Program.

NURS 6530 Advanced Health Assessment Across the Lifespan Didactic (2)

Focus on advanced knowledge and skills to perform comprehensive health assessments on individuals across the lifespan. Collect and analyze relevant health information to develop individualized, comprehensive, holistic plan of care using evidence-based practice. **Prerequisite:** N6510, N6520 (Minimum grade of B- is required for all prerequisites). **Co-requisites:** N6532 Advanced Health Assessment Across the Lifespan Clinical.

NURS 6532 Advanced Health Assessment Across the Lifespan Clinical (2)

Conduct comprehensive health history and physical assessment on individuals across the lifespan using advanced knowledge and skills learned in N6530. Formulate individualized and comprehensive care management based on data acquired through interviewing, physical assessment, and clinical laboratory tests.

Prerequisite: N6510, N6520 (Minimum grade of B- is required for all prerequisites). **Co-requisites:** N6530 Advanced Health Assessment Across the Lifespan Didactic.

NURS 6540 Diagnostic Reasoning and Clinical Decision Making (2)

Develop diagnostic reasoning and clinical decision-making skills to formulate evidence-based plan of care for individuals across the lifespan. Enhance knowledge in assessing, diagnosing, and formulating differential diagnoses, and developing plan of care for diverse patient populations. **Prerequisite:** N6510, N6520, N6530, and N6532 (Minimum grade of B- is required for all prerequisites). **Co-requisite:** N6542.

NURS 6542 Advanced Diagnostics Simulation (2)

Enhance the APRN students' skills in diagnostic reasoning and clinical decision-making through simulation using realistic, scenario-based clinical situations. Emphasize hands-on experience and critical thinking in providing patient-centered care across the lifespan. **Prerequisite:** N6510, N6520, and N6530 (Minimum grade of B- is required for all prerequisites). **Co-requisites:** N6540.

NURS 6560 Advanced Pharmacotherapeutics II & Herbals (2)

Expand knowledge of the Advanced Pharmacotherapeutics I course. Acquire expertise as APRNs utilizing holistic approach, on both pharmacological and non-pharmacological treatments, for the management of multiple and complex problems. Focus on therapeutics, pharmacokinetics, drug metabolism, interactions, safety, and efficacy. **Prerequisite:** N6520 (Minimum grade of B- is required for all prerequisites).

FNP Population Focused Courses (14)**NURS 6610 Person Centered Care I Didactic (3)**

Explore the roles of the Advanced Practice Nurse in the primary care settings. Appraise person-centered strategies for health promotion and disease prevention in diverse populations. Develop advanced clinical reasoning skills using problem focused assessment. **Prerequisite:** N6540 (Minimum grade of B- is required for all prerequisites). **Co-requisites:** N6611 and N6612.

NURS 6611 Person Centered Care I Clinical (3) (135 hours)

Provide direct advanced nursing care, with a focus on health promotion and disease prevention to diverse populations. Increase knowledge and skills directly related to the FNP role. Emphasize on common episodic patient encounters in primary care settings. **Prerequisite:** N6542 (Minimum grade of B- is required for all prerequisites). **Co-requisites:** N6610 and N6612.

NURS 6612 Advanced Primary Care-Adult Simulation (1)

Enhance the APRN students' experience of patient health management through simulation using realistic, scenario-based clinical situations. Emphasize hands-on experience, critical thinking, patient assessment techniques, and improve decision-making abilities in providing primary care in adult patients. **Prerequisite:** N6542 (Minimum grade of B- is required for all prerequisites). **Co-requisites:** N6610 and N6611.

NURS 6620 Person Centered Care II Didactic (3)

Explore the roles of the Advanced Practice Nurse in the primary care settings. Appraise person-centered strategies for health promotion and disease prevention in diverse populations, emphasizing on pediatric populations. Develop advanced clinical reasoning skills and a comprehensive plan of care. **Prerequisite:** N6610 (Minimum grade of B- is required for all prerequisites). **Co-requisite:** N6621 and N6622.

NURS 6621 Person Centered Care II Clinical (3) (135 hours)

Provide direct advanced nursing care, with a focus on age-appropriate interventions. Increase knowledge and skills directly related to the FNP role. Emphasize on pediatric populations, acute and chronic illness across the lifespan in primary care settings. **Prerequisite:** N6611 (Minimum grade of B- is required for all prerequisites). **Co-requisites:** N6620 and N6622.

NURS 6622 Advanced Primary Care - Pediatrics Simulation (1)

Enhance the APRN students' experience of patient health management through simulation using realistic, scenario-based clinical situations. Emphasize hands-on experience, critical thinking, patient assessment techniques, and improve decision-making abilities in providing primary care in pediatric patients. **Prerequisite:** N6610 (Minimum grade of B- is required for all prerequisites). **Co-requisites:** N6620 and N6621.

NURS 6630 Person Centered Care III Didactic (2)

Develop the Advanced Practice Nurse role in the primary care settings. Integrate person-centered strategies to provide comprehensive healthcare to diverse populations, emphasizing on women's health. Implement and evaluate therapeutic interventions to address multiple and complex problem. **Prerequisite:** N6620 (Minimum grade of B- is required for all prerequisites). **Co-requisites:** N6631 and N6632.

NURS 6631 Person Centered Care III Clinical (2) (90 hours)

Provide direct advanced nursing care, with a focus on age-appropriate interventions. Increase knowledge and skills directly related to the FNP role. Emphasize on women's health, acute and chronic illness across the lifespan in primary care settings. **Prerequisite:** N6621 (Minimum grade of B- is required for all prerequisites). **Co-requisites:** N6630 and N6632.

NURS 6632 Advanced Primary Care - Women's Health Simulation (1)

Enhance the APRN students' experience of patient health management through simulation using realistic, scenario-based clinical situations. Emphasize hands-on experience, critical thinking, patient assessment techniques, and improve decision-making abilities in providing primary care in women's health.

Prerequisite: N6620 (Minimum grade of B- is required for all prerequisites). **Co-requisites:** N6630 and N6631.

NURS 6640 Person Centered Care IV Didactic (3)

Develop the Advanced Practice Nurse role in the primary care settings. Integrate person-centered strategies to provide comprehensive healthcare to diverse populations, emphasizing on psychiatric and behavioral health. Implement and evaluate therapeutic interventions addressing complex problems and social determinants of health. **Prerequisite:** N6630 (Minimum grade of B- is required for all prerequisites). **Co-requisites:** N6641 and N6642.

NURS 6641 Person Centered Care IV Clinical (3) (135 hours)

Provide direct advanced nursing care, with a focus on age-appropriate interventions. Increase knowledge and skills directly related to the FNP role. Emphasize on psychiatric and behavioral health, acute and chronic illness across the lifespan in primary care settings. **Prerequisite:** N6631 (Minimum grade of B- is required for all prerequisites). **Co-requisites:** N6640 and N6642.

NURS 6642 Advanced Primary Care - Psychiatric/Mental Health Simulation (1)

Enhance the APRN students' experience of patient health management through simulation using realistic, scenario-based clinical situations. Emphasize hands-on experience, critical thinking, patient assessment techniques, and improve decision-making abilities in providing primary care in mental health. **Prerequisite:** N6630 (Minimum grade of B- is required for all prerequisites). **Co-requisites:** N6640 and N6641.

NURS 6650 Person Centered Care V Didactic (3)

Assume the role of the Advanced Practice Nurse in the primary care settings. Demonstrate competency, knowledge, skills, and attitude as an entry level APRN. Transition to practice as an APRN providing care for diverse populations across the lifespan. **Prerequisite:** N6640 (Minimum grade of B- is required for all prerequisites). **Co-requisite:** N6651.

NURS 6651 Person Centered Care V Clinical (7) (315 hours)

This culminating clinical course allows students to demonstrate competency in clinical decision-making and problem solving as FNPs at the advanced beginner level. Be ready to transition to practice as an APRN providing care for diverse populations across the lifespan. **Prerequisite:** N6641 (Minimum grade of B- is required for all prerequisites). **Co-requisite:** N6650.

NURS 6691 Clinical refresher Course (1)

Meet the needs of the student who is out of sequence in nursing clinical courses in the DNP Program at CSUB. Tailored to meet the clinical course requirements to facilitate the student's progression in the DNP program. **Prerequisite:** Admission to the DNP Program.

DNP Project Courses (4)

NURS 6710 DNP Project I: Concept Development (2)

The first of a four-course series designed to guide students in completing the doctoral project. Focus on identifying practice problems, conducting literature review, formulating research questions, and developing a project to address a healthcare issue or improve nursing practice. **Prerequisite:** Admission to the DNP Program.

NURS 6720 DNP Project II: Proposal (2)

The second of a four-courses series designed to guide students in completing the doctoral project. Focus on developing appropriate methodology, designing feasible implementation plan, submitting proposal for IRB approval, and defending the project proposal. **Prerequisite:** N6710 (Minimum grade of B- is required for all prerequisites).

NURS 6730 DNP Project III: Implementation (2)

The third of a four-courses series designed to guide students in completing the doctoral project. Focus on the implementation, data collection and analysis, and the evaluation of the DNP project outcome. **Prerequisite:** N6720 (Minimum grade of B- is required for all prerequisites).

NURS 6740 DNP Project IV: Evaluation and Dissemination (2)

The last of a four-courses series designed to guide students in completing the doctoral project. Focus on the evaluation and completion of the project, and the dissemination of doctoral project results. **Prerequisite:** N6730 (Minimum grade of B- is required for all prerequisites).

NURS 6900 DNP Practicum Variable Units (1-12)

Engage students in the integration of theory and research into clinical practice. Assist students in meeting the AACN requirements of all DNPs to have a minimum of 1,000 hours of clinical practice post-baccalaureate as part of a supervised academic program. **Prerequisite:** Admission to the DNP Program.

NURS 7000 Continuous Enrollment (0)

Graduate students who have completed most of their coursework but have not completed their culminating experience or thesis may enroll in this 0-unit course for the purpose of maintaining continuous enrollment. **Prerequisite:** Approval of the Program Director.

Appendix H: Graduate Nursing Program Course Offering Plan 2024-2028

AY 2024 – 2025: MSN-FNP Teach Out

AY 2025 – 2026: DNP Programs Launching Y-1

AY 2026 – 2027: DNP Programs Launching Y-2

AY 2027 – 2028: DNP Programs Full Implementation

AY 2024 - 2025			
MSN-FNP Teach Out			
Fall 2024		Spring 2025	
N5250	Transformational Leadership and APRN Role Development	N5230	Educational Principles and Methodology Elective
N6340	APN Care for Individuals and Families Across the Lifespan III (Theory)	N6290	Culminating Experience: Comprehensive Examination
N6341	APN Care for Individuals and Families Across the Lifespan III (Clinical)	N6351	Advanced Practice Practicum (Clinical)
		N6315	Pharm Review elective

AY 2025 -2026					
DNP Programs Launching Y-1					
Fall 2025		Spring 2026		Summer 2026	
DNP Core Courses					
N6410	Scholarly Writing & Grant Development*	N6430	Biostatistics and Epidemiology*	N6450	Informatics and Telehealth*
N6420	Integrative Healing Practice and Self Care *	N6440	Population and Global Health*	N6460	Leadership Role & Interprofessional Collaboration*
N6470	EBP and Quality Improvement	N6480	Human Diversity and Healthcare Ethics	N6490	Healthcare Economics and Policy
N6710	DNP Project I	N6720	DNP Project II	N6730	DNP Project III
MSN-DNP Only					
N6900	DNP Practicum	N6900	DNP Practicum	N6900	DNP Practicum
APRN Core Courses					
N6510	Advanced Physiology & Pathophysiology	N6530	Advanced Health Assessment Across the Lifespan Didactic	N6540	Diagnostic Reasoning and Clinical Decision Making
N6520	Advanced Pharmacotherapeutics I	N6532	Advanced Health Assessment Across the Lifespan Clinical	N6542	Advanced Diagnostics simulation

*Course offered to both Post Baccalaureate DNP-NP and MSN-DNP students

AY 2026 – 2027					
DNP Programs Launching Y-2					
Fall 2026		Spring 2027		Summer 2027	
DNP Core Courses					
N6410	Scholarly Writing & Grant Development*	N6430	Biostatistics and Epidemiology*	N6450	Informatics and Telehealth*
N6420	Integrative Healing Practice and Self Care*	N6440	Population and Global Health*	N6460	Leadership Role & Interprofessional Collaboration*
N6470	EBP and Quality Improvement*	N6480	Human Diversity and Healthcare Ethics*	N6490	Healthcare Economics and Policy*
N6710	DNP Project I*	N6720	DNP Project II*	N6730	DNP Project III*
N6740	DNP Project IV				
N6810	Curriculum Strategies in Nursing Education**				
MSN- DNP Only					
N6900	DNP Practicum	N6900	DNP Practicum	N6900	DNP Practicum
APRN Core Courses					
N6510	Advanced Physiology & Pathophysiology	N6530	Advanced Health Assessment Across the Lifespan Didactic	N6540	Diagnostic Reasoning and Clinical Decision Making
N6520	Advanced Pharmacotherapeutics I	N6532	Advanced Health Assessment Across the Lifespan Clinical	N6542	Advanced Diagnostics simulation
FNP Population Focused Courses					
N6610	Person Centered Care I Didactic	N6620	Person Centered Care II Didactic	M6630	Person Centered Care III Didactic
N6611	Person Centered Care I Clinical 135 hours	N6621	Person Centered Care II Clinical 135 hours	N6631	Person Centered Care III Clinical 90 hours
N6612	Advanced Primary Care -Adult Simulation	N6622	Advanced Primary Care - Pediatrics Sim	N6632	Advanced Primary Care - Women's Health Sim

*Course offered to both Post Baccalaureate DNP-NP and MSN-DNP students

**Course offered to Both DNP and PG-NEC program students

AY 2027 – 2028					
DNP Programs Full Implementation					
Fall 2027		Spring 2028		Summer 2028	
DNP Core Courses					
N6410	Scholarly Writing & Grant Development*	N6430	Biostatistics and Epidemiology*	N6450	Informatics and Telehealth*
N6420	Integrative Healing Practice and Self Care*	N6440	Population and Global Health*	N6460	Leadership Role & Interprofessional Collaboration*
N6470	EBP and Quality Improvement*	N6480	Human Diversity and Healthcare Ethics*	N6490	Healthcare Economics and Policy*
N6710	DNP Project I*	N6720	DNP Project II*	N6730	DNP Project III*
N6740	DNP Project IV				

N6810	Curriculum Strategies in Nursing Education**				
MSN- DNP Only					
N6900	DNP Practicum	N6900	DNP Practicum	N6900	DNP Practicum
APRN Core Courses					
N6510	Advanced Physiology & Pathophysiology	N6530	Advanced Health Assessment Across the Lifespan Didactic	N6540	Diagnostic Reasoning and Clinical Decision Making
N6520	Advanced Pharmacotherapeutics I	N6532	Advanced Health Assessment Across the Lifespan Clinical	N6542	Advanced Diagnostics simulation
		N6560	Advanced Pharmacotherapeutics II & Herbals		
FNP Population Focused Courses					
N6640	Person Centered Care IV Didactic	N6650	Person Centered Care V Didactic	M6630	Person Centered Care III Didactic
N6641	Person Centered Care IV Clinical 135 hours	N6651	Person Centered Care V Clinical 315 hours	N6631	Person Centered Care III Clinical 90 hours
N6642	Advanced Primary Care - Psychiatric/Mental Health Sim			N6632	Advanced Primary Care - Women's Health Sim
N6610	Person Centered Care I Didactic	N6620	Person Centered Care II Didactic		
N6611	Person Centered Care I Clinical 135 hours	N6621	Person Centered Care II Clinical 135 hours		
N6612	Advanced Primary Care- Adult Simulation	N6622	Advanced Primary Care - Pediatrics Sim		

*Course offered to both Post Baccalaureate DNP-NP and MSN-DNP students

**Course offered to Both DNP and PG-NEC program students

Appendix I: Likely Faculty Assignments for the First Three Years

DNP Programs Launching Y-1			
AY 2025 -2026			
	DNP Core Course	Units	Faculty
N6410	Scholarly Writing & Grant Development	2	Heidi He
N6420	Integrative Healing Practice and Self Care	2	Lorelei Punsalan
N6430	Biostatistics and Epidemiology	3	Lin Bui
N6440	Population and Global Health	3	Annie Boehning, Lin Bui
N6450	Informatics and Telehealth	3	Annie Boehning
N6460	Leadership Role & Interprofessional Collaboration	3	Maria Rubolino, Annie Boehning
N6470	EBP and Quality Improvement	3	Annie Boehning, Heidi He
N6480	Human Diversity and Healthcare Ethics	3	Lin Bui, Maria Rubolino, Annie Boehning,
N6490	Healthcare Economics and Policy	3	Annie Boehning, Maria Rubolino, Lin Bui
	APRN Core Courses		
N6510	Advanced Physiology & Pathophysiology	3	Heidi He
N6520	Advanced Pharmacotherapeutics I	3	Lorelei Punsalan, Jay Joson
N6530	Advanced Health Assessment Across the Lifespan Didactic	2	Maria Rubolino, Helen Capehart
N6532	Advanced Health Assessment Across the Lifespan Clinical	2	Maria Rubolino, Helen Capehart
N6540	Diagnostic Reasoning and Clinical Decision Making	2	Helen Capehart, Bobbi Meyer
N6542	Advanced Diagnostics Simulation	2	Helen Capehart, Bobbi Meyer
	DNP Project Courses		
N6710	DNP Project I: Concept Development	2	All doctoral faculty listed in Appendix L
N6720	DNP Project II: Proposal	2	All doctoral faculty listed in Appendix L
N6730	DNP Project III: Implementation	2	All doctoral faculty listed in Appendix L
N6900	DNP Practicum Variable units	1 to 12	All doctoral faculty listed in Appendix L

DNP Programs Launching Y-2			
AY 2026 -2027			
	DNP Core Course	Units	Faculty
N6410	Scholarly Writing & Grant Development	2	Heidi He
N6420	Integrative Healing Practice and Self Care	2	Lorelei Punsalan
N6430	Biostatistics and Epidemiology	3	Lin Bui
N6440	Population and Global Health	3	Annie Boehning, Lin Bui
N6450	Informatics and Telehealth	3	Annie Boehning

N6460	Leadership Role & Interprofessional Collaboration	3	Maria Rubolino, Annie Boehning
N6470	EBP and Quality Improvement	3	Annie Boehning, Heidi He
N6480	Human Diversity and Healthcare Ethics	3	Lin Bui, Maria Rubolino, Annie Boehning,
N6490	Healthcare Economics and Policy	3	Annie Boehning, Maria Rubolino, Lin Bui
N6810	Curriculum Strategies in Nursing Education*	3	Debra Wilson
APRN Core Courses			
N6510	Advanced Physiology & Pathophysiology	3	Heidi He
N6520	Advanced Pharmacotherapeutics I	3	Lorelei Punsalan, Jay Joson
N6530	Advanced Health Assessment Across the Lifespan Didactic	2	Maria Rubolino, Helen Capehart
N6532	Advanced Health Assessment Across the Lifespan Clinical	2	Maria Rubolino, Helen Capehart
N6540	Diagnostic Reasoning and Clinical Decision Making	2	Helen Capehart, Bobbi Meyer
N6542	Advanced Diagnostics simulation	2	Helen Capehart, Bobbi Meyer
FNP Population Focused Courses			
N6610	Person Centered Care I Didactic	3	Lorelei Punsalan, Helen Capehart
N6611	Person Centered Care I Clinical 135 hours	3	Lorelei Punsalan, Helen Capehart
N6612	Advanced Primary Care-Adult Simulation	1	Lorelei Punsalan, Helen Capehart
N6620	Person Centered Care II Didactic	3	Annie Boehning, Bobbi Meyer
N6621	Person Centered Care II Clinical 135 hours	3	Annie Boehning, Bobbi Meyer
N6622	Advanced Primary Care - Pediatrics Sim	1	Annie Boehning, Bobbi Meyer
N6630	Person Centered Care III Didactic	2	Maria Rubolino, Ruth Ogot
N6631	Person Centered Care III Clinical 90 hours	2	Maria Rubolino, Ruth Ogot
N6632	Advanced Primary Care - Women's Health Sim	1	Maria Rubolino, Ruth Ogot
DNP Project Courses			
N6710	DNP Project I: Concept Development	2	All doctoral faculty listed in Appendix L
N6720	DNP Project II: Proposal	2	All doctoral faculty listed in Appendix L
N6730	DNP Project III: Implementation	2	All doctoral faculty listed in Appendix L
N6740	DNP Project IV: Evaluation and Dissemination	2	All doctoral faculty listed in Appendix L
N6900	DNP Practicum Variable units	1 to 12	All doctoral faculty listed in Appendix L

DNP Programs Full Implementation			
AY 2027 -2028			
	DNP Core Course	Units	Faculty
N6410	Scholarly Writing & Grant Development	2	Heidi He
N6420	Integrative Healing Practice and Self Care	2	Lorelei Punsalan
N6430	Biostatistics and Epidemiology	3	Lin Bui
N6440	Population and Global Health	3	Annie Boehning, Lin Bui
N6450	Informatics and Telehealth	3	Annie Boehning
N6460	Leadership Role & Interprofessional Collaboration	3	Maria Rubolino, Annie Boehning
N6470	EBP and Quality Improvement	3	Annie Boehning, Heidi He
N6480	Human Diversity and Healthcare Ethics	3	Lin Bui, Maria Rubolino, Annie Boehning,
N6490	Healthcare Economics and Policy	3	Annie Boehning, Maria Rubolino, Lin Bui
N6810	Curriculum Strategies in Nursing Education*	3	Debra Wilson
	APRN Core Courses		
N6510	Advanced Physiology & Pathophysiology	3	Heidi He
N6520	Advanced Pharmacotherapeutics I	3	Lorelei Punsalan, Jay Joson
N6530	Advanced Health Assessment Across the Lifespan Didactic	2	Maria Rubolino, Helen Capehart
N6532	Advanced Health Assessment Across the Lifespan Clinical	2	Maria Rubolino, Helen Capehart
N6540	Diagnostic Reasoning and Clinical Decision Making	2	Helen Capehart, Bobbi Meyer
N6542	Advanced Diagnostics simulation	2	Helen Capehart, Bobbi Meyer
N6560	Advanced Pharmacotherapeutics II & Herbals	2	Jay Joson, Lorelei Punsalan
	FNP Population Focused Courses		
N6610	Person Centered Care I Didactic	3	Lorelei Punsalan, Helen Capehart
N6611	Person Centered Care I Clinical 135 hours	3	Lorelei Punsalan, Helen Capehart
N6612	Advanced Primary Care - Adult Simulation	1	Lorelei Punsalan, Helen Capehart
N6620	Person Centered Care II Didactic	3	Annie Boehning, Mary Jackson
N6621	Person Centered Care II Clinical 135 hours	3	Annie Boehning, Mary Jackson
N6622	Advanced Primary Care - Pediatrics Sim	1	Annie Boehning, Mary Jackson
N6630	Person Centered Care III Didactic	2	Maria Rubolino, Ruth Ogot
N6631	Person Centered Care III Clinical 90 hours	2	Maria Rubolino, Ruth Ogot
N6632	Advanced Primary Care - Women's Health Sim	1	Maria Rubolino, Ruth Ogot
N6640	Person Centered Care IV Didactic	3	Heidi He, Bobbi Meyer
N6641	Person Centered Care IV Clinical 135 hours	3	Heidi He, Bobbi Meyer
N6642	Advanced Primary Care - Psychiatric/Mental Health Sim	1	Heidi He, Bobbi Meyer

N6650	Person Centered Care V Didactic	3	Heidi He, Guadalupe Galindo
N6651	Person Centered Care V Clinical 315 hours	7	Heidi He, Guadalupe Galindo
DNP Project Courses			
N6710	DNP Project I: Concept Development	2	All doctoral faculty listed in Appendix L
N6720	DNP Project II: Proposal	2	All doctoral faculty listed in Appendix L
N6730	DNP Project III: Implementation	2	All doctoral faculty listed in Appendix L
N6740	DNP Project IV: Evaluation and Dissemination	2	All doctoral faculty listed in Appendix L
N6900	DNP Practicum Variable units	1 to 12	All doctoral faculty listed in Appendix L

Appendix J: Program Accreditation Letters



655 K STREET NW
SUITE 750
WASHINGTON DC 20001

202-887-6791

CCNEACCREDITATION.ORG

November 12, 2021

Debra Wilson, PhD, FNP, RN
Department Chair
School of Nursing
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Dear Dr. Wilson:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on October 12-15, 2021 to grant accreditation to the baccalaureate degree program in nursing at California State University, Bakersfield for 10 years, extending to December 31, 2031. The accreditation action is effective as of February 22, 2021, which is the first day of the program's recent CCNE evaluation. You should plan for the next on-site evaluation to take place in the spring of 2031.

The program was considered by the Board using the *CCNE Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2018)*.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

As is required for all accredited programs, a continuous improvement progress report (CIPR) must be submitted at the midpoint of the accreditation term. Please note that the CIPR needs to demonstrate the program's compliance with the CCNE standards and key elements that are in effect at the time of its submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator informing the program of the specific standards to be addressed and providing guidance for the preparation of the report. The deadline for submitting the CIPR to CCNE is December 1, 2026. The Report Review Committee, and then the Board of Commissioners, will review the CIPR. For more information about CIPRs and the report review process, please refer to the CCNE procedures.

As you know, the team report and the program's response to the team report are available to the institution in the CCNE Online Community. We hope that the results of the self-study process and the team report will be useful to the continued growth and development of the nursing program. Due to limited access to the CCNE office as a result of the COVID-19 pandemic, the certificate of accreditation will be mailed to you when operations permit staff to do so.

As previously conveyed by CCNE and in accordance with U.S. Department of Education requirements, CCNE is required to conduct an in-person verification visit, within a reasonable period of time, to all programs that have hosted a comprehensive virtual evaluation. CCNE will share additional information about this follow-up visit requirement at a later date.

In accordance with CCNE policy, if a program or institution elects to make a public disclosure of a program's accreditation status with CCNE, the program or institution must disclose that status accurately. The program or institution disclosing the information must identify the nursing program and its affiliation with CCNE. Please refer to CCNE's disclosure policy and the statements CCNE has approved for use, as

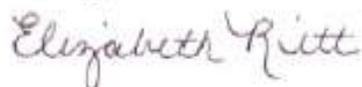
*Serving the Public Interest
Through Quality Accreditation*

well as information on use of the CCNE accreditation seal, at <http://www.aacnnursing.org/CCNE/Seal-Policy/Baccalaureate-Graduate>. Please ensure that the institution's website and other materials are updated to reflect this language, as appropriate.

As a reminder, programs are expected to comply with the CCNE standards and procedures throughout the period of accreditation. These documents are available at <https://www.aacnnursing.org/CCNE-Accreditation/Accreditation-Resources/Standards-Procedures-Guidelines>. Information on advising CCNE in the event of a substantive change affecting the nursing program is available at <https://www.aacnnursing.org/CCNE-Accreditation/What-We-Do/Bacc-Graduate-Change-Notifications>. Substantive change notifications must be received by CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are described further in the CCNE procedures.

Thank you for your participation in the CCNE accreditation process. The Commissioners join me in expressing our very best wishes as you continue to promote excellence in nursing education.

Sincerely,



Elizabeth Ritt, EdD, MSN, RN, NEA-BC, CNE
Chair, CCNE Board of Commissioners

cc: President Lynnette Zelezny
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team



655 K STREET NW
SUITE 750
WASHINGTON DC 20001

202-887-6791

CCNEACCREDITATION.ORG

November 12, 2021

Debra Wilson, PhD, FNP, RN
Department Chair
School of Nursing
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Dear Dr. Wilson:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on October 12-15, 2021 to grant accreditation to the master's degree program in nursing at California State University, Bakersfield for 10 years, extending to December 31, 2031. The accreditation action is effective as of February 22, 2021, which is the first day of the program's recent CCNE evaluation. You should plan for the next on-site evaluation to take place in the spring of 2031.

The program was considered by the Board using the *CCNE Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2018)*.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

As is required for all accredited programs, a continuous improvement progress report (CIPR) must be submitted at the midpoint of the accreditation term. Please note that the CIPR needs to demonstrate the program's compliance with the CCNE standards and key elements that are in effect at the time of its submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator informing the program of the specific standards to be addressed and providing guidance for the preparation of the report. The deadline for submitting the CIPR to CCNE is December 1, 2026. The Report Review Committee, and then the Board of Commissioners, will review the CIPR. For more information about CIPRs and the report review process, please refer to the CCNE procedures.

As you know, the team report and the program's response to the team report are available to the institution in the CCNE Online Community. We hope that the results of the self-study process and the team report will be useful to the continued growth and development of the nursing program. Due to limited access to the CCNE office as a result of the COVID-19 pandemic, the certificate of accreditation will be mailed to you when operations permit staff to do so.

As previously conveyed by CCNE and in accordance with U.S. Department of Education requirements, CCNE is required to conduct an in-person verification visit, within a reasonable period of time, to all programs that have hosted a comprehensive virtual evaluation. CCNE will share additional information about this follow-up visit requirement at a later date.

In accordance with CCNE policy, if a program or institution elects to make a public disclosure of a program's accreditation status with CCNE, the program or institution must disclose that status accurately. The program or institution disclosing the information must identify the nursing program and its affiliation with CCNE. Please refer to CCNE's disclosure policy and the statements CCNE has approved for use, as

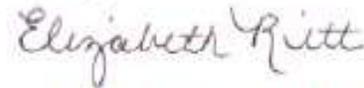
*Serving the Public Interest
Through Quality Accreditation*

well as information on use of the CCNE accreditation seal, at <http://www.aacnnursing.org/CCNE/Seal-Policy/Baccalaureate-Graduate>. Please ensure that the institution's website and other materials are updated to reflect this language, as appropriate.

As a reminder, programs are expected to comply with the CCNE standards and procedures throughout the period of accreditation. These documents are available at <https://www.aacnnursing.org/CCNE-Accreditation/Accreditation-Resources/Standards-Procedures-Guidelines>. Information on advising CCNE in the event of a substantive change affecting the nursing program is available at <https://www.aacnnursing.org/CCNE-Accreditation/What-We-Do/Bacc-Graduate-Change-Notifications>. Substantive change notifications must be received by CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are described further in the CCNE procedures.

Thank you for your participation in the CCNE accreditation process. The Commissioners join me in expressing our very best wishes as you continue to promote excellence in nursing education.

Sincerely,



Elizabeth Ritt, EdD, MSN, RN, NEA-BC, CNE
Chair, CCNE Board of Commissioners

cc: President Lynnette Zelezny
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team

Appendix K: Program Roadmaps

Post Baccalaureate DNP-NP Program								
Semester 1- Fall		Units	Semester 2- Spring		Units	Semester 3- Summer		Units
N6510	Advanced Physiology & Pathophysiology	3	N6530	Advanced Health Assessment Across the Lifespan Didactic	2	N6540	Diagnostic Reasoning and Clinical Decision Making	2
N6520	Advanced Pharmacotherapeutics I	3	N6532	Advanced Health Assessment Across the Lifespan Clinical	2	N6542	Advanced Diagnostics simulation	2
N6410	Scholarly Writing & Grant Development	2	N6430	Biostatistics and Epidemiology	3	N6450	Informatics and Telehealth	3
N6420	Integrative Healing Practice and Self Care	2	N6440	Population and Global Health	3	N6460	Leadership Role & Interprofessional Collaboration	3
		10			10			10
Semester 4- Fall		Units	Semester 5- Spring		Units	Semester 6- Summer		Units
N6610	Person Centered Care I Didactic	3	N6620	Person Centered Care II Didactic	3	M6630	Person Centered Care III Didactic	2
N6611	Person Centered Care I Clinical 135 hours	3	N6621	Person Centered Care II Clinical 135 hours	3	N6631	Person Centered Care III Clinical 90 hours	2
N6612	Advanced Primary Care-Adult Simulation	1	N6622	Advanced Primary Care - Pediatrics Sim	1	N6632	Advanced Primary Care - Women's Health Sim	1
N6470	EBP and Quality Improvement	3	N6480	Human Diversity and Healthcare Ethics	3	N6490	Healthcare Economics and Policy	3
N6710	DNP Project I: Concept Development	2	N6720	DNP Project II: Proposal	2	N6730	DNP Project III: Implementation	2
		12			12			10
Semester 7- Fall		Units	Semester 8- Spring		Units			
N6640	Person Centered Care IV Didactic	3	N6650	Person Centered Care V Didactic	3			
N6641	Person Centered Care IV Clinical 135 hours	3	N6651	Person Centered Care V Clinical 315 hours	7			
N6642	Advanced Primary Care-Psychiatric/Mental Health Sim	1	N6560	Advanced Pharmacotherapeutics II & Herbals	2			
N6740	DNP Project IV: Evaluation and Dissemination	2						
N6810	Curriculum Strategies in Nursing Education**	3						
		12			12			
	**Also required in PG-NEC program		Program Total		88			

MSN - DNP Full Time Schedule								
Semester 1- Fall		Units	Semester 2- Spring		Units	Semester 3- Summer		Units
N6410	Scholarly Writing and Grant Development	2	N6430	Biostatistics and Epidemiology	3	N6450	Informatics and Telehealth	3
N6420	Integrative Healing Practice and Self Care	2	N6440	Population and Global Health	3	N6460	Leadership Role & Interprofessional Collaboration	3
N6470	EBP and Quality Improvement	3	N6480	Human Diversity and Healthcare Ethics	3	N6490	Healthcare Economics and Policy	3
N6710	DNP Project I: Concept Development	2	N6720	DNP Project II: Proposal	2	N6730	DNP Project III: Implementation	2
		9			11			11
N6900	DNP Practicum variable units up to 12 units	1-12*	N6900	DNP Practicum variable units up to 12 units	1-12*	N6900	DNP Practicum variable units up to 12 units	1-12*
Semester 4- Fall		Units						
N6740	DNP Project IV: Eval and Dissemination	2						
N6810	Curriculum Strategies in Nursing Education**	3						
		5						
	Total DNP Courses	36						
N6900	DNP Practicum variable units up to 12 units	1-12*						
	*Requires total of 12 units of DNP Practicum	12						
	Total	48						
	**Also required in PG-NEC program							

MSN - DNP Full Time Schedule with PG-NEC Program								
Semester 1- Fall		Units	Semester 2- Spring		Units	Semester 3- Summer		Units
N6410	Scholarly Writing and Grant Development	2	N6430	Biostatistics and Epidemiology	3	N6450	Informatics and Telehealth	3
N6420	Integrative Healing Practice and Self Care	2	N6440	Population and Global Health	3	N6460	Leadership Role & Interprofessional Collaboration	3
N6470	EBP and Quality Improvement	3	N6480	Human Diversity and Healthcare Ethics	3	N6490	Healthcare Economics and Policy	3
N6710	DNP Project I: Concept Development	2	N6720	DNP Project II: Proposal	2	N6730	DNP Project III: Implementation	2
		9			11			11
N6900	DNP Practicum variable units up to 12 units	1-12*	N6900	DNP Practicum variable units up to 12 units	1-12*	N6900	DNP Practicum variable units up to 12 units	1-12*
Semester 4- Fall		Units	Semester 5- Spring**		Units			
N6740	DNP Project IV: Eval and Dissemination	2	N6820	Teaching Practicum**	3			
N6810	Curriculum Strategies in Nursing Education**	3	N6830	Educational Evaluation**	3			
		5	N6840	Technology in Nursing Education**	3			
	Total Didactic Courses	36		Total PG-NEC Courses	9			
N6900	DNP Practicum variable units up to 12 units	1-12*						
	Requires total of 12 units of DNP Practicum	12		** Post -Graduate - Nurse Educator Certificate Program				
	Total MSN-DNP Program	48		CNE Eligible				

MSN - DNP Part Time Schedule								
Semester 1- Fall		Units	Semester 2- Spring		Units	Semester 3- Summer		Units
N6410	Scholarly Writing and Grant Development	2	N6430	Biostatistics and Epidemiology	3	N6450	Informatics and Telehealth	3
N6420	Integrative Healing Practice and Self Care	2	N6440	Population and Global Health	3	N6460	Leadership Role & Interprofessional Collaboration	3
		4			6			6
N6900	DNP Practicum variable units up to 12 units	1-12*	N6900	DNP Practicum variable units up to 12 units	1-12*	N6900	DNP Practicum variable units up to 12 units	1-12*
Semester 4- Fall		Units	Semester 5- Spring		Units	Semester 6- Summer		Units
N6470	EBP and Quality Improvement	3	N6480	Human Diversity and Healthcare Ethics	3	N6490	Healthcare Economics and Policy	3
N6710	DNP Project I: Concept Development	2	N6720	DNP Project II: Proposal	2	N6730	DNP Project III: Implementation	2
		5			5			5
N6900	DNP Practicum variable units up to 12 units	1-12*	N6900	DNP Practicum variable units up to 12 units	1-12*	N6900	DNP Practicum variable units up to 12 units	1-12*
Semester 7- Fall		Units						
N6740	DNP Project IV: Eval and Dissemination	2						
N6810	Curriculum Strategies in Nursing Education**	3						
		5						
	Total Didactic Courses	36						
N6900	DNP Practicum variable units up to 12 units	1-12*						
	Requires total of 12 units of DNP Practicum	12						
	Total MSN-DNP Program	48						

Appendix L: List of Faculty

Faculty Name	Rank	Appointment Status	Highest Degree Earned	Date Degree Earned	Field of Highest Degree	Professional Experience	Affiliations with Other Campus Programs
Heidi He	Associate Professor	Tenured- Full Time	DNP	2016	Nursing	Family Nurse Practitioner since 1999 and Faculty Member at CSUB since 2006	None
Annie Boehning	Associate Professor	Tenured- Full Time	DNP	2013	Nursing	Family Nurse Practitioner since 2010 and Faculty Member at CSUB since 2014	None
Lorelei Punsalan	Assistant Professor	Tenure Track – Full Time	DNP	2013	Nursing	Family Nurse Practitioner since 2013 and Faculty Member at CSUB since 2017	None
Maria Rubolino-Gallego	Professor	Tenured– Full Time	DNP	2019	Nursing	Family Nurse Practitioner since 2001 and Faculty Member at CSUB since 2001	None
Debra Wilson	Professor	Tenured- Full Time	Ph.D.	2014	Nursing Education	Faculty Member since 2004 and Department Chair since 2021	None
Candice Banducci	Assistant Professor	Tenure Track- Full Time	MSN – Anticipated DNP Degree to be earned 5/2024	2003	Nursing	Family Nurse Practitioner since 2003 and Faculty Member at CSUB since 2021	None
Linh Bui	Assistant Professor	Tenure Track- Full Time	Ph.D.	2019	Public Health - Health Policy	Post-Doctoral Research Fellow 2019-2021 and Faculty Member at CSUB since 2021	None
Mary Mack	Lecturer	Full Time	DNP	2020	Nursing	Family Nurse Practitioner since 2020 and Faculty	None

						Member at CSUB since 2023	
Helen Capehart	Lecturer	Part-Time	MSN – Anticipated DNP Degree to be earned 5/2024	2012	Nursing	Family Nurse Practitioner since 2012 and Faculty Member at CSUB since 2021	None
Jerimiah (Jay) Josen	Lecturer	Part-Time	Pharm D.	2003	Pharmacist	Pharmacist at Adventist Health Bakersfield and Faculty Member at CSUB since 2021	None
Mary Jackson	Lecturer	Part-Time	MSN - Anticipated DNP Degree to be earned 5/2024	2012	Nursing	Family Nurse Practitioner since 2012 and Faculty Member at CSUB since 2020	None
Guadalupe Galindo	Lecturer	Part-Time	MSN	2014	Nursing	Family Nurse Practitioner since 2014 and Faculty Member at CSUB since 2021	None
Bobbi Meyer	Lecturer	Part-Time	J.D. Ph.D.	2003 2019	Law Depth Psychology with Emphasis in Somatic Studies	Family Nurse Practitioner since 2014 and Faculty Member at CSUB since 2017 Psychiatric-Mental Health Nurse Practitioner - 2019	None
Ruth Ogot	Lecturer	Part-time	DNP	2019	Nursing	Family Nurse Practitioner since 2014 and Faculty Member at CSUB since 2021	None

Appendix M: DNP Program Projected Faculty FTE

MSN-NP Program													
		Number of Students			WTU		Tuition		Salary		FTE with summer	FTE/AY w/o summer	
		AY WTU	WTU w Summer	per student	\$	3,588	Per WTU	\$3,300					
Fall		36	44	44	\$	129,168		\$145,200					
Spring		36	54	54	\$	129,168		\$178,200					
Summer		18		18	\$	64,584		\$59,400			3.3		
				116	\$	322,920		\$382,800	3.9				
DNP Programs													
		Number of Students			WTU		Tuition		Salary		FTE with summer	FTE/AY w/o summer	
		DNP-NP	MSN-DNP	Total	AY WTU	WTU w Summer	Per student	\$	7,635	Per WTU	\$3,300		
Year 1	AY 2025-2026												
	Fall 2025	18	10	28	32	32	\$	213,780		\$105,600			
	Spring 2026	18	10	28	34	34	\$	213,780		\$112,200			
	Summer 2026	18	10	28		31	\$	213,780		\$100,650	2.2		
				84		97	\$	641,340		\$318,450	3.2		
Year 2	AY 2026-2027												
	Fall 2026	36	20	56	84	84	\$	427,560		\$277,200			
	Spring 2027	36	10	46	70	70	\$	351,210		\$229,350			
	Summer 2027	36	10	46		66	\$	351,210		\$217,800	5.1		
				148		220	\$	1,129,980		\$724,350	7.3		
Year 3 Full Implement	AY 2027-2028												
	Fall 2027	54	20	74	121	121	\$	564,990		\$399,300			
	Spring 2028	54	10	64	91	91	\$	488,640		\$298,650			
	Summer 2028	54	10	64		66	\$	488,640		\$217,800	7.1		
				202		278	\$	1,542,270		\$915,750	9.3		
Clinical Hours		1000/student	500/student										
Faculty:Student =1:8													

Appendix N: Recommended Resources for CSUB DNP Program by Campus Librarian

Recommended Resources for CSUB DNP Program

- Upgrade to [CINAHL Complete \[ebsco.com\]](https://www.ebsco.com) from CINAHL Plus with Full Text - \$4,953
- Credo Instruct: Health Sciences: \$2,646
- JAMA Online (Online): \$2925
- New England Medical Journal (Online): \$4191
- ProQuest Dissertations & Theses Global: The Sciences and Engineering Collection: \$5,732
- [eBook Nursing Collection \[ebsco.com\]](https://www.ebsco.com) - \$5,151
- Bates' Visual Guide to Physical Examination: \$17,617
(Delivers new clinical skills videos featuring head-to-toe and systems-based physical examination techniques, as well as OSCE clinical reasoning modules)
- JBI Options
 - Joanna Briggs Institute EBP Database and Journal Package \$11,132
 - Joanna Briggs Institute EBP Database
 - JBI Evidence Synthesis (Journal)
 - JBI Research Package \$11,945
 - Joanna Briggs Institute EBP Database
 - JBI Evidence Synthesis (Journal)
 - JBI SUMARI
 - JBI Complete Collection \$12,196
 - Joanna Briggs Institute EBP Database
 - JBI Evidence Synthesis (Journal)
 - JBI SUMARI
 - JBI Paces



**Memorandum of Understanding
2020NSME-Graduate Nursing Resources**

Between

Department of Nursing, School of Natural Sciences, Mathematics, and Engineering
Attn: Dr. Jianyu Dong, Dean of Natural Sciences, Mathematics & Engineering &
Dr. Debra Wilson, Chair of the Department of Nursing
Dr. Heidi He, Director, Graduate Program in Nursing

And

Walter W. Stiern Library
Attn: Sandra Bozarth, Dean of University Libraries

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Graduate Program in the Department of Nursing, a department in the School of Natural Sciences, Mathematics, and Engineering, hereinafter referred to as Nursing, and the Walter W. Stiern Library, hereinafter referred to as the library, to manage subscriptions for the following electronic research resources from the 2023 calendar year forward:

- Credo Health Sciences
- CINAHL Ultimate from EBSCO
- 5 Minute Consult
- Bates Visual Guide

Background

Since 2017, the library has assisted Nursing with the acquisition of subscriptions to different resources for their graduate programs. In summer 2020, the library helped Nursing acquire access to 5 Minute Consult. In 2022/2023, Nursing funded Credo Health Sciences to support information literacy instruction and requested Bates Visual Guide and CINAHL Ultimate. Because access to this resource requires use of the library's authentication software, and it qualifies as a research database, the library is facilitating the subscription as part of the campus library resources so long as the Nursing department funds the resource via their existing grant funding.

Purpose

This MOU will set forth the terms and conditions by which the library will manage the four subscriptions listed herein for Nursing and by which Nursing will provide any changes to the included chartfield and/or timely notification of cancellation.

The above goals will be accomplished by undertaking the following activities:

- Nursing grants the library permission to use the included chartfield for the cost of these subscriptions each fiscal year, at the beginning of the subscription period, to the appropriate PeopleSoft department and fund codes within account code 608005. Updates to the chartfields should be provided by the cancellation deadlines listed below.
 - Costs of library resources are usually subject to 3-5% inflation each year as driven by the market and contract negotiations. Subscription periods differ per resource.
 - Credo Health Sciences from July 1, 2022 to June 30, 2023: \$2,672.46
 - CINAHL Ultimate from EBSCO from July 1, 2023 to June 30, 2024: \$7,050.00
 - 5 Minute Consult from May 31, 2023 to May 31, 2024: \$6,170.00
 - Bates Visual Guide from June 15, 2023 to June 15, 2024: \$19,794.00
 - Nursing will provide, in writing, a request to cancel the listed subscriptions subscriptions no later than
 - Before May 1 before the fiscal year ends and Credo Health Sciences is renewed for the new fiscal year.
 - Before September 1 of the new fiscal year in which the other three resources will be renewed in April and May.
- in the event the school is unable to fulfill this financial obligation.
- If funding is not provided to subsidize the cost of these resources, it is at the library's discretion to cancel the subscription(s).
 - Because these resources are funded with grant funds, the library will run a complete a debarment check, checking for exclusions on the vendors' records in Sam.gov. A copy of the record will be included in the paperwork routed through Nursing and Sponsored Programs and Awards for payment.
 - Communications regarding cancellation or renewal should be referred to both the Collection Development librarian and Library Acquisitions staff:
 - Collection Development Librarian: Amanda Grombly, agrombly@csub.edu
 - Library Acquisitions Staff: Monica Mendez, libacq@csub.edu
 - The library agrees to manage authentication for and host access to the resources on the library homepage. Links the resources, for use by authorized

campus users, will be provided to Nursing faculty to be posted on their own webpage(s) and or Learning Management System pages.

- Access to library resources is limited to Authorized Users; such users are defined as faculty, staff, and students of the university and community users on-site using a computer connected to the university network to access the resources.
- Access issues and concerns will be addressed to Library staff and/or faculty for troubleshooting and resolution:
 - Electronic Resources Staff: Genesis Ramirez, system-erm@csub.edu

Duration

This MOU shall become effective upon signature by the authorized officials from NSME, including the chair of Nursing and Dean of NSME, and the library and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials in NSME and the Library, this MOU shall end on June 30, 2026.

Contact Information:

Sandra Bozarth

sbozarth2@csub.edu

Dr. Heidi He

Director, Graduate Program in Nursing

hhi@csub.edu

Dr. Debra Wilson

Chair, Department of Nursing

dwilson4@csub.edu

Dr. Jianyu Dong

Dean, School of Natural Sciences, Mathematics, & Engineering

jdong2@csub.edu

<p>CSU ENTITY PROVIDING PAYMENT California State University, Bakersfield Department of Nursing, School of Natural Sciences, Mathematics, & Engineering</p>	<p>CSU ENTITY RECEIVING PAYMENT California State University, Bakersfield Walter W. Stiern Library</p>
<p>X </p>	<p>X </p>
<p>AUTHORIZED SIGNATURE Apr 19, 2023</p>	<p>AUTHORIZED SIGNATURE Apr 19, 2023</p>
<p>Dr. Debra Wilson, Chair, Department of Nursing</p>	<p>Sandra Bozarth, Dean, University Libraries</p>
<p>PRINTED NAME AND TITLE</p>	<p>PRINTED NAME AND TITLE</p>
<p>CSU ENTITY PROVIDING PAYMENT California State University, Bakersfield Department of Nursing, School of Natural Sciences, Mathematics, & Engineering</p>	<p>CSU ENTITY PROVIDING AUTHORIZATION California State University, Bakersfield School of Natural Sciences, Mathematics, & Engineering</p>
<p>X </p>	<p>X </p>
<p>AUTHORIZED SIGNATURE Apr 19, 2023</p>	<p>AUTHORIZED SIGNATURE Apr 19, 2023</p>
<p>Dr. Heidi He, Director, Graduate Program, Department of Nursing</p>	<p>Jianyu Dong, Dean, School of Natural Sciences, Mathematics, & Engineering</p>
<p>PRINTED NAME AND TITLE</p>	<p>PRINTED NAME AND TITLE</p>
<p>Chartfield to be charged: Credo Health Sciences CINAHL, Bates, 5 Minute Consult</p>	<p> </p>

KD
KD

Apr 19, 2023

MW
MW

Apr 19, 2023

KD
KD

Apr 19, 2023

Appendix O: State Support Mode for CSU Independent Doctoral Degree Programs

Status **Active** PolicyStat ID **8681696**



Origination 2/6/2017
Effective 11/30/2020
Last Revised 11/30/2020
Next Review 11/30/2022

Owner Brent Foster:
Asst VC & State
Univ Dean
Area Academic and
Student Affairs
Codes ASA 2017-05

State-Support Mode for CSU Independent Doctoral Degree Programs

Policy

Independent doctoral degree programs, as authorized in California Education Code and Title 5 of the Code of California Regulations, shall be offered by the California State University through state-support mode exclusively.

Authority

This policy is issued pursuant to Section II of the Standing Orders of the Board of Trustees of the California State University, and as further delegated by the Standing Delegations of Administrative Authority

All Revision Dates

11/30/2020, 2/6/2017

Approval Signatures

Step Description	Approver	Date
EVC	Loren Blanchard: EVC Academic/Student Affairs [NE]	11/30/2020



WSCUC Substantive Change Program Screening Form

Directions: Institutions planning to implement new degree programs beginning on or after July 1, 2017 should submit this screening form to WSCUC to determine if a Substantive Change review and approval is necessary prior to implementation. A determination on the necessity of review is made after submission of the form and any further information requested by WSCUC. The form should be submitted to John Hausaman (jhausaman@wscuc.org).

Institution: California State University, Bakersfield (CSUB)

ALO Name and contact information: Dr. Debra Jackson

Date: 7/10/2023

Proposed program name, modality, and CIP code:

Currently, the Department of Nursing (DON) at CSUB offers a Master of Science in Nursing, Family Nurse Practitioner (MSN/FNP) program, which is designed to prepare Family Nurse Practitioners for the region. However, the emerging national standards in Nurse Practitioner (NP) education require a Doctor of Nursing Practice (DNP) degree for all entry level NPs by 2025. Unless CSU Bakersfield transitions its NP program to a DNP degree, our MSN/NP graduates may not be qualified to take national certification examinations and may be unable to compete with other DNP prepared graduates in the professional job market. Elevating our existing MSN/FNP to a DNP program becomes a necessity. The DON is proposing two Doctor of Nursing Practice (DNP) degree programs:

- Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner Concentration (DNP-NP).
The purpose of the DNP-NP program is to produce doctorally prepared nurse practitioners to address the critical shortage of primary care providers in the region and to meet the emerging educational and scholarly standards for Nurse Practitioners. This three-year, eight- semester, program is designed for registered nurses (RNs) who have a Bachelor of Science (BS) or Master of Science (MS) in Nursing, and who aspire to become doctorally prepared Nurse Practitioners. Currently, our DNP-NP program only offers the Family Nurse Practitioner (FNP) concentration.
- Post Master's Doctor of Nursing Practice DNP (MSN- DNP) Program
The purpose of the Post Master's DNP Program is to meet the emerging educational and scholarly standards for advanced nursing practice. This four- semester program is designed for master's prepared Advanced Practice Registered Nurses (APRNs), including Nurse Practitioners (NPs), Clinical Nurse Specialists (CNSs), Nurse Anesthetists and Nurse Midwives, who are seeking the terminal degree in nursing discipline and to be prepared for autonomous clinical practice and interprofessional leadership at the highest level.

Anticipated Implementation date: **Fall 2025**

1. Names and CIP codes of the two most closely related programs to the proposed program:

1) CSU CIP: 51.3818

2) CSU Degree Program Code: 12033 Doctor of Nursing Practice

2. Number of programs currently offered at the degree level of the proposed program, overall and at the proposed modality:

CSUB offers a Doctoral program in Educational Leadership (Ed.D) with two unique degree options: Pre-K-12 educational leadership and Postsecondary educational leadership.

3. Number of new courses being required for this program:

- 38 new courses for the Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner Concentration. Of these 38 courses, 17 courses will be largely developed from existing FNP courses currently being taught.
- 16 new courses for the Post Master's Doctor of Nursing Practice (MSN- DNP) Program. Of these 16 courses, 15 courses are part of the 38 new courses required for the DNP-NP Program above.

4. How many new faculty members will be required for this program?

Currently CSUB Department of Nursing (DON) offers a Master of Science in Nursing, Family Nurse Practitioner (FNP) program. It is a 2-year 5- semester program with 4 full time tenure/tenure track Nurse Practitioner faculty members teaching in the program. In anticipation of the transition to DNP program, DON has been strategically recruiting doctorally prepared faculty members for the NP program. Currently, all full time NP faculty members are doctorally prepared.

During the initial launch of both Post Baccalaureate and Post Master's DNP programs, Year 1, there is a need for 3.3 FTE faculty. In Year 2, the need for faculty increases to 7.3 FTE. The full implementation of both programs occurs in Year 3, the demand increases to 9.3 FTE faculty. We will need additional 5.5 FTE faculty to teach the DNP programs once both programs are fully implemented.

5. Please describe any significant additional equipment or facilities needed for the program:

As discussed previously, the Department of Nursing at CSUB Department of Nursing offers a MSN/FNP program, which is a 2-year 5- semester program. The proposed DNP-NP program is a 3-year 8- semester program. NP curriculum includes didactic and clinical courses. Clinical courses require more resources and faculty oversight and are generally significantly more costly than didactic courses. While the DNP program requires an additional 3 semesters, those additional courses will mostly be didactic courses, and most of the resource intensive courses already exist in the current MSN/NP curriculum. Furthermore, the existing MSN/NP program is in the process of building a graduate nursing simulation center with a generous \$1 million donation from a local philanthropist. This graduate nursing simulation center will significantly contribute to the simulation-based curriculum for the DNP-NP program. Transitioning to the DNP program may not require as much additional resources as would be expected. In addition, the Post Master's DNP students will be taking the same Core DNP courses, which are all didactic courses, with the DNP-NP students. This will allow the more efficient use of faculty resources. Moreover, these doctoral programs command a significant higher tuition which will partially offset the increased cost of the program.

6. Please describe any significant additional financial resources needed:

In addition to the need for more faculty members to teach in the DNP programs, there is a need for a DNP program director who will be responsible for providing overall leadership for two distinct

DNP programs and a need for additional staff for the administrative tasks for day-to-day operation of these two programs.

Fortunately, in the California Budget Act 2021, CSUB as allotted \$6 million for healthcare workforce expansion, of which a significant portion was reserved for the launch of the DNP programs. It includes the budget for a full-time advisor specifically for the DNP program, for student support, outreach, and recruitment; a full-time ASC for administrative support for the program daily operation; and 60% FTE release time for the DNP program Director to provide strong leadership for the doctoral program development and expansion. In addition, two tenure track positions were included in the budget as well. The funding will support the program for three years after the launch of the DNP program.

With the full implementation of the DNP programs in Year 3, the tuition is expected to be \$1.5 million a year and the cost of instruction is anticipated to be slightly over \$915,000 a year. Clearly, the DNP programs can self-sustain once fully implemented.

7. Please describe any significant additional library/learning resources needed:

The launch of the DNP program, along with the existing EdD program at CSUB, will further contribute to and advance the research culture on campus. A robust health related library collection will substantially support student learning and professional growth; will promote the scholarly and research culture on campus; and will support all health-related programs on campus. The following library/learning resources are identified as important resources for DNP students.

- UpToDate and 5MinutesConsult are well known peer reviewed current medical resources to provide Nurse Practitioner (NP) students with evidence-based resources at the point of practice to support best clinical practice.
- CINAHL Ultimate is a comprehensive full-text database for nursing and allied health research. The database covers all nursing fields from ambulatory care and gerontologic nursing to physical therapy and psychiatric nursing.
- Bates Visual Guide is a clinical resource that will benefit both undergraduate and graduate nursing students. It not only offers video resources for proper techniques on basic and advanced physical assessment, it also promotes communication and interpersonal skills, as well as offering Objective Standardized Clinical Evaluation (OSCE) scenarios for evaluating student critical clinical thinking skills.
- Credo Instruct: Health Science aims to: (1) Help students learn how to find relevant and reliable health science materials in the library and online. (2) Formulate appropriate, workable research questions using PICO and other methods. (3) Synthesize what they learn into a final product such as a research paper, including citations that are apt for their field.

The DON has been fortunate to have obtained grant funding supports to purchase several of these resources, including the California Budget Act 2021, which has allotted a budget of \$50,000/year for the next 5 years for library/learning resources that will support all health-related programs, including DNP programs.

CSUB New Degree Proposal Approval Form

SCHOOL/PROGRAM COMMITTEE & OTHER APPROVALS:

Department Chair/Program Director: 	Date: 8/30/2023
School/Program Curriculum Committee Chair:  <small>Anthony Bianchi (Oct 4, 2023 16:37 PDT)</small>	Date: Oct 4, 2023
Dean of School:  <small>Karlo Lopez (Oct 5, 2023 08:29 PDT)</small>  <small>Jane Dong (Oct 5, 2023 08:48 PDT)</small>	Date: Oct 5, 2023
Academic Senate:	Date:
CO Approval:	Date:
WSCUC Approval:	Date:
Director of Academic Operations:	Date:

ACADEMIC OPERATIONS USE ONLY:

Effective Term:	Catalog Year:
Comments:	
CIP Code:	
HEGIS Code:	
Program Code:	
Plan Code:	
Sub-Plan Code:	
Catalog Updated:	
Updated Academic Requirements Page:	
Updated Academic Road Maps:	
Updated Program Plan Mapper:	
Admissions Office Notified:	

NEW DEGREE PROPOSAL

Proposals to add a new degree must receive appropriate campus and Chancellor Office approval prior to implementation. All attachments are to be added to this cover sheet and remain with the proposal through the required steps of evaluation. Please consult with the Associate Vice President of Academic Programs for questions or assistance.

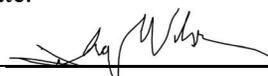
This proposal is to add a new degree in (title) Doctor of Nursing Practice degree code: 12033
effective (term) Fall 2025. (degree codes may be found on the CO website
www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls)

This new degree proposal is (check one):

On the Academic Master Plan Fast track proposal Pilot degree program

Originating Department or Individual: Department of Nursing

If a department formally approved the attached proposal, attach the appropriate memorandum and approval date.

Signature:  date: 8/30/2023

Curriculum Committee(s): Interschool programs should attach comments or approval from relevant school or department curriculum committees before being submitted to the Academic Affairs Committee, acting as the University Curriculum Committee. A memorandum and approval date from the curriculum committee must be attached. If any revisions were required or agreed to, a revised copy of the proposal must be attached.

Chair Signature:  date: 10/4/2023

School Dean(s): I have reviewed this proposal and send it forward for university-wide review with my comments attached. These comments include my analysis of the resource commitments that must be made to support the program and the origin(s) of those resources.

Dean Signature:  ane Dong (Oct 5, 2023 09:45 PDT) date: Oct 5, 2023

AVP of Academic Programs: I have reviewed this proposal and send it forward to the Provost.

AVP Signature: _____ date: _____

Date of Senate Approval: _____ Date of President Approval: _____

Please attach the final Academic Senate Resolution, as signed by the President and return to the Office of Academic Programs, which will notify the Chancellor's Office and the appropriate campus departments. A copy of this form must be sent to the Director of Academic Operations and Support.



August 29, 2023

To: NSME Curriculum Committee

From: Debra Wilson, PhD, RN Nursing
Department Chair

Re: Proposed Doctor of Nursing Practice Degree Programs

Curriculum Committee Colleagues:

On behalf of the Department of Nursing (DON), I am pleased to approve the following proposed DNP programs.

The purpose of proposed Doctor of Nursing Practice (DNP) degree programs is to meet the emerging national nurse practitioner (NP) education requirement. In May 2018, the National Organization of Nurse Practitioner Faculties (NONPF), the national leader in NP education, made the commitment to require a DNP degree for all entry level NPs by 2025. With this initiative, NP education will transition from master's level education to DNP level education nationally by 2025. Unless CSU Bakersfield transitions its NP program to a DNP degree, our MSN/NP graduates may not be qualified to take national certification examinations and may be unable to compete with other DNP prepared graduates in the professional job market. In addition, the DNP programs in the CSU system are called upon to prepare graduates for clinical and leadership roles, as well as faculty roles (Title 5, California Code of Regulations, 2018)

To meet the emerging national NP educational standards and CSU Board of Trustees requirements, the Department of Nursing at California State University, Bakersfield (CSUB) is proposing two DNP degree programs: Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner (FNP) concentration and Post Master's Doctor of Nursing Practice (MSN-DNP) program.

- Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner (FNP) Concentration.
We plan to elevate our existing MSN-FNP program to a DNP-NP program to meet the emerging educational standards. We plan to place our existing MSN-FNP program on moratorium while waiting for the approval for offering DNP programs. The request for moratorium of the MSN-FNP program has been prepared and submitted. Once transitioned to the DNP-NP program, we plan to discontinue the MSN-FNP program.
- Post Master's Doctor of Nursing Practice (MSN-DNP) Program
We plan to offer a pathway for existing MSN prepared NPs, including our own MSN-FNP graduates, to become DNP prepared NPs to be stay competitive in the professional job market.

The development of the DNP program was approved by the Department of Nursing Graduate Program Committee in their 11/2020 meeting and by CSU Board of Trustee in 3/2021. It was included in the *DON Strategic Plan 2021-2026* which was approved by the Nursing Department in the 10/2021 meeting.

Respectfully submitted,

Debra Wilson, Nursing Department Chair

Department of Nursing

California State University, Bakersfield
9001 Stockdale Hwy. • Bakersfield, CA 93311

661.654.2505 csub.edu/nursing

THE CALIFORNIA STATE UNIVERSITY



November 29, 2023

Dear Dr. Heidi He,

I am writing to confirm the commitment of the Office of the Provost to provide continued funding for DNP library resources after the current committed funding resources have been expended. These library/learning resources will support all health-related programs at the CSUB. Recognizing the vital role, the library plays in fostering research, supporting faculty, and enhancing the overall academic experience, we are committed to sustaining this support.

In the \$6 million California Budget Act 2021, we have allotted a budget of \$250,000 (\$50,000/year for 5 years) for the library resources after the launch of the DNP programs at CSUB in Fall 2025. Current spending levels for these library resources is significantly below the \$50,000/Year budgeted. As a result, the allotted funding has the potential to support the library resources well beyond 2030.

This commitment aims to provide you and the entire academic community with the assurance that the library resources will receive the necessary financial backing to thrive beyond the current grant funding. Our goal is to sustain and enhance the learning environment for the benefit of all members of our academic community.

Sincerely,

A handwritten signature in blue ink, appearing to read "Vernon B. Harper Jr.".

Vernon B. Harper Jr. Ph.D.
Provost and Vice President for Academic Affairs